

# RESEARCH OF ASSIGNMENTS AND PRACTICE OF USING DISTANT LEARNING INSTRUMENTS IN THE CONDITIONS OF QUARANTINE RESTRICTIONS

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**Abstract.** The research studies and analyzes inquiries of educational process participants in Institute of Journalism of Borys Grinchenko Kyiv University due to the change of an activity format during restrictive quarantine measures initiated under COVID-19 pandemic. In order to receive the data, 62 professors and 302 students of bachelor and master academic levels have been inquired; the activity of internal distance learning system participants and the level of technical possibilities of access to it, the level of using online-platforms and services to implement distance learning (hereinafter referred to as the DL) have been under analysis. The research results prove that all educational process participants are aware of distance learning: 1/3 of the respondents consider distance learning to be a critical need of that period, and more than two thirds admit that it is a perspective learning form. 40% of educators use distant technologies in their work on a regular basis and believe that the main problem is absence of face-to-face communication with students. According to the monitoring data, more than 90% of students in the institute have a free access to DL; moreover, poor Internet connection was specified as a problem for DL implementation. The research has also provided an opportunity to assess the change in educational and working load for the educational process participants, as well as this learning form by the latter. This analysis provides a possibility to demonstrate the importance of the preliminary work done by the Institute to implement DL, a necessity for learning process participants to receive previous experience in different forms of learning: up to 70% of respondents consider the use of different learning platforms to be productive, a significant amount of which are video conference services (18.5% - Hangouts Meet, 14.9% - Zoom). The monitoring also demonstrates the efficiency of different platforms for an educational process, moreover, it provides grounds for further study of psychological needs for face-to-face communication, since the data received from the respondents demonstrate different approaches to this issue.

**Key words:** distance learning, higher education, electronic academic course, online services.

## 1. INTRODUCTION

### **Problem setting**

#### **The analysis of the newest researches and publications.**

Currently, a need to elucidate practical experience of introducing distance learning (DL) system has significantly grown up because all educational institutions have to develop a technology that assures remote access to high quality education in the conditions of the quarantine restrictions or other cases of emergency.

Early publications devoted to distance learning focused predominantly on its so called blended form and a positive effect on educational process in general. In 2006, Yoanny Beldarrain<sup>1</sup> wrote about e-learning perspectives, which specified the creation of student-oriented environment using new technologies and instruments to stimulate cognitive activity, but at that time the share of Ukraine's

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<sup>1</sup> Yoanny Beldarrain (2006). Distance Education Trends: Integrating new technologies to foster student interaction and collaboration. Distance Education, 27 (2), 139-153.

Internet users amounted, according to different calculations, up to 10% of the population; that is why this did not entail full-fledge distance learning. The work by O. Rafalska<sup>2</sup> (2013) specified the peculiarities of the blended learning system, it said that “typical peculiarities of distance learning are: flexibility, modularity, parallelism, vast reach, economic efficiency, adaptability, social equality, internationality, a new role of a teacher, positive effect on a student, quality”.

The experience of implementing distance learning is also one of fruitful themes that are elucidated in numerous publications of the Ukrainian scientists, particularly, let us pay attention to the monography of *Information, Methodic and Organizational Assurance of Distance Learning* (2013)<sup>3</sup>, which elucidates practice of spreading distance learning in the country, indicating Khmelnytsky National University, Sumy State University, Chernihiv National University as examples. It is noticeable that the authors pay much attention to popularization of distance learning, first of all, destroying the myths wide-spread at that time concerning its unreliability, absence of proper control over the students' activity by educators, low quality of the knowledge received during distance course, etc. They also determine the categories of software solutions that assure functional possibilities for students and educators to work: particularly, Authoring Packages, Content Management System, Learning Content Management System, Learning Management System, Virtual Management System. However, the authors of the monograph do not analyze the results of distance learning implementation or their qualitative assessment by the educational process participants, which, presumably, were not so important and topical at the time when that publication was prepared compared to nowadays when technical problems give place to methodic and psychological ones.

V. Kukharenko<sup>4</sup> (2015) writes more about the development of the distance learning system in Ukraine. The author specifies that “currently web-resource has become a topical instrument of educational, scientific and economic activity in higher education institutions”<sup>5</sup> and stresses that the use of modern information technologies allows universities and colleges to bear a severe competition at the educational services market.

Lorna R.Kearns's work (2016) is also useful for the research. It analyses the influence of experience of work with students on the Internet on teacher's thinking, planning academic activity, putting innovation into practice across delivery methods<sup>6</sup>. The researcher is interested, first of all, in the quality of education, thus, she makes conclusions about a positive effect from IT use on educational process, particularly, part-time form of studying. Moreover, she notes that changes concern planning an academic course, students' activity and time usage during classroom training. According to Lorna R. Kearns, the use of the Internet allowed educators to focus more on the learning process rather than on teaching one. Besides, the difference between classroom and online training is gradually fading.

L. Halii and T. Seropian (2017)<sup>7</sup> elucidate the peculiarities of a pedagogical experiment related to the implementation of distance learning to prepare specialists for the pharmaceutical industry. A slight amount of experiment participants (34 people) and blended learning forms (simultaneous lectures for full-time students; accomplishment of laboratory assignments and final tests during face-to-face meetings with educators, etc.) do not allow seeing whole amplitude of the distance learning issue to have emerged full blown under implementation of restrictive quarantine measures and is in the focus of the research offered.

A great interest in the context of our research is the review by Elsie Sophia Janse van Rensburg (2018)<sup>8</sup>. It analyses 47 publications devoted to the distance learning quality and classifies positive effects and challenges in the context of online-teaching and learning for educators and undergraduate students in health sciences.

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<sup>2</sup> Рафальська О. (2013) Технологія змішаного навчання як інновація дистанційної освіти. Комп'ютерно-інтегровані технології: освіта, наука, виробництво, Луцьк, 11, 129-133 / С. 129.

<sup>3</sup> Інформаційне, методичне та організаційне забезпечення дистанційного навчання у вищих навчальних закладах України. Суми: Сумський державний університет, 2013. 152 с.

<sup>4</sup> Кухаренко В. (2015). Відкриті дистанційні курси. Комп'ютер у школі та сім'ї, 1, 2015, 23-28.

<sup>5</sup> Кухаренко В. (2015) Системний підхід до змішаного навчання. Інформаційні технології в освіті, 24, 53-67 С.54

<sup>6</sup> Lorna R.Kearns. The experience of teaching online and its impact on faculty innovation across delivery methods. The Internet and Higher Education. Vol. 31, October 2016, P. 71-78. <https://doi.org/10.1016/j.iheduc.2016.06.005>

<sup>7</sup> Галій Л., Серопян Т. (2017). Впровадження дистанційної форми навчання у фармацевтичну освіту (на прикладі Національного фармацевтичного університету). Фармацевтичний часопис, 3, 112-117.

<sup>8</sup> Elsie SophiaJanse van Rensburg. Effective online teaching and learning practices for undergraduate health sciences students: An integrative review. International Journal of Africa Nursing Sciences. Volume 9, 2018, P. 73-80. <https://doi.org/10.1016/j.ijans.2018.08.004>

Thus, most researches specify a growing level of satisfaction and motivation among students; mastering skills in performance of tasks and solving current problems; flexibility of educational process and wider possibilities for building friendly academic environment; activation of students' cognitive activity; reduced gap between theory and practice; better proficiency in IT, etc. among positive results of online learning.

It is remarkable that the challenges are mostly technical (no Internet connection or its poor quality; low IT-competence of educational process participants (problem of selecting adequate services, resources or means helping to solve current educational tasks) or psychological ones (conditions for assurance of fast and effective feedback; issues of cooperation that arise due to the lack of face-to-face contact)<sup>9</sup>.

Let us note that the typology determined by the author can be used as a methodic scheme and applied taking into account bailiwick, particularly, to organize educational process in journalism. However, Elsie Sophia Janse van Rensburg does not clarify which exactly form of online learning the publications analyzed concerned – full complex or partially blended. Consequently, it is expected that unexpected and sudden shift to the form of distance learning specifies a range of additional challenges, which our research takes into consideration as it reflects the experience of exactly such organization of educational process.

Haruni Machumu, and Chang Zhu (2019)<sup>10</sup> write about the implementation of blended learning (online and full time) and formation of blended learning environment (BLE) based on constructivism in education. Let us note that constructivism as an educational psychology theory specifies that students build intensively the system of knowledge while performing practical assignments<sup>11</sup>. Although the experience described is specific because, first of all, constructivism-based learning was under analysis, its result can be useful for current Ukrainian pedagogical practice which is also psychology-oriented in the educational process.

Scientific works of this year mostly focus on the issues caused by an unexpected shift to complex use of online-platforms, services, IT-instruments, as well as analyze challenges it caused, generally methodic and psychological ones. Publications about the educator's activity in the distance learning system devoted mostly to the issue of complex implementation of IT in practice of universities and colleges, search of new methods and approaches to work with students to form competences required for professional activity, assessment of education quality, etc., are also important in the context of our research.

The research by Shannon Skelcher (2020)<sup>12</sup> is topical in this context, it is devoted to exactly psychological aspect of distance learning – ways and methods of forming and support of students' communication with the universities and colleges during the process. The scientist pays attention that as the students interview results showed, this connection is extremely low, however, based on the data received she is able to find out and test some methods for its strengthening.

Ganesh Kumar Nithyanandam (2020)<sup>13</sup> describes the results of a pedagogical experiment, which comes down to the use in classes for bachelors and masters students of five methodologies, which are a free combination of different forms of work with students both using IT and without them, particularly, a visual representation of key information (mind maps), Open-Ended and Close-Ended Questions, Reflection, Summarization and Journal Reflection Pedagogy during a lecture or in its end, Google Search + YouTube + WhatsApp, Team Formation, Role Play, etc. In researcher's opinion, the use of these methods do not only increase academic progress but also forms Soft Skills required for successful employment.

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<sup>9</sup> Elsie Sophia Janse van Rensburg. Effective online teaching and learning practices for undergraduate health sciences students: An integrative review. *International Journal of Africa Nursing Sciences*. Volume 9, 2018, P. 73-80. <https://doi.org/10.1016/j.ijans.2018.08.004>

<sup>10</sup> Haruni Machumu, Chang Zhu (2019). Teachers' perceived roles and their constructivist engagement practices in blended learning environment courses in Tanzanian universities. *International Journal of Learning Technology*, 14 (2), 102-124.

<sup>11</sup> Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill College

<sup>12</sup> Shannon S. (2020) Connecting online students to their higher learning institution. *Journal Distance Education*, 41 (1), 128-147. <https://doi.org/10.1080/01587919.2020.1724771>

<sup>13</sup> Ganesh Kumar Nithyanandam, A framework to improve the quality of teaching-learning process - A case study, *Procedia Computer Science*, Vol. 172, 2020, P. 92-97, <https://doi.org/10.1016/j.procs.2020.05.013>.

Thus, the aspects related to the methods of organizing efficient and psychologically comfortable cooperation between an educator and students require special attention while elucidating the issue regarding the implementation of complex distance learning in the higher education institutions. The analysis and elucidation of such practical experience of Institute of Journalism of Borys Grinchenko Kyiv University in distance learning implementation within the period of implemented quarantine restrictions, initiated in Ukraine due to pandemic of COVID-19 during March-May 2020 is a purpose of this article.

## 2. THEORETIC GROUNDS FOR THE RESEARCH

The research is based on the determination of distance learning offered by O. Rafalska as an open learning technology that involves educational software use and *“with the use of modern telecommunications creates information educational environment to deliver learning material and communication”*<sup>14</sup>.

Moreover, the work takes into consideration conclusions by Yu.Moskal concerning the influence of demand dynamics, new markets and consumers' needs that will provide for *“reconciliation of classic and distant universities”* [22] onto the development of the education area. Further growth of distance learning popularity is also connected with the aspect mentioned by I.Adamova and T.Holovachuk: *“Formation of a new student generation with creative thinking is a need of the society at its current development stage”* [23].

Besides, the work takes into account the results of collective research concerning the peculiarities of distance learning organization in Borys Grinchenko Kyiv University *“Review of the distance learning systems in popular universities and colleges of Ukraine”*. Particularly, its authors specify that an educational institution *“has a website of distance learning which provides a possibility of a guest access. Distance courses are open for registered members only. There are no blogs or forums kept at the website but the webinars are held. The distance learning platform is Moodle”* [19].

Practical experience of distance learning in Institute of Journalism of Borys Grinchenko Kyiv University proves productivity of combining full-time and distance learning forms on Moodle platform. That allows permanent updating learning materials, using different forms of practical tasks performance, including additional resources for intensive cooperation with the group avoiding the issue or permanent knowledge deterioration especially in the fast developing areas, particularly, journalism and social communications.

The preparation of specialists, development of the skills required for work on different online–platforms by the institution educators are the fundamental basis for creating possibilities to implement distance learning in an educational institution. Particularly, any distance course user must have skills required to work on a computer, have an access to the Internet, skills of work online and required equipment for full-fledged learning and teaching are also obligatory.

The lecturing staff of Borys Grinchenko Kyiv University have powerful experience of so called *“blended learning”*, which entails the performance of three-stage activity: *“independent study of the material, a classroom interactive lesson, continued interactive study and support at the workplace”*<sup>15</sup>, having assured, correspondingly, a required database for distance learning implementation at the educational institution.

## 3. RESEARCH METHOD

While studying the efficiency of distance learning use within the period of quarantine due to COVID-19 pandemic there was held a questionnaire through Google-form among the full-time students of the first (bachelor) and second (master) educational levels. The students of 1-5 years majoring in 029 *Information, Library and Archive Studies*; 061 *Journalism* (academic programs of *Journalism, Advertising and Public Relations; Publishing and Editing*) studying in Institute of Journalism of Borys Grinchenko Kyiv University participated in the questionnaire. Totally, 302

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<sup>14</sup> Рафальська О.О. (2013). Технологія змішаного навчання як інновація дистанційної освіти. Комп'ютерно-інтегровані технології: освіта, наука, виробництво, Луцьк, 11, 129-133 / С. 128

<sup>15</sup> Кухаренко В.М. (2015). Системний підхід до змішаного навчання. Інформаційні технології в освіті, 24, 53-67 С.54

students became respondents. The questionnaire was held in March-May 2020 within the period of quarantine implementation.

Also, during the research, the educators of Institute of Journalism were inquired. Totally, 62 full-time employees of the institution participated. The questionnaire of the educational process participants who, on one hand, organized distance learning and on the other hand, received an educational service, provided a possibility for comprehensive study of the distance learning process under the conditions of quarantine restrictions.

Simultaneously, the researchers were performing statistical analysis regarding the activity of students and educators of Institute of Journalism of Borys Grinchenko Kyiv University within March-May 2020 in the internal distance learning system as well as statistical analysis regarding the use of different online-platforms for distant classes.

The data received during the questionnaire and the values of the statistical analysis provide a possibility to make some theoretic generalizations regarding efficiency of distance learning practice in the higher education system having Institute of Journalism of Borys Grinchenko Kyiv University as an example.

#### **4. RESULTS OF RESEARCH**

For the practicing educators it is undeniable that pedagogic instruments required for the distance learning system are different from the ones for full-time or part-time learning. However, the educators in their activities orient on classic requirements of educational process, clearly determining the content of learning, competences being formed during disciplines studying, determining methods and forms of learning, learning instruments, etc.

Distance learning in Borys Grinchenko Kyiv University is regulated by Order No.468 dated 28.10.2015 *On Approval of Recommendations on Procedure for Organization of Educational Process for Full-Time Students Using Distance Learning Technologies, Regulation on Distance Learning in Borys Grinchenko Kyiv University* (Order No.180 dated 28.04.2014), *Regulation on Procedure for Organization of Part-Time Students' Learning Using Distance Learning Technologies in Borys Grinchenko Kyiv University* (Order No.235 dated 30.05.2014). While organizing distance learning, the educational process participants use an electronic academic course (EAC), which is created under the requirements in compliance with *Regulation on EAC: Procedure of Creation, Certification and Use in the E-Learning System of Borys Grinchenko Kyiv University* (Order No.96 dated 18.02.2019) [24,25]

The educational process participants are experienced in distance learning because they have studied the disciplines related to their professional training almost from the enrolment to the educational institution; that provided them with significant advantages when there arose a situation of compulsory distance learning and allowed using acquired skills in work during March-May 2020. However, until the implementation of quarantine measures in Ukraine, the students and educators of the University had the prevailing amount of classes full-time, using EAC system as auxiliary one, i.e. the one which provided wider technical possibilities to form professional competences. That was the way how the blended learning system was being implemented, which allowed forming skills of distance learning for majority of students and educators. That is why the situation of 2019-2020 academic year became a kind of a challenge for educators and students but did not decrease the quality of teaching and learning activities.

The respondents under the questionnaire indicate, particularly, that they think that the distance learning is: one of learning forms (64.2% of students, 71% of educators); a dictate of the times (28.5%), 3.6% (11 respondents out of 302) believe that distance learning is unpromising. A part of respondents have selected an option "Other", one answer correspondingly: *"I think that it is promising provided for appropriate implementation"*; *"I think it is a good impulse to modernize Ukraine's education"*; *"In my opinion, the majority of disciplines can be learnt remotely, I think it is a convenient form of learning"*; *"I think that the distance learning must be implemented when the institution is ready to implement it"*; *"I think it is a necessity during the quarantine"*; *"this is a form of learning of the 21<sup>st</sup> century"*, etc. Thus, the majority of respondents assess positively the distance learning as a form of acquiring professional knowledge.

The authors set a range of purposes during the research: to study the attitude of educators and students to the opportunities of using miscellaneous online-services for distance learning; to study the students' assessment of the distance learning system offered to them; to solve the problematic issues in work with the implemented distance learning system according to the experience of educators and students; to determine the prospective viability regarding the implementation of miscellaneous forms of distance learning while preparing the students majoring in journalism; to analyze the educators' and students' inquiries regarding the distance learning model.

The staff of Borys Grinchenko Kyiv University have been developing the distance learning system for several years, this works became more intensive, particularly, within 2018-2019 and 2019-2020 academic years. To be more precise, the representatives from four chairs at Institute of Journalism certified, at the level of higher education institution, sixty-six EACs, the structure and content of which meet the relevant methodic requirements for the distance learning courses. Moreover, the staff of the University's chairs started preparing video materials for EACs.

In general, 58.1% of the respondents hold developed and certified EACs in the internal e-learning system, 8.1% have developed such courses and applied for certification. Almost 100% of disciplines include developed EACs to be considered by the Methodic Certification Commission. Moreover, the EACs content is permanently updated taking into account the development of the professional area.

According to A. Kukharenko, the distance learning quality facilitates contact between students and educators, develops cooperation, assures the use of active methods of learning/teaching, fast feedback, effective use of the time, high motivation and consideration of students' abilities and ways of learning/teaching<sup>16</sup>; that completely meets the preparatory work on distance learning implementation the educational institution has already performed. One of such parameters is the academic staff training, in particular, 50% of the educators inquired answered that they have had advanced training courses on module of Information and Communication Technologies, 22.6% specified that they were planning to have advanced training in this field.

The success of the educational process in the distance form requires significant experience from the education process participants, which provides an opportunity to respond the challenges. This is the experience that allowed educational process participants to demonstrate an ability to continue studying remotely, without its quality and intensity deterioration. 40.3% of the educators inquired have specified that they permanently use distance learning instruments in their teaching activity, 43.5% use them permanently during the period under quarantine measures due to COVID-19 coronavirus pandemic, 11.3% use permanently during the current academic year.

An availability of Internet access and absence of other technical problems are important aspects for possible distance learning implementation.

Table 2 demonstrates the statistics regarding an access of the educational process participants to distance learning during March-May 2020.

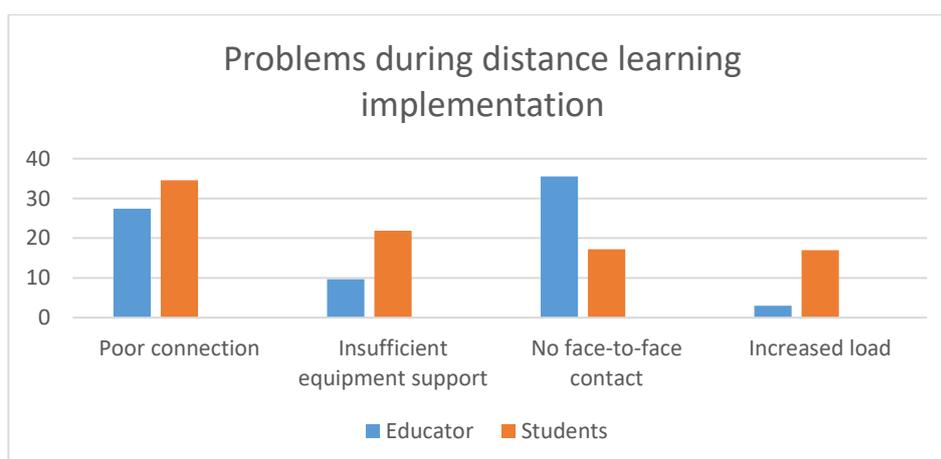
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<sup>16</sup> Кухаренко В.М. СИСТЕМНИЙ ПІДХІД ДО ЗМІШАНОГО НАВЧАННЯ // . Інформаційні технології в освіті. 2015. № 24. С. 53-67 С.54

### Analysis of access level to the distance learning system

Students, totally	Totally have to take part in the distance learning except those who are on practical training, and part-time students who were not under the examination period	Participate in distance learning	Perform assignments under practical training	Have occasional problems with an access to distance learning				
				Do not have computers	Stay in residential areas where the Internet connection is poor or absent	Other technical problems	Under medical treatment/chronic diseases	Stay abroad
865	718	718	62	12	30	6	3	2
	*(83 %)	100.00%	7%	1.6%	4.1%	0.8%	0.4%	0.2%

General data of the monitoring regarding an access to distance learning of educators and students of Institute of Journalism are provided in Pic.1



*Pic.1. Problems of distance learning implementation for educators and students of Institute of Journalism of Borys Grinchenko Kyiv University (data of questionnaire in March-May, 2020)*

Thus, the questionnaire demonstrates better readiness of educators to different forms of cooperation with students since it is a requirement of their professional activity, as well as it reveals a higher need for face-to-face interaction with the educational process participants. The issue requires an individual study as one of psychological pre-requisites of efficient learning.

The educators' experience in distance learning is an important aspect for educational process success because it allows taking into account students' needs. 53.2% of the educators occasionally take online courses to advance professional competence, 32.2% do that regularly, only 14.5% do not take such trainings. Hence, 85.5% of educators have experience of online learning, which enhances their ability to cooperate with the students since they acquire learning technologies, monitoring the troubled issues that may arise before students and prevent from them.

The students of Institute of Journalism of Boris Grinchenko Kyiv University have sufficient experience of work in the distance learning system:

- 37.1% use permanently since they were 1-year students

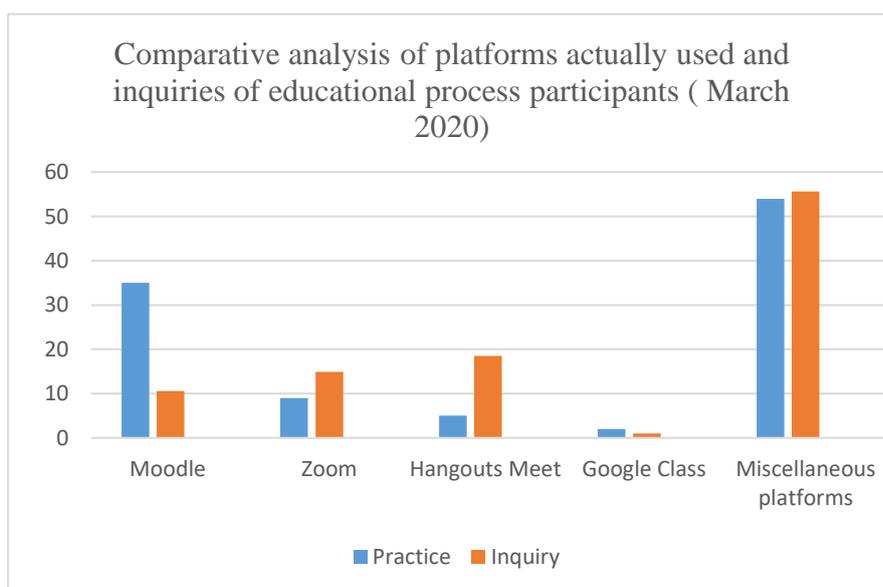
- 35.1% use during the quarantine period;
- 26.5% use during current academic year.

Some respondents have specified that they had experience of EACs use, but the intensity grew during the quarantine period. Thus, the students' experience in distance learning became one more reason for successful online-learning implementation.

To the question of “*Do you study online beyond the educational process?*” 50% of respondents answered “from time to time”, 33.4% answered negatively, 16.6% specified that they did that permanently. This value cannot be interpreted as the one that shows a low interest in regular online education, since that involves degree-seeking students involved into the educational process, instead, a need for additional training usually arises after the first graduation.

The issue about IT-instruments that can be used, particularly, for preparing a media specialist becomes special because it does not only involve the use of technologies but also development of professional competence. The educational program for journalists preparation of the first bachelor level specifies formation of such program educational results, as “Design personal projects to meet the needs of different types of media, explore effective journalistic methods of presenting information», «Create own multimedia products based on the application of information technologies learned”, etc<sup>17</sup>.

The analysis of the platforms and services applied to work with students majoring in journalism demonstrates quite a limited selection of them, particularly, they refer to the platforms of Moodle and Google Classroom, video conference services of Google Hangouts and Zoom. Moreover, two tendencies in educational process organization are seen: a tendency to use one platform or combination of different services and instruments. These data are demonstrated in Pic.2



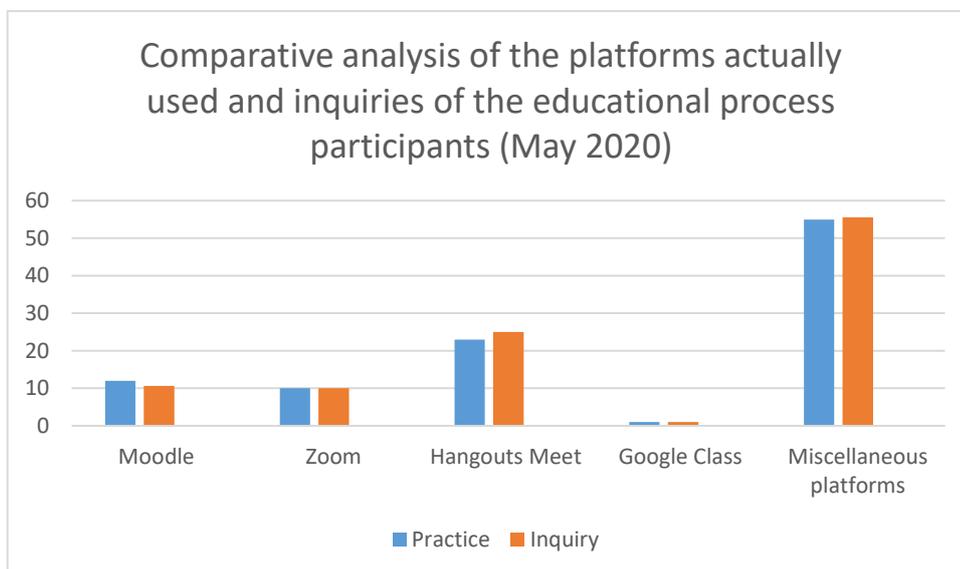
*Pic.2 The use of online services in distance learning in Institute of Journalism of Borys Grinchenko Kyiv University (according to questionnaire in March 2020).*

The monitoring of the educational process demonstrates that the educators mainly used Moodle (84%) since it provides methodic materials for educational courses developed in advance. Zoom (9%), Hangouts Meet (5%) and Google Class (2%) were used less. Instead, the analysis of the students' inquiries after two weeks of implemented quarantine restrictions have demonstrated that online work of an educator and students using video platforms is psychologically important: owing to the effect of presence, favorable opportunities for thoughts exchange and emotional support are created.

<sup>17</sup> Academic professional program. K.,2017. URL: [https://kubg.edu.ua/images/stories/Departaments/vstupnikam/ij/2019/op\\_bach\\_journ\\_en-n.pdf](https://kubg.edu.ua/images/stories/Departaments/vstupnikam/ij/2019/op_bach_journ_en-n.pdf)

Among seventy-six educators who were involved into the educational process during March-May 2020, the following tendency of using distance learning resources is traced: 55% of respondents use only Moodle, 40% - combine services; 5% - use video conference services. These data are provided in Pic.2.

While implementing distance learning in May there was an equalization between practical use and inquiries through the research of possibilities of educators, students' requests, real efficiency of online-platforms compared to March 2020.



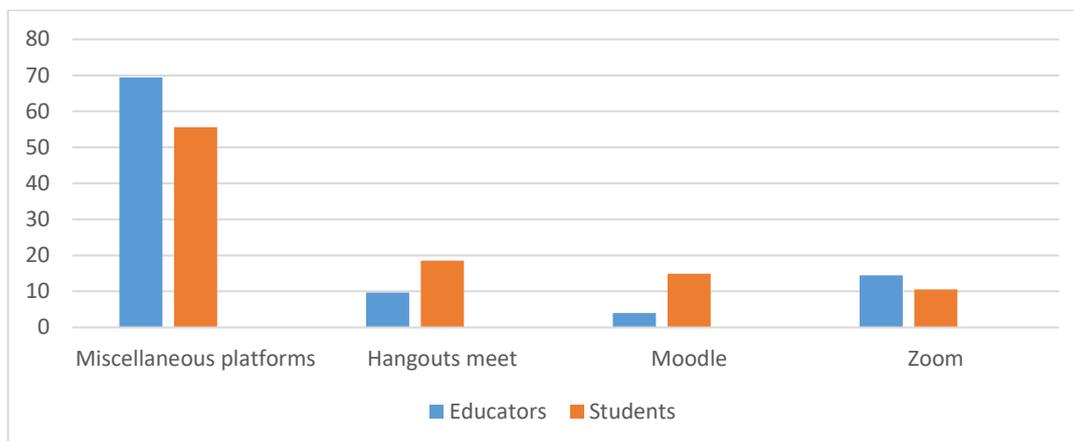
*Pic. 3. Tendencies of using distance learning resources among the educators of Institute of Journalism of Borys Grinchenko Kyiv University (according to data of the questionnaire in May 2020).*

The questionnaire of Institute of Journalism educators shows that 69.4% of respondents consider work with students regarding different platforms use efficient: 9.7% prefer Hangouts Meet, 14.5% believe that Zoom meets the requirements of work, 4% are ready to work online on Moodle.

Thus, it is noticeable that a number of educators tried to work in different systems involving both EACs resources and video conference format, which completely meets the requests from degree-seeking students:

- 55.6% of respondents think that the combination of possibilities provided by different platforms of distance cooperation between the educator and students is efficient;
- 18.5% prefer Hangouts meet platform;
- 14.9% consider efficient work in Zoom;
- 10.6% are ready to work only in Moodle system.

The results received meet the expectations completely because the participants of educational process in Borys Grinchenko Kyiv University have experience of harmonious combination of an immediate educator-student interaction and a distance form of work; thus, during absolute distance learning the students require immediate participation of the educator, face-to-face communication, and this request is completely understood by the educators.



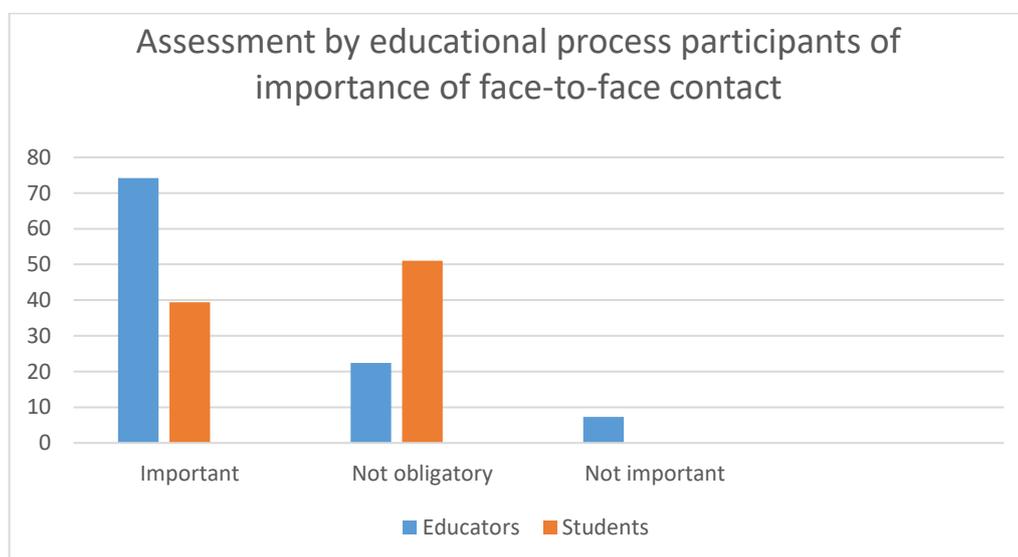
*Picture 4. Comparative analysis of educators' and students' requests regarding efficiency of using distance learning resources in Institute of Journalism of Borys Grinchenko Kyiv University (according to the questionnaire in March-May 2020)*

The following answers were received to the question “Do you think it is required to hold a part of classes on online platforms, which provide face-to-face communication?”:

- 74.2 % of educators and 39.4% of students answered “important”;
- 22.4% of educators and 51% of students answered “possible but not obligatory”;
- no educators and 7.3 % of students answered “not important”.

A part of respondents, both among the educators and the students used an opportunity to answer at length:

- “depends on the discipline being taught”;
- “important but not always possible technically”;
- “there must be video lectures with an opportunity to ask questions, and obligatory chats in messengers where students can clarify an assignment during individual study”;
- “important, especially for foreign language”, etc.



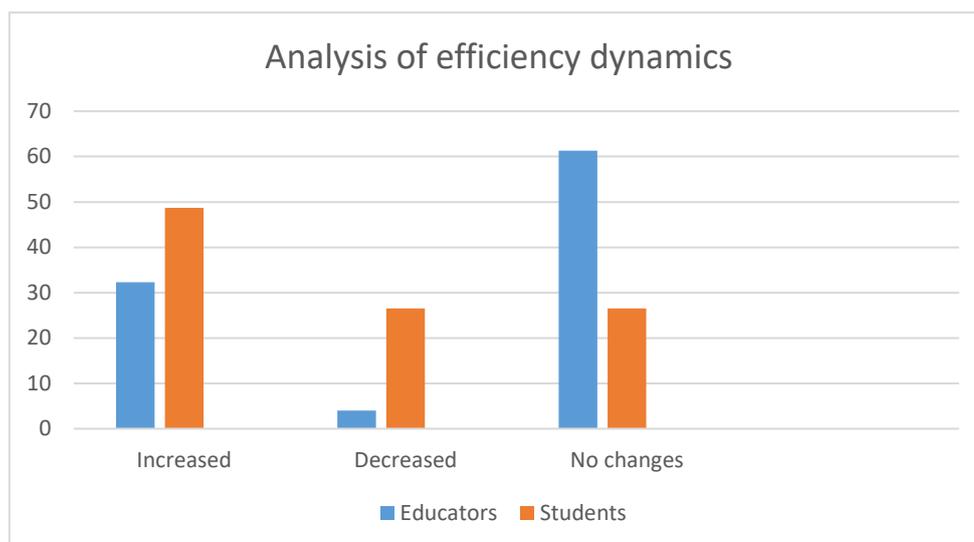
*Picture 5. Assessment by educational process participants of face-to-face contact importance during distance learning (according to questionnaire in March-May, 2020)*

The diagram shows that the educators lend more weight to immediate communication with the students than the students. This value requires deeper research to find out reasons and psychological-and-pedagogical aspects of the issue.

Education efficiency is an important value that demonstrates suitability of the implemented forms to study professional disciplines and to develop competences required. The students inquired from Institute of Journalism of Borys Grinchenko Kyiv University assess work efficiency as follows:

- efficiency increased – 32.3% of educators and 48.7% of the responding students;

- efficiency did not change – 61.3% of educators and 26.4% of students;
- efficiency decreased – 61.3% of educators and 24.8% (75) of students.



The following values can demonstrate the high level of activity in the distance learning system:  
*Table 1*

### **Results of educators' and students' activity in the internal distance learning system**

Discipline	Year	Form	Academic level	Students' activity (actions in EAC)	Educator's activity (actions in EAC)
News Agency Journalism	1	Full-time	Bachelor	4,436	2,294
Journalism and Information: Modern Media Office	2	Full-time	Bachelor	15,530	2,339
Visual Means in Advertising and PR	1	Full-time	Bachelor	10,685	981
Tutorial on Editor's Art	4	Full-time	Bachelor	7,854	1,574
Book Publishing	2	Full-time	Bachelor	7,886	3,133
Legal Fundamentals of Publishing	3	Full-time	Bachelor	13,434	12,322
Theory of Mass Communication and Information	1	Full-time	Bachelor	7,718	2,329

Thirty-three EACs were used in the educational process during the quarantine period. Table 1 shows several values on particular courses as an example, which demonstrate activity of educators and students during first four weeks from the quarantine implementation.

The values mentioned show high level of students' and educators' activity in the internal distance learning system in general under all educational disciplines in compliance with the timetable, and provides a possibility to make sure that the state of distance learning implementation allows students assessing advantages and disadvantages of this form of acquiring academic knowledge and competences.

## **5. CONCLUSIONS AND PERSPECTIVES OF FURTHER RESEARCHES**

A professional prerequisite of efficient work is the understanding by all educational process participants of content, specific nature and assignments of distance learning. The goal-oriented preparatory work in the whole staff of Borys Grinchenko Kyiv University and Institute of Journalism

as its individual subdivision, as well as previous experience of blended learning allowed decent response to the call of time and provided the students with a possibility to receive knowledge in an unusual educational process conditions at such a qualitative level as the higher education system requires.

The research performed demonstrates that practical distance learning implementation must be based on such determining principles as interactivity, flexibility, availability of feedback, individual learning.

The situation of practical distance learning implementation during March-May 2020 demonstrates a necessity to form pre-requisites for its implementation:

- creation by the educational institution of technical possibilities for distance learning;
- development of platforms for distance learning;
- ICT-training of educators;
- practical experience of partial distance learning use by all the educational process participants.

The research results indicate that the distance learning system must be used flexibly in specific conditions, in which, particularly, educational institutions of Ukraine appeared during the quarantine restrictions of March-May 2020; obligatory permanent monitoring of inquiries from educational process participants is important, the situations impeding the implementation of full-fledge learning are to be removed. The perspective of the research is to study teaching staff's experience within the distance learning period due to implementation of the quarantine measures in Ukraine, to analyze inquiries from educators as active participants and organizers of distance learning, to generalize administrative experience concerning the implementation of different distance learning forms.

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