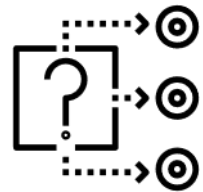




**ONLINE OR ONSITE?
LESSONS DRAWN FROM THE PANDEMIC
IN TECHNOLOGY ADOPTION:
THE CASE OF
SOUTH EAST EUROPEAN UNIVERSITY**

Adrian Besimi, Blerta Abazi-Çaushi, Lulzime
Nuredini-Mehmedi, Veronika Kareva



- To highlight the major challenges related to teaching and learning
- Moving from onsite to online
- To showcase the continuous quality of institutional work by comparing and contrasting data obtained from the student evaluation



Importance

- Students not to lack behind in the learning process during the pandemic
- To keep the high level of teaching during the pandemic
- To keep Student satisfaction at a desirable level

Relevance

- The pandemic has had a significant impact on educational institutions
- The pandemic created challenges in providing high-quality instruction
- The shift to online learning was a necessary response

Significance

- Student satisfaction with online learning is an essential factor in determining the effectiveness of online education
- The impact of **technology adoption** on student satisfaction and learning outcomes

Technology



Classroom



Meet



Tasks



Drive



Gmail



Sites



Sheets



Forms



Docs



Slides



Assignments



Jamboard



Calendar



Chat



Admin



Adrian Besimi

Mar 11, 2020 (Edited Mar 25, 2020)



Hello class, please join this location to see if we can arrange the lecture online.

I am waiting for you.



Class video meeting

<https://meet.google.com/vzq-bjir>



Adrian Besimi

Mar 24, 2020



Dear students,

please note that your attendance in online lecturing is mandatory. All of you that will be present, I will assign default 5 points at the end of the term. The others will not be awarded.

Also note that the Rectorate asked to complete the practice hours as well, so I would like to ask you, specifically Giray and Safije, if you feel comfortable, please tomorrow plan to present using Google Meet :)

Talk to you tomorrow.

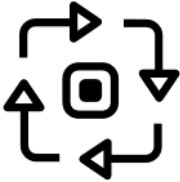


Background Information

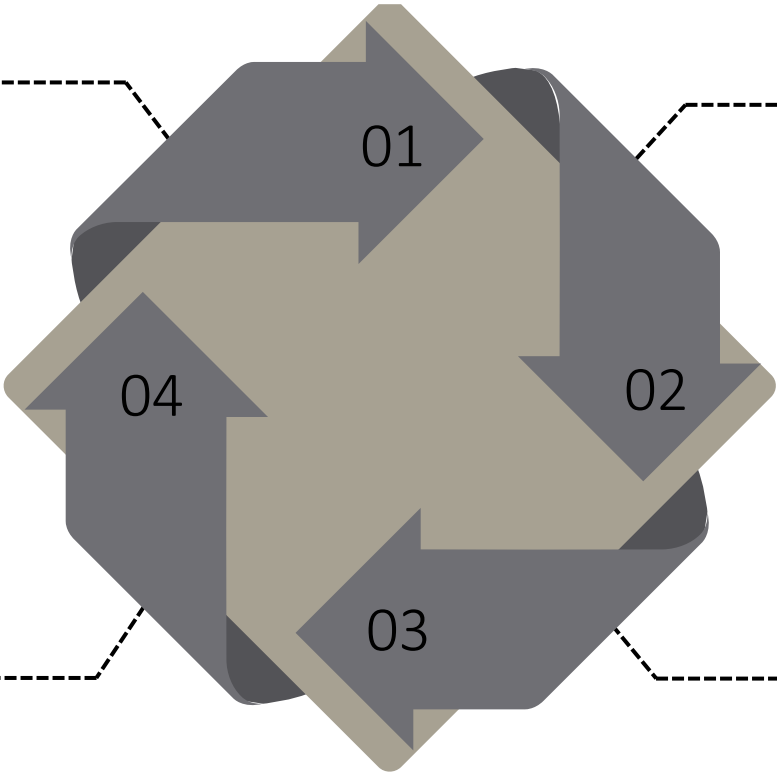


- South East European University (SEEU) as many other educational institutions, moved fast to remote teaching
- Moving to online teaching and leveraging IT to deliver lectures was immediate and without major issues
- The pandemic increased the demand for integration of technology in the teaching and learning process not only as a source of information but as a tool for enhancing learning
- SEEU places a high value on the collection and analysis of data.
- There are nine main categories in which the Student Services Department (SSD) divides up its more than 40 standard reports that are produced annually.
- SEEU performs yearly teaching observation by peer teachers for all teachers
- Additionally, OQAM, distributes Student Evaluation Survey every semester on the courses taught

The process



Gather all the student evaluation data – pre, during, post pandemic



Analyze the data

Results, next steps



Compare the data



Research Methodology

- Students undertake the academic survey, which is computerized, during the last month of each semester in an anonymous manner
- Every professor is evaluated, at least in one course
- Professors are given codes so that no bias hinders the analysis
- Only the evaluation with a significant number of student responses is taken in this study
- Data are gathered and then separated into faculties in order to make a faculty-based analysis
- Analysis is done for the period starting Fall 2018/2019 up to Fall 2022/2023 (pre-pandemic, during, and post-pandemic data)



Data Analysis

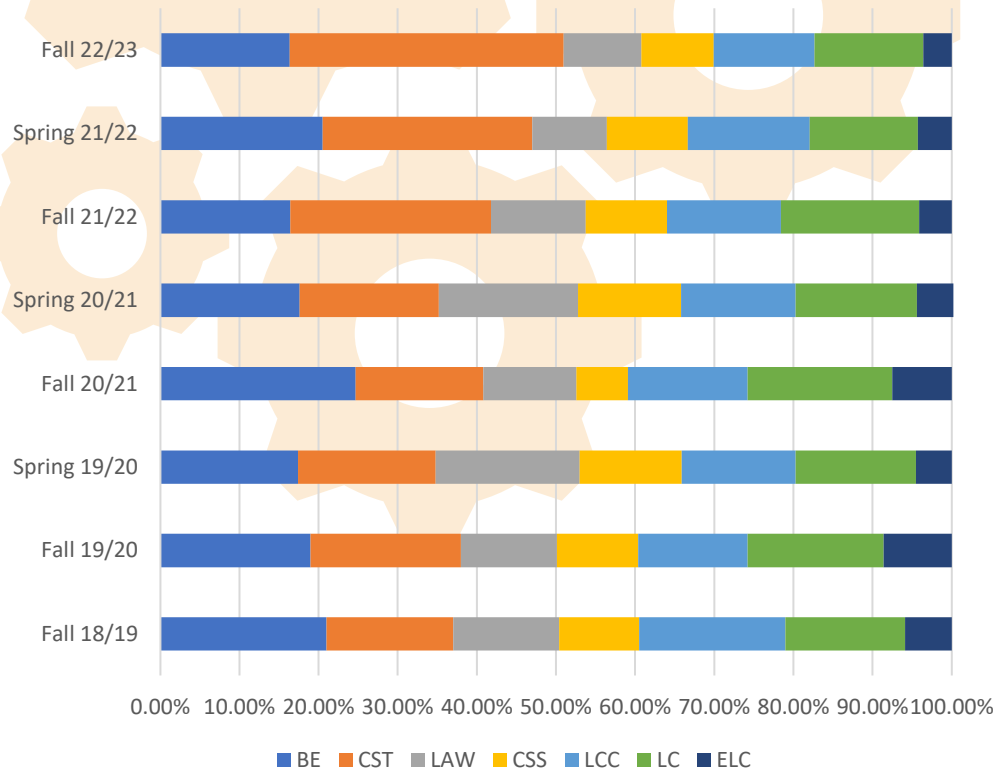
- The survey has 16 question
- Only 4 questions that were significant to the analysis were used
 - Student Evaluation Responses on “The Instructor Interaction with students”
 - Student Evaluation Responses on “The instructor provided regular feedback on the assignments.”
 - Student Evaluation Responses on “Overall course content rating”
 - Student Evaluation Responses on “Overall instructor rating”
- Each question has a scale of 1-5 (5 being the best)
- Analysis is done per question and then as a total per professor, per degree, then per faculty, and then as a university
- The process of analysis carried out is the weighted average



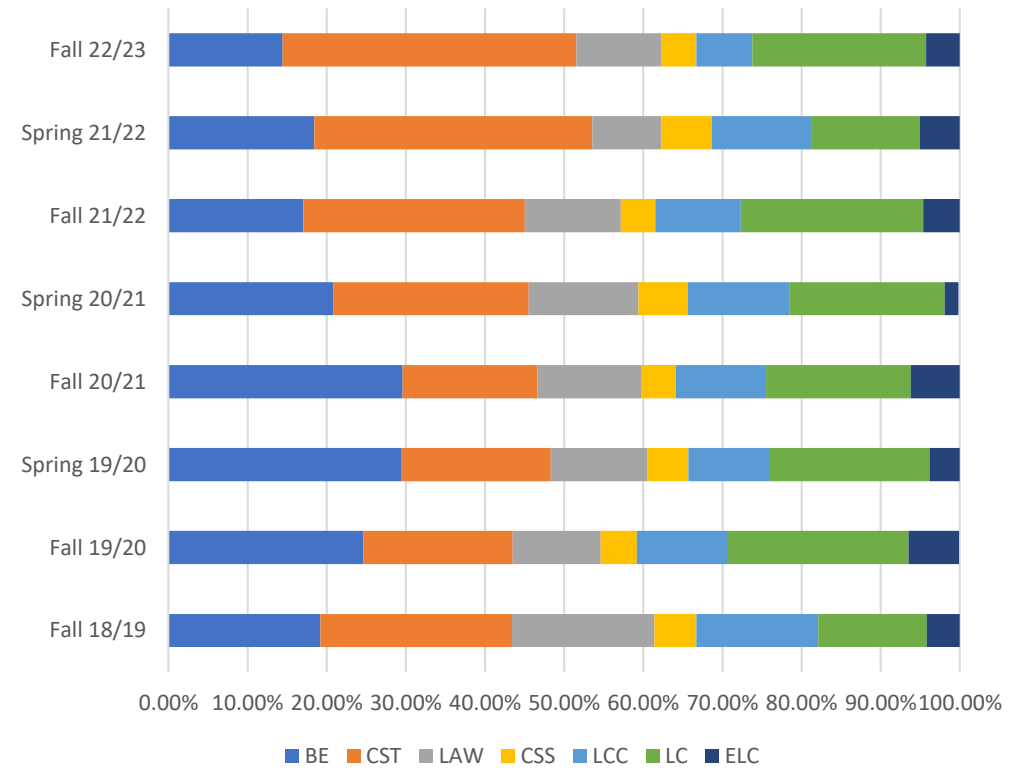
Responses

Faculties	Terms /Metrics	Fall 18/19	Fall 19/20	Spring 19/20	Fall 20/21	Spring 20/21	Fall 21/22	Spring 21/22	Fall 22/23
SEEU*	N	1425	3188	2611	2267	4999	5125	711	5113

Courses



Responses





Results – averages on questions

Student Evaluation Responses on “The Instructor Interaction with Students”

Faculties / Terms	Fall 18/19	Fall 19/20	Spring 19/20	Fall 20/21	Spring 20/21	Fall 21/22	Spring 21/22	Fall 22/23
SEEU	4.56	4.7	4.57	4.61	4.65	4.69	4.62	4.64
BE	4.52	4.6	4.5	4.57	4.66	4.7	4.63	4.61
CST	4.35	4.6	4.48	4.43	4.52	4.56	4.55	4.55
LAW	4.61	4.8	4.54	4.67	4.76	4.71	4.9	4.79
CSS	4.7	4.8	4.55	4.63	4.63	4.69	4.69	4.64
LCC	4.68	4.7	4.72	4.67	4.63	4.74	4.4	4.64
LC	4.72	4.7	4.7	4.72	4.73	4.8	4.72	4.78
ELC	4.58	4.8	4.61	4.7	4.81	4.72	4.89	4.77

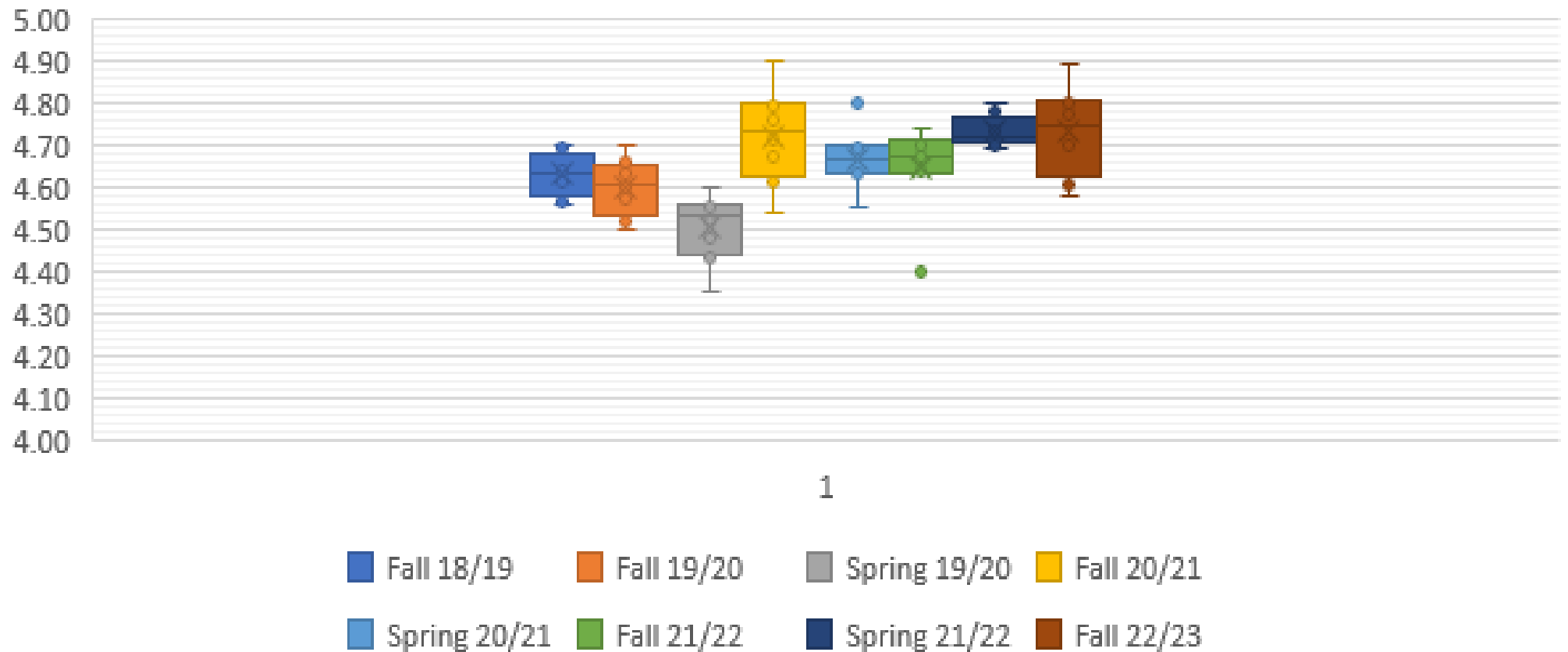
Student Evaluation Responses on “The instructor provided regular feedback on the assignments.”

Faculties / Terms	Fall 18/19	Fall 19/20	Spring 19/20	Fall 20/21	Spring 20/21	Fall 21/22	Spring 21/22	Fall 22/23
SEEU	4.34	4.5	4.48	4.57	4.61	4.61	4.47	4.51
BE	4.23	4.4	4.39	4.52	4.62	4.64	4.61	4.48
CST	4.01	4.4	4.44	4.44	4.49	4.44	4.23	4.39
LAW	4.49	4.7	4.45	4.71	4.79	4.66	4.9	4.73
CSS	4.67	4.7	4.5	4.7	4.61	4.68	4.62	4.58
LCC	4.49	4.6	4.53	4.51	4.52	4.66	4.32	4.56
LC	4.48	4.5	4.59	4.64	4.72	4.7	4.58	4.64
ELC	4.55	4.7	4.59	4.7	4.65	4.63	4.83	4.63



Results – averages on questions

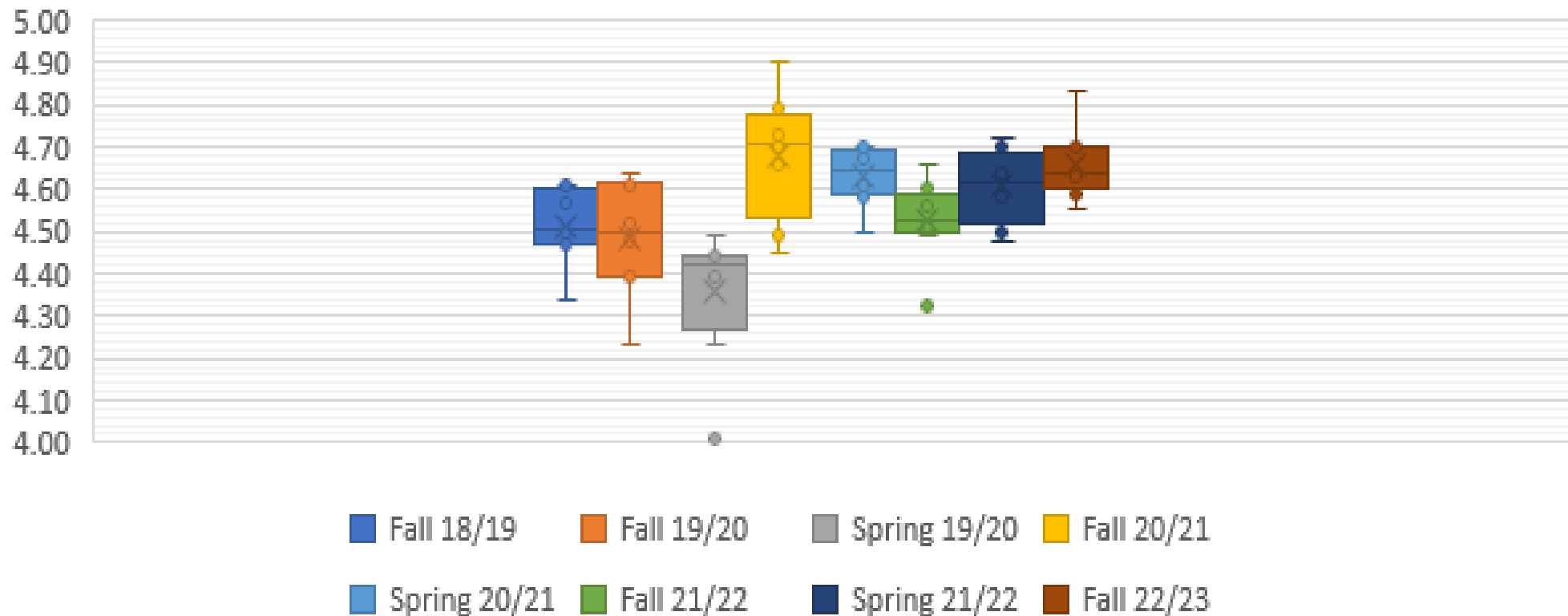
Evaluation of the Instructor Interaction with Students





Results – averages on questions

Evaluation of the Instructor Provided regular feedback on the assignments





Results – averages on questions

Student Evaluation Responses on “Overall course content rating”

Faculties / Terms	Fall 18/19	Fall 19/20	Spring 19/20	Fall 20/21	Spring 20/21	Fall 21/22	Spring 21/22	Fall 22/23
SEEU	4.45	4.6	4.49	4.55	4.6	4.6	4.57	4.5
BE	4.37	4.5	4.4	4.47	4.58	4.59	4.58	4.47
CST	4.19	4.4	4.39	4.4	4.45	4.5	4.47	4.57
LAW	4.53	4.7	4.48	4.64	4.75	4.64	4.84	4.71
CSS	4.8	4.7	4.69	4.7	4.65	4.65	4.73	4.57
LCC	4.61	4.6	4.52	4.59	4.61	4.68	4.31	4.53
LC	4.57	4.5	4.63	4.67	4.68	4.67	4.7	4.64
ELC	4.63	4.7	4.54	4.65	4.72	4.65	4.81	4.63

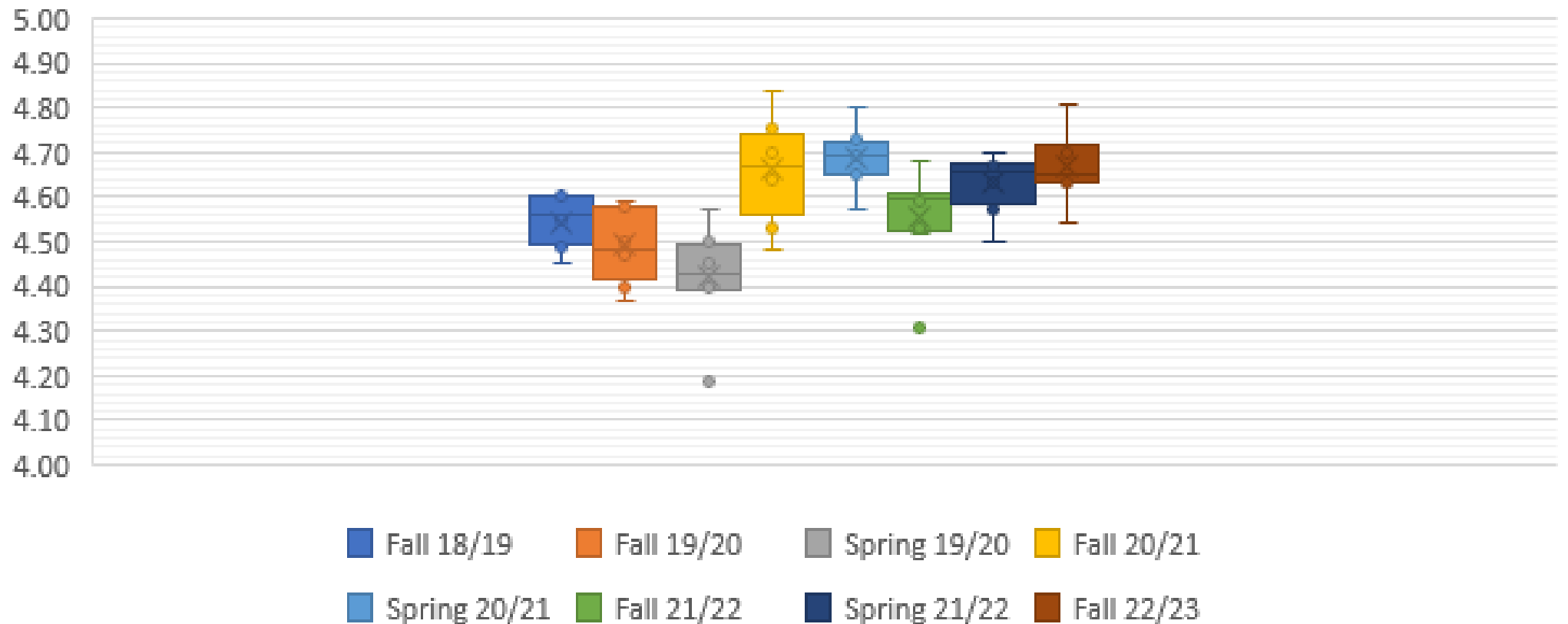
Student Evaluation Responses on “Overall instructor rating.”

Faculties / Terms	Fall 18/19	Fall 19/20	Spring 19/20	Fall 20/21	Spring 20/21	Fall 21/22	Spring 21/22	Fall 22/23
SEEU	4.51	4.7	4.57	4.61	4.64	4.68	4.58	4.6
BE	4.46	4.6	4.47	4.53	4.64	4.67	4.65	4.56
CST	4.19	4.5	4.46	4.48	4.5	4.52	4.43	4.46
LAW	4.66	4.8	4.6	4.69	4.78	4.7	4.89	4.78
CSS	4.84	4.8	4.71	4.76	4.68	4.74	4.76	4.61
LCC	4.64	4.7	4.66	4.6	4.65	4.75	4.34	4.66
LC	4.65	4.7	4.71	4.7	4.73	4.78	4.63	4.76
ELC	4.67	4.8	4.7	4.78	4.75	4.77	4.92	4.72



Results – averages on questions

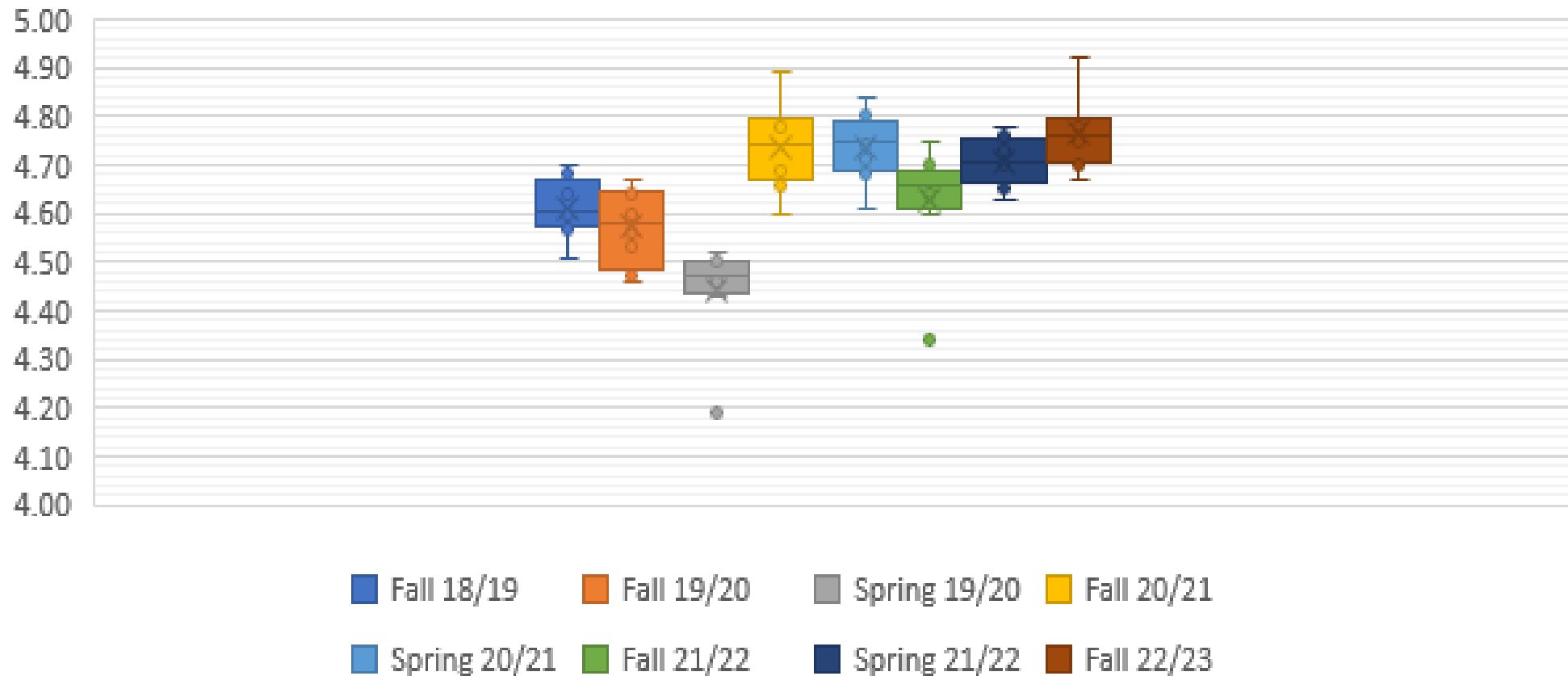
Evaluation of Overall course content rating





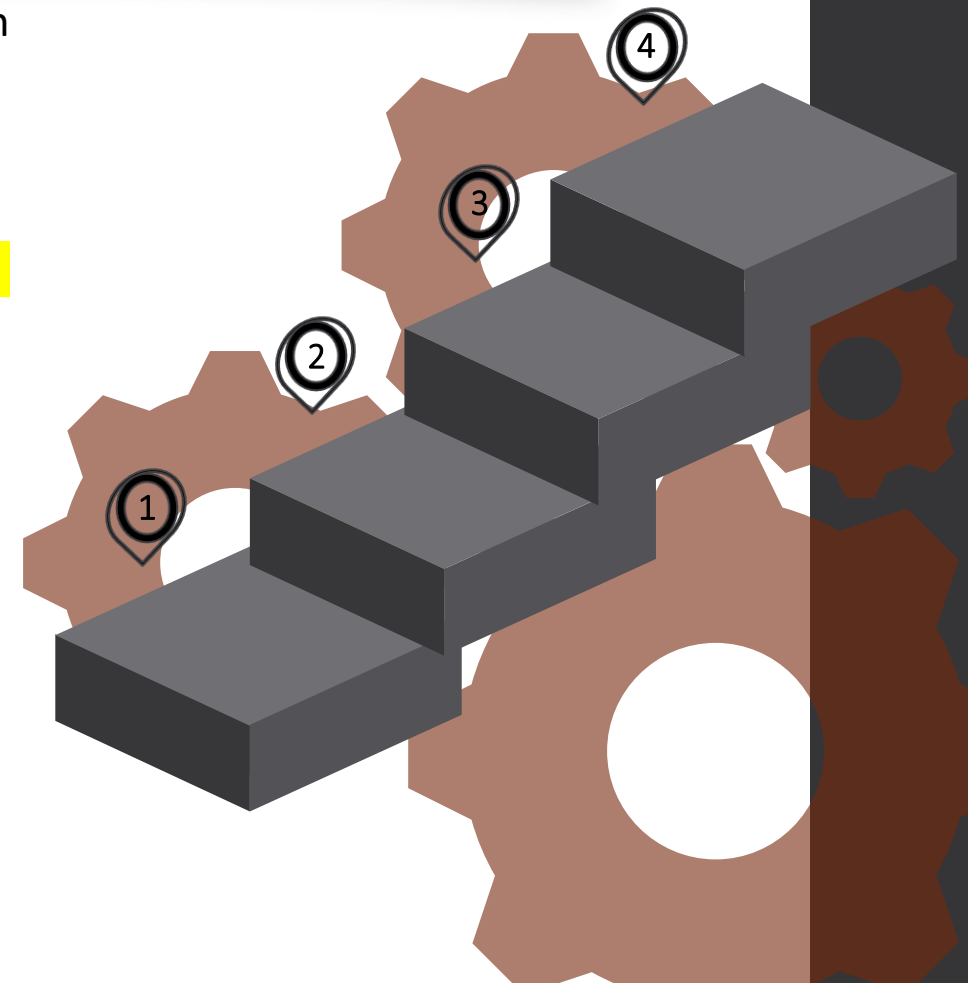
Results – averages on questions

Evaluation of Overall Instructor rating



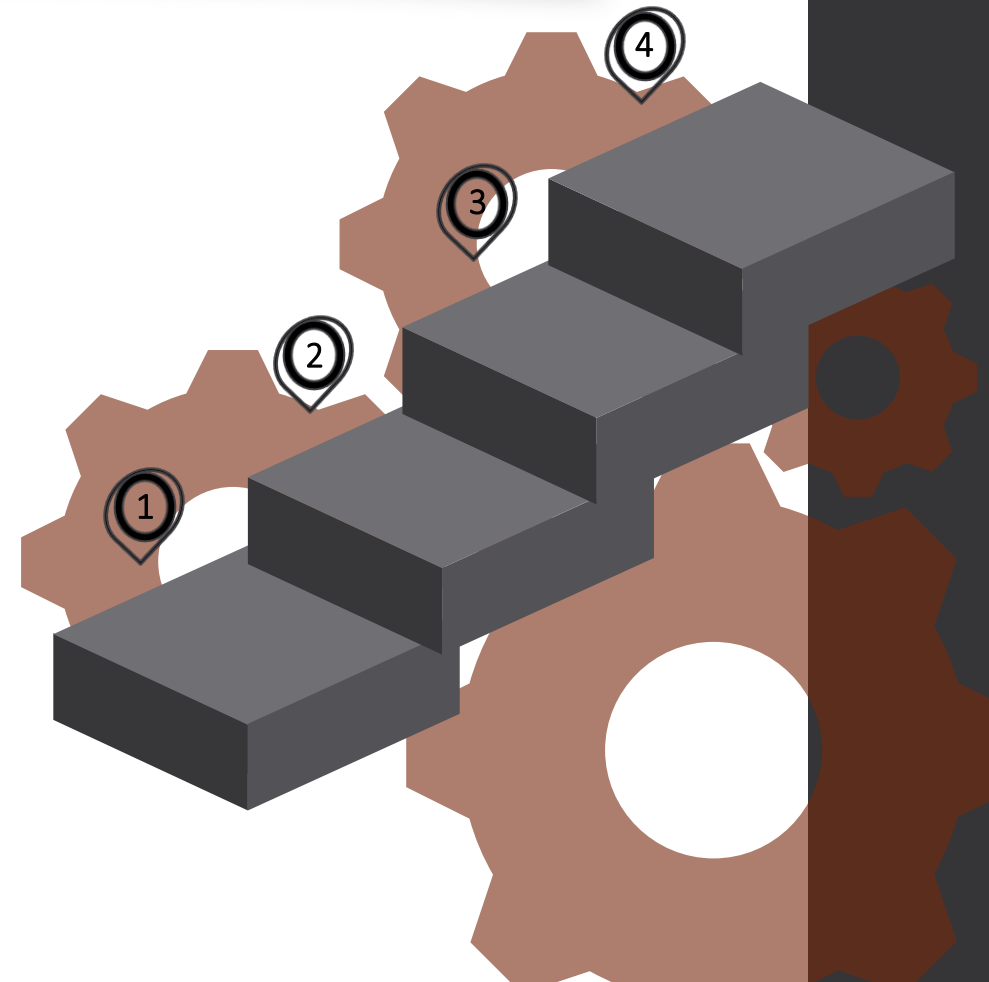
Lessons learned

- The **long history of digitalization** at the university was a key factor when in the Spring 2020 semester they had to move to mandatory online learning.
- Fortunately, **20 years of experience** in using E-mail communication, file sharing later substituted by a Learning Management Systems **made the transition fast and easy**, immediately the next day
- The **slight decline in the evaluation** of students during Spring 2020 was anticipated **because the fear of the unknown** and uncertainty had its desired effect
- SEEU's practice showed that **moving to online teaching and leveraging IT to deliver lectures was immediate** and without major issues.
- Based on the findings of this study, it can be concluded that high-quality teaching can be delivered, and learning can be maintained at a desired level even amid a pandemic, if institutions adopt **effective technologies and teaching methods**



Findings and next steps?

- The study found that online learners gained the same amount of knowledge as those taking traditional on-site classes (**opinion?**)
- Staff and student training to be more enforced in order to help them become more proficient and confident users of online and blended learning tools
- The study also emphasizes the necessity for universities to set up efficient support systems for online students, including technical assistance and accessibility to learning resources.





Thank You!
Questions?

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