

# The Quality of Education in the Conditions of Forced Distance Learning Caused by COVID-19

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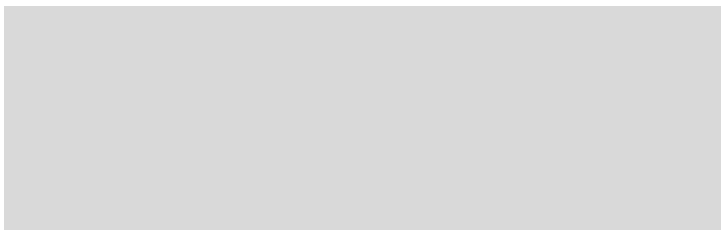
**Abstract:** The article presents the results of a study of the quality of education in conditions of forced distance learning in the initial conditions of the introduction of quarantine restrictions caused by COVID-19. The study was conducted in two stages to identify the quality of education in conditions of forced distance learning for teachers and students from 03.30.2020 to 04.04.2020. The study involved teachers in the amount of 42 people. To study the perception of the image of students by teachers in the framework of forced distance and classroom learning, a questionnaire was developed that covers various aspects of student activity under quarantine restrictions. The survey involved 326 students from different faculties. Students were asked to answer questions regarding their assessment of the educational process in conditions of forced distance learning. This helped to determine some aspects of the quality of education in the conditions of forced distance learning. The results showed that the quality of education in the opinion of teachers after the transition to forced distance learning gives reason to talk about the emergence of perceptual-cognitive dissonance among teachers, because the information that they receive in the process of communicating with students online does not meet their own expectations in many ways perception, imagination, analysis (due to the minimum of information during communication), which is about the typical direct process of interaction with students, their personal experience regarding this interaction. Thus, for students of all courses, the quality of education is associated with both personal and professional growth. Our study showed that, despite the fact that students are aware of the need to form personal qualities, they do not fully understand what these qualities are and in what ways they need to be developed.

**Keywords:** *forced distance learning; university; quality of education; monitoring, students.*

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## 1. Introduction

The development of Ukraine as a modern state largely depends on the quality of education that its citizens receive. This is confirmed by the trends in the development of education systems in the leading countries of the world (Land et al., 2011). The governments of many countries direct the state educational policy to improve the quality of education, which is confirmed by relevant international studies (Jakimovski, 2019; Winters, 2011). The quality of education is a national priority and a prerequisite for the national security of the state.

Determining the quality of higher education has never been an easy question, and when comparing the quality of education internationally, it should be noted that the objectives of education range from predominantly specialized training in one country to broad general education in another.

The current Law of Ukraine “On Higher Education” in Article 1 defines the concept of quality of higher education as compliance with the conditions for the implementation of educational activities and learning outcomes with the requirements of legislation and higher education standards, professional and / or international standards (if any), as well as the needs of stakeholders and society which is ensured through the implementation of internal and external quality assurance procedures (Law of Ukraine “On Higher Education”, 2014).

On the one hand, we can talk about the quality of education, which is the correspondence of education to a certain standard. On the other hand, considering education as a service, one can try to consider the quality of education through its compliance with the needs of the consumer of such a service (Kovalev et al., 2017). Actually, these two approaches include opposite intentions.

Therefore, the challenges of our time require reforming the domestic education system in the direction of improving its quality as a means of competitiveness in the global educational space.

But the COVID-19 pandemic has significantly changed the conditions and requirements for all participants in the educational activities of higher education. The issues of the ability to ensure the quality of educational programs under quarantine, on which the quality of education depends, have been updated (Begum et al., 2021). And the thoughts of the stakeholders on the assessment of the impact of the totality of existing changes on the quality of educational activities were significantly divided. Some believed that it was quite possible to ensure proper quality. Others

suggested suspending or limiting the educational process using remote technologies and rescheduling it for other dates.

Quarantine restrictions have become a significant challenge for all participants in the educational program (Nalyvaiko et al., 2020). We can say that the educational program during the quarantine turned out to be in extreme conditions of functioning. And this means that the global situation that has developed allows us to conduct an educational experiment that we could not even dream of. This experiment is directly related to the quality of education, the main components of which are human potential, intellectual potential, the potential of the educational environment, and the like.

In our opinion, it is in critical conditions of activity that it becomes possible to identify not only existing, but also hidden opportunities for the quality of education. And from this side, quarantine acts as a litmus test, helping to highlight the quality of any educational program. At the same time, quarantine conditions began to require the reengineering of educational activities. The prompt establishment of multi-channel communications between participants of the educational program and stakeholders has also become urgent (Huang et al., 2020).

And as a result of changes in the functions and format of education, the role of the teacher is also changing: today he not only transfers knowledge to students, but also gives them a whole system of soft skills, research skills, career development, and the like. A teacher today should be a mentor who helps to reveal students' cognitive abilities for learning: find internal motivators for learning and form their own educational schedule.

Approaches to the motivation of participants in the educational program have changed and the need for coordination of actions between them has increased. The requirements for the didactic, methodological and technological component of the educational program have increased significantly. The scope of professional activity of scientific and pedagogical workers has expanded, it became necessary not only to teach, but at the same time to master new educational and communication technologies.

Also, under the conditions of quarantine restrictions, the level of communication interaction between participants in educational programs (students, teachers) has increased. But the main thing is that there is a continuous development of the competencies of future specialists.

An analysis of the scientific literature has shown that the problem of the quality of education has become highly relevant since the onset of the pandemic (Chick et al., 2020; Elumalai et al., 2021). Scientists consider various aspects of learning during a pandemic and online learning in general: satisfaction with the online learning process (Chen et al., 2020); adaptation

and communication in the digital space (Dorsi et al., 2021; Plass & Pawar, 2020a; 2020b; Vanherle, 2021); motivation in online learning environments (Dragon, 2019); new forms of forced online interaction (Bardus, et al., 2021; Nalyvaiko, et al. 2021; Plass & Pawar, 2020a; Serhan, 2020); comparison of online and offline learning (Goss et al., 2021); monitoring in higher education (Lane & D'Mello, 2018); risks and prospects of forced distance learning (Neuwirth et al., 2021; Zhu & Liu, 2020); involvement in the learning process (Wang, 2020).

**The aim of article** to study the quality of education in conditions of forced distance learning.

## 2. Methods

The study was conducted in two stages to identify the quality of education at V.N. Karazin Kharkiv National University in conditions of forced distance learning for teachers and students from 03.30.2020 to 04.04.2020. The study involved teachers from the Psychology School of V.N. Karazin Kharkiv National University in the amount of 42 people.

To study the perception of the image of students by teachers in the framework of distance and classroom learning, a questionnaire was developed covering various aspects of student activity, namely: the overall level of work productivity, the timeliness of completing independent tasks, the quality of performing independent tasks, the efficiency of using study time, convenience for students online/ offline learning format, activity in establishing feedback, research activity, planning of independent work, timeliness of completing intermediate control tasks, level of cognitive interest, attendance at classes, activity at lectures and practical classes, attitudes towards the rules and norms adopted at the university, observance of the principles of academic integrity and the quality of responses during the final control.

Teachers had to evaluate the listed parameters regarding students in distance and classroom learning.

The purpose of our study is to analyze the ideas about the concept of "quality of higher education" among students of the first (bachelor's) and second (master's) levels of higher education of different courses and different faculties of V. N. Karazin Kharkiv National University. The following psychodiagnostic methods were used: the semantic differential of Osgood (1957) and the method of "Unfinished sentences".

"Semantic differential" (Osgood, 1957) is used in research related to the perception and behavior of a person, from the analysis of the meanings of concepts, personal meanings. The semantic differential method is a

combination of the controlled association method and subjective scaling; at the same time, the concepts measured in this case are evaluated according to a number of bipolar grading scales, the poles of which are usually set verbally by antonyms, for example: evil-kind; warm-cold; strong-weak and the like. When processing the results, methods of factor analysis are used, which, as a rule, allow three main factors, denoted "active", "strength", "assessment". At the same time, the assessment indicates the social significance of the concept from the point of view of the study, the strength characterizes the importance of the subject's own efforts, the activity shows the relation of the concept to the external environment or the inner world of the subject.

For students, the main goal of monitoring was to diagnose the quality of the educational process in a remote form at each faculty, and at the university as a whole. 326 students from different faculties took part in the survey: 34% of them were first-year students, 24% - second-year students, 20% - third-year students, 14% - fourth-year students, and 8% - master's level students. Students were asked to answer questions regarding their assessment of the educational process, which is temporarily conducted remotely. The criteria for their answers were: assessment of the quality of teachers' work, availability of materials for studying disciplines, assessment of changes in the number of assignments compared to the previous semester, the use of services and resources that provide communication between students and teachers, and services that provide collection and processing of assignments, providing study of interfaculty disciplines.

### **3. Theoretical background**

Our time can be considered the "digital age" (Lindgren, 2021), in which the individual must adapt to effective remote digital learning and communication in the digital space, which is also intensified due to the development of information and digital technologies. Adaptation to the modern digital space, on the one hand, allows you to be in the mainstream of modern life, on the other hand, carries the danger of various kinds of phenomenology, which maladjusts the personality and increases the likelihood of psychological deterioration. These phenomena include: the phenomenon of an alarming information whirlwind, information oversaturation, polarization, and the conservation of negative emotions. That is, along with the progress in adapting to the information space, which has become an essential (if not the main) component of habitual life, new challenges and dangers arise in the preservation and effective prevention of psychological health in the context of education.

The introduction of quarantine restrictions caused by the COVID-19 pandemic led to the massive introduction of remote digital technologies in the educational process of most higher education institutions around the world (Ploj Virtic et al., 2021). Often such a sharp transition causes a sharp aggravation of existing contradictions within any system, and the system of higher education in Ukraine is no exception.

An analysis of modern research in the field of introducing remote digital technologies into the educational process (Soh et al., 2018; Witze, 2020; Zhao & Watterston, 2021) made it possible to identify the most significant of them:

- outdated regulatory framework for regulating educational relations in the digital space;
- lack of a clear government policy to ensure the digitalization of the educational environment at all educational levels;
- outdated approaches to training future teachers and support staff;
- the unwillingness of some scientific and pedagogical workers of universities to master digital teaching aids at the proper level to fulfill their duties;
- declarative nature of the statements of power structures and the impossibility of implementing these statements in the existing pedagogical practice (significantly reduces the motivation for quality work and interaction);
- an increase in manifestations of academic dishonesty among students;
- reduction of communication time between participants of the educational process in the digital space, emphasis on independent work of students;
- an acute crisis of interaction and understanding between participants in the educational process;
- “digital divide” between the city and the countryside.

The solution of these problems and contradictions is an integral part of more complex processes that need to be solved by the modern educational system of Ukraine and which directly affect the quality of education.

Let us focus the attention of the study on the problem of maintaining an effective educational environment in the context of distance digital learning as a factor in the quality of education. We put the following elements into this construct: communication in the digital space between all participants in the educational process, activities based on mutual assistance and respect; compliance with the norms of "digital culture"; creation of an

atmosphere of trust and understanding (living conditions, possible digital means of communication and learning), assimilation of knowledge in new conditions.

The most appropriate digital tools to support this process according to research and our observations (Nuere & de Miguel, 2021; Francom, 2021; Serhan, 2020; Nalyvaiko et al., 2020) can become: EQUITY MAPS, GOOGLE CLASSROOM, MOODLE, mobile digital applications MIRO, CLASSTIME, LEARNING APPS, QUIZIZZ, online communication tools GOOGLEMEET, ZOOM, WEBEX.

## 4. Results

### *4.1. Dynamics of perception of the image of a student through the teacher' view in the context of distance and classroom learning*

The purpose of this stage of the study was to study the dynamics of the perception of the student's image through the eyes of a teacher in the conditions of distance and classroom learning. The above question also acquires an acute character in the context of a psychological analysis of the results of our study, which is the basis for talking about the risks that arise in professional teaching, and are associated with the need to switch to a forced distance form of education.

From the point of view of teachers, for many indicators, there is a hypodynamic trend in the quality of the implementation of the educational process when interacting with students, which carries the danger of professional deformation and emotional burnout of the teacher's personality. Evaluation of the educational process by teachers before and after the transition to distance learning showed an insignificant discrepancy only according to the criterion "attending classes". According to other criteria, there are significant differences, at the same time, for each of them, teachers do not see positive dynamics.

Teachers believe that remotely, students were less active in communication and feedback, which increases the likelihood of communication barriers and worsens the quality of communication in general.

The structure of communication, which includes seven main, classical components, also has two such as "communication effects" and "feedback". Therefore, the deterioration of this parameter minimizes the consequences of communicative activity for the teacher, expressed in behavior, in the internal state or in the relations of the subjects of communication. In other words, the teacher lacks this in interaction with



students, which can become a stressful factor in communication with students. Moreover, this indicates a decrease in the optional nature of this communication, which carries with it the possibility of preserving its exceptional imperativeness and the actual function of communication on the part of the student. Typical in this sense is the case of turning off the video connection by the student during the lesson, which leaves the teacher in a certain information deprivation. Losing visual contact with students, the teacher loses the ability to monitor the situation. The cycle of exchanging information, emotions, which is usually habitual in communicating with students, is lost.

The teacher cannot track whether the messages find the desired feedback, whether they produce the desired effect on the student. Non-verbal response, which may show interest, gratitude, involvement in the process, mood, dominant emotions do not come to the teacher, which creates an informational and emotional vacuum between the teacher and the student.

This leads to an unusual expenditure of more effort, asking questions, clarifications. In turn, this can frustrate the teacher, cause negative emotions, confusion, puzzlement, isolation, a feeling of inability to plan and control the course of the meeting. Of course, we are talking about the factors of emotional burnout and an increase in the likelihood of professional deformation.

The deterioration of the situation in this aspect can increase dissatisfaction with the results of their professional activities, because with the transition to distance learning, teachers evaluate the level of productivity / quality of students' work, the timeliness of completing independent tasks, the quality of performing independent tasks, the efficiency of spending time allotted for a task, the level research activity in the performance of scientific work during training, the extent to which students manage to plan and organize independent work, the timeliness of completing intermediate control tasks, the level of cognitive interest of students, activity during work at lectures and seminars / practical classes, students' attitude to the general rules of conduct at the university (online), students' compliance with the principles of academic integrity, the quality of students' answers during tests and exams.

That is, behind the total majority of indicators of the quality of the educational process, teachers feel less satisfaction with the results of their work, which can actualize an increase in the level of anxiety, irritation, depressive or apathetic states, since we are talking about a stressful situation that affects the teacher for a long time.

This, in turn, can provoke the emergence of post-stress psychological maladjustment, which, according to various data, is felt by 20 to 90% of people who find themselves in a stressful situation, especially if it begins to become chronic. Against the background of the likelihood of a post-stress psychological maladaptive response, the risk of manifestation of structures of traumatic emotional experience also increases.

As a result of diagnostics, the following results were obtained (Table 1).

**Table 1.** Average indicators of various aspects of the perception of the image of a student through the eyes of a teacher in the conditions of distance and classroom learning

	Classroom learning	Online learning
Productivity	7,90±1,16	6,19±2,27
Timeliness of Independent Tasks	7,60±1,43	6,74±1,70
Quality of Independent Tasks	7,38±1,13	6,24±1,92
Time Efficiency	8,55±1,29	7,19±2,55
Convenience of work	8,86±0,98	6,64±2,35
Feedback Activity	8,46±1,38	6,95±2,11
Research Activity	7,75±1,24	5,85±2,17
Planning Independent Work	7,21±1,26	5,57±1,95
Timeliness of Intermediate Control	7,66±1,37	6,60±2,16
Cognitive Interest	7,86±1,22	5,83±2,29
Attendance	7,29±1,35	7,07±1,90
Learning Activity	7,98±1,20	5,93±2,34
Relation to the Rules	7,60±1,86	6,50±2,00
Compliance with the Principles of Academic Integrity	6,85±1,37	5,50±2,23
Quality of Exam Responses	7,54±1,07	5,98±2,07
The average	7,77±1,29	6,32±2,13

Source: Authors' own conception

It was found that teachers highly appreciated such qualities of students during classroom training as convenience of work, efficiency in the

use of study time and activity in establishing feedback; the least – attendance, planning for independent work and adherence to the principles of academic integrity. With regard to online learning, the most highly rated were: effective use of study time, attendance and activity in establishing feedback; the least – planning independent work, cognitive interest and adherence to the principles of academic integrity.

In addition, it is worth noting that the average assessment of the positivity of the image of students through the eyes of teachers is characterized by an average indicator regarding both online and offline learning.

Before carrying out further comparative analysis, the obtained indicators were checked for compliance with the normal distribution using the Kolmogorov-Smirnov test, which showed the absence of a normal distribution on all the studied scales. Therefore, a comparative analysis was carried out using the nonparametric Wilcoxon signed rank test for paired samples. The results of the analysis are presented in Table 2.

**Table 2.** The results of a comparative analysis of various aspects of the perception of the image of a student through the eyes of a teacher in the conditions of distance and classroom learning

		N	Average rank	Z	P
Productivity	Classroom>Online	27	17,59	-3,496 <sup>b</sup>	,000
	Classroom<Online	6	14,33		
	Classroom=Online	9			
Timeliness of Independent Tasks	Classroom>Online	22	16,16	-2,589 <sup>b</sup>	,010
	Classroom<Online	8	13,69		
	Classroom=Online	12			
Quality of Independent Tasks	Classroom>Online	24	16,63	-3,462 <sup>b</sup>	,001
	Classroom<Online	6	11,00		
	Classroom=Online	12			
Time Efficiency	Classroom>Online	18	18,72	-2,608 <sup>b</sup>	,009
	Classroom<Online	11	8,91		
	Classroom=Online	13			
Convenience of Work	Classroom>Online	32	20,48	-4,654 <sup>b</sup>	,000
	Classroom<Online	5	9,50		
	Classroom=Online	5			
Feedback Activity	Classroom>Online	28	20,45	-3,809 <sup>b</sup>	,000
	Classroom<Online	8	11,69		
	Classroom=Online	5			

Research Activity	Classroom>Online	26	17,02	-4,351 <sup>b</sup>	,000
	Classroom<Online	4	5,63		
	Classroom=Online	10			
Planning Independent Work	Classroom>Online	27	16,67	-4,512 <sup>b</sup>	,000
	Classroom<Online	3	5,00		
	Classroom=Online	12			
Timeliness of Intermediate Control	Classroom>Online	22	17,57	-2,750 <sup>b</sup>	,006
	Classroom<Online	9	12,17		
	Classroom=Online	9			
Cognitive Interest	Classroom>Online	27	17,98	-4,178 <sup>b</sup>	,000
	Classroom<Online	5	8,50		
	Classroom=Online	10			
Attendance	Classroom>Online	17	14,91	-,435 <sup>b</sup>	,664
	Classroom<Online	13	16,27		
	Classroom=Online	12			
Learning activity	Classroom>Online	24	16,73	-4,005 <sup>b</sup>	,000
	Classroom<Online	5	6,70		
	Classroom=Online	12			
Relation to the Rules	Classroom>Online	21	17,43	-3,264 <sup>b</sup>	,001
	Classroom<Online	8	8,63		
	Classroom=Online	11			
Compliance with the Principles of Academic Integrity	Classroom>Online	26	15,02	-3,798 <sup>b</sup>	,000
	Classroom<Online	3	14,83		
	Classroom=Online	12			
Quality of Exam Responses	Classroom>Online	23	14,41	-4,016 <sup>b</sup>	,000
	Classroom<Online	3	6,50		
	Classroom=Online	15			

Source: Authors' own conception

As a result of the comparative analysis, significant differences were revealed for all indicators, except for attendance. That is, teachers evaluate student attendance in classroom and online learning as equal.

With regard to the other scales, it can be seen that such indicators as the overall level of work productivity, timeliness of independent tasks, the quality of independent tasks, the efficiency of using study time, the convenience of the learning format for students, activity in establishing feedback, research activity, planning of independent work, timeliness of completing intermediate control tasks, level of cognitive interest, activity in lectures and practical classes, attitudes towards the rules and regulations adopted at the university, adherence to the principles of academic integrity

and the quality of answers during the final control related to classroom learning.

The indicated results of assessment by teachers of the consequences of the transition to a forced distance form of education give reason to talk about the emergence of perceptual-cognitive dissonance among teachers, because the information that they receive in the process of communicating with students online does not meet their own expectations, perception, and imagination in many ways, analysis (due to the minimum of information during communication) about the typical direct process of interaction with students, their personal experience regarding this interaction. An example can be the classic mute of microphones to eliminate technical interference (excessive noise, echo, etc.), which often does not make it possible to create a relaxed atmosphere of a “live” discussion or discussion during a seminar or practical session, or a situation of mute from an online conference during a report (with technical problems), which is difficult to imagine when working in the classroom.

The above results of a survey of teachers can also be a reflection of those processes that will carry demotivating factors for the professional activities of a teacher. Undoubtedly, not every person can perceive the subjective vision of a decrease in certain indicators in work (which can be identified with a deterioration in the quality of one's own professional activity) as a stimulating factor. Based on this, we can conclude that forced distance learning at the initial stage has become a factor in the deterioration of the quality of the educational process in the new conditions as a result of a decrease in the quality of teaching.

Important in understanding the likelihood of potential threats to the psychological health of teachers, which occurs during the transition to distance learning, taking into account their perception of changes in the quality of the results of work with students, is also the presence of teachers for a long time in the digital space while preparing for classes, which is potentially unsafe in conditions of forced distance learning.

#### ***4.2. Students about the quality of education***

The very concept of “quality of education” is quite multifaceted and includes legislative and regulatory characteristics, and at the same time, the quality of education can be discussed from the side of the participants in the educational process.

In a broad sense, the quality of education is considered by us as a balanced correspondence of the process, result, goal to the needs and social norms (standards) of education. In the narrow sense – as a list of

requirements for the individual, the educational environment and the education system as a whole. We believe that the following can be added to this interpretation of the concept of “quality of education”: “quality of education” is characterized, on the one hand, by purely accreditation processes of universities, licensing indicators of a specialty, etc. On the other hand, the quality of education is the subjective satisfaction with the process and the result of the training of each participant in the educational process (society, teacher, student).

One of the tasks of our study was the analysis of ideas about the concept of “quality of higher education” among students of the first (bachelor's) and second (master's) levels of higher education of different courses and different faculties of V. N. Karazin Kharkiv National University. The following psychodiagnostic methods were used: Osgood's semantic differential (1957) and the “Unfinished Sentences” technique.

The “assessment” indicator of first-year undergraduate students is expressed at the average level and has large individual differences. That is, first-year students have not yet formed ideas about the social significance of the quality of education as such. For them, it is rather a formal requirement of society for the individual.

For 3rd year bachelors and masters, the assessment indicator is at a high level. This may indicate that for them the quality of education is an important social characteristic, is highly valued and is the basis for their further professional development.

The indicator of “strength” in the first years of the bachelor's degree has low values. Students believe that the “quality of education” is what the university teacher and the entire higher education system should provide them. The very fact of being in an educational institution, from their point of view, provides a quality education.

For third-year students, the strength indicator is expressed at an average level. They believe that their own efforts are important for quality education.

High indicators of “strength” among masters are evidence that students, first of all, recognize the importance of applying their own efforts, and an educational institution is only a condition for obtaining a quality education.

The indicator of “activity” is quite low for both bachelors and masters. That is, students believe that quality education is their personal achievement and personal characteristic, and not the result of the joint efforts of all participants in the educational process.

Such ideas among third-year bachelors and masters can be understood, since they are ready to make efforts to obtain a quality education to varying degrees. As for first-year students, their ideas about the quality of education are opposite: on the one hand, they believe that the quality of education is a characteristic of a higher educational institution, and on the other hand, that this is their personal characteristic, which is formed without their own efforts, but is a reflection role characteristics.

The “Unfinished Sentences” technique used by us in the study made it possible to identify the conscious and unconscious attitudes of a person, shows attitude to various aspects of person life. The technique belongs to the group of projective techniques and allows evaluating the emotional coloring of the answers.

An analysis of the results obtained in the study allows us to single out two aspects in the students' perception of the “quality of education”: target and procedural. However, students of different courses have different understanding of these aspects. For first-year students, the target aspect of “quality of education” is associated with self-improvement and self-realization, which allows students to achieve a “happy life”.

For them, the main goal of education is personal development, which will allow them to realize themselves in all spheres of life. Regarding the procedural aspect, first-year students pay attention to such characteristics of the educational process as “interesting disciplines”, “cool teaching”, “teacher with a smile on his face” and others. They are more interested in external emotional rather than content characteristics of the learning process.

For third-year students, the target characteristics of the quality of education are associated, on the one hand, with personal development and confidence in the future, and on the other hand, there are characteristics associated with professional development, but they are episodic. For them, procedural characteristics are, first of all, the motivational aspect of education, something that “pushes” a person to acquire knowledge.

But external characteristics – competent teachers, material and technical support, the atmosphere of the educational institution itself – are also present. For master students, the goal of quality education is the acquisition of professional knowledge, skills and abilities: “education that provides a solid, theoretical base and forms professional skills”, “comprehensive development of a professional”, “quality professional training”.

In the procedural aspect, the motivational characteristics of the educational process remain in the foreground (“teachers encourage

students”). It is here that for the first time the masters get the idea that students are not passive participants in the educational process, but "should develop independently, be active, participate in the “development of education”.

Thus, for students of all courses, the quality of education is associated with both personal and professional growth.

Note that professional growth is not only the assimilation of professional knowledge, skills and abilities, but also the development of certain personal characteristics. Our study showed that, despite the fact that students are aware of the need to form personal qualities, they do not fully understand what these qualities are and in what ways they need to be developed.

In the situation of quarantine restrictions, universities switched to online (distance) learning. Accordingly, the question of the quality of education in such conditions is aimed primarily at the formation of developed digital competencies among the subjects of the educational process, both students and teachers. Developed digital competence will be the main condition for a successful educational process in distance learning.

We single out two components in this competence: psychological and pedagogical. In terms of content, the psychological (or personal, or subjective) component includes openness to new experience, creativity, risk-taking (especially among teachers), lack of rigidity, and more. These features, in our opinion, should be inherent in all subjects of the educational process. This list of qualities is not limited to the above. The pedagogical component is, first of all, an operational characteristic of the methods and techniques of teaching, and to a greater extent it reflects the forms of work of teachers.

The leveling of direct emotional contact in the “student-teacher” dyad, the limited possibility of using active teaching methods, for example, group ones, also imposes other requirements on the work of university teachers. Relationships in the dyad “student-teacher” are built in a new way (Shvedova, 2021).

While maintaining the procedural (target) indicators of the educational process, such as the implementation of the curriculum, the number of credits, the preservation of the forms of conducting classes, etc., the operational component of the process changes. And along with the active use of digital resources, we note a sharp limitation in the emotional contacts of participants in the educational process.



### ***4.3. Monitoring the quality of education in conditions of forced distance learning. Student view***

Next, we will consider the results of a survey of students in the context of monitoring the quality of education. The results of the survey showed that 81% of the respondents (in total, 2nd and 3rd year students) believe that they were given opportunities to communicate with teachers of interfaculty disciplines. 19% of the students surveyed noted the lack of opportunities for communication with teachers of interfaculty disciplines.

Moreover, 83% of students (collectively 2nd and 3rd year students) believe that interfaculty teachers provided enough opportunities for distance learning, however, 17% of respondents indicated that interfaculty teachers did not provide enough opportunities for distance learning.

The students were asked to evaluate the organization of forced distance learning at the university on a 5-point scale, where 1 is "very bad" and 5 is "very good". The following results were obtained: 31% of students rated the organization of distance learning at the university at 5 points, 13% - at 4 points, 7% - at 3 points, 18% - at 2 points, and 32% of students rated

To the question: "Did all teachers provide an opportunity for distance learning?" 64% of respondents answered that all teachers provided an opportunity for distance learning, 32% noted that teachers of not all disciplines provided such an opportunity, 4% did not have such an opportunity at all.

64% of the students surveyed noted that they had the opportunity to communicate with teachers, some students had the opportunity to communicate with teachers not in all disciplines (29%) and 7% noted that they were not given the opportunity to communicate with teachers.

When asked to evaluate the quality of the resources provided by teachers for posting and studying materials, most of the students noted that they were satisfied with the chosen services for providing distance learning: 42% answered that they were rather satisfied, 28% were satisfied, 20% were rather dissatisfied and 10% dissatisfied with the proposed resources for the implementation of the learning process. Students noted problems with access and sound in the Skype and Zoom applications.

One of the main problems was the instability of the Internet connection and high network congestion. Students also noted problems with access to Karazin distance education website (dist.karazin.ua), an incomprehensible interface, and difficulties with navigating the site.

Most students receive lecture and/or class materials in full - 61% (in full - 28% of the students surveyed, rather yes than no - 33%, rather no than yes - 15%, no - 24%).

The reason that the rest of the students (39%) remain not fully informed and do not receive enough materials to complete their homework may be: lack of Internet connection, problems in maintaining communication with group members and teachers, inconvenience in using services and resources, and others problems that teachers may have with providing students with assignment materials. When assessing the ability to fully receive information regarding tasks / deadlines, respondents noted that they receive all the necessary information - 71%, receive information not in full - 24%, do not have the opportunity to receive the necessary information - 5%.

Analyzing the data regarding the time received for doing homework, students noted that this time is enough - 59%, in some disciplines it is enough, and in some it is not - 26%, not enough time - 15%. The reasons that students do not have time to complete homework may be problems that arise during informing students about the performance of work and a large number of tasks.

Respondents noted the increase in the number of homework assignments compared to the beginning of the year and the last semester as an urgent problem: 56% of the students noted that the number of written papers had increased, 20% of the students answered that rather yes, 7% answered - rather no, 17% - no.

Regarding informing students about their current grades for work that is done remotely: 40% of students have complete information about current grades in all disciplines and for all work, 31% have information about current grades only in some disciplines, 29% do not have the opportunity to be familiar with current grades in all disciplines.

Assessing the desire of the students surveyed to have some courses remotely in the future, it was found that 61% of the respondents are not against such an innovation, but 39% of the respondents do not support this idea.

Students propose to conduct some courses in the distance learning system, and leave some in full-time, since the training itself in some disciplines is inconvenient or can cause all sorts of problems (due to the specifics of the discipline). Conducting the educational process in most disciplines, from their point of view, is generally impossible in a remote form. Students noted that they are ready to study some subjects remotely in the future, provided that they are not specialized and will be finalized.

## 5. Discussion

The basis of the quality of education is the high level of educational and cognitive activity of students. At the heart of the educational and cognitive activity of trainees there are many patterns of human mental activity. Firstly, it is special, personally significant information that is transmitted to students. Secondly, it is the emotional involvement of information “transmitter - the teacher.

If the material that the teacher presents is indifferent to him, then the audience always feels it, and the mechanism works: “If it is not interesting to him, why should I be interested”. Here we are faced with a paradox - it would seem that human nature itself speaks of the need for emotional inclusion, and dry, soulless teaching methods reign in teaching.

Teachers, as it were, cut the brain in half and work with one, its logical half, the most closed to knowledge. This is a rationalistic training, contrary to human nature, which is based on the suppression of its main mechanism - the synergistic work of the two hemispheres.

The picture becomes even more depressing if we turn to the idea of a famous psychologist who studied human emotions. Izard (2013), who analyzed the place and role of emotions in cognition. The most fleeting, short-lived, fundamental emotion. It requires its fixation in the form of a longer emotion - interest.

Why are we surprised? The fact that facts, events, what we hear, see does not correspond to the knowledge that we had before. The learning process starts. Further, interest in facts (empirical thinking) or in the essence of a phenomenon (theoretical thinking) is “turned on”. Both surprise and interest are mechanisms that encourage learning.

The discovery of a fact or essence of a process, phenomenon, situation removes the state of psychological stress. This causes a feeling of pleasure, an emotion of joy. This emotion is also short-lived, it must be fixed. One of the “tools” for securing success is encouragement. What is the role of the teacher in this system? Start the mechanism of cognition through surprise, interest in the material, promote discovery for oneself and consolidate (through encouragement) the material.

When the described process of cognition is not implemented in the educational process, rational, rationalistic training is realized, ignoring the emotional beginning, instead of cognition, there is a process of working with information that does not affect the soul of the student and is associated with gradually present states of anxiety, fear. Hence the presence of anxiety in almost all students as a personality trait. Hence the unwillingness to learn,

since this process is associated with negative emotions for the majority. This does not mean that the innate need for cognition is suppressed; it simply does not find its satisfaction in the educational process, but is realized outside of it (Prokhorov, 2015).

I would like to dwell on one more regularity of mental activity, which underlies educational activity and directly affects the quality of education. This is inextricably linked with the mechanism of cognition, which was discussed above. At one time in the educational environment, a lot was said about the problematic nature of learning.

Problematicism was seen as a method, a principle, something completely revolutionary in teaching (Wells et al, 2009). But psychologists commenting on this discussion argued that the basis of the problem lies in the long-discovered scientific fact that a person does not absorb information in a finished form. Knowledge cannot be transplanted from one head to another (from teacher to student). It is important to organize the student's own educational and cognitive activity. Assimilation in this case occurs involuntarily. Any knowledge is the result of a person's own activity, the source of which is the need for this knowledge, the presence of cognitive motivation.

Problem-based learning has two interrelated and interdependent sides - procedural and content. The content side is the leading one, it expresses the scientific level of education. The content of what should be learned by students determines the choice of forms, methods and means of organizing their educational and cognitive activities.

The procedural side is represented by the joint activity of teachers and students aimed at resolving problem-search tasks, which are based on real contradictions due to the nature and content of the science being studied. In joint activities with the teacher, the student does not just process information. Learning new things, he experiences this process as a subjective discovery (knowledge) of knowledge still unknown to him, as an understanding and comprehension of scientific facts, as well as the principles, methods and conditions for obtaining them (Dolmans et al., 1993). Knowledge in this case is of personal value and, in turn, contributes to the further improvement of all components of educational and cognitive activity. Solving a problem situation is not only, and not so much, understanding, awareness by students of the situation itself and ways to solve it, but also a complex state of mutual infection between the teacher and students, manifested in a complex range of emotions and feelings (surprise, joy, compassion, anger, indignation, curiosity, inspiration, etc.). It is this atmosphere that is one of those indispensable conditions that

contribute to the activation of educational and cognitive activity of students (Zhurat et al., 2019).

All this suggests that the underestimation of emotionality in the educational process significantly reduces the quality of education.

For the modern world, it is important that the future specialist be active, competent, understand all the subtleties of his chosen field of activity, while at the same time having at least basic knowledge from other industries (Bogoviz et al., 2019). To prepare such a specialist, it is necessary to create conditions under which the level of educational activity and student motivation will be high.

But before that, it is important to understand what kind of motives in the structure of students' learning motivation are leading, what is better to pay attention to in order to ensure a high level of students' learning motivation, to understand how motivation changes during training and what differences exist in the structure of students' learning motivation, which have just crossed the threshold of the higher education institution and those who are about to leave it (Wallace, 1983).

The motives on which the future student relies when choosing his profession can very often influence his further attitude to study. If a student independently chooses a profession, feels interested and understands (Khavenson et al., 2019) that he has certain abilities and potential that can be revealed in this particular area, studies certain information, prepares for work, listens to his own feelings and thoughts, then the motivation of such a student early in their learning will be mainly driven by internal factors (Boomaars et al., 2018).

So, learning motivation is one of the types of motivation that concerns the sphere of interaction between a student and his learning activities, and based on which there are two main groups of motives: internal and external. Among the external motives, the motives of prestige, success, the possibility of communicating with new people, and the like are very often leading. And among the internal ones, the main ones are cognitive motives, as well as motives for creative realization, professional, etc.

Thus, the problem of students' learning motivation is largely determined by the fact that students are mainly guided by external factors during their education, do not feel unity with the activities they perform, it is difficult to interest them in the subjects they study at the university. Therefore, the creation of conditions for creative realization, interest, stimulation of activity aimed at the result, the formation of a positive image of the profession and the provision of opportunities for the student to reveal himself, to show his own competence and independence in solving

educational tasks is an important task of teachers in a higher educational institution. Also, all of the above can become the basis for improving the quality of education in conditions of forced distance learning.

## 6. Conclusions

Thus, in the course of the study, it was revealed that the quality of education has undergone significant changes due to the introduction of forced distance learning, often the most problematic factors of this phenomenon have become a low level of digital competence, inconsistency in communication in the digital space, as well as a decrease in motivation to learn through the introduction of new learning forms and interaction.

The results of a survey of teachers showed that processes can develop that will carry demotivating factors for the professional activities of a teacher. Undoubtedly, not every person can perceive the subjective vision of a decrease in certain indicators in work (which can be identified with a deterioration in the quality of their own professional activity) as a stimulating factor.

It is important to note that students offer to conduct some courses in the distance learning system, and leave some in full-time, since the training itself in some disciplines is inconvenient or can cause all sorts of problems (due to the specifics of the discipline). Conducting the educational process in most disciplines, from their point of view, is generally impossible in a remote form. Students noted that they are ready to study some subjects remotely in the future, provided that they are not specialized and will be finalized.

It is important to note that the quality of education is a very voluminous construct, which includes a lot of components and, in our opinion, one of the most important components in this system is educational motivation, but we should also not forget about motivation from the “other side” (teachers and administration). Only the joint work of all stakeholders will help to truly improve the quality of education in university education.

The study showed that one of the most important aspects of the quality of education in extreme conditions and the need for adaptation is motivation and emotional involvement. Our future research will be aimed at studying the motivation and emotional involvement of participants in the educational process (administration, teachers, students) in conditions of forced distance learning.

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