

# Challenges to Manage the Educational Process in the HEI during the Pandemic

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**Abstract:** The article describes the features of distance learning and key aspects of organizing the educational process in higher education institutions during the pandemic. The relevance of the material presented in this publication is due to the need for further development of technologies and creation of models of distance education in Ukraine. The authors analyzed scientific sources and, based on our own experience, describe the advantages and disadvantages of distance learning. It is shown that through distance learning students can provide quality educational services. In particular, students have the opportunity to master educational content with the help of modern information and communication technologies. It has been noted that the educational platform Moodle plays a significant role in distance education. Emphasis is placed on the fact that teachers also have the opportunity to improve their skills by using educational platforms and distance education networks. The authors outline the positives and negatives of distance learning, and their comparisons are presented in the article.

**Keywords:** *educational process; distance learning; moodle; google drive; increasing qualification.*

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## 1. Introduction

Education is not only a tool for the interaction of knowledge and technology on a global scale, but also funding, a means of fighting for the market, a resolution of geopolitical, socio-cultural, ethical problems. Informatization of education is growing rapidly. Distance learning in Ukraine compared to other foreign countries is not very well developed: there is no concept and strategy for development of distance learning at the state level, insufficient level of information support of educational institutions, low level capacity of information infrastructure in higher education institutions. This is what necessitates the development and implementation of practical advice on the organization of distance learning in higher education at different levels.

## 2. Problem statement

The problem of our research is to identify certain theoretical aspects of distance education, and to carry out a thorough analysis of the results of practical use of Moodle - the most active educational platform of distance learning used in the universities of Ukraine.

## 3. Research purpose

The purpose of our study is to analyze the challenges faced by participants in the educational process during the pandemic, to identify the tools and modern information technologies that need to be used to deliver distance learning in the field of education.

## 4. Research methodology

**The research methodology** involves theoretical analysis of scientific research of the identified problem, study of materials from the official site of the Ivan Franko National University of Lviv, analysis of personal pages of teachers regarding the activity of using educational materials, presented on the educational platform Moodle for providing distance learning of students.

The educational process is an intellectual, creative activity in the field of higher education and science, carried out in a higher education institution (scientific institution) through a system of scientific-methodological and pedagogical measures and aimed at transferring, assimilation, augmentation and use of knowledge, skills and other competences in of students, as well as

the formation of a harmoniously developed personality (Ukrainian Law "About Higher education", 2014).

Forms of education in higher education institutions can be either institutional (full-time (day, evening), correspondence, distance, network) and dually.

The challenges faced by educators, parents and educational providers in the pandemic are urgent and need urgent action.

The first challenge. It is important to organize the educational process of the higher education institution in such a way that the provided educational services satisfy the applicants. If during the pandemic the educational process is suspended, then the educational institution should switch to a distance learning. Is the establishment ready for this form of work? On the one hand, there are many educational platforms available today, where distance learning can be organized for both applicants and teachers: e-learning Moodle; an online class for effective learning Google Classroom and tools for engaging with ClassDojo students; online conferencing platforms Zoom, skype and cisco WebEx; platforms for creating texts and tasks Classtime and more.

The second challenge is the availability of online resources and techniques for working with information services, both from teachers and students. According to the data, 90% of the recipients have gadgets and laptops, but universities are not equipped with modern computers at 100 %, and of course each teacher has to be provided with the necessary modern equipment to be able to work efficiently.

The third challenge is to go through the adaptation period without interruption. In the period of forced isolation both student and teacher have to adapt to the conditions of isolation, dictated by the conditions of pandemic and training terms provided by institutions of higher education within the limited movement. But most importantly - the psycho- emotional state should not be susceptible to panic attacks. That is why the student should accurately plan his daily routine, including clear understanding how to distribute the workload. For this purpose, there are different types of educational tasks, and it is advisable to offer invariant remote leisure and entertainment activities.

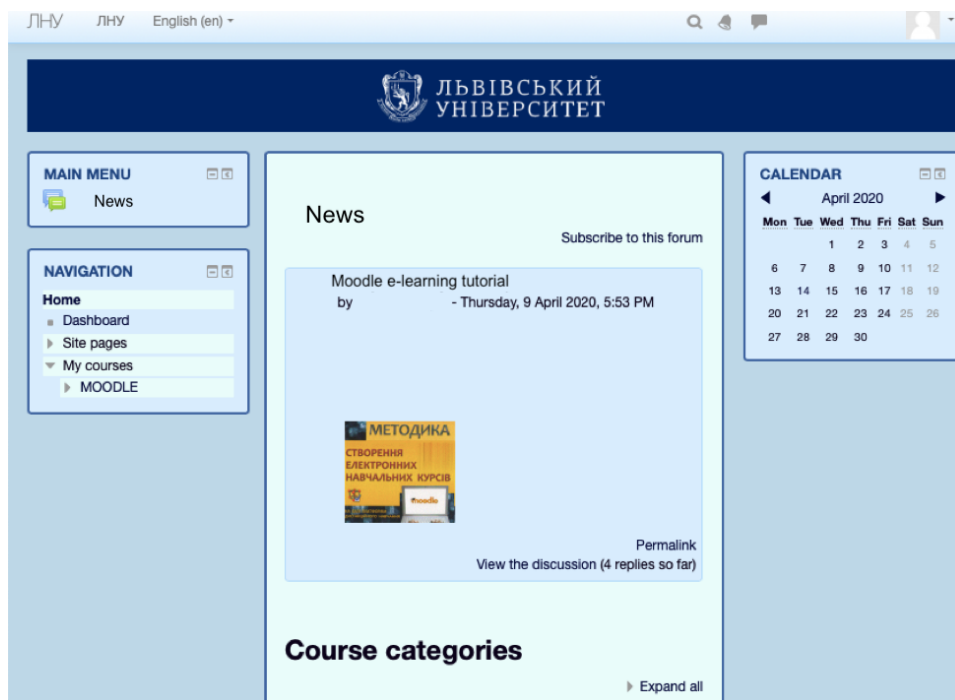
The fourth challenge - to determine educational platforms, where the educational content will be stored. After all, while using multiple platforms, students will have difficulty learning several educational tools. Ivan Franko National University of Lviv uses the Moodle platform for distance learning, which allows creating and managing a virtual learning environment to ensure an effective educational process. This platform has some advantages:

- effective organization of the educational process for students is ensured;
- open access to educational content regardless of the time and location of both the student and the teacher;
- there is an opportunity to create e-learning courses and to remotely guide them.

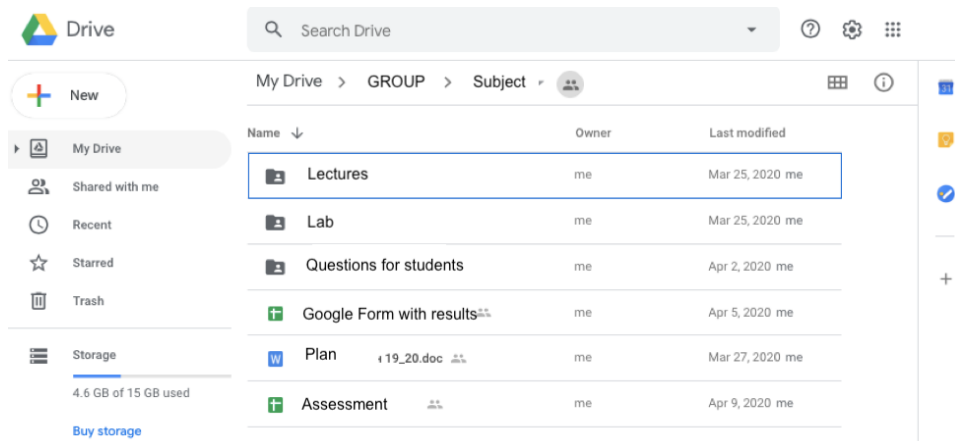
The teaching staff of the Ivan Franko National University of Lviv enrolls more than 600 e-courses in the system, which makes it possible to provide distance learning for all university graduates of all structural units of the University (Fig. 1).

In addition, teachers use other tools to provide distance learning for educational recipients. For example, cloud technologies, which are quite popular in the educational environment of the Western Ukraine. One effective educational tool is Google drive, the leading cloud-based service where teachers can share training materials (informative lectures, guidelines for laboratory work, additional educational and training materials, etc.). Also, in the educational process is actively used the ability to work with documents, presentations in a browser window; there is an option to edit, format text documents online. The teacher records the student's progress through an electronic journal in the Google Sheets service.

According to some studies, in Ukraine, only a fraction (30%) of educational institutions have stated that they already have or plan to organize distance education. However, most of the time there is a standard correspondence course (Kuzmina, 2011).



**Fig. 1.** Appearance of form boards for the use of distance learning at Ivan Franko National University of Lviv (E-Learning portal of Ivan Franko Lviv National University, 2020).



**Fig. 2.** Screenshot of Google Drive.

We agree with Z. Kovalchuk that implementation of distance learning will be effective in case of:

- systematic understanding of the essence of distance education and its didactic features;
- application of the most effective foreign pedagogical technologies, adapted to domestic conditions;
- development and testing of own technologies and distance learning;
- development of a system of normative documents, enabling to determine the validity of the diploma on obtaining the appropriate level of education on the basis of distance training (Kovalchuk, 2012).

Results of practical experience implementing elements of distance learning in the educational process of training students showed that to succeed in implementing distance learning should observe general number of requirements, including:

- systematic understanding of the essence of distance education and its didactic features;
- application of the most effective pedagogical technologies tested in the conditions of Ukrainian higher education institutions;
- development and testing of alternative technologies of distance learning;
- development of a system of normative documents enabling to determine the validity of a diploma for obtaining the appropriate level of education on the basis of a distance training course.

According to the Ministry of Education and Science, there are 16 institutions in Ukraine that provide distance learning opportunities for students ( Preply.com Education Project; Distance Learning Center of Ivano-Frankivsk National Technical University of Oil and Gas; Institute for Distance Learning Technologies (IDTN); Ukrainian Distance Learning System; World Bank Center for Distance Learning; Problematic Laboratory for Distance Learning ; Distance Learning for the Ukrainian Civil Defense Academy; Ukrainian-American Humanities Institute "Wisconsin International University of Ukraine", Laboratory of distance education Sumy State University, Laboratory of Distance Learning Kyiv National Trade and Economic University, information systems, remote learning ( Moodle ); H aukovo and Methodological Center of Distance Learning Oles Honchar Dnipropetrovsk National University , Institute of Distance and distance education of the Dnieper State Academy of Civil Engineering and

Architecture; Khmelnytsky National University; Odessa National Academy of Food Technology; State Fiscal Service University of Ukraine.

## 5. Findings

In the context of our study, we highlight the advantages and disadvantages of distance learning, which we summarize in Table 1.

**Table 1.** Distance education: advantages and disadvantages

<i>DE – advantages</i>	<i>DE – disadvantages</i>
Public access	Lack of enough teachers familiar with the latest remote communication technologies
Complex software	Low bandwidth of the electronic network during training or exam teleconferences
Organization of pedagogical interaction of teacher – student on democratic basis; absence of psychological barriers in communication	Insufficient direct contact between the personal tutor and the student due to the extremely hard workload of domestic teachers
Flexible training schedule and flexibility in providing educational services	lack of opportunities for laboratory work by students of natural sciences;
No need for systematic attendance of lectures and seminars	Identification of distance students is difficult
Flexible consultation schedule; differentiated and individual approach to the applicant;	Low motivational readiness for self-education and self-study in students
Leading educational technologies / educational platforms	Lack of a global computer network for education and science
Ability to constantly monitor the success of the applicant	The processes of student socialization are complicated, and sometimes absent
Cost-effective provision, both from the side (auditor's fund, utility costs, etc.), and from the student's side (travel, accommodation, etc.), educational services	Increase in individual payment for technical services to students: Internet costs, educational platforms, computer equipment

The Moodle system used to effectively organize distance learning at Ivan Franko National University of Lviv gives the opportunity to: learning for all; create e-courses for various courses and disciplines with a wide range of educational and methodological support; ability to track access to courses; the ability to create four types of test tasks for different types of control

(tests, as with one answer to the tests with the possibility of a detailed answer, an essay); an opportunity for the teacher to create an electronic journal of success and many other features that qualitatively improve the educational process.

In general, this system offers a wide range of training and organization options - a variety of ways to present training material, test knowledge, and monitor success.

The significance of the system we describe is very important during a pandemic. In conditions of forced self-isolation, limited possibilities (or lack thereof) of socialization of a person, there should be no problems with obtaining proper educational services. The most important element of the educational process is the use of distance learning, in particular the Moodle system. The educational content of the methodological support of professional bachelor's training programs is available on the University's website in English. This makes it possible for students to enroll in the courses, regardless of their place of residence and nationality. The course is provided by the teacher.

The use of Moodle and other collaboration platforms (Zoom, Teams, etc.) also provides an opportunity for teachers to improve their skills during quarantine. Organization of webinars, self-study courses, seminars, trainings both within the university and other online platform helps to form and improve information and communication competences, acquiring new competences, which can be useful in the conditions of forced self-isolation.

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