



UNIT 2.

PROBLEMS OF STUDENTS DURING DISTANCE LEARNING

AIM

The aim of the module is to explain the problems of students during distance education

IMONED consortium

Unit 2. Problems of students during distance learning

2.1. Problems of study and assignment

The number of students who believed that online learning would be more relaxing and less rigorous is really high. Of course, that was not the case. The ability of pupils to devote themselves to their studies is a big issue with distance education. That is, some students are unable to properly schedule their study and they focus on studying just before the exam period. This causes a really big problem for their success. As they do not organize their time and there is more than one course that should be focused on they do not arrange the time for each course.

Furthermore, assignments have a fundamental role especially in distance education. It must be thoroughly developed/planned, directed appropriately by the organization's instructors, written seriously, critically assessed, and then returned to the pupils in a timely manner. The teacher's written feedback on students' assignments has a significant impact on their performance, and their improvement.

2.2. Time

For students, time is also a distracting factor for distance education. In terms of distance education, a live video-conference lesson over the internet has a predetermined start and end time, so that students and the teacher must be available during those hours. Otherwise, communication is not possible.

Both the teacher and students does not have enough time to communicate. it creates a communication barrier. For example, as the time is set beforehand, teachers having a lot of talk can have problems because of time pressure. Also, students can have problems to explain themselves clearly in a limited time and from the screen.

2.3. Communication

“Communication refers to the processes by which human beings send and receive messages in such a way that a close approximation is achieved between the message as sent and the message as understood by the receiver.” In the distant education system, communication is largely conducted through language, both spoken and written. Communication is really essential for teaching but of course there are a lot of things to be considered for teaching. Teaching is much more than just communication. In distant education, communication should be two-sided. However, it should involve interaction between the student and the teacher. If the distance education communication system fails, there is no real education in that environment. The teacher should know different ways of communication in order to reach everyone. The distance institution's primary objective is to help students improve their communication abilities. As a result, the teacher must create opportunities for students to learn and improve their skills. Barriers to communication arise from a wrong medium communication may fail in certain circumstances.

There are various 'barriers to communication' such as constructive, disruptive, personal, channel-based, technical, physical distance as well as related, time-pressure-related and interruption-related barriers for distance education.

A student can also express himself or herself in various ways. Physical distance causes communication barriers. Distance education, which continues its educational activities in the national and international arena institutions to eliminate communication barriers caused by physical distance benefit from information and communication technologies. Communication breakdowns are really important issue. That is, when there is interruption during communication, this blocks the completion of communication process. For instance, a student interrupts the session and sends a message while the teacher is lecturing via videoconferencing. Meanwhile, the teacher's and other pupils' attention is diverted, and they do not focus on the subject. As a result, the lesson was disrupted. In this case, the words should be repeated after the obstacle is removed and attention should be sought.

2.4. Behavioral problems in distance learning

Behaviors unrelated to the learning task known as off-task behavior can take various forms. In this microworld, learners can change variables quickly or pause and unpause a simulation multiple time. Learners can make thoughtless errors, which occur when a pupil answers a question they know how to answer incorrectly for no apparent reason. Careless errors are usually related with poor outcomes after learner knowledge is controlled. As the defining features, student misbehaviors are inappropriate and interfere with learning. Since online classes suffer from higher dropout rates, it is equally important to explore how students' misbehaviors might affect their learning. There are some misbehaviors unique to online learning environments. Therefore, student misbehaviors can be explored based on the differences between offline traditional classes and online classes. Because of the lack of social interaction, online school can lead to social isolation among students and instructors. Furthermore, pupils may not develop necessary communication skills as a result of online learning. As evidenced by these consequences, being unable to engage with other students and teachers during online school can have major consequences.

2.5. Teachers' problems

Teachers' role, teachers' promotion of student involvement, and teachers' presence are the three interconnected major themes of teacher online communication. During distant education, teachers, also have communication issues. When it comes to the communication hurdles that teachers face in general, teachers in distance education frequently employ technology to communicate with students. They have certain communication issues as a result of their media usage. In conversation and questioning contexts such as chat, a late response to a student's inquiry in a forum is a really big problem. Giving or not being able to answer questions diminishes a student's interest in the session. This makes it difficult for them to return. The language and expression of teachers are also very important that cause problems. Language is the most basic element of communication. Therefore, it creates a communication barrier when used in a complex way. For this reason, teachers use a simple, plain and explanatory language while teaching the lesson. Today's students are digital natives and teachers are digital immigrants. The concept of digital

nativity is generally the new millennium or millennium (year 2000 and later) is used to describe the students of the era.

Teachers could be considered digital immigrants. Digital media is one of the most crucial features of digital immigrants. Digital immigrants are a subset of the digital population. There are some who adapt well to their surroundings. First and foremost, people prefer printed things. They usually use a guide or instruction manual when using a technology product or application.

References

Dennen, V. P. (2011). Facilitator presence and identity in online discourse: Use of Positioning Theory as an analytic framework. *Instructional Science: An International Journal of the Learning Sciences*, 39, 527-541.

Durmuscelebi, M. (2008). Investigating students' misbehavior in classroom management in state and private primary schools with a comparative approach. *Education*, 130, 377-383.

Fojtik, R.(2018). Problems of distance education. *ICTE Journal*, 7(1).11-23.

Koi-Akrofi, G. Owudu-Owera, E. &Tanye, H. (2020). Challenges of distance, blended, and online learning: a literature based approach. *International Journal on Integrating Technology in Education*. 9 (4). 27-39.

İşman, A. (2011). *Uzaktan eğitim*. Ankara: Pegem Yayıncılık, Genişletilmiş 4. Baskı, 10-891.

Özüdoğru, G. (2021). Problems faced in distance education during Covid-19 Pandemic. *Participatory Educational Research (PER)*. 8(4), pp. 321-333

Prensky, M. (2001). Digital Natives, Digital Immigrants. *From On the Horizon*. MCB University Press, 9 (5) , 45-49.

Rashid, N. &Rashid, M. (2012). Issues and problems in distance education. *Turkish Online Journal of Distance Education*. 13(1).

Rowe. J., McQuiggan, S., Robison, & J., Lester, J. (2009). Off-task behavior in narrative-centered learning environments. *Proceedings of the 14th International Conference on AI in Education*. 99-106.

Wixon, M., Baker, R.S.J.d., Gobert, J., Ocumpaugh, J., & Bachmann, M. (2012). Wtf? detecting students who are conducting inquiry without thinking fastidiously. *Proceedings of the 20th International Conference on User Modeling, Adaptation and Personalization*. 286-298.