UNIT 3.

SOLUTIONS OF
STUDENTS AND
TEACHERS'
PROBLEMS IN
DISTANCE LEARNING

AIM

The aim of the module is to explain how to solve students and teachers' problems during distance education

IMONED consortium

IMONED

IMPROVEMENT OF THE KNOWLEDGE, SKILLS AND COMPETENCE OF THE TEACHERS IN ON-LINE AND DISTANCE EDUCATION
PROJECT NO 2020-1-ES01-KA201-082730

Unit 3. Solutions of students and teachers' problems of distance learning

3.1. Introduction

Education is a life learning process, and everybody should renew themselves. As the technological advancement and integration of technology to educational environment has changed a lot. Especially with the effect of Covid-19 educational environments move to online platforms. That is, online education has had crucial role and take the place of face-to-face education to some extent. Although the main purpose of both type of education is to provide the best education to the learners, a lot of things has changed. First of all, the teacher-student relationship has dramatically changed and become a bit harder. It is not easy for a classic teacher to have control over students during online classes. Moreover, it also hard to understand the needs of students. What it is meant by need is both cognitive and affective needs. Teachers need to devote more time to understand their students. The basis of the healthy teacher student relationship of distance education is to identify the correct way of communication and recognize the needs and problems of students. Also, from the perspective of teachers, they need to know up to date online platforms, applications that area necessary for online education. Especially, older teachers who are not used to technological devices may have difficulty in recognizing the needs of students so that they have problems with them. Moreover, they may not transfer what they know correctly to the students and do not assist them. Besides, in order to understand the problems of students they should interact them frequently and collaborating with students is a crucial role in online education. Even though they do not have chance to see them face to face, they should spare time to talk them online and act as a team and always accessible for them. Teachers need to support team building between him and students and students to students. Accordingly, they should know how to be a member of a team and an independent learner. As distance education requires more independent work responsibility, teachers should be aware of that issue and try to make them both independent learners and a member of a team. If they do not specify the limits of both sides, students have big problems which affect their academic success and emotional development.

Improving communication and keeping their improvement records online can help teachers to support their students' development. Accordingly, teachers can understand whether they have problems related to digital competencies or understanding the information or they have any misbehavior. Therefore, before the classes teacher can take precautions and design their courses considering all aspects and conduct effective online classes. Teachers have many opportunities for online teaching. AS a results, they should arrange their online educational resources and make deep research to broaden their online resource pool. Otherwise, if they are not sufficient to make learning affective, they face problems and do not adapt their classes according to students' abilities. In short getting maximum learning outcome is the ultimate purpose of online learning.

3.2. Teachers' problems solutions

Teachers typically respond to students' misbehaviors by attempting to obtain their compliance by asking them to do something they would not normally do. Despite criticism that compliance gaining serves just a short-term function and hence is inferior to motivation, research has demonstrated that compliance gaining strategies can predict students' motivation. The majority of research on teacher-student online communication focuses on how teachers use or compensate for the separation of geography and time. Specifically, using the asynchronous nature of online communication and the search for more nonverbal cues, numerous ways are given to improve teaching efficacy online. It has long been acknowledged that professors can improve the effectiveness of their online teaching by implementing new course engagement tactics. However, there has not been a systematic study research expressing the actual teacher online techniques, messages (including the form and content), or examining the effectiveness of the techniques. Teachers' first and most important job is pedagogical, which requires to transmit what they have known to guide students' learning. They should present the subject content in a clear and engaging manner. They should use a variety of activities, and they should ask questions to encourage students to think. From social perspective, teachers must provide a welcoming and comfortable environment in which students can converse and provide feedback. Teacher should also be a manager in the education environment. Putting clear expectations especially for assignments is really crucial for teachers. They should also communicate with students on a regular basis to provide guidance and feedback and to help them understand their own roles and responsibilities. Teachers have also technological role within the scope of distance learning. Teachers are expected to provide technical assistance to students in order to help them gain familiarity with the technology skills required in online classrooms. If teachers present these roles in an appropriate way, they see that the number of misbehaviors will decrease. Also, in order to perform the appropriate teacher role, teachers have to communicate with their students. To do that, teachers are expected to encourage the interactions between students and the subject content, between students themselves, and between students and teachers. It is suggested that teachers should start their communication with students to provide timely feedbacks towards students' participation. Group activities or assignments are common among teachers to encourage student-student interactions and are very effective methods to prevent problems. Teachers need to make constant written utterances in the public spheres in the online classrooms, such as class email, or discussion boards. Teachers can therefore utilize their social presence to overcome the time/space separation inherent in internet technology.

Email as a way of communication is commonly used by teachers as a teaching tool . As a result, various instructor strategies are used to complete educational goals as well as create and sustain social interactions. Teachers are expected to portray themselves professionally in order to fulfil the expectations of their students. Email frequency, helpfulness, and response responsiveness all have a beneficial impact on teacher-student relationships.

In the lessons of today's teachers, who are described as digital immigrants, be able to use technology effectively. They are required to know integrating technology into their lessons. We can list some suggestions about integrating technology.

- Teachers, digital natives prefer to use hotmail, skype, facebook, google, etc. homework and education through technologies and web 2.0 tools may choose to inform.
- Teachers can find ways to improve their technology literacy levels.
- They can attending in-class activities in line with the objectives to be determined by them.
- They can include technological applications in which they can determine their content.
- Personal information about educational technologies in the classroom management process development training can be provided.
- Educational environments for teachers, classroom management and other applications encourage them to prefer technology-based methods more often in creating they can be.
- Providing distance education to the instructors who will work in the distance education system.

3.3. Suggestions

- Teachers are supposed to establish a predictable routine for your remote classroom to help children manage stress and anxiety in an otherwise unpredictable time.
- Teachers should allow students opportunities for reflection.
- Teachers should encourage students to discuss how they are feeling and what emotions they are experiencing.
- Implement structured activities into the classroom, such as reading a book aloud and reflecting on characters' emotions and problem-solving skills.
- Teachers should not forget their own needs. They should take care of own mental and physical health will allow them to better support themselves and the students.
- They should also assist their technology use. Although they are born in technology age, using technology as an education tool may not be easy for all students. Hence, teacher should first understand their technology competence.

IMONED

IMPROVEMENT OF THE KNOWLEDGE, SKILLS AND COMPETENCE OF THE TEACHERS IN ON-LINE AND DISTANCE EDUCATION
PROJECT NO 2020-1-ES01-KA201-082730

References

Arabacı, İ.B. & Polat, M. (2013). Dijital yerliler, dijital göçmenler ve sınıf yönetimi. *Elektronik Soosyal Bilimler Dergisi*. 25-27.

Bonk, C. J., & Dennen, V. (2003). Frameworks for research, design, benchmarks, training, and pedagogy in web-based distance education. In M. G. Moore & W. G. Anderson, (Eds.), *Handbook of distance education* (pp. 331-348). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Diana, N., Suhendra, S. & Yohannes, Y. (2020). Teachers' difficulties in implementing distance learning during covid-19 pandemic. *12th International Conference on Education Technology and Computers.*

Gayton, J. & McEwen, B.C. (2007). Effective online instructional and assessment strategies. *The American Journal of Distance Education, 21,* 117-132.

Junk, V. W., & Culbertson, J. C. (2004). Creating dynamic web courses. *Proceedings of the 3rd Annual Hawaii International Conference on Education.* Honolulu.

Panahi, U. &Borna, F. (2022). Distance learning: challenges, new solution. *37th International Convention on Information and Communication Technology, Electronics and Microelectronics.*

Sheer, V., & Fung, T. (2007). Can email communication enhance professor-student relationship and student evaluation of professor?: Some empirical evidence. *Journal of Educational Computing Research, 37*, 289-306.

Vitale, A. (2010). Faculty development and mentorship using selected online asynchronous teaching strategies. *Journal of Continuing Education in Nursing, 41,* 549-556.

Zhao, S., & Zhao, X. (2010). Talents oriented strategy of online learning in universities. *Canadian Social Science, 6,* 33-39.