

STUDENT SATISFACTION WITH ONLINE TEACHING IN TIMES OF COVID-19

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INTRODUCTION

Online learning, the pandemic has accelerated the process of digitalisation of education, as much of the teaching is now done entirely online (e-Learning), or partially online (Blended Learning or b-Learning).

Technology innovation, focused on bridging the digital divide for teachers and students. A major digital transformation is needed in the teaching-learning process.

ABP, These resources have a common axis, which is the design of a teaching environment that enables students to learn in depth.

METHODOLOGY

-RQ1. "Will be there be any significant differences in satisfaction amongst health science students depending on when teaching was given; during the first year of the pandemic (e-learning teaching) vs. the second year (b-learning teaching)?".

-RQ2. "Will be there be any significant differences in the academic performance of health science students depending on when teaching was given; during the first year of the pandemic (e-learning teaching) vs. the second year (b-learning teaching)?".

Qualitative research:

-RQ3. "Which aspects will be open to improvement and which aspects will provide the greatest satisfaction in teaching during the COVID-19 pandemic? Will these aspects differ depending on when teaching was given; during the first year of the pandemic (e-learning teaching) vs. second year (b-learning teaching)?".

Mixed method

225 students
Health Sciences

UBU Virtual Platform
Learning Strategies Scale
(ACRA)
Course design

CONCLUSIONS

The results highlight the importance of pedagogical design in e-learning contexts where hypermedia resources that enhance interactivity should be included in order to increase motivation and encourage student interactions.

The results of the qualitative analysis show how the type of subject may be influencing some aspects of student satisfaction with teaching. This type of teaching was perceived as a very positive resource for learning.

The needs set by Unesco, the DigCompEdu and the objectives of the 2030 Agenda, which guide towards a digital transformation in HE, are the challenge for those responsible for university management at a global level.

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