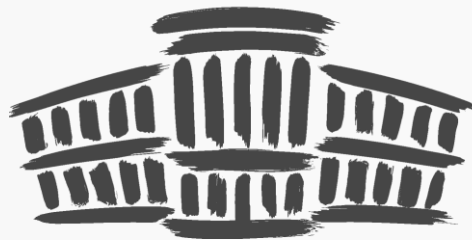


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2020



**ВРЕДНОСНЕ ОРИЈЕНТАЦИЈЕ НОВИХ
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**ЗБОРНИК РАДОВА НАУЧНИХ КОНФЕРЕНЦИЈА
УЧИТЕЉСКОГ ФАКУЛТЕТА НА МАЂАРСКОМ
НАСТАВНОМ ЈЕЗИКУ**

**AZ ÚJ NEMZEDÉKEK ÉRTÉKRENDJE
A MAGYAR TANNYELVŰ TANÍTÓKÉPZŐ KAR
TUDOMÁNYOS KONFERENCIÁINAK
TANULMÁNYGYŰJTEMÉNYE**

**VRIJEDNOSNE ORIJENTACIJE NOVIH NARAŠTAJA
ZBORNİK RADOVA ZNANSTVENIH KONFERENCIJA
UČITELJSKOG FAKULTETA NA MAĐARSKOM
NASTAVNOM JEZIKU**

**VALUE SYSTEM OF YOUNGER GENERATIONS
BOOK OF SELECTED PAPERS OF THE HUNGARIAN
LANGUAGE TEACHER TRAINING FACULTY'S
SCIENTIFIC CONFERENCES**



**УНИВЕРЗИТЕТ У НОВОМ САДУ УЧИТЕЉСКИ ФАКУЛТЕТ НА МАЂАРСКОМ НАСТАВНОМ ЈЕЗИКУ У СУБОТИЦИ
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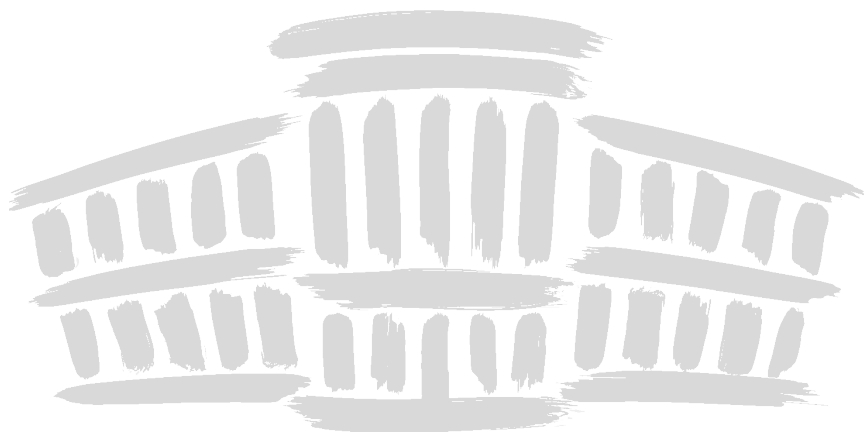
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CONTENTS

ВРЕДНОСНЕ ОРИЈЕНТАЦИЈЕ НОВИХ НАРАШТАЈА.....	18
AZ ÚJ NEMZEDÉKEK ÉRTÉKRENDJE	19
VRIJEDNOSNE ORIJENTACIJE NOVIH NARAŠTAJA	20
VALUE SYSTEM OF YOUNGER GENERATIONS	21

14. МЕЂУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА22
14. NEMZETKÖZI TUDOMÁNYOS KONFERENCIA22
14. MEĐUNARODNA ZNANSTVENA KONFERENCIJA22
14TH INTERNATIONAL SCIENTIFIC CONFERENCE22

1. BACSA-BÁN ANETTA	23
MŰSZAKI PEDAGÓGUSKÉPZÉS – ÚJ KIHÍVÁSOK ÉS TEENDŐK	
2. KRISZTIÁN BÁLINT	35
OBSERVATIONS OF STUDENTS FROM THE SINGIDUNUM UNIVERSITY IN BELGRADE AND OBUDA UNIVERSITY ABOUT MODERN, IN-SCHOOL SECURITY CAMERA SYSTEMS	
3. EMINA BERBIĆ KOLAR, KREŠIMIR ČOSIĆ	41
PRIPREMNA NASTAVA ZA INOJEZIČNE UČENIKE U REPUBLICI HRVATSKOJ	
4. DERZSI-HORVÁTH MARTINA, BÁNFAI-CSONKA HENRIETTA, BÁNFAI BÁLINT, SZABÓ ATTILA, DEUTSCH KRISZTINA	47
A KOHERENCIA-ÉRZET ÉS AZ EGÉSZSÉGMAGATARTÁS VIZSGÁLATA KÖZÉPISKOLÁBAN - RÉSZEREDMÉNYEK	
5. MARINA ĐURANOVIĆ, IRENA KLASNIĆ, ANDREJ MARAS	60
POPUSTLJIV RODITELJSKI ODGOJNI STIL I ODGOJNE VRIJEDNOSTI DJECE	
6. DRAGANA FRANCIŠKOVIĆ	67
VREDNOSNI SISTEMI U KNJIŽEVNOM TEKSTU: MOTIV STRAHA OD TROŠENJA U „GOSPOĐICI“ I. ANDRIĆA	
7. ГАБРИЋ МОЛНАР ИРЕН	71
ФУНКЦИОНИСАЊЕ МУЛТИКУЛТУРАЛИЗМА И ВИШЕЈЕЗИЧНОСТИ НА УНИВЕРЗИТЕТИМА У ЕВРОПИ	
8. JUHÁSZ IBOLYA	82
A PERINATÁLIS ÉLMÉNYEK, A FEJLŐDÉSI ELTÉRÉSEK ÉS A TANULÁS ÖSSZEFÜGGÉSEI	
9. ZOLTÁN KISS, KRISZTINA SZŐCS, IBOLYA SZILÁGYINÉ SZINGER	93
A BRIEF HISTORY OF HUNGARIAN TEACHER TRAINING FOR PRIMARY SCHOOL TEACHERS FROM THE BEGINNINGS TO THE PRESENT DAY	
10. DÓRA KOLTA, TIBOR FARKAS	100
COMPARISON OF THE VALUES OF SCHOOLCHILDREN IN CSÍKSZENTTAMÁS AND GÖDÖLLŐ	
11. LADNAI ATTILÁNÉ	107
A „POSITIVE EGÉSZSÉG” INDIKÁTORAI MAGYARORSZÁG KÖZOKTATÁSÁNAK EGYES TANTERVI SZABÁLYOZÓIBAN	
12. MAJOR LENKE, HORÁK RITA, PINTÉR KREKITY VALÉRIA, NÁMESZTOVSZKI ZSOLT, KALMÁR LAURA	116
TANÍTÓKÉPZŐS HALLGATÓK „JELENKÉPE”: ELÉGEDETTség, ÉLETCÉL, TÁRSAS KAPCSOLATOK	
13. MEISZNERNÉ KUKLEK NOÉMI, PUSZTAFALVI HENRIETTE	125
GONDNOKSÁG ALATT – A MUNKAERŐPIACI INTEGRÁCIÓ LEHETŐSÉGEI EGY ESETTANULMÁNYHOZ KAPCSOLÓDÓAN	
14. VESNICA MLINAREVIĆ, SMILJANA ZRILIĆ, KARMEN TRAVIRKA MARČINA	137
SUVREMENI PRISTUP POUČAVANJU NOVE GENERACIJE DAROVITIH UČENIKA	
15. NAGY RICHÁRD, BÁNFAI-CSONKA HENRIETTA, DEUTSCH KRISZTINA, BETLEHEM JÓZSEF, BÁNFAI BÁLINT	149
VIDEÓ-TÁMOGATOTT ÚJRAÉLESZTÉS OKTATÁS HATÉKONYSÁGÁNAK FELMÉRÉSE ÁLTALÁNOS ISKOLÁS DIÁKOK KÖRÉBEN	
16. BOJANA PERIĆ PRKOSOVAČKI, SARA RAKOVIĆ, MELINDA TOMIĆ	158
„SERVICE LEARNING“ A MODEL OF LEARNING THROUGH WORKING WITH THE LOCAL COMMUNITY	

17. LUCIJA PERIŠ, DRAGICA DRAGUN	168
VALUE AND GENRE ANALYSIS OF VERNE'S NOVEL <i>AROUND THE WORLD IN 80 DAYS</i>	
18. LÁSZLÓ PETROVSZKI	179
THE VOTER PREFERENCES OF THE YOUNGER GENERATION IN HUNGARY BETWEEN 2010 AND 2020	
19. ŽELJKA POŽGAJ, DIJANA GUŠTIN, MARGARETA ŠPORČIĆ ŠKROBONJA.....	185
IZAZOVI I MOGUĆNOSTI MEĐUGENERACIJSKE SURADNJE I DJEČJEG VRTIĆA „MEDVEŠČAK“ ZA STVARANJE VRIJEDNOSNIH SUSTAVA NOVIH NARAŠTAJA	
20. TAMÁS SZEKERES.....	203
THE SOCIALIST REGIME IN THE MEMORY POLITICS OF POLAND AND HUNGARY	
21. YASIN TOKAT	210
THE EFFECTS OF PANDEMIC-FORCED ONLINE EDUCATION ON THE UNIVERSITY STUDENTS	
22. VIOLETA VALJAN VUKIĆ, IRENA ŽUPANIĆ	222
SURADNJA OBITELJI I ŠKOLE IZ PERSPEKTIVE UČITELJA	
23. VIOLETA VALJAN VUKIĆ, TAMARA BLASLOV	239
AKTIVNOSTI DJECE I RODITELJA U SLOBODNOM VREMENU	
24. ВИКТОРИЈА ЗАКИНСКИ ТОМА	254
ТЕРМИНИ И УСТАЉЕНЕ ФРАЗЕ КОЈИ СУ СЕ КОРИСТИЛИ У МЕДИЈИМА У РЕПУБЛИЦИ СРБИЈИ И У МАЂАРСКОЈ ЗА МИГРАНТЕ СА БЛИСКОГ ИСТОКА	

**9. MEĐUNARODNA METODIČKA KONFERENCIJA
9. NEMZETKŐZI MÓDSZERTANI KONFERENCIA
9. MEĐUNARODNA METODIČKA KONFERENCIJA
9TH INTERNATIONAL METHODOLOGICAL CONFERENCE**

25. BENCÉNÉ FEKETE ANDREA, FARKAS BEÁTA	269
ROMA SZAKKOLLÉGISTÁK ÉLETÚTJA ÉS JÖVŐKÉPÉNEK ALAKULÁSA	
26. ANDREA BENCÉNÉ FEKETE.....	277
PRACTICES OF TRAINEE PEDAGOGUES DURING THE DIGITAL EDUCATION	
27. BLATT PÉTERNÉ.....	283
A MOZGÁS SZERETETÉRE NEVELÉS JELENTŐSÉGE NAPJAINKBAN	
28. CSIKÓSNÉ MACZÓ EDIT.....	289
EXPERIENCE OF GENERATION Z ABOUT ONLINE TEACHING-LEARNING	
29. FEHÉR ZOLTÁN, JARUSKA LADISLAV, SZARKA KATARÍNA.....	300
A TERMÉSZETTUDOMÁNYOS GONDOLKODÁS ÉS KUTATÁSI KÉSZSÉGEK ELEMZÉSÉNEK EREDMÉNYEI KÉMIAI ÉS FIZIKAI FELADATOK SEGÍTSÉGÉVEL	
30. GELENCSÉRNÉ BAKÓ MÁRTA, POLYÁKNÉ BRANDTMÜLLER ANIKÓ, SZABÓ ADRIENN, SZABÓNÉ KOVÁCS GABRIELLA	310
GYÓGYPEDAGÓGUS HALLGATÓK INTEGRÁCIÓS FELKÉSZÍTÉSE A KÖZNEVELÉSBEN	
31. ДРАГАНА ГЛОГОВАЦ.....	317
РЕДИЗАЈН МЕТОДИЧКОГ РЕФЕРЕНТНОГ ОКВИРА У РАЗРЕДНОЈ НАСТАВИ МАТЕМАТИКЕ	
32. HOLIK ILDIKÓ, SANDA ISTVÁN DÁNIEL	326
OKTATÁS-NEVELÉS – ÉRTÉKELÉS-ÉRTÉKREND	
33. LJUBICA IVANOVIĆ BIBIĆ, DEJAN BIBIĆ, ANĐELIJA IVKOV DŽIGURSKI, SMILJANA ĐUKIČIN VUČKOVIĆ, JELENA MILANKOVIĆ JOVANOVIĆ.....	334
REALIZACIJA NASTAVE U ŠKOLAMA ZA OBRAZOVANJE ODRASLIH	
34. ANĐELIJA IVKOV DŽIGURSKI, LJUBICA IVANOVIĆ BIBIĆ, SMILJANA ĐUKIČIN VUČKOVIĆ, JELENA MILANKOVIĆ JOVANOVIĆ, ANGELINA OPALIĆ.....	348
MAPE UMA U NASTAVI GEOGRAFIJE VIII RAZREDA	
35. KAPOSÍ JÓZSEF.....	355
A TÖRTÉNELEMI MŰVELTSÉG - VÁLTOZÓ TÖRTÉNELEMTANÍTÁS	
36. ЈЕЛЕНА КНЕЖЕВИЋ.....	364
ПРОБЛЕМСКИ МАТЕМАТИЧКИ ЗАДАЦИ У ПРОЈЕКТНО – ТЕМАТСКОЈ НЕДЕЉИ	

37. KOVÁCS ELVIRA, PINTÉR KREKIC VALÉRIA.....	375
A SZABADKAI MAGYAR TANNYELVŰ TANÍTÓKÉPZŐ KAR NEGYEDÉVES HALLGATÓINAK ATTITŰDVIZSGÁLATA A MATEMATIKATANÍTÁSSAL KAPCSOLATOSAN	
38. LADÁNYI LILI.....	384
AZ INKLUZÍV TÁBOROZÁSPEDAGÓGIA ESZMÉJE	
39. MAGYAR ÁGOSTON.....	389
AZ Y GENERÁCIÓS GYÓGYPEDAGÓGUSOK ÉRTÉKORIENTÁCIÓJA	
40. MAGYAR ADÉL.....	398
SZÜLŐI ELVÁRÁSOK ÉS SZOLGÁLTATÁSSZERVEZÉS A MAGYARORSZÁGI KORAI FEJLESZTÉS KIALAKÍTÁSÁBAN	
41. HOSSZU TIMEA.....	406
AZ IDEGEN NYELVI ÖNBIZALOM SZEREPE AZ ENYHÉN ÉRTELMI FOGYATÉKOS TANULÓK IDEGEN NYELVI MOTIVÁCIÓJÁBAN	
42. PINTER KREKIC VALERIJA, IVANOVIĆ JOSIP, TAKAČ MARTA, KOVAČ ELVIRA.....	412
UNAPREĐENJE KVALITETA PROFESIONALNE PRAKSE U SISTEMU OBRAZOVANJA UČITELJA NA MAĐARSKOM NASTAVNOM JEZIKU U AP VOJVODINI	
43. KRISZTINA SZÓCS.....	421
THE IMPACT OF COMPUTER ASSISTED LANGUAGE LEARNING ON LEARNERS' BELIEFS ABOUT LEARNER AUTONOMY AND ON THEIR AUTONOMOUS BEHAVIOURS. A COMPARATIVE STUDY	
44. TÓTHNÉ ASZALAI ANETT.....	429
A SZABADKAI LOGOPÉDUSKÉPZÉS TAPASZTALATAI	
45. TÓTHNÉ ASZALAI ANETT, PINTÉR MELINDA.....	435
A TOPOLYAI MAGYAR ANYANYELVŰ PEDAGÓGUSOK HANGHASZNÁLATA	

7. КОНФЕРЕНЦИЈА „ИКТ У ОБРАЗОВАЊУ”
7. IKT AZ OKTATÁSBAN KONFERENCIA
7. KONFERENCIJA „IKT U OBRAZOVANJU”
7th ICT IN EDUCATION CONFERENCE

46. BARTAL ORSOLYA.....	444
ÚJ IKT KIHÍVÁSOK AZ ISKOLÁBAN ÉS OTTHON: KÉNYSZERŰ DIGITÁLIS ÁTÁLLÁS	
47. DÁVID JÁNOS.....	451
A GEOLÁDAVADÁSZAT (GEOCACHING) ALKALMAZÁSI LEHETŐSÉGEI AZ ISKOLAI OKTATÁSBAN	
48. GÓGH ELŐD, KŐVÁRI ATTILA.....	461
TANULÁSI TÉNYEZŐKKEL ÖSSZEFÜGGÉSBEN ELVÉGZETT KOMPLEX KÉRDŐÍVES KUTATÁS BELSŐ KONZISZTENCIÁJÁNAK ELEMZÉSE EGY VIZSGÁLAT KAPCSÁN	
49. KOHANEC MONIKA.....	474
IKT A ZENEOKTATÁSBAN	
50. KŐVÁRI ATTILA, KATONA JÓZSEF.....	490
ALGORITMIKUS GONDOLKODÁS ELEMZÉSE EGY VIZSGÁLAT KAPCSÁN	
51. MARIJAN MADUNIĆ.....	496
HIBRIDNA NASTAVA	
52. MOLNÁR GYÖRGY, OROSZ BEÁTA.....	509
A DIGITÁLIS ESZKÖZÖK ÉS RENDSZEREK HASZNÁLATA A DIGITÁLIS NEMZEDÉKEK KÖRÉBEN, EZEK ÉRTÉKELÉSE A DIGITÁLIS ÁTÁLLÁS KORSZAKÁBAN	
53. CSILLA MARIANNA SZABÓ.....	514
THE TRUTH IS OUT THERE: BELIEFS VS. SELF-BELIEFS ABOUT GENERATION Z	
54. SZÉL ÁGNES.....	525
MOBIL ESZKÖZÖKKEL TÁMOGATOTT ANYANYELVI ÓRA	
55. UJBÁNYI TIBOR.....	542
SZEM-KÉZ KOORDINÁCIÓ VIZSGÁLATA AZ EGÉR MOZGATÁSÁVAL ÖSSZEFÜGGÉSBEN EGY INFORMATIKAI FELADAT MEGOLDÁSA KÖZBEN	

56. UJBÁNYI TIBOR, NAGY BÁLINT, STANKOV GORDANA	552
OKTATÁSI KÖRNYEZET BEMUTATÁSA MAXWHERE 3D-S VIRTUÁLIS TÉRBEN	
57. URBÁN DOROTTYA	559
TANÍTÁS ÉS TANULÁS A DIGITÁLIS PEDAGÓGIA KORÁBAN	
АУТОРИ / SZERZŐK / AUTORI / AUTHORS	568



ВРЕДНОСНЕ ОРИЈЕНТАЦИЈЕ НОВИХ НАРАШТАЈА

Аксиологија као филозофска дисциплина испитује и научно истражује вредности које у вредновању битишу не полазе од њега самог, него од њему спољњег начела, у складу са којим се то вредновање изводи па самим тим аксиологија захтева не само етичко него и логичко, сазнајно-теоријско и онтолошко посматрање. Говорећи о вредностима и вредносном систему, говоримо о категоријама које ценимо, као што су љубав, мир, пријатељство, здравље и коначно и сам живот. О вредносном систему зависе и наши циљеви, који зависе и о нашем културном и духовном развоју. Према Јанеку Мусеку вредности се структуришу према следећој хијерархијској лествици: унутрашње (духовни раст), моралне (преузимање одговорности) и хедонистичке (вежу се за уживање). Трагом уочавања све већег међугенерациског јаза још седамдесетих година прошлог века вршена су бројна истраживања на просторима југоисточне Европе, при чему је утврђена велика хетерогеност вредносних оријентација. Према тим истраживањима, овим просторима су доминирале традиционално конзервирајуће вредносне оријентације, које су се пре свега, огледале у традиционализму, ауторитарности и холизму, а биле су додатно обогате колективизмом. Непосредним увидом у друштвену стварност уочава се све већа динамика промене вредносних оријентација, а међугенерациски размак се све више скарајује. Тако нагле промене вредносних оријентација нужно стварају одређену турбуленцију која узрокује нагомилавање међугенерациског (не)разумевања, а што по природи ствари у васпитно-образовној свакодневници производи почесто неодрживу интеракцију.

Стога, љубазно позивамо све актере васпитно-образовног процеса, да свако из своје перспективе покуша истражити и тиме демистификовати промене и померање вредносних оријентација нових нараштаја са којима смо дневно у интензивној интеракцији и тиме дају свој допринос свеукупном бољем разумевању нових нараштаја младих, а самим тим и јасније визије свеукупних васпитно-образовних настојања.

Разменимо мисли, ставове и искуства у мобилности, јер то ће нам у свему томе додатно помоћи.

Промишљање теме замишљено је кроз три секције, које би одговарале досадашњим серијалима конференција, дакле општем интердисциплинарном промишљању, методичком промишљању и промишљању из перспективе савремених ИКТ средстава у реализацији савремене наставе у школама.

Конференција ће бити отвореног типа, и дакако, рачунамо на присуство свих оних наставника и истраживача који су током протеклих година показали своју оданост, како темама које су разматране, тако и самој институцији.

Свим драгим учесницима желимо плодан и успешан рад!

Уз срдачне поздраве,

Проф. др Јосип Ивановић
в.д. декан
У Суботици, 30. март 2020.



AZ ÚJ NEMZEDÉKEK ÉRTÉKRENDJE

Az axiológia, mint filozófiai tudományág azokat az értékeket vizsgálja és teszi tudományos kutatás tárgyává, amelyek a létező dolgok értékelésében nem saját magukból indulnak ki, hanem rajtuk kívülálló elvekből, melyekkel összhangban történik az értékelés, s az axiológia ezzel voltaképpen nemcsak etikai, hanem logikai, kognitív-elméleti és léttani megfigyelést igényel. A értékekről és értékrendszeréről szólva, olyan kategóriákról beszélünk, melyeket becstülünk, ilyen például, a szeretet, a béke, a barátság, az egészség s végezetül maga az élet. Értékrendszerünk től függnek céljaink is, amelyeket még műveltségi és lelki fejlődésünk is befolyásol. Janek Musek álláspontja, hogy az értékek az alábbi hierarchikus ranglétra szerint strukturálódnak: belsők (szellemi növekedés), erkölcsiek (a felelősség felvállalása) és hedonisztikusak (amely az élvezetekhez kapcsolódnak). A mind kifejezettebben megmutatkozó nemzedékek közötti új nyomán, még a múlt század hetvenes éveiben Délkelet-Európában számos kutatást végeztek, amelyek során nagy eltérések mutatkoztak az értékorientációban. A kutatások szerint, e térségben a hangyományos, tartósított értékorientációk domináltak, amelyek mindenek előtt a tradicionalizmusban, az autoritásban és a holisztikában mutatkoztak meg, skülön még a kollektívizmus is gazdagította őket. A társadami jelenbe való közvetlen betekítés során szembeötlök az értékorientációk mind nagyobb változási dinamikája, valamint az, hogy mindinkább csökken a nemzedékek közötti hézag. Így, az értékorientációk gyors változásai szükségyszerűen meghatározott zürzavart idéznek elő, amelyek a nemzedékek közötti meg(nem)értés halmozásával, a oktatás-nevelés hétköznapjaiban, gyakran váltanak ki tarthatatlan kölcsönhatást.

Ezért, udvariasan felkérjük az oktatás és nevelés folyamatának valamennyi résztvevőjét, hogy mindenki a saját látószögéből kísérelje meg kikutatni, s azzal egyben demisztifikálni is az újabb nemzedékek értékorientációjában beállt változásokat és mozgásokat, amelyekkel napontaállunkintenzív kölcsönhatásban, s azzal járuljanak hozzá az új, fiatal nemzedékek jobb megértéséhez, következésképpen pedig az oktató-nevelői tökvések egészének tisztább víziójához is.

A téma átgondolásának három szekció adna teret, amelyek tulajdonképpen az eddigi konferenciasorozat tematikáinak felelnének meg, vagyis általános interdiszciplináris átgondolások, módszertani elmélkedések és megoldások a korszerű IKT-eszközök távlataiból a korszerű oktatás és iskola megvalósításában.

A konferencia nyitott jellegű, és azon oktatók és kutatók részvételére számítunk, akik az elmúlt évek során feldolgozott témáikkal és előadásaikkal kiemelkedő elkötelezettséget mutattak konferenciáink és intézményünk iránt.

Minden kedves résztvevőnek gyümölcsözö és sikeres munkát kívánok!

Szívélyes üdvözlettel,

Prof. dr. Josip Ivanović
mb. dékán
2020.03.30, Szabadka



VRIJEDNOSNE ORIJENTACIJE NOVIH NARAŠTAJA

Aksiologija kao filozofijska disciplina ispituje i znanstveno istražuje vrijednostikoje u vrjednovanju bivstvujućega ne polaze od njega samog, nego od njemu izvanjskog načela, sukladno kojemu se to vrjednovanje izvodi pa samim tim aksiologija zahtijeva ne samo etičko nego i logičko, spoznajno-teorijsko i ontološko promatranje. Govoreći o vrijednostima i vrijednosnom sustavu, govorimo o kategorijama koje cijenimo, kao što su ljubav, mir, prijateljstvo, zdravlje i u konačnici sam život. O vrijednosnom sustavu ovise i naši ciljevi, koji ovise i o našem kulturnom i duhovnom razvoju. Prema Janeku Museku vrijednosti se strukturiraju po sljedećoj hijerarhijskoj ljestvici: unutarnje (duhovni rast), moralne (preuzimanje odgovornosti) i hedonističke (vežu se na užitke). Tragom uočavanja sve većeg međugeneracijskog jaza, još sedamdesetih godina prošlog stoljeća vršena su brojna istraživanja na prostorima jugoistočne Europe, pri čemu je utvrđena velika heterogenost vrijednosnih orijentacija. Prema tim istraživanjima, ovim prostorima dominirale su tradicionalno konzervirajuće vrijednosne orijentacije, koje su se, prije svega, ogledale u tradicionalizmu, autoritarnosti i holizmu te bile dodatno obogaćene kolektivizmom. Neposrednim uvidom u društvenu stvarnost uočava se sve veća dinamika promjenvrijednosnih orijentacija, a međugeneracijski razmak sve se više skraćuje. Tako nagle promjene vrijednosnih orijentacija nužno stvaraju određenu turbulenciju koja uzrokuje nagomilavanje međugeneracijskog (ne)razumijevanja, a što po prirodi stvari u odgojno-obrazovnoj svakodnevnicu proizvodi počesto neodrživu interakciju.

Stoga, ljubazno pozivamo sve aktere odgojno-obrazovanog procesa, da svatko iz svog rakursa pokuša istražiti i time demistificirati promjene i pomicanje vrijednosnih orijentacija novih naraštaja s kojima smo dnevno u intenzivnoj interakciji te time daju svoj doprinos sveukupnom boljem razumijevanju novih naraštaja mladih, a samim tim i jasnije vizije sveukupnih odgojno-obrazovnih nastojanja.

Razmijenimo misli, stavove i iskustva u mobilnosti, jer to će nam u svemu tome dodatno pomoći.

Promišljanje teme zamišljeno je kroz *tri sekcije*, koje bi odgovarale dosadašnjim serijalima konferencija, dakle općem interdisciplinarnom promišljanju, metodičkom promišljanju i promišljanju iz perspektive suvremenih IKT sredstava u realizaciji suvremene nastave u školama.

Konferencija će biti otvorenog tipa, i dakako, računamo na sudjelovanje svih onih nastavnika i istraživača koji su tijekom proteklih godina pokazali svoju odanost, kako temama koje su razmatrane, tako i samoj instituciji.

Svim dragim sudionicima želimo plodan i uspješan rad!

Uz srdačne pozdrave,

Prof. dr. sc. Josip Ivanović
v.d. dekan
U Subotici, 30. ožujak 2020.



VALUE SYSTEM OF YOUNGER GENERATIONS

Axiology, the philosophical study of value, is a field of scientific study referring to values which do not start from themselves, rather come from existing principles of evaluation in the outside world. This way axiology demands not only ethical, but also logical, cognitive-theoretical and existential perspective in observation. When speaking about values and value system, we refer to categories like love, peace, friendship, health and life. According to our value system we define our goals, however, our values are also influenced by our spiritual and educational development. According to Janek Musek, values are structured according to a hierarchical order: inner (spiritual growth), moral (taking responsibility) and hedonistic (related to pleasures). An ever greater gap between generations induced research in South-Eastern Europe in the seventies, and the results have shown that there were great differences in value orientation. According to research results in this region, traditional and conservative value orientations dominated, full of traditionalism, authority, holistic approach and collectivism. While taking a closer look at contemporary social trends, one will face an ever greater change in the dynamics of value orientation, while the generational gap is narrowing. This way, rapid changes in value orientation may seem confusing with almost untenable interrelations in everyday life and educational-pedagogical practice, as (non)understanding between generations is piling up.

This is the reason why we would like to ask everyone who take part in the process of education to make an attempt for researching this phenomenon from their own perspective. This way we might demystify moves and changes in value orientations of newer generations, with whom we are in an everyday interaction. Thus, we may contribute to the understanding of new, younger generations, as well as to a better and more concise vision of teachers' and pedagogues' efforts.

Let us share our thoughts, attitudes and experiences about mobility, as this will support everything mentioned above.

The conference topic will be discussed in *three main sessions*; to be specific from a general interdisciplinary and methodological aspect as well as from the perspective of ICT in education.

The conference is *open* for all participants who show interest in elaborating on the topic of challenges in contemporary education. We remain at your disposal for any further questions.

We are looking forward welcoming you in Subotica.

Yours sincerely,

Josip Ivanović,
acting dean
Subotica, 31 March, 2020

**14. МЕЂУНАРОДНА НАУЧНА
КОНФЕРЕНЦИЈА**

**14. NEMZETKÖZI TUDOMÁNYOS
KONFERENCIA**

**14. MEĐUNARODNA ZNANSTVENA
KONFERENCIJA**

**14TH INTERNATIONAL SCIENTIFIC
CONFERENCE**





THE EFFECTS OF PANDEMIC-FORCED ONLINE EDUCATION ON THE UNIVERSITY STUDENTS

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Summary

The COVID-19 pandemic has certainly affected almost every aspect of daily life. Nevertheless, the activities dealing with social gatherings and travel were affected the most. In this paper, the effect of the pandemic on university students, especially the international students will be investigated from technical, economical, and psychological aspects. Some institutions have chosen to switch their courses from campus to online due to the pandemic. Undoubtedly, distance education is quite beneficial and necessary for the well-being of the entire society. If it was not for online education, education would have come to a complete halt. Notwithstanding, there are also some side effects and setbacks of this proposed solution for the sake of continuity of formal education behind the curfew and social gathering restrictions. In a distance learning mode, the learning experience is quite different from being in the lecture room physically. It is essential to analyze such drawbacks, institutional and student preparedness in the face of compulsory distance learning, in order to understand the issues brought about by the pandemic and improve the overall quality and conduct of this type of teaching/learning activity. This study will investigate the possible drawbacks of distance education for the students who either study at the university or are prospective of doing so.

Keywords: distance education, technology, impact of pandemy, student motivation

1. Introduction

The COVID-19 pandemic has certainly affected almost every aspect of daily life. Nevertheless, it hit the activities the hardest which deal with social gathering and travel. In this paper, the effect of the pandemic on university students, especially the international students will be investigated from technical, economical and psychological aspects. International university education is one of those events which opens the doors to a new culture, a new society, new languages, new costumes, new traditions, and new knowledge for foreigners. Hence, it is this chief reason why students choose to travel overseas as they seek to widen their horizons, gain new knowledge, meet new people, encounter the challenges brought by being in a different county, and ultimately enrich their experiences through this rather adventurous journey. For this reason, the social aspect of studying abroad is the essence of being an international student. Because of the pandemic, some institutions have chosen to switch their courses from campus to online for everyone. Nevertheless, this might have a spoiling effect on a studying abroad activity for international students or prospective ones.

Distance education is not a new topic even though it is a recent development within this millennium. It has been a growing, voluntary trend among various institutions for some of their courses. In usual cases, both the institution and the learner can be expected to be ready in terms of teaching platform, technology, structure, materials, testing, evaluation, and motivation. In usual cases, it is rather the matter of choice over in-campus learning with some advantages for the students. Nevertheless, the COVID-19 pandemic has turned this voluntary practice into a compulsory one for all which has brought a set of challenges both for the teaching personnel and the learners. In a distance learning mode, the learning

experience is quite different from being in the lecture room physically. The learner lacks social and physical stimuli which might lead to a certain outcome for the learners. This study will investigate the possible drawbacks of distance education for the students who either study at the university or are prospective of doing so.

1.2. The Background

1.2.1. Overview of the Events

The COVID-19 pandemic or the coronavirus pandemic, is an ongoing global pandemic of coronavirus disease 2019 (COVID-19), caused by a new type of coronavirus, the SARS-CoV-2 (WHO, 2020). In December 2019, it was first recognized in Wuhan, China as it later spread globally as the World Health Organization declared the outbreak a Public Health Emergency of International Concern on 30 January 2020 and a pandemic on 11 March (WHO, 2020). As of now, the virus has spread to almost every country, affecting millions of people killing the thousands.

Coronavirus can spread between people through small droplets produced by coughing, sneezing, and talking if they are in close contact. People can become infected by touching a contaminated surface and then touching their mouth, nose, or eye areas on their face. Social distancing is one of the recommended preventive measures along with hand washing, wearing a mask, maintaining the recommended social distance, disinfecting surfaces, increasing indoor ventilation, and air filtration (WHO, 2020). Authorities globally have responded by implementing travel restrictions, lockdowns, workplace hazard controls, and facility closures to curb the spread of the disease. Governments also tried to increase the testing capacity and try to trace contacts of infected people. In this way, the pandemic has caused global social and economic disruptions. Schools, universities, and colleges have been closed either on a nationwide or local basis in 161 countries, affecting approximately 98.6 percent of the world's student population (UNESCO, 2020).

1.2.2. Closure of Schools, Colleges and the Universities

The COVID-19 pandemic has hit educational systems worldwide among many other areas as school is one of the daily gathering places for young people. This has to lead to the school, college, and university closures all around the globe as most authorities temporarily closed educational institutions in order to halt the spread of the pandemic. According to a UNICEF (2020) observation, 1,058,824,335 learners were affected by the pandemic which makes 60.5 percent of total enrolled learners in 106 country-wide closures as of August 2020.

These closures affected teachers, and working parents just like students. Moreover, the pandemic has removed the veneer, exposing various social and economic issues such as student debt issues, digital competency, student accommodation, access to healthcare, and food security. In response to school closures, UNESCO suggested the application of distance learning arrangements and open educational platforms to bridge the learners with the teachers while reducing the adverse effects of the pandemic on the educational system (Papagiannis, 2020).

The closure of colleges and universities has broad complications for students, faculty staff, administrators, and institutions in general. In the United Kingdom, thousands of students are expected to delay the commencement of their education for their undergraduate degree to a later year due to the pandemic (Adams, 2020). This can lead to the loss of billions of USD in equivalent due to the number of students expected to study at university in the 2020/2021 academic year (Adams, 2020).

Colleges and universities across the United States have been called upon to proceed to refund their students the cost of tuition and accommodation as the educational institutions, dorms, dining halls were shut down, athletic events and commencements were canceled and the whole higher education experience was reduced to an online one (Belkin & Korn, 2020).

2. Literature Review

Since the pandemic is a new event, there are not many studies done on the impact of the pandemic on higher education. Specifically, literacy about efficiency and issues of distance education on

university students is a very shallow area. Therefore, there have been online a few studies conducted prior to this one. A few of the relevant publications will be given in the following part.

Mainly a group of researchers published an article in the Journal of Surgical Education with the title "Using Technology to Maintain the Education of Residents During the COVID-19 Pandemic"(Chick, & Clifton, et al., 2020). In their article, they specifically investigate the challenges brought by the pandemic upon the educational landscape for surgical residents. They have attempted to define the scope of the problem of maintaining surgical resident education while maintaining the safety of residents, educators, and patients. Within the basic framework of limiting in-person gatherings, postponing or canceling elective operations in hospitals, and limiting rotations between sites, they propose innovative solutions to maintain rigorous education in their paper.

Another article leans on the impact of the pandemic on education that has been published by Simon Burgess and Hans Henrik Sievertsen (April 2020) with the title "Schools, skills, and learning: The impact of COVID-19 on education". In their article, they discuss that the global lockdown of education institutions is going to cause a major interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative. They too discuss and suggest what can be done to mitigate the negative impacts.

One article, titled "The socio-economic implications of the coronavirus pandemic (COVID-19): A review" published on the US National Library of Medicine National Institute of Health (Nicola, M., Alsafi, Z.et al., 2020) investigates the impact of the pandemic in various sectors and industries such as; Agriculture, Petroleum & oil, Manufacturing, Education, Finance, Healthcare, Pharmaceutical, Hospitality, Tourism, Aviation, Real Estate, Sports, Information Technology, Media, Research & Development and Food industries and sectors.

3. The Aim of the Study

The internet and communication technologies have brought many blessings upon how we conduct our day-to-day activities. This can be felt even stronger in our current case as the entire world is locked up against the dangers of the contagious disease. Undoubtedly, distance education is quite beneficial and necessary for the well-being of the entire society. If it was not online education, the education would have come to a complete halt. Notwithstanding, there are also some side effects and setbacks of this proposed solution for the sake of continuity of formal education behind the curfew and social gathering restrictions. It is essential to analyze such drawbacks, institutional and student preparedness in the face of compulsory distance learning, in order to understand the issues brought by the pandemic and improve the overall quality and conduct of this type of teaching/learning activity. This is especially challenging for international students as they travel to a country to get exposure to different customs, traditions, applications, and experiences. If we take the social part of learning from this, one of the main purposes of studying abroad will be taken away bluntly. Therefore, compulsory distance learning will have more dramatic consequences for international students. Effects of compulsory distance education on students' motivation to carry on the learning activity and attention maintenance, their technical preparedness will be investigated from the viewpoint of local and international students. The outcome of the paper can bring some suggestions to increase learners' motivation and attention, especially from the aspect of international students so that institutions might invest in some various curriculum, lecture, and technology design to overcome such issues brought by such extraordinary situations.

4. Methodology

As the subject matter of this study is the university students, a comprehensive survey has been conducted to reveal the ways the pandemic has been effective in their study process. An online survey has been presented to 50 university students from various countries from bachelor, masters, and doctoral levels. The majority of the students are international students who are admitted to a university which is located out of their home country. Some prospective students are also included who still study at a university in their country but planning to continue their education abroad. Local students were also part of the survey. There have been fourteen multiple-choice questions asked for the students to answer. One optional free text area has been left for the students to leave any additional thought, which shed an extra layer of light to their circumstances and concerns. Below are the questions that were being directed to the students:

1. Education Level.
2. In which country is your university located?
3. Are you an international student?
4. How many semesters are left until the graduation
5. Are you planning to postpone/prolong your studies?
6. Have you ever taken an online course before?
7. How motivated are you to pursue the following semester only online (distance learning)?
8. With which kind of device do you plan to participate in online education?
9. Please rate your technical capacity to pursue an online semester.
10. How comfortable are you being in front of the camera during an online session?
11. Please select how do you agree or disagree with the following statement "Socializing with my peers and the campus life is very important for me".
12. How would social distancing affect your learning process?
13. How concerned are you regarding the effect of the pandemic on your academic success?
14. How did the pandemic affect you economically?

5. Data Analysis

In this section, the result of the survey will be analyzed and the results will be further interpreted accordingly in the discussion part. The numbers and graphics are generated from the survey through the answers given to the 14 survey questions by the participants.

Firstly, let us analyze the educational level of the participants. Among the 50 participants of the survey, the majority of the students are in the process of having their bachelor's degree with 58 percent. Naturally, the master's students follow them with 32 percent. The doctoral candidates make up 10 percent of the remaining part. The below chart demonstrates the division of participants educational background:

Education Level

50 responses

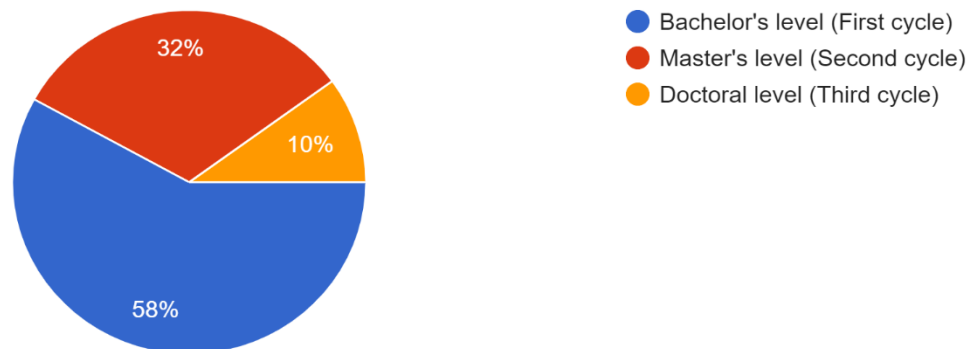


Chart 1: Education Level
(Generated from the survey)

In the second question, the participant responded to the question about the location of their educational institution. The majority of the participants are studying in Hungary as 21 students choose it as a study destination. The following are the breakdown of the locations and the number of students per the given country: Portugal= 6, the United Kingdom= 4, Canada= 2, Greece= 2, Spain= 2, Morocco= 2, Algeria= 1, Australia= 1, Cambodia= 1, Czechia= 1, India= 1, Ireland= 1, Turkey= 1, Syria= 1, Tunisia= 1, Poland= 1 and Sweden= 1. Below is the breakdown of participants' geographical division by the location of their university.

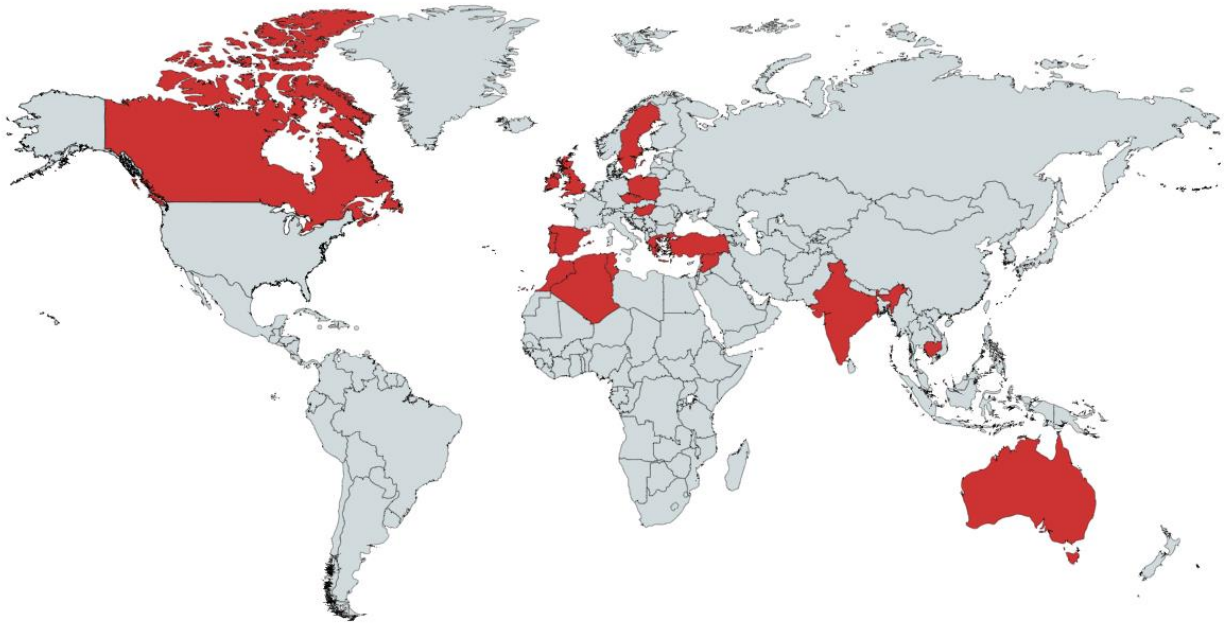


Chart 2: Geographical Breakdown of Educational Institutions
(Generated from the survey)

Among all the students, the majority of the participants notified that they are the international students in their host institution by 66 percent. The remaining 34 percent responded that they study in their home country, hence they are the local students.

Another aspect was the number of semesters left until they graduate. The result is representative for all groups as freshmen, sophomore, junior and senior students all existed among the participants. It is worth mentioning that 12 percent of the participants have only 1 semester to graduate. 16 percent also mentioned that they have 2 semesters to graduate. Apparently, in total 28 percent of the students are in their final year. On the other hand, 20 percent of the students have 6 years to graduate and another 26 have 4 semesters ahead. They are either beginners or second-year students which makes another majority in the survey by 46 percent in total. Below chart demonstrates the breakdown of remaining semesters for the graduation:

How many semesters are left until the graduation

50 responses

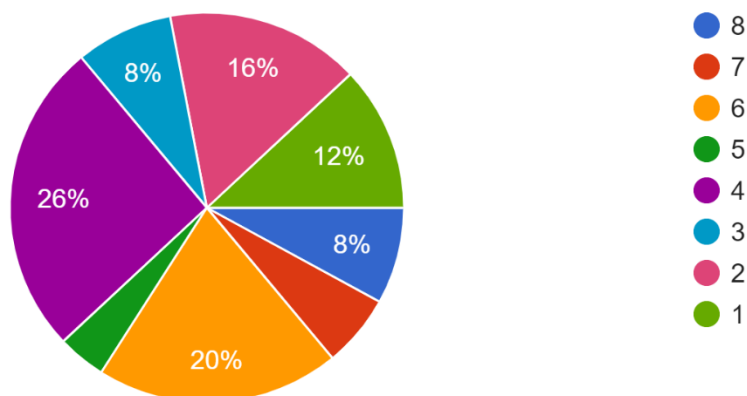


Chart 3: Number of Semester till the Graduation
(Generated from the survey)

In the 5th question, students were asked whether they are planning to postpone their studies or not. About a quarter of the students mentioned they consider postponing their students. 24 percent mentioned that they plan to delay their studies due to the pandemic while 76 percent consider no delay. This 24 percent is equivalent to 12 students in the survey. Among them, 6 are in the Bachelor, 5 are in the Master's and the remaining 1 is in the Doctoral Program.

In the following questions, students were asked whether they have taken an online course before or not. 66 percent of students have taken an online course before and might be expected to be familiar with the concept. On the other hand, 34 percent of them have never taken an online course before. We might assume their experience with distance education to be limited.

Another important question was asked students' to reveal their motivation to pursue their education under the uncertainty of a pandemic situation. The below chart demonstrates the breakdown of how motivated they are to participate in distant learning:

How motivated are you to pursue the following semester only online (distance learning)?

50 responses

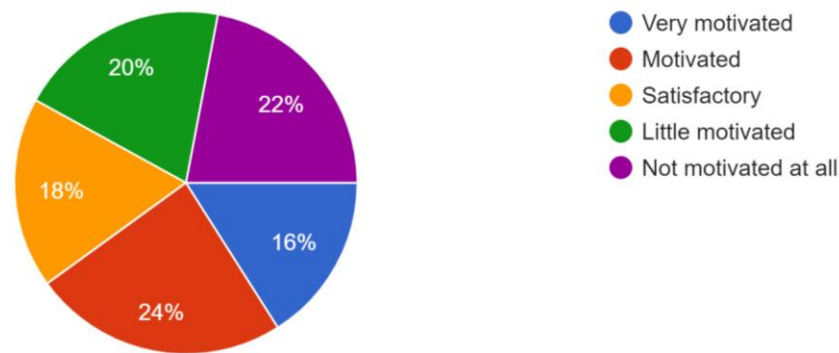


Chart 4: Students Motivation
(Generated from the survey)

An important result is that 22 percent of the students are not motivated at all to participate in online learning. Another 20 percent are only a little motivated to do so. These two groups make up 43 percent of the students all together who are not so keen on following an online semester. Nevertheless, these students should not be assumed totally lost as only 18 percent of “not motivated at all” respondents consider postponing their studies. Among the “little motivated” students, it is only 10 percent.

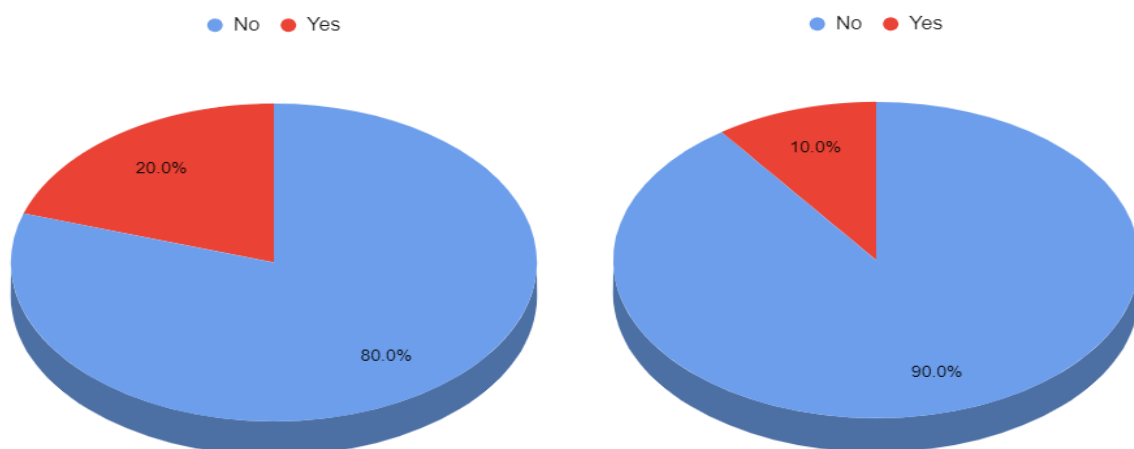


Chart 5: Planning to Postpone the Studies among “Not motivated at all” and “Little Motivated” Respondents.
(Generated from the survey)

So, the institutions should consider this number to set realistic tuition fees, student support programs, and student success expectancies. Instruction design might turn this result into a success story or a failure one. In the below charts, postponing tendencies can be observed in more detail. The chart on the left-hand side is “not motivated at all” respondents and the chart on the right-hand side is “little motivated” respondents as “yes” indicates postponing their studies.

The following three questions are prepared in order to learn about the technical aspects and student preparedness to participate in online learning. Students were being asked which kind of device they plan to participate in online education and the following charts demonstrate their intended use of technological devices for distant learning. Most classical of the university students, 74 percent of the participants responded that they will utilize their laptop in online learning. Interestingly, the willingness to use the new trend smartphones by 16 percent is twice as much as the use of traditional desktop computers.

With which kind of device do you plan to participate in online education?

50 responses

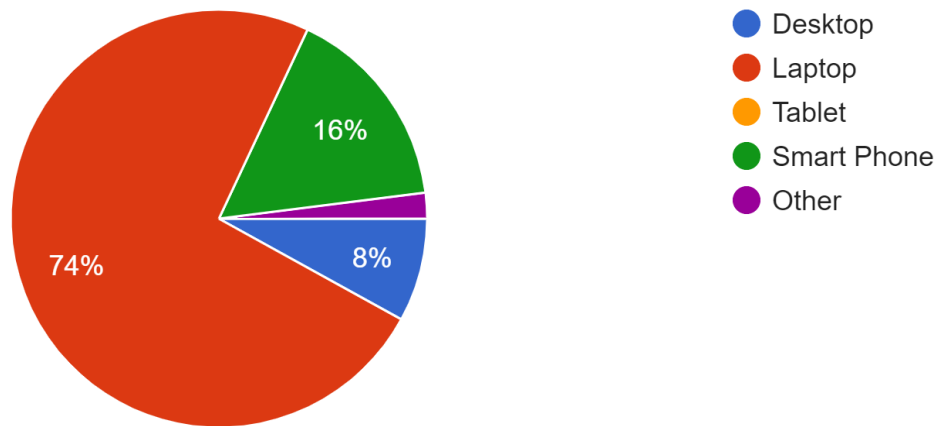


Chart 6: Technological Devices
(Generated from the survey)

Besides the devices themselves, their capacity and internet quality do also matter in online education. Hence, the students were asked to rate their technical capacity to pursue an online semester in terms of internet quality, laptop/desktop performance, camera, and headset quality. Below is the break down of their rating:

Please rate your technical capacity to pursue an online semester

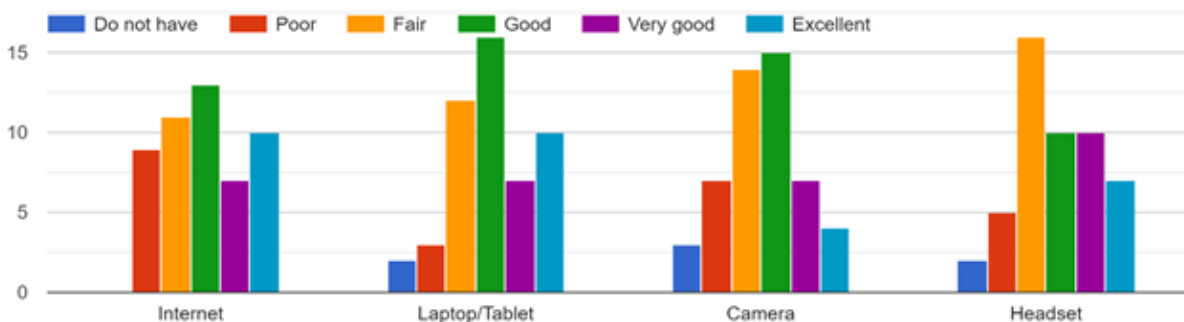


Chart 7: Technical Capacity
(Generated from the survey)

It is worth investigating that among the participants, 9 students mentioned that their internet quality was poor whereas 11 rated their connection as fair. This should be taken into consideration in terms of image and sound quality of online sessions as well as an uninterrupted continuum of a live session. Another thing to consider is that some people do not have laptops, webcams, or headsets. These can further put a hindrance for some students to participate in online education.

Following this, a scenario was assumed where the students were required to turn their webcam on during an online learning session. The participants were asked to rate how comfortable this would make them feel. Below are the results:

How comfortable are you being in front of the camera during an online session?

50 responses

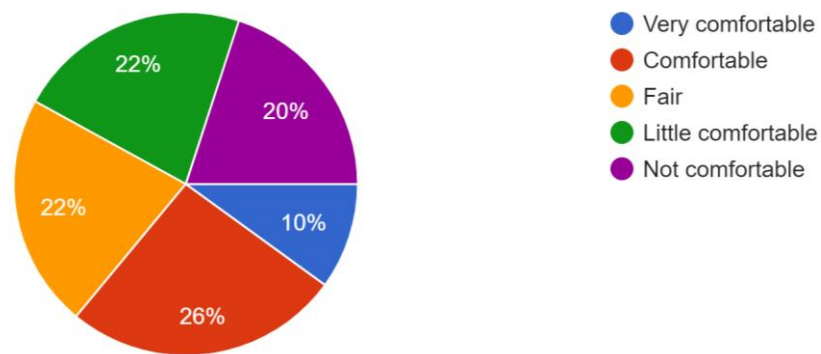


Chart 8: *Comfort with Letting the Camera On During the Online Session*
(Generated from the survey)

The above chart indicates that 1/ 5 of students are not comfortable with using the camera to record themselves while another 22 percent is a little comfortable. This is a significant number that should be taken into consideration in lesson planning and institutional settings.

The social part of university life is essential for many students, especially for international students. In the following part, students were being asked to rate how they agree or disagree with the statement: "Socializing with my peers and the campus life is very important for me". The following chart demonstrates their tendencies:

Please select how do you agree or disagree with the following statement "Socializing with my peers and the campus life is very important for me".

50 responses

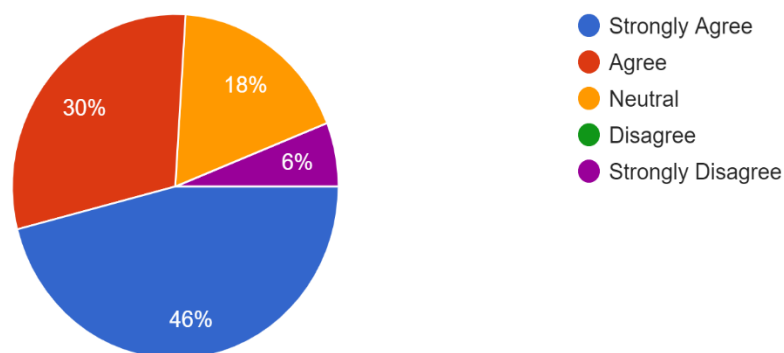


Chart 9: *Importance of Socializing in a University Setting*
(Generated from the survey)

46 percent of the participants strongly agree on the importance of social life within their university. 30 percent agreed. These two groups make up 3/4 of all the participants. This means social isolation is quite undesirable for university students. Furthermore, only 6 percent strongly disagree that socializing is important for them. This fact can be taken into consideration to estimate the psychological and social needs of the students in a university.

Besides their preference for social life, students were also particularly asked how social distancing would affect their learning process. Below are the results:

How would social distancing affect your learning process?

50 responses

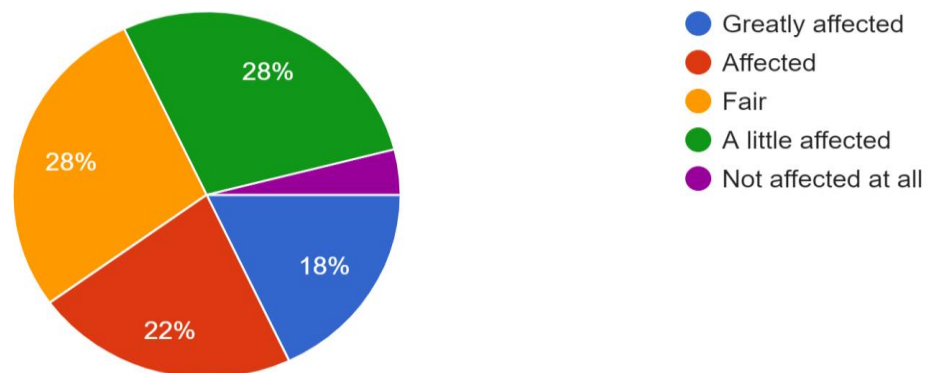


Chart 10: Impact of Social Distancing on Learning
(Generated from the survey)

18 percent notified that they would be greatly affected as 22 percent thought that it would affect them even though not strongly. 28 percent consider that their learning process would be fairly affected. Only 4 percent of the participants answered that their learning process would not be affected at all.

The following question was asked to students in order to assess how concerned they are regarding the impact of the pandemic on their academic success. Chart 11 lays out that 30 percent of the participants are very concerned whereas 36 percent are concerned. These two groups combined make 66 percent which is the majority. Rest of the answers can be observed below.

How concerned are you regarding the effect of the pandemic on your academic success?

50 responses

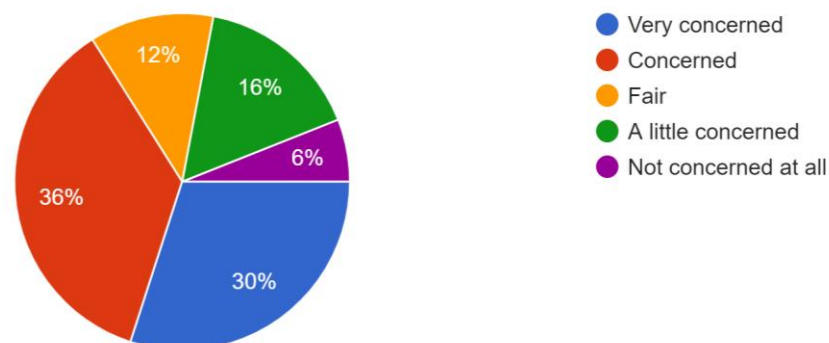


Chart 11: Concern About the Academic Success
(Generated from the survey)

The final question of the survey is about the economic impact of the pandemic. 22 percent of the participants noted the pandemic has affected them “very much” economically. 26 percent mentioned they are “affected”. The pandemic had no economic impact on the 12 percent of the students. This final result has an overall importance regarding the student well-being, psychology and success. Therefore, institutions might consider financial aid or support for the university students. Below chart demonstrates the breakdown of student responses.

How did the pandemic affect you economically?

50 responses

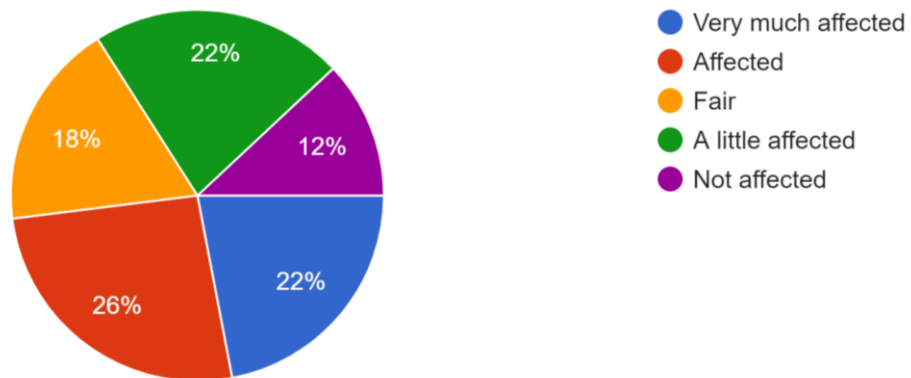


Chart 12: *Economic Effects of the Pandemic on Students*
(Generated from the survey)

6. Discussion

In the survey, the majority of the students are in the process of having their bachelor's degree followed by the master's students and then the doctoral candidates just like the real world hierarchy. The survey purposefully leaned towards more on international students than the local ones because the main reason an international student travels to a new country is to get socialized with different cultures and peoples. Hence, social distancing and restrictions will have a major toll on these people.

The survey reveals that despite the uncertainties and setbacks majority of the students are willing to pursue their educational program without any postponement. Only about a quarter of the students mentioned they consider postponing their students. With a better preparedness and more personalized online learning experience, some of these students can be regained. The survey has revealed that 34 percent of them have never taken an online course before. So, their experience with distance education and worries about their academic success can be demotivating factors. Special adjustments, appropriate mentoring, and capturing the opportunity to personalize learning can help students to overcome the initial challenges and clean their path towards a better learning experience.

Another important point was to assess students' psychological preparedness to undertake an online semester. Hence, a question was asked students to reveal how motivated they are about having online classes. As the survey revealed more than 1/5 of the students are not motivated at all to participate whereas another 1/5 are only a little motivated to do so. This 2/5 is a significant portion that the universities and the lecturers need to take into consideration. These students can be warmed up and motivated better as only 18 percent of “not motivated at all” respondents consider postponing their studies. Among the “little motivated” students, it is only 10 percent. So, it is not a lost war to meet these students with their educational potential through distance learning despite the pandemic.

When it comes to students' technical preparedness, some challenges need to be taken into consideration. About 3/4 of the participants responded that they will utilize their laptops in online learning. Interestingly, the willingness to use the new trend smartphones by 16 percent is twice as much as the use of traditional desktop computers. So, the developers can make the learning platform also smartphone-friendly to make the learning experience more up-to-the current situations. Besides the hardware, the infrastructure such as the internet quality does also matter in online education.

About 1/5 of the students mentioned that their internet quality was poor whereas another 1/5 rated their connection as fair. This should be taken into consideration in terms of image and sound quality of online sessions as well as the healthy continuum of it. So, improving students' internet capacity is beyond universities' capacity if the student lives out of the campus as they may not be able to reside in the student dormitories. This can be a challenge to be tackled by the involvement of technology firms, local governments, and state prevention to the maximum extent. Another thing to consider that some people do not have laptops, webcams, or headsets. The lesson planning should consider these cases.

An important result has been evoked when the survey asked students their comfortability of using the webcam. 1/ 5 of students are not comfortable with using the camera to record themselves while another 1/5 is a little comfortable. The instructors might consider making student webcam recordings voluntary rather than compulsory not to bridge their privacy concerns. Students may also not want to reveal their household setting before their peers due to social-economic concerns. This can be the topic of another study but it still needs to be mentioned.

The social part of university life is essential for many students, especially for international students. This is further confirmed as the 3/ 4 of all the participants think that socializing with their peers is an important part of their academic life. Concerning the desire to interact and network with various individuals, social isolation is quite undesirable for university students. Learning also takes place during social interactions where the deficiency of physical interaction of the students can hinder the learning process difficult for certain individuals. Overcoming this might require some extra effort outside of usual curricular sessions. All these can also ease the students' anxiety regarding their academic and social well-being.

Lastly, the pandemic also takes a serious toll on the students economically. So, the institutions should assess the number of affected students and set realistic tuition fees, student support programs, and student success expectancies.

7. Conclusion

The survey demonstrated that the group of bachelor, master's and doctoral students face various challenges due to the pandemic. Online education can ensure the continuity of university education for the students but it will be more challenging for students due to the learning type, technical and psychological preparedness. Despite these challenges no more than a quarter of the participants want to postpone their studies. Nevertheless, not being able to socialize with their friends and lack of campus life might be a challenge to overcome for the students especially for international students. The institutions can take psychological and other support mechanisms to help students overcome the burden of being confined to online interaction, social isolation, and future uncertainties. Another important thing to notice that technological capabilities are not sufficient or equal among the students. The instruction design should keep this fact in regard in order to make this learning experience as smooth as possible for as many as students. Lastly, some of the students can have more economic burdens than the others. Some economic support/possible part time work for students may be a point to consider, even though it is rather a difficult case under a lockdown case. As final remarks, many factors can change rather quickly as the spread and the impact of the spread of the pandemic changes rapidly. Some of the mentioned factors might become out-of-date or irrelevant in this course. Nevertheless, this is the current case as of August 2020.

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