

Distance teaching and learning as an element of vocational education: some models, assessments, and tools for effective results in future accomplishments

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This research paper applies a mixed-method approach for the investigation of challenges and eligible solutions for the online teaching and learning techniques, as well as, their impact on the professional identification of the educational system, students, and professors. The discussion would be about the outcomes of both quantitative and qualitative approaches for detailed examination of the revealing problems in digital learning, by using the explanatory type of research supplied with both statistics and descriptive analysis of various categories, approaches, models and types. Statistics of further mentioned surveys and examinations underline the existing issues in the online teaching & learning platform, which is the difficulty in the management of their time (both students and instructors); less interest in studies; less gained help from instructors; technology disruptions or unawareness of their usage. In addition to this, the research emphasizes the approaches/models and categories for resolving the indicated challenges by illustrating three essential techniques for online teaching and learning: course design, the interaction of both students and instructors, and the level of preparedness of the professors for the distance teaching. Moreover, the analysis of the results and discussions of the research findings underline the possible affirmative results, the flexibility of studying designs and their outcomes, also professors' and students' capability of interfacing for mutually positive outcomes.

Due to the COVID-19 pandemic, teaching and learning activities in the classroom have been permanently halted. Students in their last years of high school and university are in an unusual position that makes it extremely difficult to observe the upcoming future. The duration of the pandemic, as well as its impacts on everyday living, costs, and other financial struggles, might have a serious influence on college and adolescents' ability to continue their studies. The insecurity generated by disruptions in the academic sphere is concerning. Undergraduate and graduate students' circumstances have created adverse situations such as the need to drop out of school.

Keywords: *online training, online teaching, online platforms, distance teaching, teaching methods, professors, students, teachers, research, categories, methods, outcomes, results.*

Introduction. Nowadays, there is a lot of debate going on in the world regarding online teaching and learning. But what is e-education, is it appropriate for all of us, and what type of strategies could be implemented for a better outcome in this sphere? This research aims to clarify all of these questions in further statements and discussions revealed by the scientists and researchers, such as Anna Sun and Xiufang Chen; Butnaru, Valentin Nit, Anichiti, and Brînză; Glynn, Crawford-Ferre, and Wiest; Li-Ling Chen; Yi Yang & Linda F. Cornelius; Abrami, Bures, Bernard, & Borokhovski; Martin, Budhrani, & Wang.

While stressing out the question of "Why there is such a huge necessity in online education?", the professors of Rowan University underlined the studies of Kearsley and Moore, who ensured that distance education would lead to a drastic increase both in the interests and opportunities to study; in the profitability of educational assets; in magnifying the dimensions of the educational sphere; in rectifying the injustices among the age groups; in enhancing the education in various advanced domains, as well as, offering instructional programs to particular core viewers. The rapid growth of the information in the Internet and communication technologies in websites has resulted in several academic qualifications. Digital learning may give chances for higher education organizations to stand out from the competition. The wide range of various technological advancements used by universities' online programs may enhance the interaction between students and instructors, and among students at large (Bell & Federman, 2013) as cited in (Sun & Chen, 2019). The upgraded technology and software may allow instructors, students, and university administrators to collect data, feedback, and to evaluate regarding their online experiences (Bell & Federman, 2013) as cited in (Sun & Chen, 2019). Cultivating strong connections and interactions amongst tutors and learners is critical and may be accomplished via professors' compassion toward learners, enthusiasm for educating, and eagerness to

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assist students to be able to thrive in their achievements. Acknowledging the communication patterns in the digital context, these college professors recommended that instructors react to emails and phone communications in a prompt, alert, and purposeful way.

Due to the COVID-19 pandemic, teaching and learning activities in the classroom have been permanently halted. Students in their last years of high school and university are in an unusual position that makes it extremely difficult to observe the upcoming future. The duration of the pandemic, as well as its impacts on everyday living, costs, and other financial struggles, might have a serious influence on college and adolescents' ability to continue their studies. The insecurity generated by disruptions in the academic sphere is concerning. Undergraduate and graduate students' circumstances have created adverse situations such as the need to drop out of school. The pandemic scenario generated a sense of separation, highlighting a notion of unfairness in the universities' school curriculum. Enhancing the window of new opportunities in a distant educational sphere by changing colleges' and universities' policies, stimulating the implementation of unique instructional approaches, as well as, increasing the validity of the teaching practice lay the foundation for more positive and sufficient circumstances for those who are involved in this globe of teaching and learning. Whilst research indicates that digital and traditional teaching is identical in mastering achievements, it's often acknowledged that virtual learning is viewed as underwhelming in engagement when compared to teaching practices in classes. However, in a study involving 156 students, Fortune, Spielman, and Pangelinan concluded that there was no statistically significant difference in learning preferences between students attending online courses and students attending courses in person (Butnaru, Valentin Nit, Anichiti, & Brînză, 2021).

Statement of the Problem. Even though almost 80% of the lessons were being taught in an online format, based on the researches made by the professors "Yi Yang & Linda F. Cornelius" from Mississippi State University, still, some of the students revealed their dissatisfaction by underlining that both financial aspects and time management caused a huge negative impact on their studies. Building on this idea, others declared that the distance training was tedious and not so beneficial, as they could not gain any help from their professors throughout the courses. It seems like these individuals have had negative instances with online learning previously from their experience. What was the source of their unpleasant experiences? Was it the learner's fault or the instructor's one? What variables influence students' online learning perceptions? Each of these concerns motivated the current research and its inquiry of students' opinions of the value of online teaching.

Research Objectives

- Determining learners' educational positions to offer differentiated instruction by evaluating their behavior/engaging patterns and giving tailored instructional insides.
- By examining large-scale educational data to discover significant indicators for evaluating academic performance from local, regional, national, or worldwide viewpoints, policymakers and administrators can gain a global perspective on current educational practices or challenges.
- Providing analysts and professors with observations into educators' encounters with curricula, classmates, and instructors by scrutinizing their tendencies such as bringing up an inquiry with theoretical findings; pursuing knowledge about a particular topic; drawing conclusions and analogies; suggesting innovative thoughts, or uploading an accurate result.
- Offering a theory to demonstrate learners' academic achievement in a learning setting by evaluating distinct categories of participants' studying tendencies.

Statistics:

According to the quantitative analysis that was made based on putting forward of the Pew Research Center's statistics, starting from the end of 2009s the percentage of universities and other educational courses that were involved in distant education, including hybrid and non-traditional studies increased by 89, while 4 years later, almost thirty-two percentage of them were taking at the minimum 1 course distantly. It is undeniable that such improvement and involvement in online training, as well as online learning, did not occur at once. The 2008 study by the National Center for Educational Statistics (NCES) found that the main factors influencing higher-education institutions to offer online courses included meeting students' demands for flexible schedules (68%), providing access to college for students who would otherwise not have access (67%), making more courses available (46%), and seeking to increase student enrollments (45%) (Parsad, Lewis, & Tice, 2008, as cited in (Sun & Chen, 2019).

The Main Part:

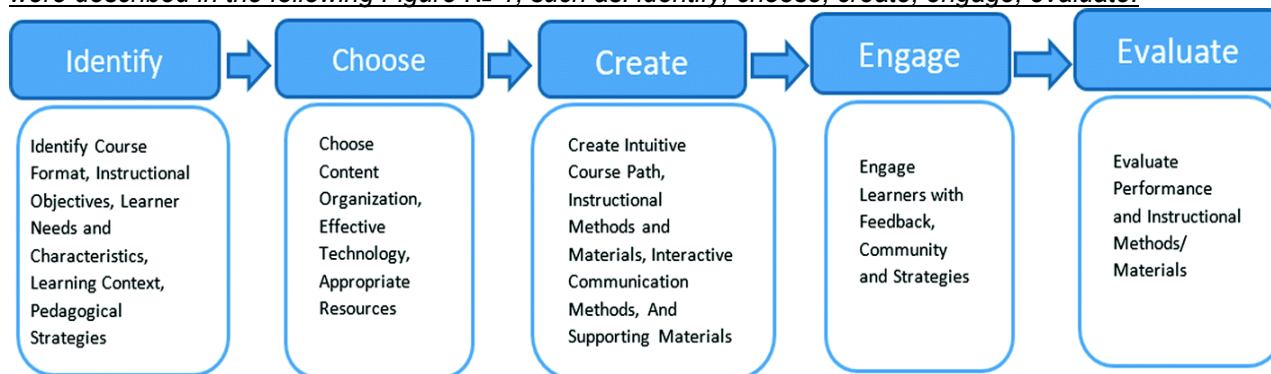
Various Approaches for Valid & Effective Online Teaching

For online teaching to reach its efficiency in learning outcomes, course design; interaction of the participants, as well as professors' preparedness play key role. This research project will focus on the detailed analysis, new methods/suggestions, and descriptions further.

Course Design

The technology selected should be compatible with varied student needs (Osman, 2005) as cited in (Glynn, Crawford-Ferre, & Wiest, 2012). For example, it should be universal enough to support different international formats. Besides that, the authors indicate that learners have access to an online orientation to reacquaint themselves with online services along with discussion boards, online forums, and collaborating with Google docs and file forms relying on observations from a qualitative study of tutors and learners in education online environments. Multiple methods of content exploration and transmission should be designed into online courses, including synchronous and asynchronous learning activities (Liu, Liu, Lee, & Magjuka, 2010; Osman, 2005) as cited in (Glynn, Crawford-Ferre, & Wiest, 2012), as well as, compressed videos, presentation slides, video lectures, website viewing, and multiple communication methods, such as e-mail, chat rooms, and webcam conversations (Balkin, Buckner, Swartz, & Rao, 2005), as cited in (Glynn, Crawford-Ferre, & Wiest, 2012). Communication systems must be properly planned. Tee and Karney propose that this include unstructured, informal chances for open and honest dialogues; a location to discuss formal course topics; a site for uploading work for evaluation, criticism, and usage; and a space for reflecting evaluatively on work (Glynn, Crawford-Ferre, & Wiest, 2012).

Contingent on the analysis of relevant literature, several theoretical assumptions were indicated by the professors of the University of Nevada in terms of constructing and evolving adequate online platforms, which were described in the following Figure № 1, such as: identify, choose, create, engage, evaluate.



Step №1 is to "Identify".

Since this essence of an education platform differs greatly from that of regular face-to-face education or a hybrid course, determining a teaching methodology is critical in the early step of developing a digital course. An online teacher must first determine the course format he or she wants to use for training. The identification of the curriculum format will assist the instructor in a strategic and systematic approach for teaching goals. Since deciding on a course style, an instructor might go on to determining program outcomes. By identifying acceptable platforms for use during presenting a training program, an online teacher might go on to determining specific instructional methods.

Step №2 is to "Choose".

After identifying appropriate necessary formats and elements for online instruction, then an online instructor can begin to choose. Furthermore, online instructors need to be able to choose content organization layout for organizing the materials of the online course. Determining material organizational structures is crucial throughout this phase since it impacts learners' immediate perceptions of distance learning along with overall accessibility to and management of study materials. Following the selection of a content organization structure, online educators must select advanced technological solutions to support a variety of online interactions.

Step №3 is to "Create".

During this stage, online educators begin developing and designing a sensible educational course or rhythm, instructional techniques and resources for content delivery assignment, and collaborative methodological approaches, and student aid resources. At this stage, online instructors have to decide whether they would like to display their course contents linearly or hierarchically, while they also have to decide how to cluster their course contents to enhance their students' learning (Chen, 2018). After deciding on the course site layout, online instructors can proceed to construct and build quality for pedagogical teaching styles,

coursework, and evaluation. Designing and maintaining educational content need a well-thought-out strategy and structure. For course contents involving multimedia, online instructors can work collaboratively with professional staff in faculty support offices to make sure audio, video, and graphics all work smoothly and comply with accessibility regulation, as well as, assignment submission and assessment feedback also need to create logically and transparently so that online students can track their progress for improvement (Chen, 2018). While all teaching strategies, projects, and evaluation techniques are in place, online educators must concentrate on what to establish and promote dynamic modes of engagement. One of the most important components of successful online courses is the formation of communication channels or the development of a vibrant online learning environment. Using social media technologies at this point will typically aid in promoting constant conversation.

Step №4 is to "Engage".

According to several analyses made by the professors of Nevada University, separation, detachment, and technological issues are among the causes that drive online students to drop out of courses. As a result, during the implementation stage of a virtual classroom, online teachers must concentrate on the terms of growing out the teaching methods in distant classes. Building on the authors' results, for students to be engaged in their online studies, there are three main aspects to follow up to, such as emotional, social, as well as, academic. Being able to offer timely feedback to learners' progress in projects and exams as well as their technology queries would define the academic aspects of online teaching, while another important drop-out element in a virtual classroom is the student's sense of vulnerability, which can often be damaging to the learning process. The secret to resolving the issue is to create a good online learning community. Online professors can use a variety of technological tools, like discussion boards on wide-known Blackboard system, that is currently available in most countries in the world, including our platform at ADA University (Baku, Azerbaijan). The educational program might use teaching strategies to enhance students' confidence levels to emotionally involve students. Visual, as well as, musical engagement can support learners in better absorbing new information.

The Final – Step №5 is to "Evaluate".

This model's last stage is evaluation, where the learners' evaluation ought to be comprehensive and insightful. In addition, online professors can assess learners' achievement using a variety of methods, including tasks, worksheets, quizzes, networking, surveys, and so on. Achievements of students in an online program must also be reviewed gradually and regularly.

Interaction Among Course Participants

The theory of constructivism posits that learners develop their understanding by participating in meaningful, shared discourse, and thus learning is advanced through productive work with others (Brophy, 2002; O'Neill, Moor, & McMullin, 2005; Vygotsky, 1978) as cited in (Glynn, Crawford-Ferre, & Wiest, 2012). In their research, they found that discussions "provided the students' opportunities to share divergent world views, opinions and experiences, develop trust, and make decisions based on a growing common understanding" (p. 405) (Glynn, Crawford-Ferre, & Wiest, 2012). Evidence shows that instructors need to maintain substantial involvement in online courses (Reushle & Mitchell, 2009; Schrum et al., 2005) as cited in (Glynn, Crawford-Ferre, & Wiest, 2012). They must figure out how to establish a new character and also some interactions with learners in each of these faraway settings. As previously stated, they would incorporate both audio and visual techniques in their essential role in organizing and supporting greater dialogues.

Studies made by Heather Glynn Crawford-Ferre and Lynda R. Wiest assessed classrooms involving synchronous communication as ensuring superior pedagogical efficiency than one with exclusively asynchronous communication techniques. Students should always be educated on innovative materials, such as using web recording devices to interact, to properly deploy conversations.

Interaction Types:

Individual interactions with curricular information are included in this definition of interaction, which is generally regarded as interactions between groups, where three types of interaction are observed, such as students-interaction, student-teacher-interaction, student-content-interaction.

Students' interaction. This engagement is typically lacking in mail courses; in particular, correspondence learners might well be uninformed that all other students have participated in quite the identical program. For the student-interaction to become synchronous, using audio/video sessions, as well as, internet-based classes would be quite beneficial, while chatting through mailing system and various discussion platforms – asynchronous.

Student-instructor-interaction is about the one that occurs both among learners and professors. According to the researches, being able to keep the interest of students during student-instructor interaction is very essential for the instructor, as it drives both their motivation and success towards the current studies. The usage of mobile phones, zoom-meetings would be referred to as a synchronous type of interaction, while asynchronous would be, as previously mentioned: communications through emailing and usage of discussion boards.

Student-content interaction is mainly about the engagement of students with the given content, by being able to correlate it to the individual experiences and utilize this to critical thinking. Studying academic vocabulary for interpretation, using lecture notes, watching tutorials, having conversations through digital media, taking part in experiments, are all examples of assistance for students to acquire interaction.

The Affirmative Effects of Interaction:

In the following Figure № 2, referring to the research results the interaction of students and their studies is playing an essential role. The estimated growth size for each form of engagement was considered favorable, varying from +0.32 for student-instructor-interaction up to +0.46 for student-content interaction, till +0.49 for students-interaction.

(Bernard et al., 2009)

Interaction Categories	Number of Studies	Average ES (adj.)	Standard Error
Student-Student (SS)	10	0.49	0.08
Student-Instructor (SI)	44	0.32	0.04
Student-Content (SC)	20	0.46	0.05
Total	74	0.38	0.03

In other words, while students remained capable of engaging the level and number of exchanges may not have been optimum; communications may still be constrained by ways the program's methods of data analysis were planned and delivered, as well as byways electronics transmitted curriculum. Consequently, the participants in the distant teaching and learning sphere in their further accomplishments should pay attention to the tight connection and engagement of both professors and students; descriptions of the course in a detailed manner, as well as, capability of managing with technological tools for effective and valid results. For online teaching and learning to be efficient enough, professors should also take into account cooperative learning, personal development, promotional interactions, detailed descriptions, that would benefit digital platform's learning outcomes, like students-interaction, student-teacher-interaction, and student-content.

To conclude, the underlying recommendations are all at the operation of limiting students from making more widespread and consistent utilization learning techniques:

- Students do not put a high enough emphasis on the outputs of their learnings/studies to be able to enhance overall desire to perform – doing well may not be as essential as it once was.
- Students think that studying distantly through digital platforms cannot lead to efficiency in their achievements, as time management is the main issue for them.
- As a result, students become less accountable for their studies' outcomes, by not even giving a chance for the affirmative consequences of consistent hard work to occur.

To be able to prevent previously mentioned challenges, the authors *revealed 4 main strategies* that I would discuss in further statements and recommendations:

Firstly, teaching instruments should be designed in such a manner that can enhance the whole productivity of the training. Consequently, educational leaders place a greater emphasis upon the usability of the layout strategy, since students want to have direction under which components are utilized. Time is one of the main aspects that could have an emphasis both on the methodology of assessing and planning the weekly activities. Next, being able to identify the necessity of using the methods is essential here. Therefore, learners are recommended to use them in cases if the given assignment is complicating and valuable enough, where professors' assistance would not be needless. Furthermore, learners must train using the instrument skillfully and intelligently, just like they would with any other tool. For them to utilize a tool willingly in situations that encourage performance demonstration, as well as, grades are much more essential for further achievements.

Finally, cognitive tools and learning methods will be most effective once they are included in a curriculum or program of study rather than as an afterthought. To ensure productive and effective student utilization, this unification may need the same level of preparation, research, and aim attainment on the side of teachers. To encourage steadiness, teachers must be trained and have hands-on expertise with tools. (Abrami, Bures, Bernard, & Borokhovski, 2014)

Instructor Preparation and Support

Most instructors new to online teaching begin with little to no training or preparation. College and university teachers have been found to keep high demands and adjust their training to acceptable digital educational methods with sufficient teaching practice. Professors, on the other hand, require assistance over instruction in interactive learning methodology.

The survey revealed an interesting finding: the abilities that faculty view to be most essential in all performance dimensions differ from the leading qualifications that staff feels they can execute. These would be covered concerning the research objectives:

Designing online learning activities and course orientations.

Professors ranked developing teaching methods and establishing online learning orientation as extremely significant abilities in digital learning construction. According to researchers, digital training must guide and motivate students via projects that assist the process of learning. The focus of course design should be on teaching methods that encourage students to interact with one another, because of the distance amongst learners and the number of time participants waste online, interaction is becoming increasingly crucial in distance courses.

Organizing online instructional materials and assessments.

Researchers have found that course design factors, such as organizing instructional materials into modules or units, are an essential aspect of success factors in distance education (Menchaca & Bekele, 2008) as cited in (Martin, Budhrani, & Wang, 2019). Regarding course organization, instructors rated their potential to establish a course work as outstanding. Professors must determine if the program is meeting the study objective for the online program; and tasks, examinations, and standardized tests are the first way to do so. It is vital to keep people involved, especially in online programs, where correctly structured tasks may assist.

Promptly responding and giving feedback online.

Faculty ranked responding to student queries and offering comments as highly essential in virtual learning interaction. Responding quickly is essential in online learning since it speeds up the training procedure. They suggested that professors answer inquiries in a responsible way being one of the beneficial coaching techniques and that they respond to inquiries within one or two days, as their feedbacks are very helpful for students' further achievements. Those who got comments on their work performed better than individuals who did not.

Sending announcements and email communication.

Faculty evaluated utilizing email to interact with students and delivering upcoming events notifications as things they can accomplish well based on their impression of competence. Communication in online classes takes place in different ways, and email and sending announcements through the learning management system are common ways that faculty communicate with their online students (Eskey & Schulte, 2010) as cited in (Martin, Budhrani, & Wang, 2019). To keep students' both focus and interest, e-mail notifications, as well as, updates about the course contents would be quite helpful during the learning outcomes.

Scheduling time for course design and grading.

Faculty ranked scheduling time to develop the curriculum time of delivery and devoting actual hours evaluating homework as extremely critical managing time skills. In contrast to the traditional way of lecturing, when professors can attempt to promote content every week, an online staff leader is required to prepare the course content/curriculum long before the studies occur. Furthermore, faculty members assessed devoting maximum hours grading papers as highly significant. Since all conversations take place online, an online college professor needs to spend extra hours evaluating. That is essential to establish time for daily reviewing and evaluating papers, as soon as possible, for learners to get their suggestions and results. In terms of perceived competence, instructors evaluated devoting weekly hours grading papers and arranging weekly hours to run the online course as activities that they can accomplish well. Faculty not only regarded investing working hours grading papers as extremely vital but instead as a job that they are capable of performing effectively. The findings reveal that teaching online requires fixed allocation of the scheduled time for course design and grading, as opposed to prior studies that suggest that online courses free up blocks of time and promote time-shifting and flexibility for faculty (Wright, 2014), as cited in (Martin, Budhrani, & Wang, 2019).

Managing the learning management system and documents.

Virtual programs are available through a variety of instructional strategies, where being able to explore the learning environment is supposed to be an important task. According to the research findings, instructors regarded managing the learning environment and basic digital procedures as of top two essential practical abilities. Being skilled in fundamental technology procedures like generating and modifying files and organizing pdfs are significant features required for online professors, as these constitute a significant component of an online course's outcome.

Results and concluding marks:

Coming to the results of the revealing discussion, it is undeniably true that education plays a vital role in our day-to-day life, where online education, its learning and teaching techniques and strategies have an enormous impact both on professors and their students. Based on the discussions and experiments, it is obvious that one of the essential factors influencing the distance teachings' and learnings' outcomes is a course design. 5 main principles and steps were underlined by professors "Glynn, Crawford-Ferre & Wiest" from the University of Nevada, for effective designing of the course materials for the instructors: identify, choose, create, engage, evaluate. Next, the research paper analyzes the significance of the second approach – interaction. As the researchers illustrated in their previous studies, students' interaction, student-content-interaction, and student-instructor interaction should be evolved and improved for future generations to get easily involved in the distant platform of learning and teaching. Finally, the study illustrates the importance of the professors' preparedness in managing teaching techniques throughout the distance learning. Designing online learning activities and course orientations; organizing online educational materials and assessment; promptly responding and giving feedback online; pending announcements and email communication; scheduling time for a course design, grading and managing the learning management system and documents – were recommendations and suggestions highlighted throughout the research for supporting the idea of the professors' preparation, as well as, their support. As a result, the main aim of the study was to focus the attention on the possible solutions to the wide-known challenges in this sphere of education. There should be done lots of researches, examinations and surveys to be conducted for better and more precise outcomes that would lead both current and future generations to the higher efficiency in the implementation of techniques in online teaching and learning. Still, this research illustrated the recommendations, studies, and types of the educational system that could benefit lots of participants were involved in distance education.

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Дистанційне навчання та навчання як елемент професійної освіти: деякі моделі, оцінки та інструменти для ефективних результатів у майбутніх досягненнях

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У дослідницькій роботі застосовується змішаний методичний підхід до дослідження проблем і відповідних результатів для онлайн-навчання і методів навчання, а також їх вплив на професійну ідентифікацію освітньої системи, студентів і викладачів. Аналізуються результати як кількісного, так і якісного підходів для детального вивчення виявлених проблем в дистанційному навчанні, використовуючи пояснювальний тип дослідження, забезпечений як статистикою, так і описовим аналізом різних категорій, підходів, моделей і типів. Статистика додатково згаданих опитувань і досліджень підкреслює існуючі проблеми в онлайн-платформі як викладання, так і навчання, які полягають в складності управління своїм часом (як для студентів, так і для викладачів); менший інтерес до навчання; менша допомога професорів; технологічні проблеми або незнання про їх використання. У дослідженні приділяється особлива увага підходам / моделям і категоріям для вирішення зазначених проблем шляхом ілюстрації трьох основних методів онлайн-викладання і навчання: дизайн курсу, взаємодія студентів і викладачів і рівень підготовки професорів до навчання на онлайн-платформі. Аналізуються результати і обговорення результатів дослідження, які підкреслюють можливі позитивні результати, гнучкість навчальних планів і їх результатів, а також здатність викладачів і студентів взаємодіяти один з одним для досягнення взаємних позитивних цілей.

Через пандемію COVID-19 навчання та навчальна діяльність у класі були назавжди припинені. Студенти останніх років навчання в середній школі та університеті перебувають у незвичному становищі, яке надзвичайно ускладнює спостереження за майбутнім. Тривалість пандемії, а також її вплив на повсякденне життя, витрати та інші фінансові труднощі можуть мати серйозний вплив на здатність коледжу та підлітків продовжувати навчання. Небезпека, породжена порушеннями в академічній сфері, викликає занепокоєння. Обставини студентів та аспірантів створили несприятливі ситуації, такі як необхідність кинути школу.

Ключові слова: онлайн-навчання, онлайн викладання, онлайн-платформи, дистанційне навчання, методи навчання, професори, студенти, викладачі, дослідження, категорії, методи, результати.

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