



Lucie Zormanová

University of Silesia in Katowice, Poland
<https://orcid.org/0000-0002-8004-8674>

Distance Learning at Pedagogical Faculties of Universities in the Czech Republic

Abstract

This study focuses on the topic of distance education at pedagogical faculties of universities in the Czech Republic during the time of COVID-19 and tries to map how theoretical and practical teaching was implemented during the Coronavirus pandemic.

Based on the research goal, the following research questions were formulated.

RQ1: Which tools were used to enable distance education at pedagogical faculties in the Czech Republic?

RQ2: How were the defences of qualification theses and the state final examinations carried out?

RQ3: How was the practical pedagogical training implemented?

To answer the individual research questions, a content analysis of information provided on the websites of individual faculties and in the reports published on the Internet in the course of theoretical and practical teaching at pedagogical faculties in the Czech Republic during the Coronavirus pandemic was used.

The research found that the distance teaching took place using various tools, frequently mentioned were the Moodle LMS, MS Teams, Zoom, Google Classroom or Meet. Practical subjects, which cannot be fully realised online, were taught in a full-time form in blocks at the end of the semester. The exams also took place online, the MS Teams or Zoom platform was used for oral examinations, and the Moodle LMS was used for tests.

At the Faculty of Education of Palacký University Olomouc, the defences of qualification theses and state final examinations took place in the examination room of the university under strict hygienic conditions. At the University of Ostrava and Masaryk University, the defences of qualification theses and state final examinations took place online, using MS Teams.

Practical teacher training also took place online, students participated in online teaching at individual faculty schools. Students helped teachers create materials for online teaching, participated in online teaching or led online teaching themselves. At the Faculty of Education of University of Hradec Králové, they performed the function of a teaching assistant or led tutoring.

Key words: distance education, Coronavirus pandemic, practical teaching, theoretical teaching, state final examination, practical pedagogical training

With the COVID-19 spreading across the globe, many countries have ordered the closure of all educational institutes. At the beginning of February 2020, only the schools in China and a few other affected countries were closed. However, by mid-March, nearly 75 countries have closed all educational institutions. According to UNESCO, by the end of April 2020, 186 countries cancelled traditional education affecting about 73.8% students (Muthuprasad, Aiswarya, Aditya & Girish, 2021).

COVID-19 has been a challenge for educational institutions worldwide to seek stop-gap solutions to continue teaching in a relatively short notice. Educators were forced to shift to an online mode teaching within a few days without any prior preparation (Silva, Alvarez, 2021). Most of the universities have shifted to online mode using online platforms, mainly Blackboard, Microsoft Teams and Zoom.

On 10th March 2020, the Ministry of Health issued an emergency measure (No. MZDR 10676/2020-1/MIN/KAN) in order to prevent the spread of COVID-19. With this measure, the “in-person presence of pupils and students in education and study at Czech primary, secondary, higher vocational and university schools and school facilities” was inhibited. (MZDR No. 10676/2020-1/MIN/KAN). Thus, a number of challenges and complex questions arose before the Czech education system on how to further educate pupils and students. Due to the Coronavirus pandemic, universities in the Czech Republic had to switch to distance learning from March 2020 to September 2021. They received an exception only for teaching some practical subjects that could not be taught online.

Within these practical subjects, students met with the teacher in smaller groups according to government regulations. The Ministry of Education recommended to higher education institutions to use the tools of distance education as much as possible.

Despite the fact that teachers could have found information at Ministry of Education's website or universities' websites, many teachers might have found the situation very difficult and stressful. Adedoyin and Soykan (2020) list a wide array of possible challenges. Among them are technological issues, socio-economic factors, human and pets' intrusion, lack of digital competence, problems with assessment and supervision of students, heavy workload, and the question of compatibility of online learning with subjects that are more vocational in nature.

Several studies have already been conducted on the impact of Coronavirus on teaching at universities in the Czech Republic. One such example is the research of the University of Antwerp called COVID-19 International Student Well-Being Study, which involved 7 Czech universities (CZU, MU, UHK, CU, PU, UTB, University of Economics and Business, Prague). This research looked at how the pandemic affected the living conditions, studies, health and the impressions of university students. The results of the research showed that 15.5% of respondents suffered from at least one health problem, which is also a risk factor for COVID-19 (obesity, lung disease, weakened immunity, high blood pressure, heart disease, kidney disease, diabetes, cancer). Students in the period of limited functioning of universities indicated more symptoms of depression than the general population in the period before the pandemic, 37.5% of university students in the questionnaire survey showed high values of loneliness. The proportion of students with financial problems increased from 4.2% before the pandemic to 14.8%, and one third of students (32%) moved from their dormitories and rented apartments back to their parents. The closing of full-time in-person teaching was mainly reflected in an increase in personal study time (on average by 7.8 hours per week). The greater the increase in personal study time, the greater the study load and the degree of stress students felt. The workload and stress of students were lower if the university was able to replace the cancelled full-time teaching with online teaching to an extent greater than or identical with the personal study time. There was a significant difference between universities and faculties in their approach to dealing with the closing of full-time teaching (Sociologický ústav Akademie věd ČR, Fakulta sociálních věd Univerzita Karlova, 2020). The results of the research showed that a third of Masaryk University students showed symptoms of depression. The study load increased significantly for 59% of bachelor's students, the average number of self-study hours increased from 13 hours to 23 hours per week, and 43% of university students

moved back to their parents during the pandemic. Research participants also evaluated the university's actions. As many as 80% of respondents agreed with the statement that they felt sufficiently informed about any changes to the operation of the university and were satisfied with the application of safety restrictions (Fojtů, 2020).

It is important to note that the learning quality depends on the level of digital access and efficiency. Although the online learning environment varies profoundly from the traditional classroom situation when it comes to learner's motivation, satisfaction and interaction (Bignoux & Sund, 2018), the results of American study argued that that online class will be as effective as traditional class (Elshami et al., 2021, Lim, Morris & Kupritz, 2007) if it is designed appropriately (Nguyen, 2015). Therefore, an effective online class depends upon several factors. These involve well-structured course content, well-prepared instructors (Sun & Chen, 2016), rate of interactivity in the online setting (Niemi&Kousa, 2021, Arbaugh, 2000), creation of a sense of online learning community, rapid advancement of technology (Sun & Chen, 2016), chances of engaging with teachers and peers in online learning settings (Wise, Chang, Duffy & Del Valle, 2004), social presence (Barab, Duffy, 2000), virtual teaming (Kim, Liu & Bonk, 2005), academic self-concept (Lim, Morris & Kupritz, 2007), discipline and self-motivation of students (Golladay, Prybutok & Huff, 2000), the skills of learner and instructor (Burçin, Hamutoğlu et al., 2021, Shih, Ingebritsen, Pleasants, Flickinger & Brown, 1998), use of the paradigm of flipped education accomplished by formative assessment as well as making materials available in the framework of the Synchronous Online Flipped Learning Approach (Gajewski, 2021). It has proved that the synchronous learning and teaching model is more effective in distance learning (Rigo & Mikuš, 2021). On the other hand it was found that students preferred to study in the evenings and during nights, so that distance education should incorporate the asynchronous delivery model (Ślósarz, 2021). Another study shows that the balance of synchronous and asynchronous teaching and learning models is the best way. It has been shown that in the process of actualization of students' learning experience, as well as presentation and evaluation of learning outcomes, it is advisable to prefer the use of a Synchronous Learning Mode, and in the process of students' learning experience acquisition, the use of the asynchronous one is preferable (Kuzminska, Morze, Mazorchuk, Barna, Dobriak, 2021). It has also been proven in practice that the balance of synchronous and asynchronous teaching and learning models is more effective than pure distance learning and offers many benefits for students, such as accessibility, consideration of individual opportunities, increasing student involvement level due to social interaction (Balyk, Shmyger, Vasylenko, Skaskir, Oleksiuk, 2021).

Table 1

A comparison of synchronous and asynchronous Learning Mode

Comparison criterion	Synchronous	Asynchronous
Place of study	Students can ask question and receive answers during the live-session.	Some students may not be able to attend at the required time due to technical issues.
Student engagement	Not all students will be able to ask questions during the live session.	In the discussion all students can ask question or comment.
Interaction	Online meeting allow you to interact in real time, such as a conversation.	Students can initiate or respond to interactions with the teacher and their peers when it best suits their schedule. But watching a recorded lesson, students may feel less connected to the teacher and less connected to the learning group.
Awareness	The teacher can assess in real time how students understand, respond to feedback from students. Students do not have time to think about the topic.	Students can view the recorded session, for example, in the repetition before the final exam.
Administration	Provides a schedule that helps those who have difficulty in self-organization.	Students can postpone classes because they think that they can always “do it later.” It can lead to procrastination. Requires a higher level of self-awareness and self-study skills.

S o u r c e: Own work based on Kuzminska, Morze, Mazorchuk, Barna, Dobriak, 2021

The literature has focused on favourable and unfavourable student’s perception of online learning. Several studies compared the efficacy of online education with a conventional teaching in classrooms. Several studies deal with the distance education at universities during the time of COVID-19 in the Czech Republic. For example, Fišerová (2020) investigated perceptions of university students and teachers of economy. Pavlisová (2021) investigated COVID-related changes as perceived by university language teachers. However, not many papers have dealt with distance education at pedagogical faculties of universities in the Czech Republic during the time of COVID-19.

Research Method

This study focuses on the issue of distance education at the pedagogical faculties of universities during the COVID-19 pandemic and seeks to find out how theoretical and practical teaching was implemented in the period from 11th March 2020 (the day when universities were closed) to 13th September 2021 (university reopening).

The aim of the research was to find out how the theoretical and practical teaching at the faculties of education in the Czech Republic took place during the Coronavirus pandemic.

Based on the research goal, research questions were formulated.

RQ1: Which tools were used to enable distance education at pedagogical faculties in the Czech Republic?

RQ2: How were the defences of qualification theses and the state final examinations carried out?

RQ3: How was the practical pedagogical training implemented?

To answer the individual research questions, a content analysis of information – provided on the websites of individual faculties and in the reports published on the Internet – on the course of theoretical and practical teaching at pedagogical faculties in the Czech Republic during the Coronavirus pandemic was used. A purposeful selection was carried out, there were selected those faculties that published information in English on their own websites in the era of the Coronavirus pandemic.

When processing the data, I used manifest content analysis, which is an analysis examining explicit content and forms of text. So I did not deal with the contents hidden in the text. I followed Plichtová (1996), who describes the application of content analysis. First, I identified the data which I was working with and collected it. Next, I used coding. The codes helped me sort and create a system of categories. A descriptive approach was used, according to which the categories were created gradually during the analysis. First, I used the open coding technique. Open coding technique was used to analyze the data. Analyzed texts were divided into units, which in this case mean words, sentences or paragraphs based on their meaning. The units are therefore semantic wholes. Units were assigned their codes. Once a list of codes has been created, their categorization could begin. I proceeded to categorization, grouping codes. Axial coding was used, with which I connected individual categories with other subcategories.

ATLAS.ti was used for coding.

During the research we have identified six categories:

- Tools of distance education which are used for online teaching
- Tools of distance education which are used for examination

- Tools of distance education which are used for sending study materials
- Tools of distance education which are used for sending assignments
- Practical pedagogical training
- State final examinations

Results of the Study

1. What tools of distance education were used to teach at the faculties of education in the Czech Republic?

Although teachers could have found information and teaching tips at Ministry of Education's website or university websites many – especially those with no previous experience with online teaching or videoconferencing tools – might have found the situation extremely difficult and stressful (Pavlisová, 2021).

The Dean of PU FE (Palacky University, Faculty of Education) recommended the implementation of a synchronous teaching in order to maintain the full possible contact of teachers with students. Teachers were also advised to provide students with additional study materials or forms of communication that had proved successful, for example, in the previous period. The Dean left it entirely within the competence of individual teachers whether and to what an extent students will be required to self-study using written study aids, structured and recommended study literature, set individual tasks, and additionally use other study methods (videos, forms of shared content and interactions over the network and in virtual classes, etc.). It was the duty of the teachers to make themselves available for individual or group consultation during their scheduled teaching and during the consultation hours through a suitable video conferencing system (MS TEAMS, ZOOM, BBB, MEET). The Dean of PU FE also recommended using Moodle, especially for sending study materials and assignments (Děkanát, 2020).

At the Faculty of Education of Masaryk University, it was recommended to use a combination of various tools for contactless teaching, especially the MU Information System and Moodle. MS Teams was recommended for online meetings. Alternatively, other tools were used (ZOOM, Google Hangout/Meet...). Synchronous online classes and asynchronous pre-recorded lectures were to be held according to official course schedules. There were some exceptions which permitted students to be present at school, for example artistic work involving 15 people at most, one-on-one consultation and practical teaching. The testing was also carried out online, mainly using the MS Teams platform. (IT MUNI, 2020).

At the Faculty of Education of Charles University, academics were recommended to use software that was supported by the university, i.e. Microsoft Teams, Zoom or Adobe Connect. It was recommended to use the Moodle platform for assigning individual works and assignments for students (Faculty of Education Charles University, 2020). Alternatively, other tools were used: the Moodle, MS Teams, ZOOM, Socrative, and Streamserver CUNI (Charles University, 2021). The testing was also carried out online, mainly using the MS Teams platform or Moodle (Karlovkonline.cz, 2021).

At the Faculty of Education of the University of Ostrava, academics were recommended to use the Microsoft Teams, LMS Moodle and Zoom for teaching. The LMS Moodle was used mainly for assigning individual works, while the Microsoft Teams and Zoom for online meetings. Testing also took place online with the use of the MS Teams, Zoom, LMS Moodle (Pedagogická fakulta OSU, 2021).

The Moodle platform was used at the UHK Faculty of Education to support teaching. Testing was also performed using the Moodle platform. MS Teams was then used for oral examination (University of Hradec Králové, 2020).

At the Faculty of Education of the University of West Bohemia in Pilsen, they used MS Teams, Google Classroom and Zoom for online teaching. Examination also took place online using the MS Teams platform, for oral examinations and tests, and Zoom for oral examination (Plzeňský kraj. Nejlepší místo pro inovace, 2021).

2. How was the practical pedagogical training implemented?

The closure of universities has significantly reduced the practical training.

Given that the postponement of internships would cause a collision with practical subjects that cannot be fully implemented online, and which were taught in blocks in the second half of the semester. PU FE decided that the internship would be implemented within the set deadlines, even if it meant online form, i.e. in the form of participation in online teaching sessions (Univerzita Palackého v Olomouci, 2021). A similar approach was adopted also by UJEP FE (PF UJEP, 2021).

At the Faculty of Education of Masaryk University, the project School at Home was implemented within the framework of pedagogical trainings, whose guarantors were Mgr. Lucie Škarková, Ph.D from the Department of Pedagogy and Mgr. Markéta Sedláková from the Department of Social Pedagogy. 70 university students participated in the project. During the closure of schools, these students cooperated with teachers at 13 faculty schools of the Faculty of Education, Masaryk University. They participated in the creation of worksheets, online questionnaires, teaching presentations and other activities that supported children during home schooling or participated in the cleaning of the classroom and the organization of teaching aids after school closures (Pedagogická fakulta, 2020).

Also at the Faculty of Education, Charles University, practical pedagogical training was implemented in such a way that students helped teachers at faculty primary schools in creating distance support for pupils. Based on the instructions of teachers at faculty primary schools, students created presentations on assigned topics, as well as weekly plans or worksheets. Students also participated in online lessons, once a week they met students during online classes or were involved in the morning circle. Teachers at the faculty schools allowed students to lead these online lessons, and the students consulted the lesson with the teachers in advance. After the online lesson, there was a feedback reflection with the teacher, directly through a video call or within an online Google file, through mutual reactions (Krátká & Zemanová, 2020).

At UHK FE, students had the opportunity to implement pedagogical practice so that they could help, for example, in online teaching as teaching assistants. Alternatively, after class, they provided tutoring to school children (Český rozhlas. Hradec Králové, 2021).

In the Prague College students realized their pedagogical praxis by analysis and observation of the classes recorded on video. They also engaged in peer teaching (micro teaching) sessions (Prague College, 2022).

3. How were the defences of qualification theses and the state final examinations carried out?

The state exams and exams took place online for the first time. However, not all teachers were prepared for the unusual form of state examinations, both technically and practically. Therefore, it was necessary to find out the current needs and readiness of individual faculties.

Within a short time, the faculties began to prepare methodologies and scenarios for the implementation of online state examinations (Fojtů, 2020).

At UP FE, it was stipulated that the course of the defence of qualification theses and state final examinations would take place in accordance with the UP Operation Regime valid from 1st August 2021 (Univerzita Palackého v Olomouci, Žurnál Online zpravodajství z univerzity. 2020). According to this regulation, only a person who does not have symptoms of COVID-19 may participate in the defence of qualification theses and state final examinations. Defences of qualification theses and state final exams were planned so that no more than 20 people would be present at a specific examination room at a specific date. Due to this fact, the students and academic staff were not required to provide:

- Confirmation of vaccination against COVID-19,
- Confirmation of suffering from COVID-19 disease in the past 180 days,
- Confirmation from the official test site of a negative antigen or PCR test result,
- A negative result of a preventive antigen test intended for self-testing.

Persons entering the test room were required to perform hand disinfection, with the disinfectant provided by the appropriate workplace. It was not mandatory to cover the airways with a respirator in the test room.

It was further stipulated in accordance with the provisions of the “Rules for the implementation of the defences of qualification theses and state final examinations at UP FE” that if any of the participants in the defence and state final examination belonged to the so-called risk group endangered by COVID-19, all people, at the request of such persons, must use a respiratory covering with a respirator of at least class FFP2. It was forbidden to use tablecloths during the design of the classroom for the defence of qualification theses and state final examinations due to the necessary continuous disinfection. To draw the exam questions, it was recommended to use cards with the number or wording of the question, which the student would keep throughout the exam, i.e. they do not pass it to the examiners and throw it in the trash upon leaving. It was also recommended that the student only pointed to the selected card with the question number or question during the draw.

It was recommended that the assignment of topics or questions for the final state examination be presented to students in transparent disinfectable packaging. It was recommended that students would use their own stationery to prepare for the final state exam. The note paper was to be provided by the workplace. Students were advised against grouping or forming small groups in the corridors. In the case of grouping of students in the corridors, covering the nose and mouth with a respirator or similarly effective respiratory protection was ordered. To prevent students from grouping after the defence or the final state examination, it was recommended that the committee would announce the results on an ongoing basis (Pedagogická fakulta UP, 2021).

At the Faculty of Education, University of Ostrava, there were online defences of qualification theses and state final examinations. Masaryk University also took this approach (IT MUNI, 2020). Both universities used the MS Teams. The following methodological materials were prepared at UO FE for the course of the online form of state final exams: methodical materials for the examination committee, methodical materials for the member of the committee who participates in the online exam, methodical materials for the student who participates in the online exam.

The state final examination (SFE) was carried out in the following steps (Ostravská univerzita, 2020):

- Registration of all committee members and student to the online meeting.
- Recording started
- Verification of the student’s identity using ID (National ID, ISIC, Student Cards...), control of his/her room and technology used (closing applications and files irrelevant to the SFE).

- The chairman of the committee informs about the procedure of the exam.
- Student turns on full screen sharing, uses a number generator to draw a question number.
- Student preparation
- Testing
- After the examination, the student is temporarily disconnected, pausing the SFE recording.
- The committee agrees on the grade.
- Recording resumes, the student is invited back (and the public if participating) and the result announced.
- Completion of state examination recording, the student leaves the online meeting.

At Masaryk University, it was recommended to use so-called SFE Assistants and Helpers during the SFE. The SFE Assistant is responsible for the technical and administrative requirements of the SFE course, adds members (committee and students), calls the student from the “Waiting Room” to the video conference “Committee Room”, establishes contact with the student when coming to the video conference, verifies the student’s identity, informs about the recording, turns recording on and off, removes the student from the video conference in the end. The assistant completes protocols (reports) and records from the SFE afterwards. The SFE Assistant is present in the “Waiting Room”. They consult with the student on the functionality of the connection (video, audio), they can check the running applications on the student’s computer (Task Manager) and the student’s environment. The committee is either present in the “Committee Room” videoconference (or joins individual videoconferences on channels with the student’s name) (IT MUNI, 2020).

Discussion

This study focuses on the issue of distance education at the pedagogical faculties of universities during the COVID-19 pandemic. The aim of the research was to find out how the theoretical and practical teaching at the faculties of education in the Czech Republic took place during the Coronavirus pandemic.

The research found that faculties used the balance of synchronous and asynchronous teaching and learning models. The Deans of faculties recommended the implementation of synchronous teaching in order to maintain the full possible contact of teachers with students. It used various tools (mainly Blackboard,

Microsoft Teams, Meet, Socrative, Streamserver CUNI and Zoom). It was also recommended to use asynchronous teaching, for example the Moodle platform for assigning individual works and assignments for students and asynchronous pre-recorded lectures. Although in some research it was found that the synchronous one is more effective in distance learning (Rigo & Mikuš, 2021), another study shows that students preferred to study in the evenings and during nights (Ślósarz, 2021). Most study findings show that the balance of synchronous and asynchronous teaching and learning models is the best way (Kuzminska, Morze, Mazorchuk, Barna, Dobriak, 2021, Balyk, Shmyger, Vasylenko, Skaskir, Oleksiuk, 2021).

Conclusion

The research found that teaching took place using various tools, most frequently online learning. Students were required to self-study on the basis of provided study materials, for this purpose Moodle LMS or MS Teams were frequently used. Video conferencing via MS Teams, ZOOM, Google Classroom or Meet was also used. The Moodle platform, Google Classroom or MS Teams were used for assigning individual works and tasks for students. Synchronous online classes and asynchronous pre-recorded lectures were held according to official course schedules. There were some exceptions which permit students to be present at school, for example artistic work involving 15 people at most, one-on-one consultation and practical teaching.

The exams also took place online, the MS Teams or Zoom platform was used for oral examinations, and the MS Teams again or Moodle LMS platform were used for oral or written examinations.

Practical subjects, which cannot be fully implemented online, were taught in person in blocks at the end of the semester.

The state exams and oral or written exams were also conducted online. It was a very difficult situation for many teachers because they were not prepared for it, both technically and practically.

At UP FE, the defence of qualification theses and state final examinations took place in the examination room of the university under strict hygienic conditions. At the University of Ostrava and Masaryk University, defences of qualification theses and state final examinations took place online, using MS Teams. Masaryk University has also created the roles of assistants and helpers, i.e. people who helped to operate the online platform during the SFE.

Practical pedagogical training also took place online, students participated in online teaching at individual faculty schools. Students helped teachers create materials for online teaching, such as presentations or worksheets. Students also participated in online lessons, led online lessons, or were involved in the morning circle. At UHK FE, students also had the opportunity to perform the function of a teaching assistant or tutor of school children who did not keep up or understand anything during online schooling. At the FE of Masaryk University, the School at Home project was implemented within the framework of practical pedagogical trainings, in which students cooperated with teachers at MU FE faculty schools during school closures. Within this project, students participated in the creation of worksheets, online questionnaires, teaching presentations and other activities that supported children learning from home or participated in the cleaning of the classroom and the organization of learning aids after school closures.

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Lucie Zormanova

Kształcenie zdalne na wydziałach pedagogicznych uniwersytetów w Czechach

Streszczenie

Niniejsze badanie koncentruje się na temacie kształcenia zdalnego na wydziałach pedagogicznych uniwersytetów w Czechach w czasie COVID-19 i próbuje opisać, w jaki sposób nauczanie teoretyczne i praktyczne było wdrażane podczas pandemii koronawirusa.

W oparciu o cel badawczy sformułowano następujące pytania badawcze.

1. Jakich narzędzi użyto w ramach realizacji kształcenia zdalnego na wydziałach pedagogicznych w Czechach?

2. W jaki sposób przeprowadzono obronę prac dyplomowych i egzaminów dyplomowych?
3. W jaki sposób zrealizowano praktyki zawodowe?

Aby odpowiedzieć na poszczególne pytania badawcze, posłużono się analizą treści informacji zamieszczonych na stronach internetowych poszczególnych wydziałów oraz raportach zamieszczonych w internecie dotyczących realizacji kształcenia zdalnego na wydziałach pedagogicznych w Czechach w okresie pandemii koronawirusa.

Badania wykazały, że kształcenie zdalne odbywało się przy użyciu różnych narzędzi. Wśród często wymienianych znalazły się Moodle LMS, MS Teams, Zoom, Google Classroom czy Meet. Zajęcia praktyczne, których nie można w pełni zrealizować online, były prowadzone w trybie stacjonarnym pod koniec semestru. Egzaminy odbywały się również online. Do przeprowadzenia egzaminów ustnych wykorzystano platformę MS Teams lub Zoom, a do przeprowadzenia egzaminów pisemnych w formie testu wykorzystano platformę Moodle LMS.

Na Wydziale Pedagogicznym Uniwersytetu Palackiego w Ołomuńcu obrona prac dyplomowych i egzaminy dyplomowe odbywały się w sali egzaminacyjnej uniwersytetu w ściśle określonych warunkach higienicznych. Na Uniwersytecie w Ostrawie i Uniwersytecie Masaryka obrona prac dyplomowych i egzaminy dyplomowe odbywały się w trybie zdalnym, przy użyciu platformy MS Teams.

Praktyki zawodowe przyszłych nauczycieli odbywały się również w trybie zdalnym. Uczniowie uczestniczyli w nauczaniu zdalnym w poszczególnych szkołach podstawowych. Pomagali oni nauczycielom tworzyć materiały do nauczania zdalnego, uczestniczyli w nauczaniu zdalnym lub sami prowadzili nauczanie zdalne. Na Wydziale Pedagogicznym Uniwersytetu Hradec Králové studenci pełnili funkcję asystenta pedagoga lub prowadzili korepetycje.

S ł o w a k l u c z o w e: kształcenie na odległość, pandemia koronawirusa, zajęcia praktyczne, przedmioty teoretyczne, egzamin dyplomowy, praktyki zawodowe

Люси Зорманова

Дистанционное обучение на педагогических факультетах вузов Чехии

А н н о т а ц и я

В этом исследовании основное внимание уделяется теме дистанционного обучения на педагогических факультетах чешских университетов во время COVID-19 и делается попытка описать, как теоретическое и практическое обучение применялось во время пандемии коронавируса.

Исходя из цели исследования, были сформулированы следующие вопросы исследования.

1. Какие инструменты использовались при внедрении дистанционного обучения на педагогических факультетах Чехии?
2. Как проходила защита диссертаций и дипломные экзамены?
3. Как проходило обучение?

Для ответов на отдельные вопросы исследования использовался анализ содержания информации, размещенной на сайтах отдельных кафедр, и отчетов в Интернете о внедре-

нии дистанционного обучения на педагогических факультетах Чехии в период пандемии коронавируса.

Исследования показали, что дистанционное обучение проводилось с использованием различных инструментов, включая Moodle LMS, MS Teams, Zoom, Google Classroom и Meet. Практические занятия, которые невозможно полностью пройти онлайн, проводились на дневной основе в конце семестра. Экзамены также проводились онлайн, платформы MS Teams или Zoom использовались для проведения устных экзаменов, а платформа Moodle LMS использовалась для проведения письменных экзаменов в форме теста.

На педагогическом факультете Университета Палацкого в Оломоуце защита дипломных работ и дипломные экзамены проходили в экзаменационной комнате университета в строгих гигиенических условиях. В Оставском университете и Университете Масарика защита дипломных работ и выпускной экзамен проходили удаленно, с использованием платформы MS Teams.

Профессиональная практика будущих учителей также проходила дистанционно, учащиеся участвовали в дистанционном обучении в отдельных начальных школах. Студенты помогали учителям создавать материалы для дистанционного обучения, участвовали в дистанционном обучении или сами вели дистанционное обучение. На педагогическом факультете Университета Градец-Кралове студенты работали ассистентами или преподавали.

К л ю ч е в ы е с л о в а: дистанционное образование, пандемия коронавируса, практические занятия, теоретические предметы, дипломный экзамен, производственная практика.

Lucie Zormanova

Educación a distancia en departamentos pedagógicos de universidades de la República Checa

R e s u m e n

Este estudio se centra en el tema del aprendizaje a distancia en los departamentos pedagógicos de las universidades checas durante el COVID-19 y trata de describir cómo se implementó el aprendizaje teórico y práctico durante la pandemia de coronavirus.

Con base en el objetivo de la investigación, se formularon las siguientes preguntas de investigación.

1. ¿Qué herramientas se utilizaron en la implementación del aprendizaje a distancia en las facultades de pedagogía de la República Checa?
2. ¿Cómo se llevó a cabo la defensa de tesis y exámenes de diploma?
3. ¿Cómo se implementó el aprendizaje?

Para responder a las preguntas de investigación individuales, se utilizó un análisis del contenido de la información publicada en los sitios web de los departamentos individuales y los informes en Internet sobre la implementación de la educación a distancia en las facultades de pedagogía de la República Checa durante la pandemia de coronavirus.

Las investigaciones han demostrado que el aprendizaje a distancia se llevó a cabo utilizando una variedad de herramientas, incluidos Moodle LMS, MS Teams, Zoom, Google Classroom y

Meet. Las clases prácticas que no se pueden completar completamente en línea se llevaron a cabo a tiempo completo al final del semestre. Los exámenes también se realizaron en línea, las plataformas MS Teams o Zoom se utilizaron para realizar exámenes orales y la plataforma Moodle LMS se utilizó para realizar exámenes escritos en forma de prueba.

En la Facultad Pedagógica de la Universidad Palacky de Olomouc, la defensa de las tesis y los exámenes de los diplomas se llevó a cabo en la sala de exámenes de la universidad bajo estrictas condiciones de higiene. En la Universidad de Ostrava y la Universidad de Masaryk, la defensa de las tesis de diploma y el examen final se realizó de forma remota, utilizando la plataforma MS Teams.

Las prácticas profesionales de los futuros profesores también se realizaron de forma remota, los estudiantes participaron en educación a distancia en escuelas primarias individuales. Los estudiantes ayudaron a los maestros a crear materiales de aprendizaje a distancia, participaron en el aprendizaje a distancia o dirigieron el aprendizaje a distancia ellos mismos. En la Facultad Pedagógica de la Universidad de Hradec Králové, los estudiantes actuaban como ayudantes de enseñanza o eran tutores.

P a l a b r a s c l a v e: educación a distancia, pandemia de coronavirus, clases prácticas, asignaturas teóricas, examen de diploma, prácticas