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Challenges Related to the Postulates of Students Towards Education in Post-Pandemic Times

Abstract

The Covid19 pandemic has changed the day-to-day behaviour of society in many aspects, including education. The mode of operation of schools has changed from traditional to remote. The changes affected various school types, also universities. Remote teaching as a binding educational practice forced both students and teachers to adapt to a dynamically changing reality. Experience gained during the pandemic had an impact on the educational and professional prospects of students. The aim of the research was to learn about the expectations of students towards their own development and education, as well as to determine what their postulates are regarding formal education in post-pandemic times. Extensive empirical material was obtained from 100 people (women) studying at the Pedagogical University of Krakow. The objectification of the results was possible after a thorough analysis of the narrative texts (prospective). Formal and content categories were distinguished, which were arranged in four areas, taking into account the postulates of the surveyed students related to: (1) organisation and course of education, (2) use of information and communication technology (ICT) in education, (3) fulfilment of students' needs, (4) personal and professional

development. The selected areas form a complementary whole in which students' expectations relate to important spheres of functioning of an individual, that is intellectual, psychosocial and physical. The students participating in the survey expect that after the pandemic they will still be able to use experience and skills gained during the remote learning, they want the university to provide a secure physical and social space. They also want to receive emotional support which would help get rid of negative feelings and also receive instrumental support to allow correct behaviour and effective participation in post-pandemic education. The described categories were expanded to include examples of students' narratives.

K e y w o r d s: challenges, postulates, students, remote learning, post-pandemic education

Introduction

Going to college is an important stage in the life of any young man. New, sometimes difficult situations with which the students have to cope affect their functioning in various aspects of life. New challenges that appear at the university are often related to the organization of everyday life and learning which is very different to what they knew previously, now they find themselves in a different place, far from a close family. A fast track into adulthood is often full of anxiety, uncertainty and expectations related to independent life, fulfilment of one's own interests and passions and to the studying. Plans and hopes of one million two hundred thousand students starting education in October 2020 had to be verified in connection with the COVID-19 pandemic spreading all over the world. Restrictions in interpersonal contacts caused changes in education at universities. Seemingly an instant, face-to-face teaching was no longer the dominant and the most convenient form of delivering knowledge (Bonk, 2020, p. 589).

Advantages and disadvantages of E-Learning

Remote teaching, introduced almost at the beginning of academic year, earlier considered a supplement to traditional education, suddenly became a practice, basis of systemic education. When education changed, students and university teachers had to adapt to the new reality. For most of 2020, many educators were hesitant and nervous to move into online environments, while praising synchronous

tools such as Zoom as saviours of their professional lives. At the same time, other instructors acknowledged that they were in survival mode and were struggling with the array of online learning technology tools and features” (Bonk, 2020, p. 589). The rapid development of digital technology in the 21st century has influenced learning and teaching. It enables learning anywhere, anytime and with anyone. New technologies offering various opportunities, as well as new challenges that emerged with the pandemic, required both teachers and learners to be proficient and efficient in using applications, as well as technical skills in using devices. The transition to distance learning due to the virus has become necessary to continue to provide education for students. Various distance learning paradigms have been implemented to support distance learning. (Kharma et al., 2021, p. 499).

The new situation forced the universities to ensure high level of classes and prevent abuse. While online learning is generally considered as an option, an alternative to traditional learning, during the coronavirus pandemic it has become an essential element to keep schools and colleges operating (Coman et al., 2020). Good educational practices were being popularized. However, despite actions being taken, academic teachers encountered difficulties in preparing and conducting classes, which resulted inter alia from absence of IT competence which some teachers admitted (Marek, Chew & Wu, 2021; Şentürk, 2021; Lapada, Miguel, Robledo and Zeba Alam, 2020).

The availability of ICT alone has not solved the human factor problem, e.g. problems with the motivation of learners to learn, a decrease in the quality of the translation process by teachers, the credibility of checking the knowledge of learners and emerging difficulties related to technological and IT limitations – problems with equipment and the Internet (Kruszewska, Nazaruk and Szewczyk, 2022; Calderón, Scanlon, MacPhail and Moody, 2021) and, above all, no direct contact with others. Particular attention was paid to the need to take care of peer relationships by (Darling-Hammond and Hyler, 2020; Pyżalski, 2020) indicating that the lack of social interaction is one of the biggest disadvantages of remote learning.

Nadia Yusuf and Nisreen Al-Banawi (2013, p. 176) stat “when you use e-learning platforms, there are some elements that can be considered as obstacles to student learning, such as reduced motivation in students, delayed feedback or assistance due to the fact that teachers are not always available when students may need help during learning, or a sense of isolation due to the lack of physical presence of classmates”. Research findings on social isolation have shown a negative impact on the mental health and well-being of children and adolescents (Guangul, Suhail, Khalit and Khidhir, 2020). Social isolation, defined as the lack of social contact (De Jong van Tilburg, Dykstra 2006), can often lead to feelings of loneliness, defined as the discrepancy between desired and perceived relationships (Perlman, Peplau, 1981). Loneliness is a significant problem because humans are evolutionarily “wired” to belong to stable and secure social relationships (Baumeister, Leary, 1995; Farrell, Vitoroulis, Eriksson, and Vaillancourt, 2023).

It has been shown that stressors are important, i.e. fear of infection, prolonged isolation, boredom, lack of contact with other people, lack of personal space at home, fear of the financial stability of the family. Long-term remote learning results in loosening relationships and deterioration of well-being of all subjects of education and is likely to contribute to disruptions in the emotional, social and intercultural development of students (Pyżalski, 2020; Kumar, Saxena and Baber, 2021; Peters et al., 2020; Rasheed, Kamsin and Abdullah, 2020).

As Marek Kaczmarzyk (2020) points out, the technology itself and its impact on the central nervous system can be an additional source of stress that negatively affects the results in remote education – the ability to remember or analyse information decreases.

The analysis of students' opinions indicates that remote education has both positive and negative aspects. The results of studies to date indicate that advantages mentioned by students include organization of time (time reduction), method of performing the education process (easy access to all sources, easy supervision, streamlined training), and comfort of remote work, cost reduction (no travel or accommodation costs). The disadvantages included: absence of direct contact with the university community (teachers, fellow students, problems with motivation, attention, high learning workload and time-consuming writing of papers, technical problems. Students also enumerated problems related to the abuse of technology, which is manifested by fatigue, information overload, reluctance to use the computer and the Internet and irritability, as well as reduced efficiency (Kharma et al., 2021; Vidal, 2020).

A dynamic course of pandemic and new situation for educational process forces the need to change the way of thinking about education and to ponder on not only its current form but also on what the education will look like and what its conditions will be when the crisis is over. New experience, often gained in untypical or difficult situations, should not only be used in the future, but also should support current actions aiming at creation of optimal conditions for educational process that take into consideration of postulates of main subjects of academic education. New challenges which were faced by online students who did not have a previous experience in remote learning could be very difficult for them. But new opportunities appeared at the same time, encouraging university students and teachers alike to develop competences necessary to face current and future requirements of the changing education.

Referring to the latest report of Educause Horizon, Rhea Keelly (2021) indicates that future trends, technologies and teaching and learning practices have been identified which are the result of the COVID-19 pandemic. The most important technological trends mentioned in the report include:

1. General acceptance of hybrid learning. It was noticed in the report that acceptance of blended (hybrid) models year had sped up considerably during the last year. Both teachers and students discovered new ways of interacting

and accepted them. It was emphasized that in case of future crises flexibility of using remote and direct education will help institutions ensure continuity of education.

2. Increased use of technology in the learning process. The pandemic required that both new and existing educational tool be introduced to the mainstream. The report indicates that institutions and instructors have started to rely on tools such as videoconferences, team platforms and virtual classrooms, although they were previously reluctant to use them (Pelletier et al., 2021, p. 8). An even wider use of these tools can be expected in the future.
3. Development of online departments. Acceptance of new technologies entails the need to motivate, train and support the teaching staff. The effectiveness of new online learning solutions and remote courses will depend on conditional on the personal views of teachers.

Methodological assumptions of the research project

Remote learning has become an integral part of education at a university, and becomes important to define the desired functioning of students at a university in post-pandemic times. The aim of the project was to learn the students' expectations relating to their own development, education and also expectations towards formal teaching at universities after the pandemic. Taking into account the aim of the study, a qualitative strategy was chosen, which makes it possible to learn "a picture of the individual experiences of the subjects and the phenomena (...) occurring in a specific place and context" (Rubacha 2016, p. 21). In accordance with one of the important principles of grounded theory, where the need to limit pre-conceptualisation before working in the chosen field is emphasised, the main problem was formulated: what is the imagined educational future of pedagogy students in the post-pandemic era? and specific problems:

1. What are students' expectations of education in the post-pandemic era?
2. What expectations of formal education at the university do the surveyed students form?
3. What are the students' perceptions of their personal and professional development in the post-pandemic era?

Adequate to the adopted research strategy and guided by the so-called principle of openness, the formulation of hypotheses was dispensed with; instead, in addition to outlining the research problems, a method of data collection and interpretation was established. This approach assumes a kind of independence in learning about the nature of the phenomenon in question, "suspending" the researcher's beliefs and judgements for the duration of the study so that they do not limit the horizon

of vision of the phenomenon under investigation. In qualitative researches, the aim is to present the perspectives of the persons acting as comprehensively, faithfully and authentically as possible (Krüger, Pfaff, 2006). We were interested in ‘how participants construct their views and perspectives and how these are located in their positions’ (Charmaz, 2009, p. 27).

Qualitative methods (narrative) were used in order to obtain an abundant and detailed research material. Norman K. Denzinger, a propagator of qualitative methods in social science, indicates that narrative refers to biography and “(...) presents experience and definitions of a given person, group or organization as this person, group or organization interprets it” (Helling, 1990, p. 14). Collecting information on a person’s life from that person is based on their retrospective or prospective verbalizations. According to Bogna Bartosz (2002), a characteristic feature of biographical studies is that they account for the historical and temporal variability; three time perspectives can be used in such studies: retrospective, current and prospective.

The students participating in the study prepared written narratives about the future, so it can be said that prospective narrative was used. The students themselves defined the method and scope for a given issue, guided by the instruction given by the researcher. The selection of the sample to the surveyed group was intentional. The group consisted of full-time students of Pedagogical University in Krakow with major in pre-school and early-school pedagogy. These were 1st year students (only women are in the 1st year of this course). They started the studies during the pandemic, for the first weeks they participated in hybrid with classes traditionally at the university, and remote lectures. The research was conducted in March 2021.

When additional restrictions were announced, all classes and lectures were conducted in the form of e-learning. 100 written narratives were collected and then analysed. The purposeful selection of narratives has been justified by referring to the principle of saturation of research areas and the principle of searching for thematic diversity in respondents’ answers. Multiple reading of the texts allowed for distinguishing formal and content-wise categories for a certain objectivization of collected data. According to Creswell’s steps (2013, pp. 201–204), (1) empirical material was selected and the data were prepared for analysis by sorting them. After that, (2) a review of all the data was conducted to obtain a general orientation and make sense of the overall information, with notes made on the margins that drew attention to the most important content. The next step (3) was a detailed analysis, during which coding was carried out, i.e. dividing the material into significant segments and giving them names (*in vivo*). The codes that emerged during the data analysis were a combination of those that were established in advance (questions related to the detailed problem) and those that appeared during the study. Qualitative information was manually coded and sorting schemes were used. In the next step (4), coding was used to identify 4 categories that reflected different expectations of the respondents and were supported by quotes. After

that, (5) visualization was conducted, i.e. a graphic model of the interrelationships between the categories was developed. The final step (6) was the interpretation of the results obtained, using A. Maslow's theory of motivation and needs.

Results

In the research material, two types of current and future narratives were distinguished, although the narratives were supposed to concern the future and related expectations.

Although it was not the main subject of the paper, it is worth emphasizing that in the part concerning the present time the participants described their current difficulties, expressed their desire to return to the normal life characterized their emotional state, ways of implementation of educational tasks, and evaluated the current education. The time perspective referred to here and now. The categories will be presented in a separate paper.

The categories distinguished in the narratives were arranged in three groups: postulates concerning the organisation and course of education, postulates related to meeting the needs of students, and postulates concerning personal development and work.

The quality of the teaching-learning process depends mainly on the personal resources of educational entities and on the organisation of education. Correctly conducted remote classes, adapted to the needs of participants, allow for a differentiation of teaching and involving the participants participants in differentiated tasks and in different ways. Such classes are not only interesting, but also effective and allow the education goals to be achieved. The narratives of students participating in the survey included the issues related to the stationary (brick-and-mortar), remote and blended learning.

The analyses indicated that expectations of our students are diverse, some want to "go back to normal", that is stationary brick-and-mortar and some suggest blended (hybrid) mode.

The postulates of students related to the organisation and course of full-time education concern the willingness to return to full-time education at the university which, according to the respondents, will allow them to get to know life at the university, gain new experiences and deepen their knowledge. Here are examples of the respondents' statements:

- *I would love to go back to studying full-time, because it is definitely better and more pleasant for me to study at the university. I want to experience student life in the real, not the virtual world.*

- *I hope that the situation will improve significantly soon and it will soon be possible to return to the university. I can't wait for full-time classes and meetings at the university.*
- *I want to gain new experiences, deepen my knowledge, experience real student life, full-time study and all things related to it.*
- *I would like to return to the walls of the university, take face-to-face classes and take advantage of everything the university can offer, I want to use the library, reading room.*
- *Learning in the face-to-face mode is more effective for me than remote learning, I am more motivated and focused on the content of lectures. It is easier to mobilise to learn. Few things distract me.*
- *If I could go back to the university, I would like the form of classes to be the same as before the pandemic.*
- *Face-to-face classes give you the opportunity to have direct contact with reality.*
- *I would like to go back to traditional teaching, lively discussion, meeting people I liked.*

I believe that return to stationary classes would allow many people to leave the virtual world. I also wish that traineeship which now is only in remote mode was conducted exclusively in the stationary mode.

In spite of all, stationary classes force bigger concentration, preparation and bring (which I think is the most important) the atmosphere of mutual discussion, understanding and interest.

The proponents of the brick-and-mortar mode indicate the need for a real playing of student's part, yearning to feel the atmosphere of the university, experience the advantages of direct contact with teachers, that is meeting the authority, being better motivated to study, committed to classes and focused on the most important matters, and consequently better educational effectiveness. Some students also expressed the desire to use the university infrastructure, that is the library and cultural offer. The students would also cherish direct relations with classmates. It can be said that such students crave for being immersed in the scientific, emotional, social and material space of the university. The students therefore see the advantages of the stationary mode, which in their opinion is more effective than remote learning.

The students also spoke about hybrid education, which can be a very good and alternative solution:

- *Hybrid learning would be the best solution. The subjects that do not require a direct contact with a teacher can continue online. Only practical subjects, various classes should be stationary at the university, but in smaller groups. Consultations should be take place individually, by appointment.*
- *Hybrid learning as it was in early 2020 could be a good solution. Classes in small groups should take place at the university, and lectures or classes*

in larger groups should be remote. The hybrid learning should be like it was before, two days at the university, 3 days remote.

- *Hybrid learning could be a good solution. It would be possible to allocate some days in the schedule for face-to-face exercises, and lectures to be held remotely outside the university.*
- *Hybrid learning could be a good idea. For example, schedule should be that on some days there are only classes and students and teachers would come to the university, and on other days there are only lectures which could be remote.*
- *When the pandemic is over the model will be: we will study in the hybrid mode because we have seen that some classes do not need to be live, but they can be planned so that anyone can open them and make them at the time and place most suitable for them.*
- *When universities have fully online courses in their offer, in addition to full-time and external courses, it would give an opportunity to study to people from abroad, from distant parts of the country who for various reasons cannot leave their place of residence, and for instance pregnant women or mums with young kids would not have to worry about who to leave the kids with.*

Among the advantages of hybrid education, the students mentioned the possibility of direct contact with the lecturer and other students, better organisation of work and time not only at the university, but also in a place convenient for them, while maintaining safety rules, which definitely favours gaining new experiences and motivation to absorb and enrich knowledge:

- *The advantage of hybrid learning is that everybody can work at their own pace. Everyone assimilates knowledge in their own way, and look for more information if they are in doubt. A student can always go back to the materials sent from classes and at the same time can contact the teacher directly, so if there is a problem it can be explained during classes at the university. It seems to me that such teaching is effective because everyone has their own way of assimilating knowledge. In addition, this mode includes not only working with the teacher, but also independent work which helps in assimilating knowledge, looking for more information on such issues and you can develop your skills better that way.*
- *Hybrid learning was a good idea. It allowed us to attend the classes in person, meet people, get to know teachers and at the same time provided some security. In addition, we could plan returns home, work or minimize the risk of meeting in a large group (e.g. lectures).*
- *Hybrid learning could combine remote learning and standard learning. The best solution would be two days brick-and-mortar, that is all classes. This would allow interactions between students, making acquaintances or even friendships. Contact with teachers would also be easier, or getting to know the university and its employees for freshmen.*

- *Thanks to hybrid teaching, I can gain more time to learn and prepare for classes, I do not waste it on commuting, because only part of the classes takes place at the university.*

Proponents of the hybrid learning, on the other hand, want some classes to be held in a brick-and-mortar way and some remote. They suggest that stationary classes are held three days a week and two remaining days are used for online lectures. It was also indicated repeatedly that lectures should be recorded and made available to students to replay at the time convenient for them. This means de facto opting for a partially asynchronous remote learning. There were also suggestions that students could choose the form of learning, e.g. hybrid, full online or full stationary.

It can be said that the organization of learning expected by a large number of participants in the research has been propagated for a dozen years by pedagogues who support e-learning. It is dubbed blended learning, which can be explained as learning involving the use of complementary techniques of independent work on an educational platform and asynchronous communication with teachers (classes, laboratories) in the traditional face-to-face form (or remote synchronous).

Preferring the hybrid learning, the surveyed students indicated a number of its advantages such as possibility of personalization of teaching, releasing more independence, flexibility, comprehensiveness, possibility of gaining knowledge from various sources, that is Internet (materials published on the platform as text, presentations, recordings, e-textbooks) and during traditional meetings with teachers, as well as time saving (fewer commutes, possibility of studying at convenient time and place). Also important is the reduction of costs (lower commuting expenses, lower costs of accommodation). The students believe that the blended mode is safer, traditional meetings – classes, traineeship – are held in smaller groups where all safety measures can be taken, and the lectures are in the form of videoconferences or recordings. The participant students see also the need to use the electronic sources in the future.

The analyses indicate that many students appreciated and would like to continue using modern educational technologies, that is communication platforms and tools, both synchronously and asynchronously, i.e. Moodle and Microsoft Teams. In the opinion of surveyed students, these technologies allow returning multiple times to various materials, conducting fully remote courses, and in addition Microsoft Teams favours synchronous communication of educational entities. It allows a teacher to control the meeting and it allows students to participate in classes actively and to dissipate any doubts. The surveyed students favourably assessed the materials and electronic books offered by the university and teachers and declare that they would like to use such materials also after the pandemic. Many students emphasized that during the remote learning they improved their digital competences (ability to use media messages, create digital content, communicate and cooperate online) and would expect that such tools are further used in education.

Below are examples of students' narratives concerning the use of teaching technologies and electronic educational materials. The respondents point to the possibility and need to use the recording of lectures, which could be played back at a convenient time and many times, or to make them available in the form of presentations or Word files, and also point to the possibility of using the Moodle platform to present lectures in the form of courses ending with tests:

- *Recording the lectures would be a very good solution, particularly for students who work, because you can play the lecture any time, you don't have to be present at the university at a specific time. In addition, if you have misheard something, all you need is to rewind and play again.*
- *The remaining days would be for online lectures. Just like now, they would be on Microsoft Teams (...). An alternative could be making the materials available in the form of, for instance, Word files or presentations. Lectures on Moodle in the form of courses finished with short tests are also an interesting solution.*
- *In my opinion, lectures should be recorded, which students could play back at a convenient time and place if they could not attend them directly. Lecturers could also share various materials on a regular basis to focus, not take notes. Such materials can be used in preparation for exams..*
- *The post-pandemic time can be organized to combine new skills which we have learned from remote teaching and use more multimedia materials during stationary classes or combine these two worlds, these two realities in which we functioned.*

The pandemic crisis undoubtedly contributed to deprivation of social and security-related needs. In connection with SARS, the participants of educational process experienced negative states, such as anxiety, fear, exhaustion, burnout, longing for contact with others.

When describing their expectations related to the fulfilment of needs, the surveyed students mostly focused on such categories as support, interpersonal relations, particularly with peers and teachers.

In their narratives, the students admit that they often feel insecure and they believe that insecurity will accompany them after they return physically to the university. The surveyed students expect that the university create a secure environment for them. The sense of security has become a value with more importance. Supposing that the source of danger which coronavirus is will not disappear altogether, the surveyed students indicate the need for disinfectants, teaching in small groups, ventilating rooms, etc. They also anticipate difficulties in getting accustomed to the stationary learning. It can even be said that they are afraid of transitioning from remote to traditional learning. Consequently, they expect multifaceted support from the university and teachers in teaching-related issues, organizational issues and psychical issues. They expect empathy, understanding, patience, building of a favourable emotional climate, and assistance in correct functioning in post-pandemic education. They hope that the university will create

optimal conditions for the development of their personal potential and they indicate the willingness for multidimensional involvement. Many narratives indicate the need for psychological support, and even directly state that the group support given to date is insufficient and the students need individual support. They expect team-building classes, trips, meetings, workshops, implementation of group projects. They want to enjoy the university life.

Here are examples of students' statements in the support category:

- *I think that even after the end of the pandemic, it will be very difficult for us to get used to the new situation and we will be accompanied by anxiety. That is why support is so important, which should be provided not only by the university authorities, but also by lecturers. It will be a long process of getting used to the new reality.*
- *The difficult time of the pandemic has shown how important support is. We are all stressed about the situation in Poland and in the world, we are worried about the health and life of our loved ones and our own. We live in constant stress. That is why it is so important not to feel any additional fears after returning to the university, so that the classes are dominated by a nice, safe atmosphere, which is very much needed by all students and lecturers.*
- *The university authorities should organise support circles, meetings with psychologists, and meet expectations. In my opinion, today a lot of young people need psychological help, but they do not want to admit it.*
- *I hope that teachers will still be understanding and help us get accustomed to the system of work which normally is used at the university and which we do not know. They should consider the fact that we started to study during the pandemic, and the amount of all materials which occurs in normal circumstances, can be overwhelming for us.*

The surveyed students value direct interpersonal communication and express their desire to build relations, declare the willingness to get to know their colleagues and teachers better, look forward to being among classmates and using the experience and professional achievements of teachers. Many of them expect that after a real meeting with others they will assume the attitude of openness to take advantage of all the university can offer:

I can't wait to meet my friends directly after returning to the university, not via the Internet and we will be able to talk face to face, interpersonal contacts are very important for healthy and efficient functioning. The surveyed students also paid attention to relations with lecturers. In this category, they indicated how important it was for them to ensure an atmosphere of safety and understanding:

- *I hope that classes and lectures will go smoothly, in nice atmosphere full of mutual respect, exchange of knowledge and views. I believe that present times and conditions of living, working, learning are quite a challenge for everybody, and that's why I appreciate any help, understating and efforts of teacher.*

- *I think that after returning to the university, cooperation between lecturers and students will be necessary, and that is why support and mutual understanding will be so important to go smoothly through the current situation.*

In terms of personal development, the surveyed students declare the willingness to develop their interests, participate in science clubs, develop musical talents (for example joining a choir), develop their physical skills, e.g. team sports, going to the swimming pool and taking advantage of cultural events:

- *I want to participate in various activity clubs or groups (...) I wanted to join a choir very much.*
- *I would like to join a scientific circle that will help me in my professional development and enable me to actively participate in various types of events.*

Even before the pandemic, combining studies and work was becoming increasingly popular for financial reasons and in order to gain experience. When planning the post-pandemic future some students dream of integrating work and the full-time studies at the university. They indicate that while entering adulthood they wish to relieve their parents from the burden of supporting them. In their opinion, the university should make an effort to meet their expectations, mainly in terms of the schedule of classes to make it possible to reconcile the full-time studies with work. They often indicate that hybrid teaching would create favourable conditions for them. Here are examples of respondents' statements in terms of categories – work:

- *The students could work and have income to support themselves.*
- *Find a solution to reconcile work with studying at university.*
- *When the pandemic is over, I hope to be able and have a possibility to work and study at the same time.*

The narratives indicate the students' readiness for multitasking, however sometimes it is not clearly expressed how they are intending to reconcile two time-consuming activities such as studies and work.

Discussion

The analysis made it possible to select the categories of students' postulates regarding their own education and formal education at the university in post-pandemic times. Four areas were distinguished, taking into account the postulates regarding the organisation and course of education, the use of information and communication technologies (ICT) in education, meeting the needs of students and creating conditions for personal and professional development (Figure 1. Graphic model of the relationship between categories).

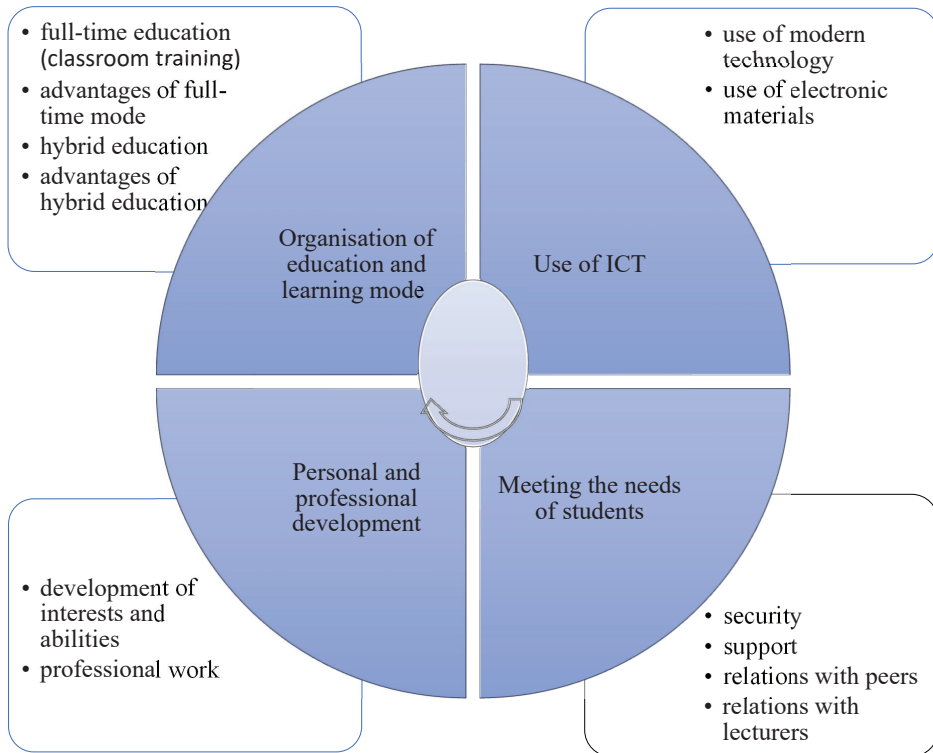


Figure 1: Graphic model of the relationship between categories

The illustrative material is our authorship.

Suggestions concerning the organisation and course of education: female students expect in the future a hybrid education, classes conducted both on-site (exercises and internships) and remote classes (lectures). Such suggestions were also made by surveyed students at universities in Poland and other countries (Popławska, 2022; Widla, 2022; Almalki, 2022; Eringfeld, 2021). The respondents appreciate such advantages of distance learning as the possibility to individualise education, autonomous action of students, high flexibility, versatility, possibility to use varied materials and sources at any time, time saving, cost reduction. Taking into account students' suggestions, higher education institutions will have to develop a blended approach to education that combines virtual and face-to-face learning in a thoughtful and flexible way to take into account the diverse needs of students while maintaining a sense of subjectivity and community (Eringfeld, 2021; Rapanta, Botturi, Goodyear et al., 2021).

Postulated use of ICT: female students surveyed felt satisfied and still want to use ICT, notice its usefulness and tangible benefits, and indicate that these technologies provide valuable support in meeting the demands of studying. Higher education institutions will be forced to redesign existing educational programmes or

construct new ones so that technology would be used and students also would gain the necessary technological competences (Rapanta, Botturi, Goodyear et al., 2021). An interesting future solution in this regard is described by (Wieser, Bangerl, Karatas, 2022) characterising different scenarios for post-pandemic education, among others the digital (digitised) face-to-face/classroom university i.e. a future model in which digital technologies would be integrated into face-to-face (direct) learning (in the classroom/classroom). Here, digital technologies would be used in different models such as hybrid learning or the 'flipped classroom'.

Postulates regarding the personal and professional development: female students declared in the post-pandemic future that they would like to develop their individual interests as well as their subject interests related to the circles and courses implemented at the university. Developed individual interests can help to overcome difficulties and motivate to increased cognitive activity and high academic performance (Hidi, 2006; Wild, 2022).

Needs satisfaction postulates were mainly concerned with meeting the need for security, getting support in didactic and organizational issues, but also psychological and social issues. In view of the above, it becomes important to build a culture of support that ensures the safety of wellbeing for all members of the academic community. This may include supporting the development of all actors and building positive relationships between people.

The distinguished areas form a complementary whole, in which the postulates refer to important spheres of human functioning, i.e. intellectual, psychosocial and physical. In post-pandemic times, the surveyed students will strive to use the experience and skills gained during remote learning.

The implementation of the presented postulates is a kind of challenge facing universities. While it is not difficult to maintain mixed education (remote and face-to-face) with the provision of appropriate digital infrastructure, it must be remembered that this is not the answer to all education problems in post-pandemic times. It will be necessary to modernise education standards, which will help formulate guidelines for e-learning conducted at the university. It will be necessary not only to prepare teachers for work, but also to develop their skills, especially digital and social competences, thanks to which they will be able to provide the necessary support to students.

Following observed trends, it is possible that e-learning will become a conventional form of education in the coming years (Yusuf and Abdul-Aziz, 2013, p. 178). E-learning indicates a shift from classroom-based learning under instructor control to a mixture of approaches that include instructor control when appropriate (Dagiene and Kurilovas, 2010).

One of the limitations of the study was that the research sample consisted of first-year students of full-time studies at the Pedagogical University of Krakow in the field of pre-school and early school pedagogy. They were selected due to the fact that 99.9% of students of pedagogy faculties are women. The study was

conducted at the end of the second semester (May–June), when classes were held remotely. Students have already had the experience of full-time learning in the first semester, as distance learning at the university was introduced on 22 March, 2020.

Conclusions

In the light of the unique needs of female students in terms of their own development, education, as well as expectations regarding formal education at the university after the pandemic subsides, it can be seen that the respondents' opinions are divided. Proponents of the hybrid approach believe that it is attractive and offers the opportunity to individualise education, gives a sense of greater independence, self-reliance, flexibility and versatility. It can therefore become an alternative to traditional education, as it enables wider and easier access to education for everyone, including people living abroad or young mothers who divide their time between child care and education. It also provides the opportunity to acquire knowledge from various sources, i.e. via the Internet at any time and place, which is particularly important for the respondents who study and work at the same time. Diversifying teaching and engaging participants in diverse tasks and in different ways can bring real benefits. Such classes are not only interesting, but also more effective and allow one to achieve a variety of educational goals. Teaching in hybrid mode allows one to combine studies with work, which became very popular among students even before the pandemic. It is also appreciated for saving time and money. This is an important aspect mentioned by the respondents due to the possibility of integrating work and study, as well as due to the willingness and sometimes the need to relieve the financial burden of the parents and to achieve greater financial independence by the respondents. Therefore, universities should meet the expectations of female students, e.g. in terms of timetables, so that it is possible to combine studies with work.

Proponents of full-time education benefit from the university environment, point to the need to truly play the role of a student who wants to feel the atmosphere of the university, experience the advantages of direct contact with lecturers and peers, and want to use the university's infrastructure and cultural offer in an unlimited way. Their expectations in terms of needs focus on such categories as: multifaceted support (including psychological, organisational, didactic), a sense of security and interpersonal relations. These are very important needs from the perspective of one's own development. Satisfying social contacts are conducive to mental and physical health, as they protect us from loneliness and stress, give us a sense of competence and belonging, and bring joy, which promotes self-efficacy and a sense of agency. Therefore, they should be taken care of at every stage of life and

education. As such, it can be seen that students want to immerse themselves in the scientific, emotional, social and material space of the university and take as many benefits as possible in terms of acquiring knowledge, skills, and establishing relationships in a direct way. It is also understandable that we develop comprehensively, and our brain uses its potential much better in direct contact with others.

It should be emphasised that the pandemic crisis has undoubtedly contributed to the deprivation of social and security needs. In connection with SARS, the participants of the educational process experienced negative states, such as anxiety, fear, exhaustion, burnout and longing for contact with others.

The pandemic has highlighted the adaptability of both lecturers and students to continue learning remotely and their appreciation for modern information technologies, which is a key aspect of a successful education model that demonstrates rapid response and adaptation to changing living conditions. Distance learning has both clear advantages and disadvantages, which have been mentioned above. The study identified difficult challenges faced by universities, lecturers and university authorities, i.e. providing students with comfort, a sense of security and creating optimal conditions for the development of personal potential, which was clearly articulated in the respondents' narratives. This is not an easy task in the era of fluid reality and requires many treatments in various spheres of education and functioning in changing conditions. The pandemic and its effects have shown how important it is to develop both systemic and university-level solutions conducive to effective, safe and multilateral education.

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Wyzwania związane z postulatami studentów wobec edukacji w czasach post-pandemicznych

Streszczenie

Pandemia Covid19 zmieniła codzienne funkcjonowanie społeczeństwa w wielu aspektach, w tym także w zakresie edukacji. Zmianie uległ model działania szkół z tradycyjnego – stacjonarnego na model zdalny. Zakres zmian objął różne typy szkół, w tym szkoły wyższe. Uczynienie nauczania na odległość obowiązującą praktyką edukacyjną wymusiło dostosowanie się zarówno studentów, jak i nauczycieli akademickich do dynamicznie zmieniającej się rzeczywistości. Koniecznością stało się rozwijanie i korzystanie z kompetencji cyfrowych. Nabyte podczas pandemii doświadczenia wywarły wpływ na perspektywę edukacyjno-zawodowe studiujących. Celem podjętych badań było poznanie oczekiwań studentów wobec własnego rozwoju, edukacji, a także określenie, jakie są ich postulaty względem formalnego kształcenia czasach post-pandemicznych. W podjętych badaniach jakościowych wykorzystano metodę narracji i uzyskano bogaty materiał empiryczny pochodzący od 100 osób studiujących na Uniwersytecie Pedagogicznym w Krakowie. Zobiektywizowanie wyników było możliwe po wnikliwej analizie tekstów narracji (prospektywnej). Wyróżniono formalne i treściowe kategorie, które uporządkowano w czterech obszarach, biorąc pod uwagę postulaty badanych studentek związanych z: (1) organizacją i przebiegiem kształcenia, (2) wykorzystaniem technologii informacyjno-komunikacyjnej (TIK) w edukacji, (3) zaspokojeniem potrzeb studentów, (4) rozwojem osobistym i zawodowym. Wyróżnione obszary stanowią komplementarną całość, w której postulaty studiujących dotyczą istotnych sfer funkcjonowania jednostki tj. sfery intelektualnej, psycho - społecznej i fizycznej. Badane studentki oczekują, że po ustąpieniu pandemii będą mogły nadal wykorzystywać nabyte w trakcie nauki zdalnej doświadczenia i umiejętności, pragną zapewnienia przez uczelnię bezpiecznej przestrzeni fizycznej i społecznej. Chcą również uzyskać wsparcie emocjonalne, które będzie sprzyjało uwolnieniu się od negatywnych uczuć, a także otrzymać wsparcie instrumentalne, które umożliwi właściwe sposoby zachowania się i efektywne uczestnictwo w postpandemicznej edukacji. W artykule opisane kategorie zostały wzbogacone przykładowymi wypowiedziami badanych.

Sł o w a k l u c z o w e: wyzwania postulaty, studenci, kształcenie zdalne, edukacja postpandemiczna

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Вызовы образованию после пандемии в оценках студентов

Резюме

Пандемия COVID-19 серьезнейшим образом нарушила традиционно привычное функционирование общества во многих сферах, включая образование. Сложившаяся обстановка сделала невозможным продолжение образовательного процесса в традиционной – стационарной форме в школах и высших учебных заведениях. Дистанционное обучение заставило студентов и преподавателей адаптироваться к динамично изменяющейся реальности. Использование цифровых компетенций в образовании стало необходимостью, а опыт, полученный во время обучения online повлиял на профессиональные перспективы студентов.

Цель данного исследования – узнать как студенты оценивают уровень своего развития и знаний, полученных во время пандемии, а также определить, требования студентов к формальному образованию в постпандемический период. В статье представлены результаты качественного исследования, проведенного среди студентов Педагогического университета им. Комиссии народного образования в Кракове. Использование нарративного метода дало возможность собрать богатый эмпирический материал. Тщательный анализ ответов респондентов помог представить картину объективных результатов исследования. Вопросы задаваемые участникам касались четырех главных тем, а именно: (1) организации процесса обучения, (2) использования информационных и коммуникационных технологий в образовании, (3) удовлетворения потребностей студентов, (4) личностного и профессионального развития.

На основе результатов исследования сделан вывод о том, что ожидания студентов касаются в первую очередь, сферы функционирования, т.е. интеллектуальной, психосоциальной и физической. Опрошенные студенты были уверены в дальнейшем использовании опыта и навыков, приобретенных во время дистанционного обучения. Университет является безопасным местом, где они могут получить эмоциональную и психологическую поддержку, которая позволит им эффективно продолжить обучение по закончению пандемии. В статье приведены примеры ответов респондентов.

Ключевые слова: вызовы, студенты, дистанционное обучение, постпандемическое образование

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Retos educativos pospandémicos en las valoraciones de los estudiantes

Resumen

La pandemia del COVID-19 vulneró seriamente el funcionamiento tradicional de muchas esferas sociales, incluyendo la educación. La situación de pandemia impidió seguir con el proceso educativo en los colegios y universidades de manera tradicional. La educación a distancia hizo que los estudiantes y docentes se adaptasen a la nueva realidad. El uso de recursos tecnológicos en el ámbito educativo se hizo realidad y la experiencia obtenida durante los cursos a distancia influyó en las perspectivas profesionales de los estudiantes.

El objetivo de la investigación en cuestión – averiguar el grado de estimación de los estudiantes de su nivel de conocimientos recibidos durante el período de pandemia así como los requisitos de los estudiantes para educación en el período pospandémico. En este artículo se aprecian los resultados de la investigación cualitativa realizada entre cien estudiantes de la Universidad Pedagógica de la Comisión de la educación popular de Cracovia. El uso del método narrativo dio la posibilidad de obtener mucho material empírico. Objetivación de los resultados de la investigación se hizo posible después de análisis riguroso de las respuestas de los entrevistados. Las preguntas que han hecho a los entrevistados eran de cuatro temas principales: 1) organización y el proceso del aprendizaje. 2) el uso de tecnologías de información y comunicación en el ámbito educativo 3) satisfacción de las necesidades de los estudiantes 4) el desarrollo personal y profesional. Basándose en los resultados de la investigación, se ha llegado a la conclusión que las expectativas de los estudiantes están relacionadas en el primer turno con el tema del funcionamiento, es decir, condiciones emocionales, psicosociales y físicas. Los estudiantes encuestados estaban seguros de que usarían en el futuro su experiencia y habilidades adquiridas durante el período de educación a distancia. La universidad es un lugar seguro donde ellos pueden obtener el apoyo emocional y psicológico que les permitirá seguir con sus estudios después de la pandemia. En el artículo se presentan los ejemplos de las respuestas de los encuestados.

P a l a b r a s c l a v e: retos, estudiantes, educación a distancia, educación pospandemia