

APPLIED STUDY REGARDING THE IMPLEMENTATION OF THE NEW ONLINE EDUCATION SYSTEM

Carmen Gabriela BĂCILĂ^{1*}, Ioan Simion DAN²

- 1 Department Management and Economic Engineering, Faculty of Industrial Engineering, Robotics and Production Management, Technical University of Cluj-Napoca, Blv Muncii, no 103, Romania, gabriela.bacila@mis.utcluj.ro
 - 2 Department Management and Economic Engineering, Faculty of Industrial Engineering, Robotics and Production Management, Technical University of Cluj-Napoca, Blv Muncii, no 103, Romania, simion.dan@mis.utcluj.ro
- * Correspondence: gabriela.bacila@mis.utcluj.ro

Abstract: The evolution of the new covid-19 virus has caused a much higher number of cases than estimated, so, one by one, the countries around the world where the virus appeared, have taken various measures to prevent its spread. These measures consisted in avoiding social contact; banning gatherings in crowded places, many companies have implemented online working from home, educational institutions have adopted online teaching, as well. Another measure adopted to prevent the spread of the virus was the obligation to wear a protective mask both indoors, in buses, shops, medical offices, as well as outdoors, in areas with a high percentage of infected people (bus stations, parkings, on the street).

Keywords: online environment, learning platform, information assimilation, peer interaction, swot analysis, practical activities

1 INTRODUCTION

Following the evolution of the new COVID-19 virus, distancing rules were implemented between people and due to the large number of people in educational institutions, the decision to no longer have access to those institutions was taken, the rule being applied to all students and the entire staff. Given the fact that most students lived in dormitories, in turn they were closed due to social congestion, students being forced to vacate places.

In order to avoid postponing studies, following several discussions regarding university education, a decision was made in

which it was decided that starting with March 23, 2020, educational activities should take place online through various platforms where the teacher can submit students the necessary information.

Thus, after almost a semester in which the classes took place online, some students stated that they had enough time to discover both the good and the bad parts of this new teaching method, and they are for, against or neutral with regards to online teaching and they now know the differences between the new and the old educational system.

In this paper, a social survey was conducted on the opinions of students regarding the

temporary transition of educational activities in the online environment; how satisfied are the subjects of this transition, what were the advantages and disadvantages of this new system, and whether or not they want to return to the old education system with or in the absence of certain restrictions related to distance in the alert state.

In October 2021, at the beginning of the new academic year, the conclusion for the students to return to the old education system is reached and they will return to study inside the institutions, there will automatically be requests to reopen the dormitories. Thus, at the base of that research there will be a branch in which students will express their free opinion about the restrictions that would be necessary in the dormitories, in case of their reopening.

2 CHOOSING THE ILLUSTRATIVE INSTANCES FOR THE RESEARCH

As the main objective of this research is the transition from classical to online education due to the emergence of the Covid-19 virus, the representatives selected for the questionnaire are 75 students, who study at various universities in Romania, using generally the same work procedures, such as the use of digital platforms, keeping the same schedule as during physical education.

Students are different in many ways, such as the background they come from: urban or rural; gender: male or female; the type of devices they use for the learning programs; speed of the internet connections etc.

2.1 *The used questionnaire*

The way the questionnaire was conducted, was via the Google Docs platform where you can create and edit text documents directly into the web browser - no special software is required. Even better, on Google Docs several people can work at the same time, and you can see people's

changes as they are made, and each change is automatically saved.

Google Docs is therefore a very powerful tool for collaborating and creating documents in real time. Multiple users can edit a document at the same time, while instantly seeing each other's changes. Users can produce text documents, slide shows, spreadsheets, drawings, and surveys.

The use of this platform was chosen because we considered this is a very well-known platform by students, because it is often used in the university education system. Another reason for choosing to use this platform is that it is considered an easy to use platform.

2.2 *Objective's process*

At the beginning, the objectives that formed the basis of social survey were elaborated, the most significant revolving around a hypothesis in which we want to find out what students prefer between the new online learning method that was implemented due to the emergence of the Covid-19 virus and the old education system. The method of elaboration used was the survey.

Identifying the strengths and weaknesses of both options, ie classical and online education, why they would stick to one method and not return to the other; what would change in each; obtaining information about what would change with each method; preferences; recommendations etc. The questionnaire included both open, closed, dichotomous, multihotomic questions and questions with scale answers.

2.3 *Data analysis based on diagrams*

The research method used to analyze the data based on the diagrams was the survey. The preferences considered predominant were those voted by the largest number of people in the sample, or if the surveys were approximately equal between the variants provided then it was considered that the subjects preferred both variants.

With regarding to the analysis of the multiple choice questions, the same survey-based method was used again, the best option being considered to be the one with the highest percentage.

3 THE PROPER RESEARCH

Social survey consists of a set of various questions in which the subjects are students from several different universities in the country. Depending on their answers, a percentage was calculated for each question, and at the end, a conclusion was made by linking each purpose of the questions together.

This was conducted in order to find out if there are more students who prefer the online educational environment or if there are more students who would prefer to return to the old education system at the end of the alert state.

The questionnaire contains 25 questions, in which the subjects express their opinions about the strengths and weaknesses, in terms of online education; what do they prefer more, and why?, etc. The study was conducted on 75 subjects.

In the introductory question we want to find a percentage that shows us how many subjects consider that online educational activities attract more attention to study, teaching, compared to the old educational system, here we can refer to the fact that, being at home in the face of the screen attention can be much more easily distracted than in a classroom.

1. Do you think that educational activities in the online environment attract you more attention to study, to be more attentive to teaching than the old education system?

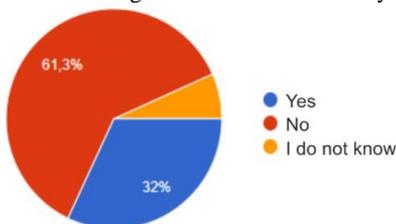


Figure 1. Classical education vs online

As we can see (Figure 1), the majority of subjects with a percentage of 61.3% considered that online education does not attract their attention to study as much as the old educational system, a percentage of 32% of subjects claim that they can concentrate better in the online environment, while 6.7% of the subjects did not have a concrete answer to this question.

The second question aims to find the most used educational platforms by the subjects, since education has moved to the online environment. Thus we find out which are the best equipped and easy to use platforms, in order to know in the future the recommendation of one of them.

2. What is the educational platform you have used the most since it was temporarily switched to the online education system?

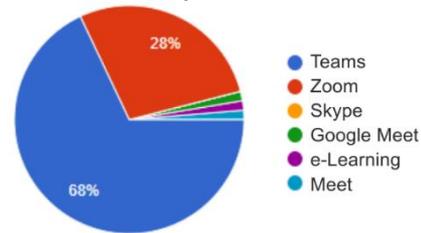


Figure 2. Frequently used online platforms

The results obtained show that the leader of educational platforms according to the subjects is the Teams platform with a percentage of 68%, followed by the Zoom platform with a percentage of 28%, here being added the use of a small percentage of Skype platforms, Google Meet, E-learning, Meet.

The third question, is also related to the educational platforms, more precisely, which platform do they prefer from the ones used so far. Through their recommendations we can promote a platform that will help you in the future to facilitate education through online.

Same as with the previous question, we can see again that the Teams platform takes the first place with a percentage of 70.7%, followed by the Zoom with a percentage of 17.3%, and then Skype, Discord, Google Meet, E learning, GMeets,

some even claiming that they want to return to the old education system in which the teacher was in front of the classroom.

3. What is your favorite learning platform?

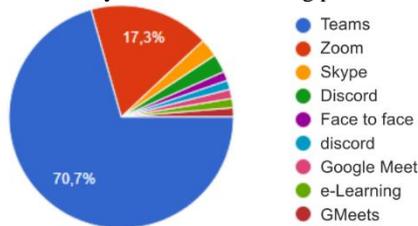


Figure 3. Preferred educational platform

The fourth question aims to ascertain the level of satisfaction of the subjects with the new online educational system. From here we can see if it will be an idea applicable in the future and if the formal educational system, where you have to be physically present in a classroom, will be brought back.

4. How satisfied are you with the new online education system?

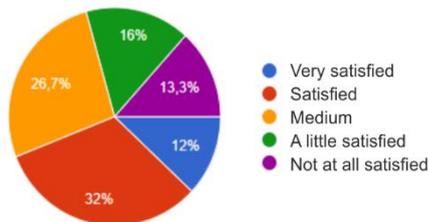


Figure 4. The new education system

Following the answers we can see fairly close percentages, most of the subjects with a percentage of 32% being only satisfied with the new education system, followed by those with a medium satisfaction with a percentage of 26.7%, slightly satisfied 16%, not at all satisfied 12%, and with the lowest percentage we have the subjects who are very satisfied.

In the fifth question we want to find out if the internet connection is a factor that prevents education on an online platform from working smoothly, poor internet connection or even

broken connections being a very high risk factor. Thus, the subjects were asked how many times they went through this unfortunate moment.

5. How many times have you had no internet connection during teaching, examination, etc.?

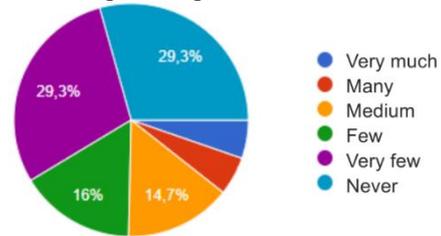


Figure 5. Lack of online access

We can see from the answers that the vast majority of subjects have never encountered or have encountered very few problems with the internet connection during their studies, these two variants being the most chosen with an equal percentage of 29.3%, following the variant of rarely with a percentage of 16%, average 14.7% and the answers often or very often being less chosen.

The sixth question is addressed to discovering the time that subjects save, or not, through the online education system, given that there is no more lost time in which you must travel to the educational institution and find the laboratory or a classroom etc.

6. How much time do you think you save through the new education system?

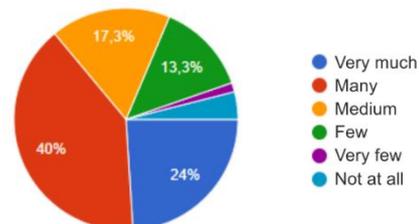


Figure 6. Time management

Following the results, most subjects say that they save time since the new online system was implemented, the highest percentage being from

those who answered much 40%, then those who answered very much 24%, average 17.3%, a little 13.3% and with very low percentages were the answers followed by very little.

The purpose of question seven is to see how well subjects assimilate information through the online system, to draw a conclusion on how they got used to teaching and how they understand and assimilate the information given through a screen.

Following the answers received from the subjects (Figure7), the majority who answered that they assimilate well the information taught through the online environment are in a percentage of 34.7%, in the other extreme are those who do not assimilate the information well at all with a percentage of 22.7%, followed by medium and very good variants which are equal to a percentage of 17.3%, the fewest responding slightly better in 8%.

7. How do you think you assimilate information through the online environment?

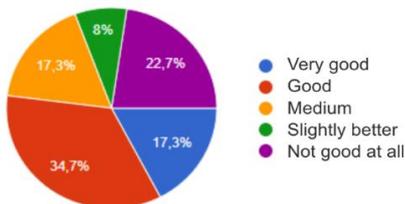


Figure 7. Assimilation of information

By the eighth question we want to determine on a scale from 1 to 5 how the subjects looked at the fact that, although education was no longer possible in an educational institution where everything took place physically, the method was found in which education moved to the online environment, avoiding the futility of a break in which both students and teachers were relaxing.

Following the results, we can see that chose level 5, ie the maximum in which subjects say that the implementation of online education instead of breaks was a very good idea, the percentage of 58.7% of subjects who chose level 5 surpassing all other 4 levels together, the next

level being 3 with a percentage of 16%, 4 with a percentage of 14.7, followed by 1 and then 2 with the lowest percentage.

8. On a scale of 1 to 5, where 1 is the minimum level and 5 is the maximum level, how important do you think it is that instead of a break from studies during the pandemic, online studies were continued?

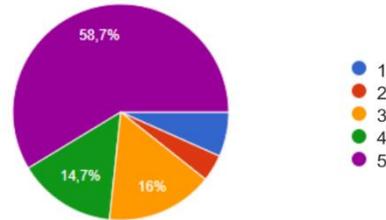


Figure 8. Breaks importance

Applying the same grading method from 1 to 5, we want to find out from the subjects' answers whether or not there is a small financial economy by studying from home, given that they no longer consume different amounts of money on transport or food, or if they consume more electricity at home, various utilities, etc.

Following the answers of the subjects (Figure9) the majority in proportion of 44% chose level 5, ie the maximum level in which they claim to have made a small financial saving by studying at home, followed by level 4 with a percentage of 20%, level 3 with 18.7%, followed by level 2, and level 1 with the lowest percentage.

9. On a scale of 1 to 5, where 1 is the minimum level and 5 is the maximum level, how much do you consider to make a small financial saving by studying from home?

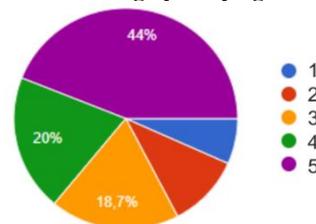


Figure 9. Financial economics

By question ten, we want to identify how the subjects are affected by the lack of physical

socialization, as there is currently only online socialization, here there may be problems such as: internet connection, poor power processing of one of the PCs or many others, in which some claimed that they felt trapped in a “cage” because they could not see their colleagues, others claiming that this isolation was good for them.

10. How do you think your lack of face-to-face communication affects your classes as they take place in front of a screen?

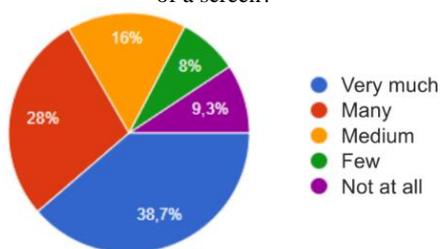


Figure 10. Lack of physical interactions

Following the results, we found that 38.7% of subjects said that they lack face to face communication with colleagues, adapting communication through the online environment being more difficult, the second highest percentage of 28% being obtained by a lot, followed by average with a percentage of 16%, not at all 9.3% and a little 8%.

Question 11 aims to find places where subjects assimilate information better. Following the results we can see that almost half of the subjects, more precisely in proportion of 48%, claimed that they assimilate the information better in the classroom, with the percentage of 36% were the subjects who claim that both variants are satisfactory for them, because they assimilate information just as well in the online environment as in the classroom; subjects who said that they assimilate information better from home in the online environment are 14.7%; and those who are not yet determined on this fact are with the lowest percentage of 1.3%.

11. How do you think you would assimilate the information better?

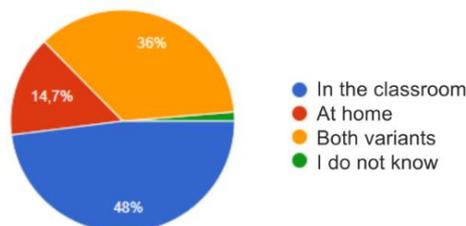


Figure 11. Assimilation of information

In question 12, subjects were asked how strongly they claim that certain things can be better learned through practice, just as watching a video / tutorial, in which it is explained how to do those thing. Also, if they consider that a practical application can be retained even if it is not made in person, just by watching another person doing it.

12. On a scale of 1 to 5, where 1 is the minimum level and 5 is the maximum level, how much do you think practical activities can be replaced by watching a video online?

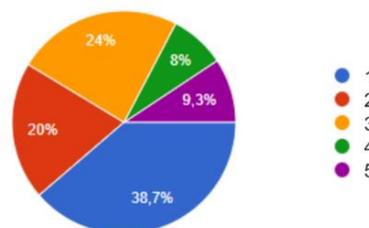


Figure 12. Replacement of practical activities

Analyzing the results obtained, on a scale from 1 to 5 where 1 is the minimum level and 5 the maximum level, the predominant response chosen by the subjects was 1 in proportion of 38.7%, the majority considering that a video / tutorial cannot replace a practical activity at all, followed by answer 3 with a percentage of 24%, 2 with a percentage of 20%, 5 with a percentage of 9.3% and finally with the lowest percentage of 8% answer 4.

Question 13 is a multiple-choice question, in which subjects are asked to choose what they think are the strengths of online teaching; what

they prefer most about the new educational system since it was introduced.

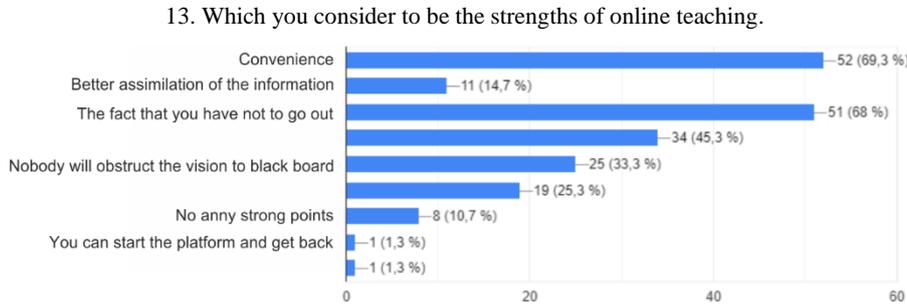


Figure 13. Online strengths

The subjects' choices, were the highest percentage convenience, with a percentage of 69.3% where 52 people out of 75 checked this option, second place with a very high percentage close to the first was 68%, where 51 subjects chose this option, was the fact that you do not have to physically travel to the place where the studies should take place. On the 3rd place with a percentage 45.3% is variant 4, where the subjects said that they still prefer avoiding contact with different people for safety issues, variant 5 with a percentage of 33.3% where the subjects ticked the variant "that there is no longer the problem of not seeing on the blackboard", variant 6 with a percentage of 25.3% similar to variant 5 but in this case there is no risk of not hearing the teacher, the second option with a percentage of 14.7% where the

subjects consider that one of the strengths would be that they better assimilate the information in the online environment, variant 7 in which 10.7% of the subjects consider that the online education has no strengths, and 1.3%, the fact that you can participate even if you do not feel too well and 1.3% considered that one of the strengths would be the financial economy.

In question 14 we want to identify the weaknesses of online teaching, using the multiple choice system, reasons why online teaching is not favorable to students, things that can change to make online education more convenient, so that students can give a higher yield, and arguments that will show that the old education system is superior to the new education system in the online environment.

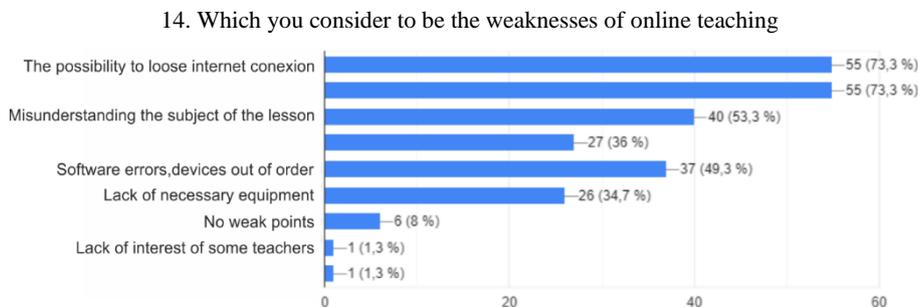


Figure 14. The weaknesses of the online

Regarding the variants chosen by the subjects, we can observe that, in a proportion of 73.3%, the first two variants were chosen in an equal percentage, two of the weaknesses of teaching online are the possibility of disconnection due to poor internet connection and noise interference when several people speak at the same time, the second place with a percentage of 53.3% is occupied by option 3 where a weak point is that teachers or colleagues cannot be properly understood because they have a poor internet connection, option 5 with a percentage of 49.3% where weaknesses are software errors and various failures, option 4 with 36% where a weakness would be that subjects do not assimilate information well when the teacher is not physically in front of them, option 6 with 34.7%

where a weak point would be not to have the necessary equipment such as video camera, microphone, etc., option 7 where 8% of the subjects consider that online teaching has no weaknesses, and the last two variants with a percentage of 1.3% both, talk about the lack of knowledge regarding online platforms for both students and teachers.

In question 15, we want to identify strengths in terms of when an online examination takes place, if the subjects feel calmer or more stressed, if they have the necessary information regarding solving, grading, etc. or whether the online examination is better than the physically held exam on a piece of paper. From this question we can realize if we want or even need to return to the old examination system or we can stay with the new one.

15. Which you consider to be the strengths of the online examination

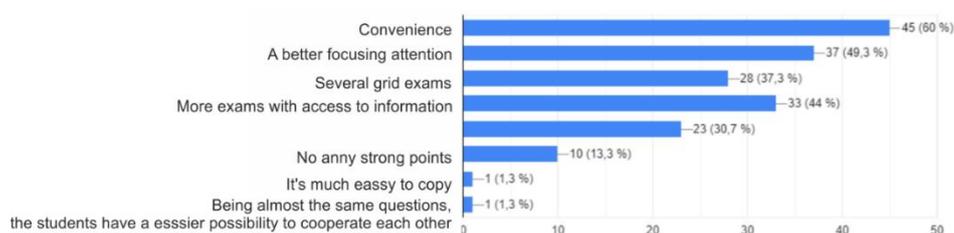


Figure 15. Strengths of online examination

Following the answers, 60% of the subjects answered that one of the strengths is convenience, this first variant obtaining the highest percentage. With 49.3%, the second variant was chosen where a strong point considered is that subjects are more relaxed and more attentive because they are not surrounded by people, option 4 with a percentage of 44% where subjects say that a strong point would be the fact that there are more exams with access to information such as the exams with the book system on the table, option 3 with a percentage of 37.3% where grid exams are preferred, option 5 with 30.7% where it says that, communication with the teacher is much easier if someone has

questions, variant 6 with 13.3% where the subjects do not consider that the online examination has strengths, and for some students strengths would be that it is easier to copy or that the flow of information between colleagues with the same subject is greater.

Question 16 seeks to identify the weaknesses of the online examination, reasons why subjects do not get the desired grade or do not even get the grade to pass the exam, the reasons why they want the examination system to return to the old one in which the exam is physically given in a classroom on a piece of paper.

16. Which you consider to be the weaknesses of the online examination

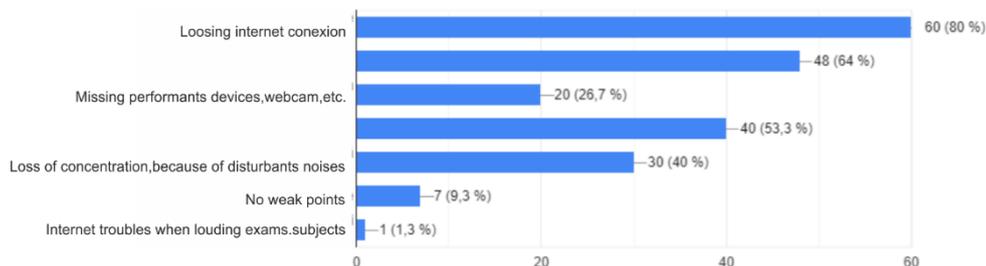


Figure 16. Weaknesses of online examination

Following the variants chosen by the subjects, the highest percentage of 80% is obtained by variant 1 where the subjects say that a weak point of the online examination is the possibility to disconnect from the exam due to poor internet connection, the second highest percentage of 64% is from the second option where they claim that it is possible to disconnect from the exam because of the device they use, which would not happen if the exam was physically held, option 4 with a percentage of 53.3% where they say that there is a possibility of failure of the software or platform on which the exam is taken, variant 5 with 40% where they say that their attention is distracted due to unwanted sounds, multiple questions from colleagues, etc., variant 3 with 26.7% where they say that they may not have the necessary equipment to participate in the exam, camera, microphone, etc. variant 6 where 9.3% of the subjects consider that the online examination mode has no weaknesses and the last variant where 1.3% of the students consider that there are often problems when loading the examination subject.

Question 17 returns to the old system with only one answer, here we identify how much the subjects want the new education system in the online environment, where each student participates from anywhere through different devices turned off, thus returning to the old education system, where students have to physically travel to an institution in which the teacher teaches in class in front of the students.

17. How much would you like the education system to return to the old one?

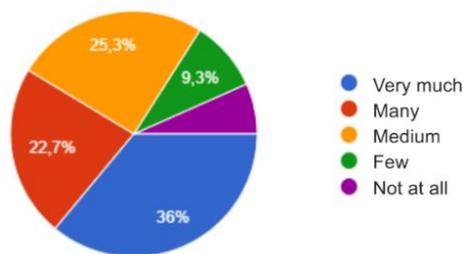


Figure 17. Returning to classical education

Analyzing the answers of the subjects with a percentage of 36%, which is also the highest, are the students who really want the education system to return to the old one, followed by the average answer with a percentage of 25.3% where subjects are not determined or are indifferent given the return to the old education system, a percentage of 22.7% who want a lot to return to the old system, 9.3% of those who want just a little to return to the old system and the rest and the fewest are those who do not want to return to the old system at all.

Question 18 aims to discover the wishes of the subjects in connection to the realization of the activities starting with the new academic year, if some activities should be done face to face and if so, which of the practical applications or courses or even both would be desired to be done so.

Following the answers of the subjects, 60% want the return of practical applications in the new academic year, so students who responded

with this variant better understand if things are shown and explained physically, face to face, on the second place as a percentage are those who answered that they want the return to physically in the classrooms for both practical applications and courses, these being in a percentage of 22.7%, on the third place, with a percentage of 13.3% , there are those who do not want the return of any activity face to face from the beginning of the new school year, and the rest of the subjects in a percentage of 3.8% want the return of the courses face to face from the beginning of the new school year.

18. What activities do you think should be done face to face at the beginning of the new academic year?



Figure 18. Activities regarding the new academic year

Question 19, where the answers represent gradation levels from 1 being the minimum level to 5 the maximum level, wants the students' opinion on how important it would be for the practical applications to take place under the continuous supervision of a teacher, especially in the case of practical physical applications such as: connecting different components that contain electricity, different modeling of parts to a lathe, testing the strength of a material, etc.

We found from the subjects' answers that the maximum level, which is level 5, considers it very important that the practical applications take place under the supervision of a teacher, was chosen in a percentage of 61.3%, a percentage that exceeds all other four variants together, followed by variant 4 on a scale from 1

to 5 of importance with a percentage of 18.7%, for the scale 3 percentage of 13.3%, 1.3% for 2 and for 1 percentage of 5, 1%.

19. On a scale of 1 to 5, where 1 is the minimum level and 5 the maximum level, how important do you think it would be for practical applications to take place in an institution under the supervision of a teacher?

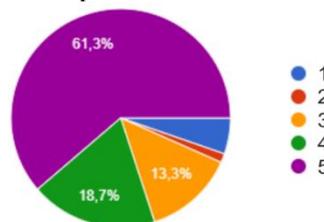


Figure 19. The importance of practical activities

Question 20 is an open-ended question in which subjects can express their own views with regards to the distance restrictions they would impose if each seat in the bench had a partition system through transparent panels, so that the chances of spreading the virus to be diminished. By distance restrictions, we refer to the distance between school benches, or even other restrictions that they consider would be very useful if imposed.

Following the multiple answers given by the subjects, we can see that each of them has different views on the restrictions of distance between school benches or even other restrictions that they consider could be imposed or that they consider unnecessary if they are imposed. The multiple variants would be: „ 1m, 2m, I don't know, 1.5m, minimum 2m, I would not impose other restrictions, 3m, the number of participants per hour should be limited in order to be able to work in optimal and safe conditions, study in shifts, reducing places in a room, a bench free distance, keeping distance between students and when they are not in benches, wearing a mask, etc.

20. What distance restrictions would you impose if each seat in the bank has a partition system through transparent panels

| |
|--|
| I Don't know |
| 1,5 mtrs. free space |
| 3 mtrs. free space |
| To limit the participants number, in order to work in a proper way |
| Reducing seats in a room |
| 2 mtrs. free space |
| Rotating physical presence inside of the examination location |
| One desk free space |
| No one |

Figure 20. Restrictions

Question 21, as well as question 20, is an open-ended question in which the subjects are students expressing their opinion on how they would organize the process of accommodation in student dormitories in the new academic year, given that in most dormitories rooms there are three, four or even more people, how many people would they have staying in a room, and how to avoid the congestion that takes place every year on accommodation days where all students gather around the dormitories to finally occupy a room.

Following the multiple answers given by the subjects (Figure21) we can see that each of them

has different views on how they would organize the process of accommodation in dormitories in the new academic year, given the problem of congestion each year in the starting days of accommodation and the fact that in most dormitories, several students are accommodated in one room. The multiple answer options are: „2 in the room, online, the same, fewer people in a room, two people in a room, reducing the number of people in a room, scheduling with a difference of half an hour or more much between students, respecting the norms of social distance, maximum 3 students in the room, people from the same group at faculty staying in one room, etc.”

21. how would you organize the process of accommodation in student dormitories in the new academic year

| |
|---|
| 2 in the room |
| Online |
| The same |
| Fewer students in a room |
| 2 students in the room |
| 2 persons in the room |
| As before |
| Maximum 2 students in the room |
| I would reduce the number of students in a room |

Figure 21. Accommodation in dormitories

Question 22 consists of the students' opinion on whether it would be a good idea or not for students to enter the classroom in turns at a predetermined time interval, during practical activities, in order to avoid contact between students, and for avoiding crowding occurred during teacher's additional explanations.

Following the results we can see that the percentage of subjects who agree with the implementation of this idea is 45.3%, considering that it is a good idea for each student to work individually with the teacher, by meeting at a certain time avoiding thus the contact of any kind with other colleagues, against the implementation of this idea are as can be seen in figure 24, 38.7% of them, with a percentage of 16% being those who do not know if it would be a good or a bad thing the implementation of this idea.

22. In the case of practical activities where the student has to work permanently followed by the teacher, do you consider it a good idea for students to enter the classroom in turn at a predetermined time interval?

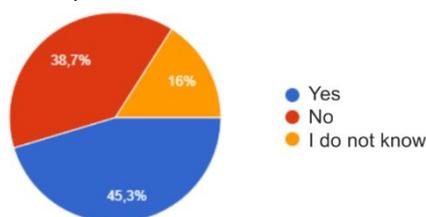


Figure 22. Successive entry of students into classrooms

Question 23 is an identification one, and it is desired to find out the stage of the studies of the subjects who answered the above questions, from where it can be seen how many subjects are enrolled Ph.D, masters, bachelor studies and prefer face to face schooling or gladly adopt the transition to a new level, online education.

Following the answers of the subjects we can see that the predominant half of the subjects are currently in the stage of undergraduate studies, they being in a percentage of 56%, so with a percentage of 42.7% are those who are in master's

studies, 1.3% in a break after the bachelor's degree, and 0% of the subjects in Ph.D studies.

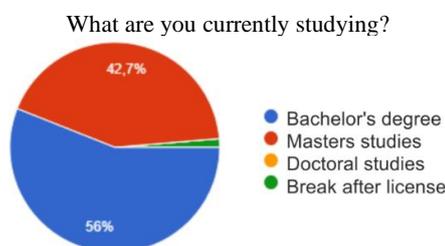


Figure 23. Studies currently underway

Question 24 is a question of identifying the gender of the subjects who participated in this social survey.

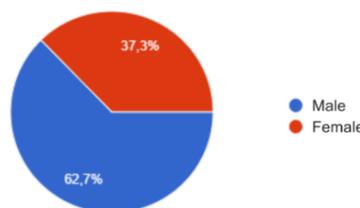


Figure 24. Gender

Following the results, we can see that the predominant majority of the participants in this research, in terms of gender, are males in proportion of 62.7% and females 37.3%.

Another identification question is the one related to the environment in which each subject lives. This question can help us understand certain disadvantages such as: lack of signal in rural areas, overcrowding on urban networks in urban areas, noise caused by neighbors in urban areas if the subject lives in an apartment building or produced by certain outside factors in rural areas, etc.

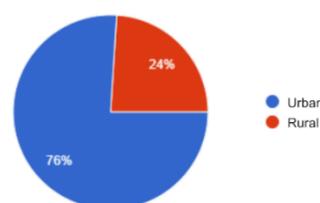


Figure 25. Living environment

Following the results, we can see that most of the subjects who participated in this social survey live in urban areas, those being 76%, and subjects living in rural areas being 24%.

4 CONCLUSIONS

The purpose of this paper was to determine the degree of satisfaction of subjects students at various universities in the country, related to the fact that, due to the new virus, the education system was transferred to the online environment, also if they are preferred or are not preferred subjects of this system; if they think it is more useful than the old education system, and after the end of the pandemic, if they want to return to the old system or not.

In view of the results obtained from the social survey, the following conclusions can be drawn:

- The majority of subjects (61.3%) consider that online education does not make them pay so much attention to study, compared to the old education system;

- The majority of subjects (68%) say that the most frequently used online learning platform is Teams, that subjects are already accustomed to using this platform;

- The preferred educational platform of the majority is again Teams with a percentage of 70.7%, Teams should be the platform on which educational activities to occur;

- The subjects in the highest percentage (32%) are satisfied with the new online education system, this means that we can stick to the new system with which subjects are already accustomed;

- With an equal percentage of 29.3% predominating it seems that it happened very rarely or never to remain without an internet connection during teaching / examination;

- Most of the subjects (40%) claim that they save a lot of time with the new online system, the subjects are more satisfied with the new system than with the older one;

- The majority of subjects (34.7%) claim that they assimilate information well through the online environment, so the online system is more useful;

- The majority of 58.7% of students chose the maximum level, ie 5, in terms of the fact that instead of a break, education moved to the online environment, that subjects are more satisfied with starting online studies than to have breaks followed by the postponement of the study time;

- The majority of subjects, 44%, chose the maximum level, ie 5 in terms of making a small financial saving, that for some subjects the new education system is more advantageous;

- The majority of subjects with a percentage of 38.7% consider that the lack of face-to-face communication with colleagues affects them a lot, in this case online education is a disadvantage;

- The majority of subjects in 48% consider that they assimilate the information better in the classroom, that the online education system is a disadvantage;

- The majority of subjects in 38.7% chose the minimum level, ie 1 in terms of their opinion that practical activities can be replaced by watching a video online;

- The most voted strengths by the subjects were the convenience in proportion of 69%, here coming out a great advantage of online teaching.

- In equal amounts of 73.3% the two most voted variants of the weaknesses in online teaching were is the possibility of disconnection due to the internet and the fact that there are jams when several people speak at the same time;

- The most voted strong points of online exams by the subjects were the convenience in proportion of 60%, they are more relaxed during an online exam;

- The most voted weak point of the online exam in a high percentage of 80% is the possibility to disconnect from the exam due to the internet or other factors;

- The majority of subjects in 36% say they really want the online education system to return to the old one, after the end of the pandemic;

- 60% of the subjects consider that the practical applications should return as soon as possible from the beginning of the new academic year, more than courses, the old education system is more desirable;

- The majority of subjects in 61.3% chose level 5, ie the maximum in terms of the importance of performing practical applications in an institution under the guidance of a teacher;

- The conclusion of the answers to question 20 where the subjects were asked what restrictions on distance would be imposed were diverse and most of the subjects thought of the best options for returning to the old education system;

- Conclusion of the answers to question 21 where the subjects were asked about how to organize the process of accommodation in student dormitories in the new academic year, most proposed the rooms to be occupied with 2, maximum 3 students;

- Most subjects (45.3%) consider it a good idea for students to enter the classroom at a predetermined time;

- The majority of subjects (56%) are in the bachelor's study stage;

- Most of the subjects (62.7%) are males and the rest are females;

- The majority of subjects (76%) live in urban areas, and the rest in rural areas which could be a disadvantage in terms of internet connection due to weak signal.

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