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HYBRID EVENT



**Tourism Students' experience of emergency remote teaching
due to COVID-19 pandemic: a contribution to educational
sciences**

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1.Introduction

- The COVID-19 pandemic has caused a huge disruption in the way traditional higher education institutions deliver their courses.
- Teaching was moved online on an untested and unprecedented scale.
- One question stood out: how to proceed with teaching activities in the online format without compromising the commitment and engagement of the students?
- If at the beginning, this pandemic situation created many fears, uncertainties and constraints, it also created opportunities.

1.Introduction

- Nowadays, the importance of using active methods is indisputable, where through interaction, the student learns voluntarily, actively and consciously.
- The teacher involved in this study sought to adapt the activities and teaching materials to the exclusive use of technology and promoted asynchronous tasks, which could be developed independently by the students.
- This study reports some of the different strategies and methodologies used in the Public Relations in Tourism curricular unit of the undergraduate degrees in the field of Tourism; and students' opinions regarding the methodologies used and/or the results achieved.

2. Methodology

- The purpose of this study is to understand how the profound changes in higher education, resulting from the COVID-19 pandemic in Portugal, were perceived by students.
- A quantitative survey was conducted.
- The questionnaire aimed to assess students' views regarding the methodologies used by the teacher involved in this study.
- Data analysis was performed in SPSS 28.

2.1. Description of the study

- The classes had a total duration of 1 hour and 30 minutes, twice a week.
- The sessions were synchronous taking place on the Zoom-Colibri platform.
- At the beginning of each week, the teacher uploaded a study guide on Moodle, with the objective of allowing students to manage their time and to organize their work.
- In each class, the teacher dedicated the first part of the class (about 40 minutes) to present the syllabus, using ppt, videos and websites.
- In the remaining time, the students were asked to carry out practical activities.

2.1. Description of the study

- Students divided into groups and worked in group zoom rooms, with the teacher online to clarify doubts.
- Some work proposals, which they carried out throughout the semester, were to create ebooks, websites, logos, posters, slogans and public relations plans.
- At the end of the activities, students shared their work with the other groups and an assessment was made by the teacher and also by their peers.

2.2. Respondents

- Students from a Portuguese Higher Education institution attending the curricular unit of Public Relations in Tourism of the undergraduate course of Tourism Marketing.
- A quantitative survey was distributed online to the 80 students enrolled at the CU, and a total of 41 responded.
- The great majority of respondents (95.1%) were full-time students
- 68.3% were female and 31.7% were male.

3. Results and discussion

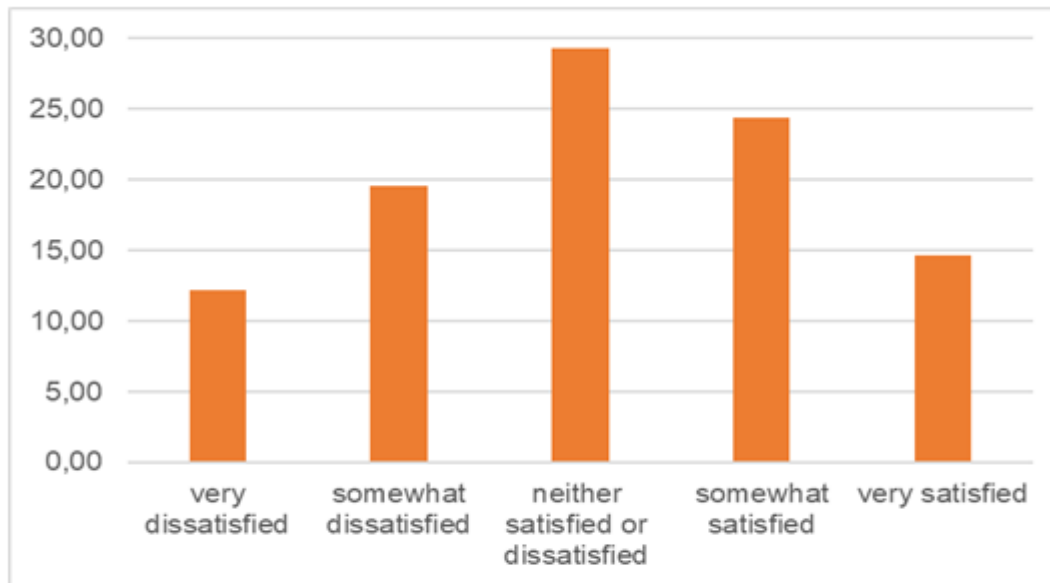


Figure 1. Student satisfaction regarding transfer to the online delivery system.

- The percentage of students who said they were not satisfied is slightly lower than percentage of students who said they were satisfied (31.71% and 39.02%, respectively); 29.27% of students said they were indifferent to them.

3. Results and discussion

Table 1. Heatmap with frequencies of responses to questions about student satisfaction with online solutions (Likert scale: 1 – very dissatisfied; 5 – very satisfied)

	1	2	3	4	5
Online Classes	2	4	13	14	8
Commented materials	2	2	5	25	7
Use of distance learning platforms	1	3	8	20	9
Access to online resources	4	3	5	16	13
Asynchronous communication with the teachers	1	2	7	16	15
Tasks carried out asynchronously	1	2	5	19	14

- All six statements the responses are similar with a clear majority of satisfaction.
- 53.66% respondents considered to be satisfied with online classes.
- In all other online solutions, more than 70% of the respondents said they were satisfied.

3. Results and discussion

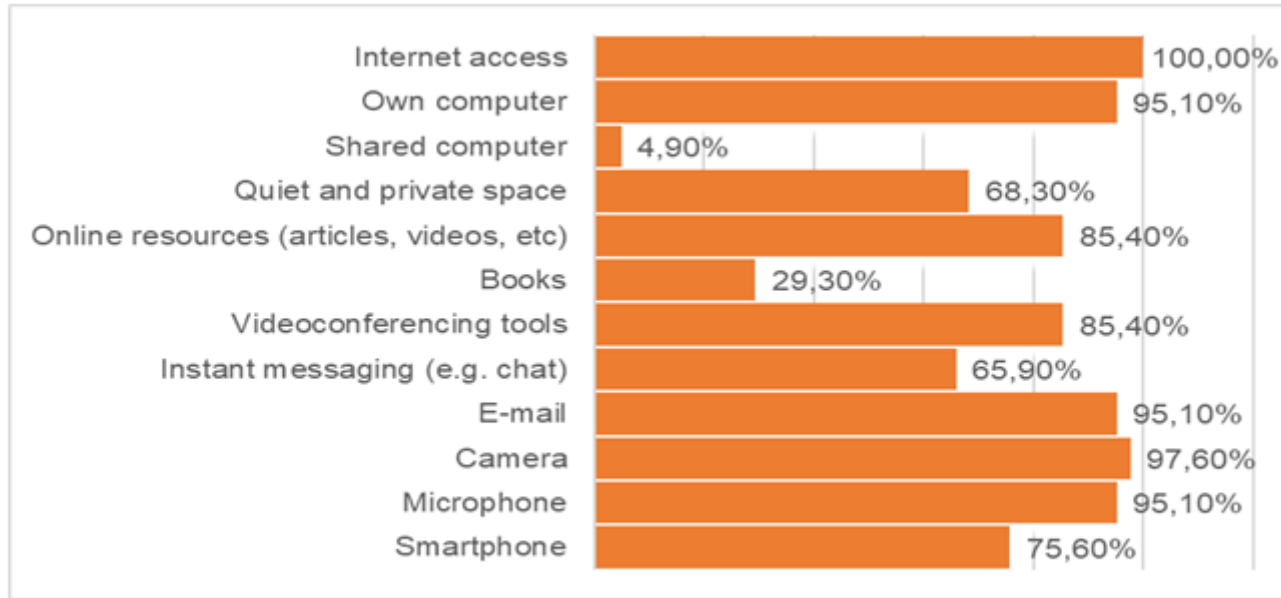


Figure 2. Resources that allowed students to continue studying remotely.

- More than 90% of the students consider that they had all the resources and necessary conditions to continue studying remotely.
- All students indicated that they had access to the internet.
- Not everyone had access to videoconferencing tools (85,4%) and a quiet and private space (68,3%).

3. Results and discussion

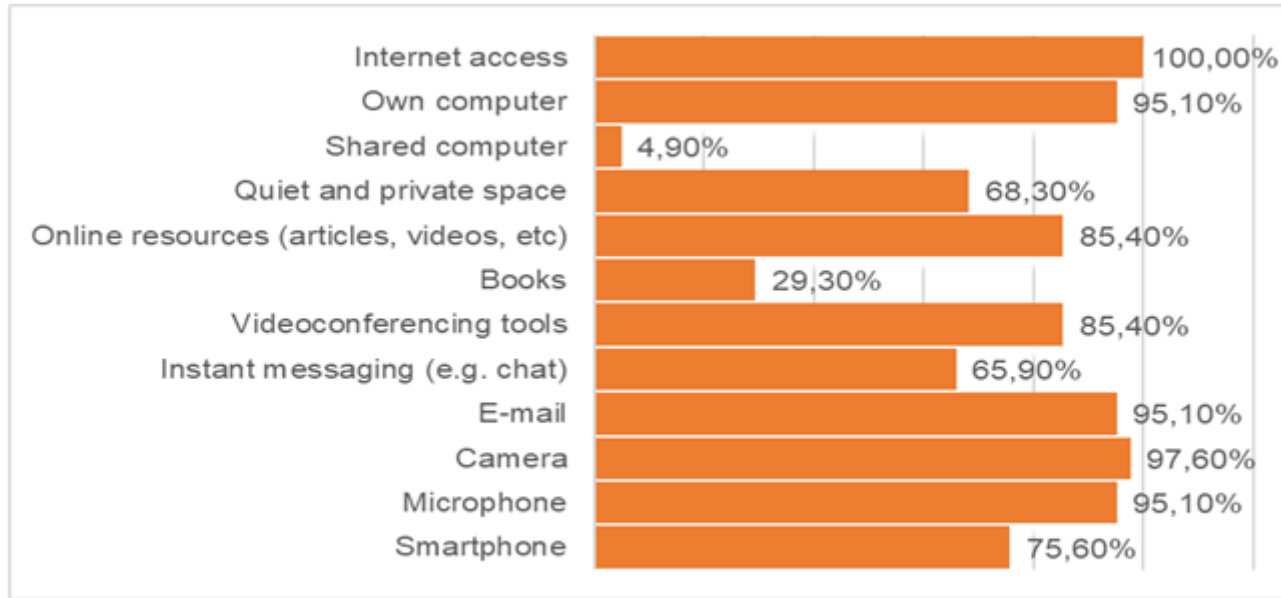


Figure 2. Resources that allowed students to continue studying remotely.

- These factors may be the cause of a less positive response from some students regarding the transfer of classes to the online system.
- Lack of access to essential resources has been highlighted as one of the main learning problems during the pandemic and can even be considered a factor that promotes inequality among students.

3. Results and discussion

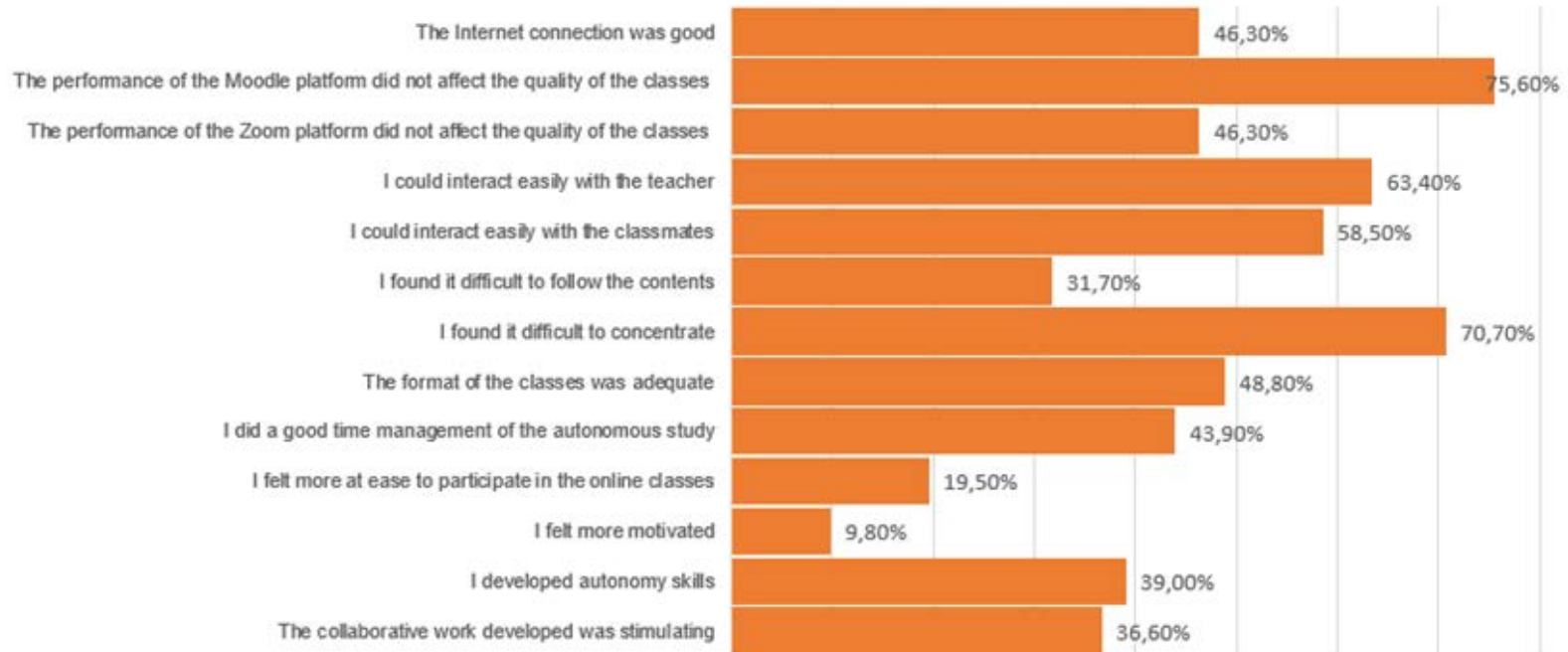


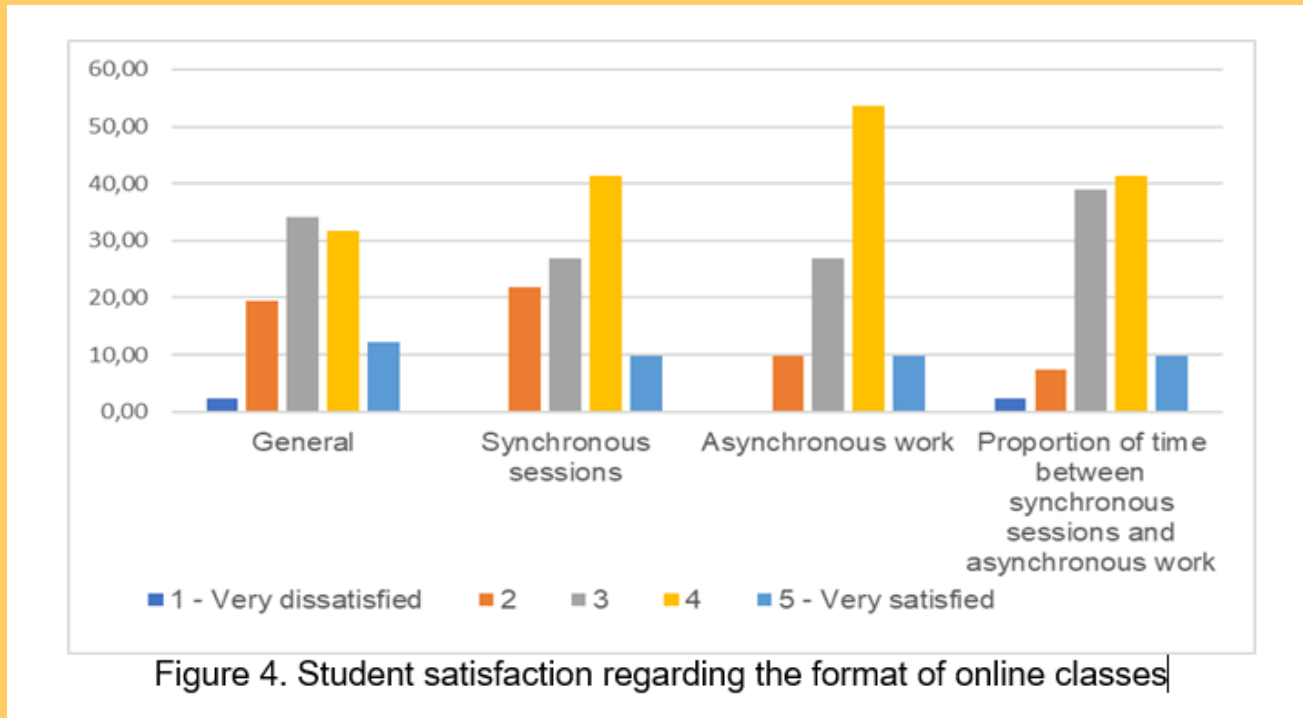
Figure 3. Students' views regarding the online classes attended.

- More than 50% of the students didn't have an internet connection of good quality.

3. Results and discussion

- More than 50% of students believe that the performance of the Zoom platform has affected the quality of classes.
- Regarding being able to follow the subjects, 31.70% of the inquired students considered it difficult.
- About 70% said they had difficulty concentrating and less than 10% said they felt more motivated.
- Only 43.9% of respondents consider that they have managed their time well.
- More than 50% did not a good time management of the autonomous study.

3. Results and discussion



- Most of the students say they are satisfied with the format of the online classes.
- The point with the highest percentage of satisfied students is “Asynchronous work” with 63.41% of respondents saying they are satisfied.

3. Results and discussion

- With regard to the “Proportion of time between synchronous sessions and asynchronous work”, the vast majority of the respondents said they are satisfied.
- None of the respondents said they were very dissatisfied with regard to synchronous sessions.

4. Conclusions

- The data surrounding students' perceptions of emergency remote teaching in **this study indicate that students' experience was positive**, although there are clear challenges that need to be overcome.
- **Some students did not have access to technological tools** (such as the access to a personal computer or to high-speed internet) and/or **their family conditions were not the best making it hard to find a quiet space to study**
- In a recent study by Ahmadon, Ghazalli and Rusli (2020) the authors points that a ***“strong and stable Internet connection and the availability of electronic learning gadgets such as tablets, laptops, computers, and smartphones are essential for online learning”*** (p. 2). They also refer that “equally important is having a designated learning area that is free of distractions.”

4. Conclusions

- **The most positive results are related to the satisfaction with asynchronous work, students' own performance and the teacher's performance.**
- The fact that there were high satisfaction scores despite the technical problems that affected some students is also worth noting.
- Further research is required to explore how emergency online learning may influence the adoption of online learning in the future.

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THANKS FOR YOUR ATTENTION

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