



Analysis of the Demand of the Distance Education in European Higher Institutions

Baiba Rivza /Latvia/

Daina Vasilevska/Latvia/

Tatjana Pivac /Serbia/

Agnieszka Parlinska/Poland/

Vilija Alekneviciene/Lithuania/



Introduction

The Latvian model of distance education is passing the stage of formation and approbation in the market of educational services. However, **creation of system of distance education should not be the final step for higher education institutions** as such, furthermore, this process would not be developed without students.

Therefore, the for the **purpose of this research it was necessary to clarify the level of student satisfaction of distance education's management and organization**, to identify the strengths and weaknesses of this education model in Latvia, as well as to compare it with analogical models in higher education institutions in Lithuania, Serbia, Poland and Belarus.



Aim of the Paper

- to create new survey for polling students;
- to carry out the survey of target audience;
- to identify the reasons for the demand of distance education model.



Methodology

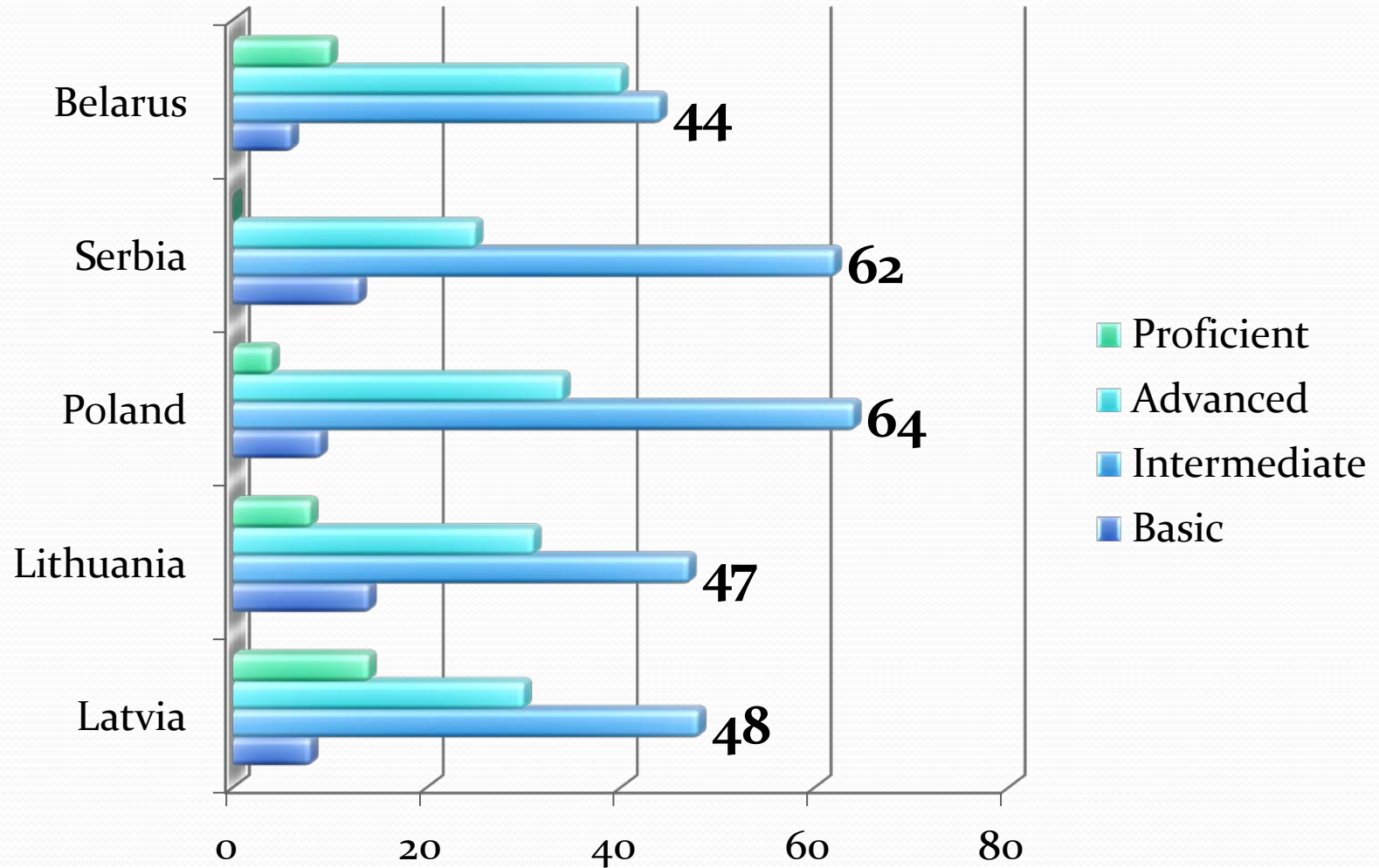
The research was carried out from September 2014 to August 2015 in higher education institutions, which had the experience in organizing distance education with the use of current information and communication technologies.

The survey was carried out among students intramural and extramural (distance) study model. 2 groups were distinguished:

- 1) students with study experience in distance education model (59% of respondents);
- 2) students with traditional study model experience (41% of respondents).

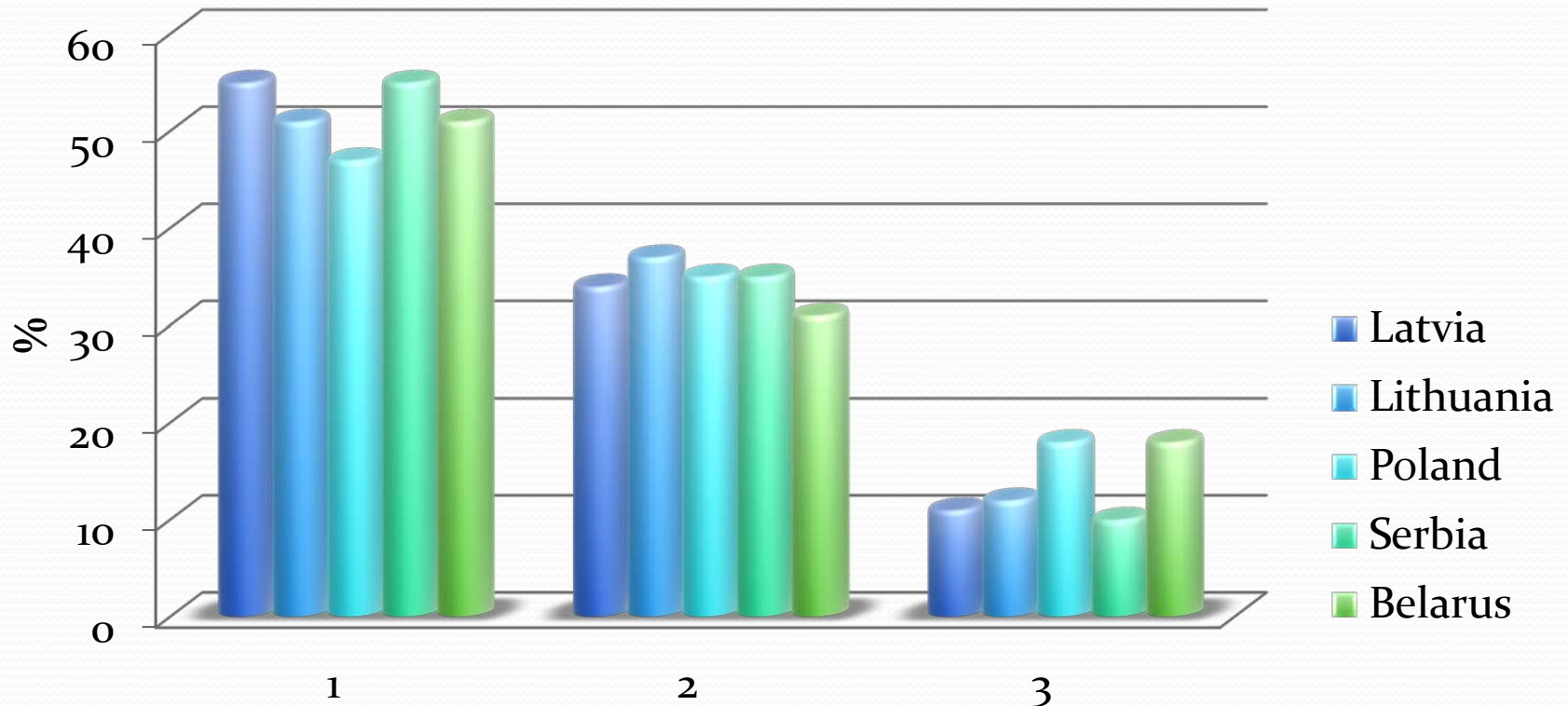


Computer skills level (%)





Methods of Preparation for Lectures of Full-time Students



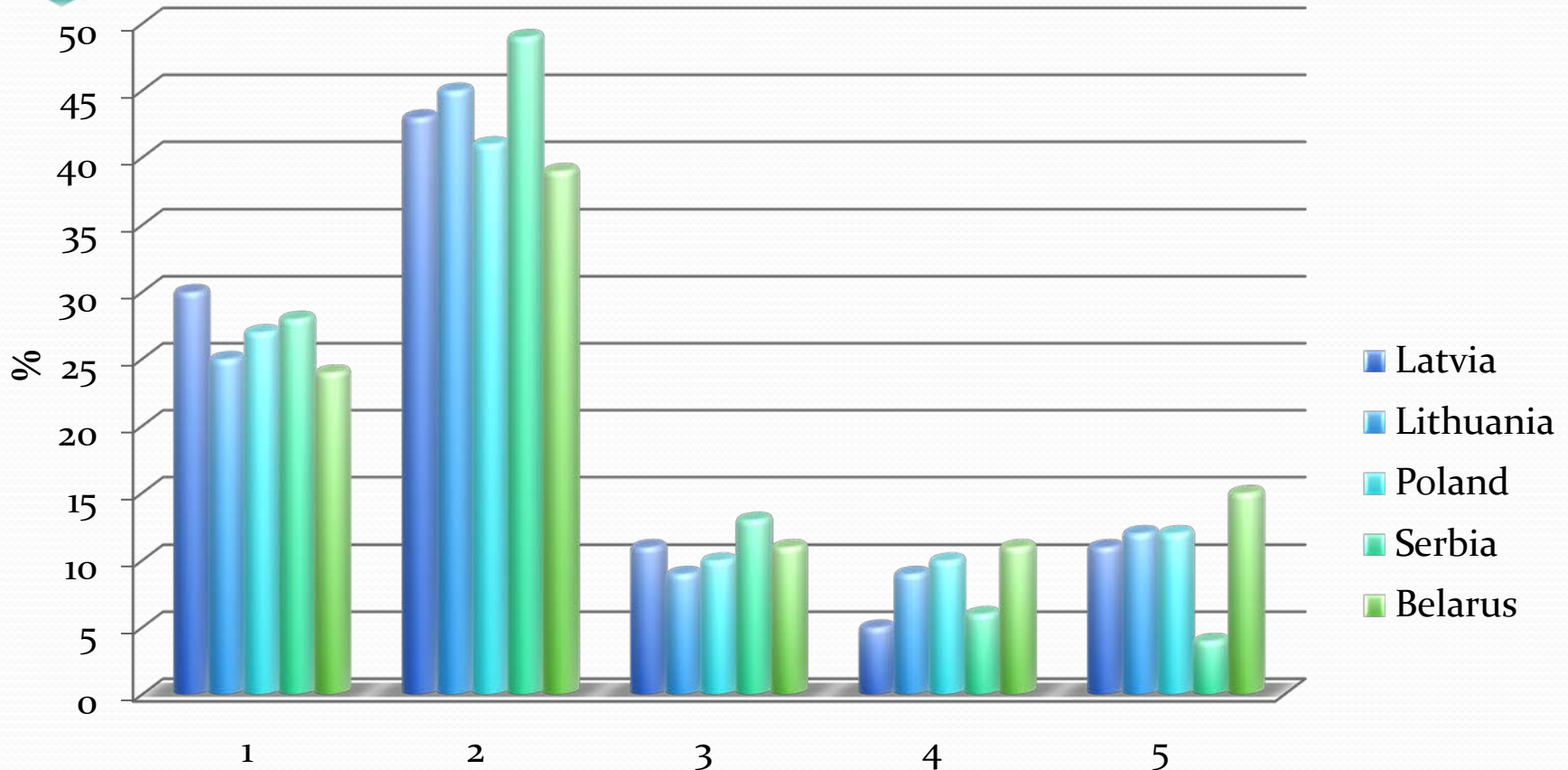
1 – to read a textbook in a library or at home;

2 – to prepare for lectures using the internet;

3 – to watch video materials, recordings of lectures or slide lectures



Methods of Preparation for Lectures of Distance Education Model Students

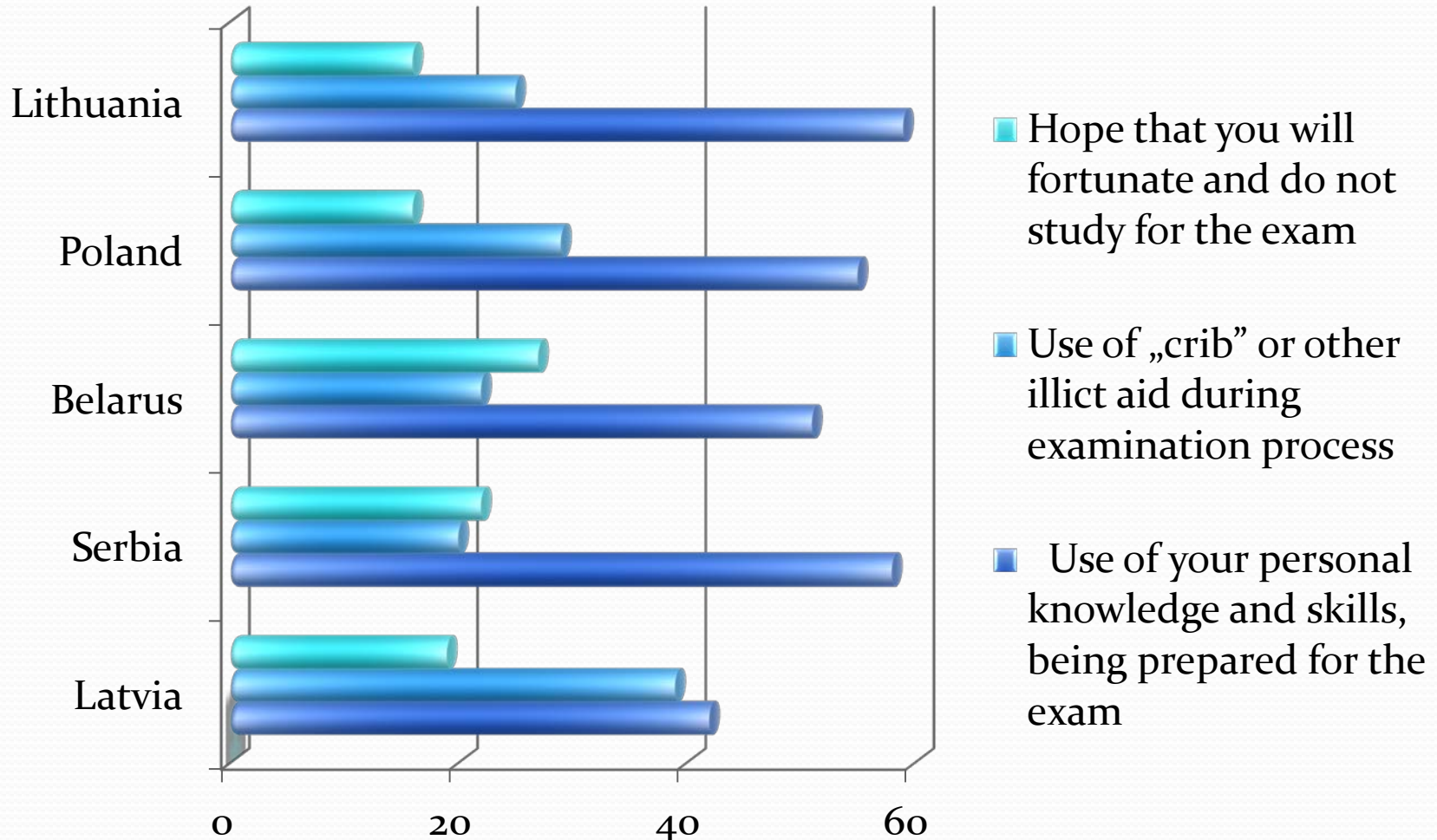


1 – to attend a lecture, to read a textbook; 2 – to attend meet the lecturer at his office hours; 3 – to prepare for lectures using the internet; 4 – to watch video materials, recordings of lectures or slide lectures; 5 – to receive information electr



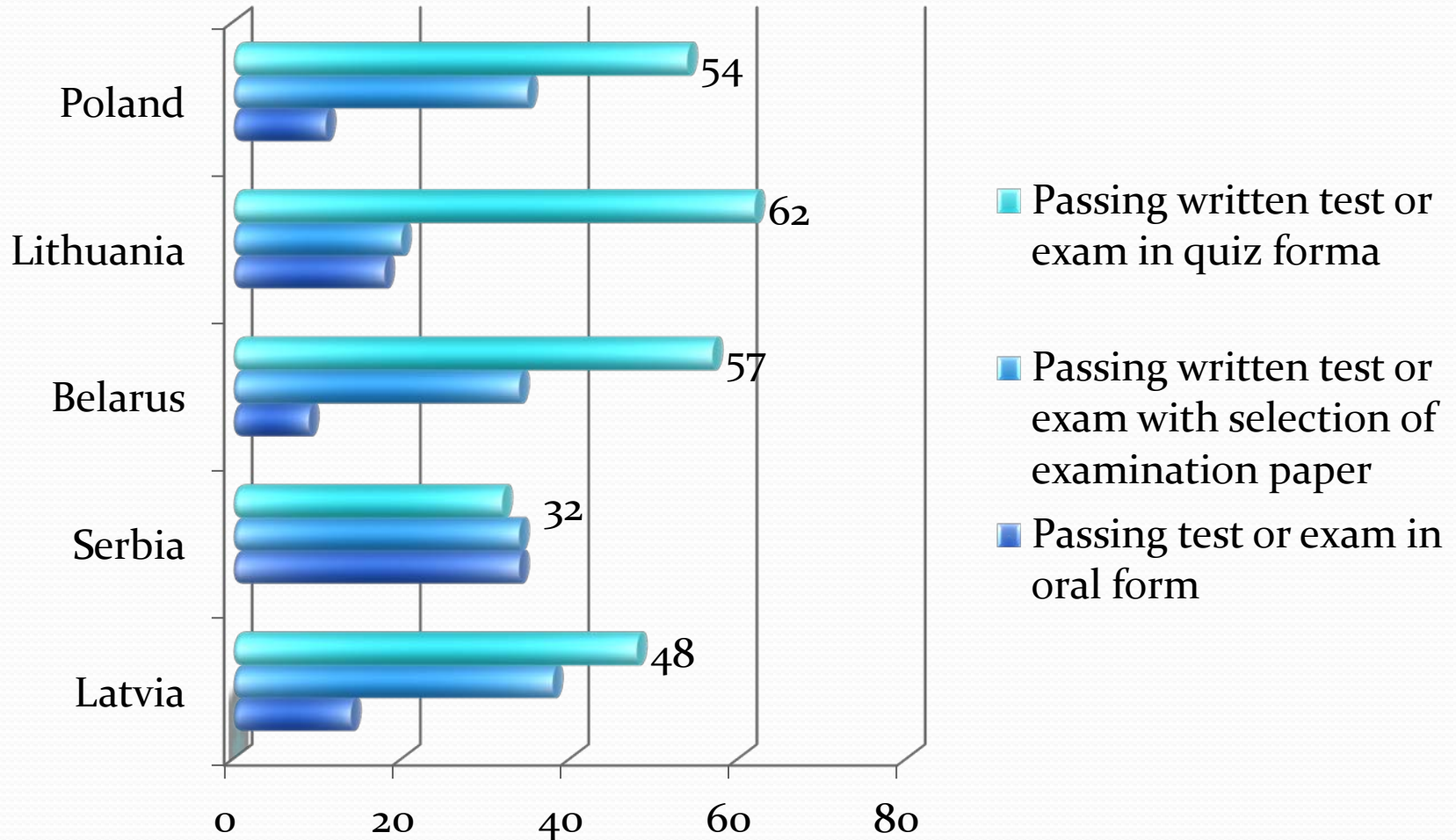
Students' Reliance of Success when Preparing for Electronic Exams and Tests

(%)



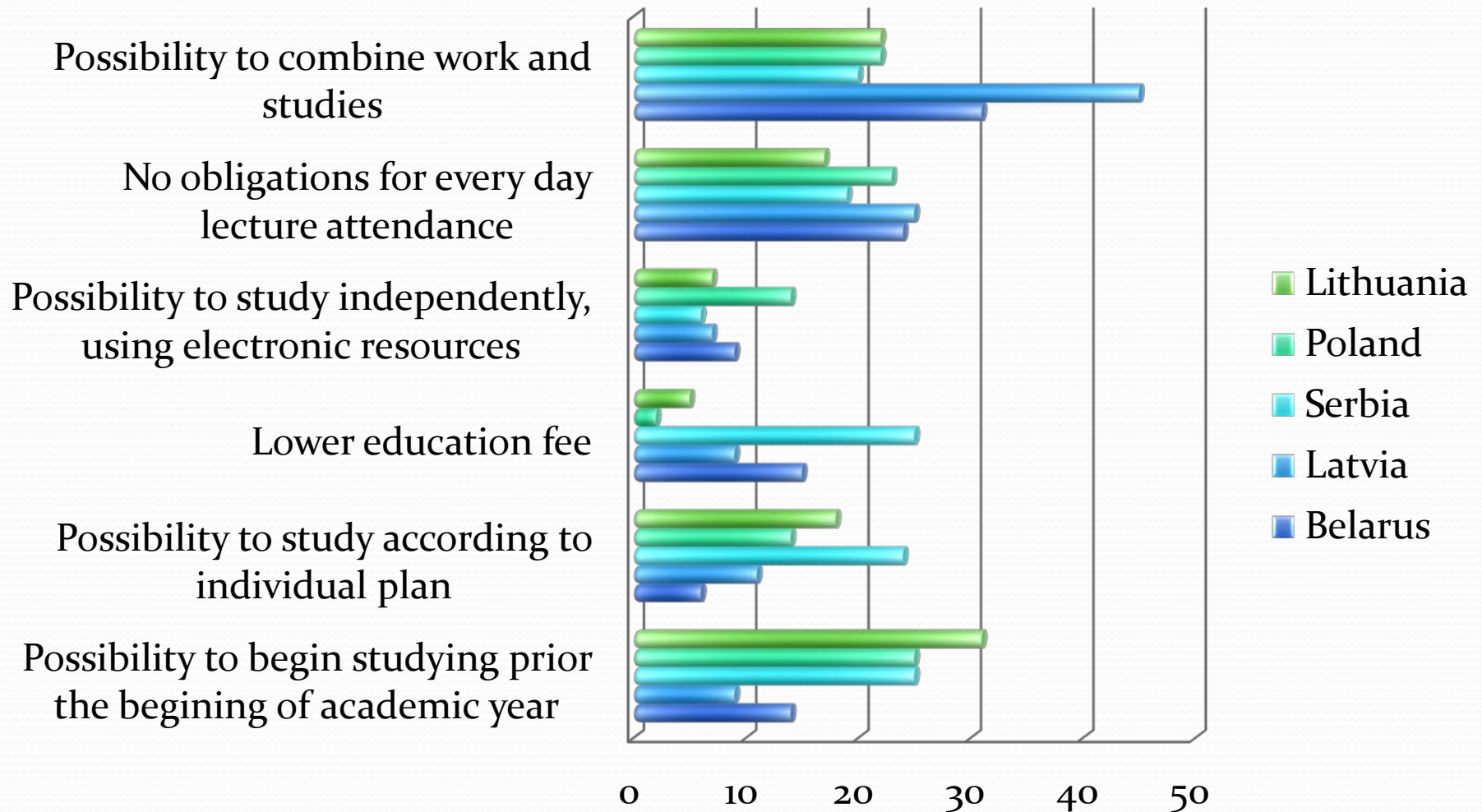


Students' Preference of the Choice of Evaluation (%)



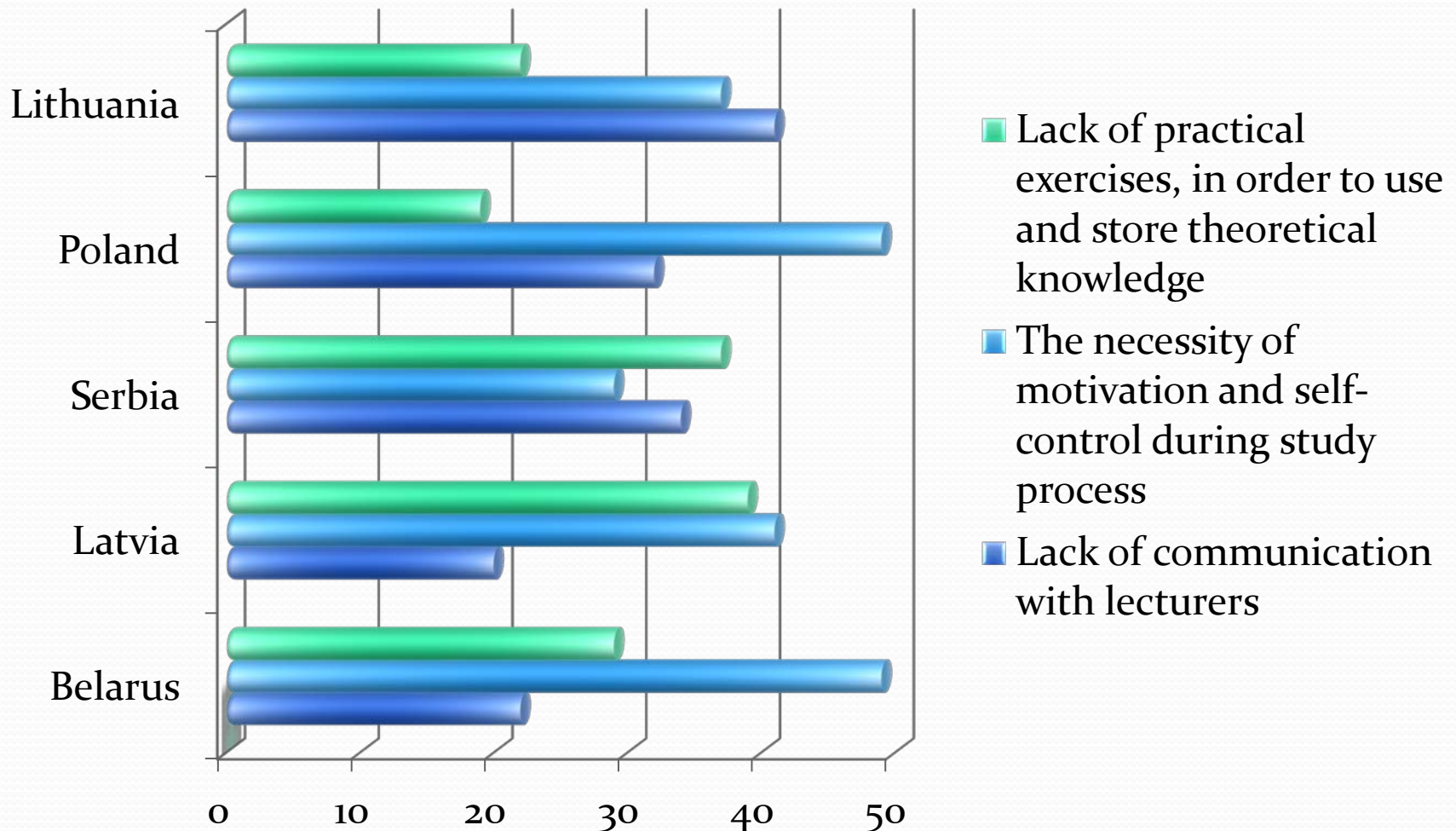


Preference to Distance Education Model over Traditional Education Model (%)





Core Disadvantages of the Distance Education Model (%)





The Quality of the Learning Material and Cooperation with the Lecturers (%)

	Quality of the study material				Cooperation with the lecturers		
	Excellent	Good	Satisfactory	Unsatisfactory	Good	Unsatisfactory	Other
Belarus	28	57	13	2	92	2	6
Latvia	11	62	16	11	65	29	6
Serbia	9	59	9	23	85	15	0
Poland	19	69	8	4	76	20	4
Lithuania	23	64	4	9	81	11	8



Conclusions

The traditional organization of education, based on real-life communication between the lecturer and the student, currently dominates the educational needs of the students.

The reasons for this tendency are the following:

- 1) the level of required use of information and communication technologies in education is notably higher than existing knowledge, skills and experience of the students;
- 2) such education stages as preschool and school do not offer alternatives for classes with teacher, therefore it is characteristic for the students to prefer the classic educational methods.

Acknowledgments

The preparation of the paper was supported by the National Research Programme 5.2. Economic Transformation, Smart Growth, Governance and Legal Framework for the State and Society for Sustainable Development-a New Approach to the Creation of a Sustainable Learning Community, Project **EKOSOC_LV**





Thank You!

8th World Conference on Educational Science
Spain, February 4, 2016 - February 8, 2016