

ONLINE (DISTANCE) LEARNING: ADVANTAGES, DISADVANTAGES AND STRATEGIES

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Abstract: In recent years, online education (also known as distance education) has greatly increased in scope and popularity. The study reported in this article aimed to investigate the advantages and disadvantages of online learning, as well as strategies for coping with the difficulties that occur. These strategies can help reduce the disadvantages of online learning by providing students with effective ways to manage their learning. The study employed a mixed methodology and was conducted using triangulating a Likert-scale questionnaire for quantitative data, with an open-ended questionnaire for qualitative data. The data thus obtained were analysed by using SPSS for the Likert scales and thematic analysis for the open-ended questions. The two sets of data were then compared. Results of the study suggested that although there were several advantages, online education also presents disadvantages, and it is important for students to be made aware of potential strategies they can use to manage their online experience effectively. Implications drawn from the results are also suggested to improve students' online experience.

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INTRODUCTION

Online education (also known as distance education) has become a useful source of learning that is available 24/7. With the rapid development of technological devices and the availability of the internet, students can learn anything, wherever and whenever they want. This kind of educational flexibility cannot be attained by means of traditional classroom learning, as the students are classroom-bound during face-to-face learning.

Online education can include audio, text, video, animations, conversations with instructors, tutorials, and virtual training given to students by teachers. These methods are

ways of transferring knowledge and experience to students so that they can be competent in their own fields (Gören et al., 2020). According to Gök (2011), internet-based distance education provides flexibility to students since they can participate in their education from diverse locations without interruption.

Although online education was extensively used during the recent pandemic, the years since have seen a substantial return to classroom delivery. Nevertheless, it is possible that the emergency online experience that was forced upon the education sector during this period may have important implications for future practice, and these lessons shouldn't be lost. However, although issues relating to the pandemic experience have been extensively researched and reported, discussion of the implications for ongoing practice is conspicuous by its relative absence. It is this gap that the current study aimed to address.

PREVIOUS LITERATURE

As Kolb & Holmberg (1979) explain, distance learning is an educational mode that is not under the constant supervision of teachers. Receiving education regardless of location has made it easier for many people, so distance education has become a major trend in world education. Today, distance education has become interactive using various media. Distance education by correspondence has given way to video and audio communication, which allows a faster and more active educational experience (Harry & Rumble, 1982). Different methods are used, such as fully online and Face-to-Face Web Interactive. With fully online, active instructions, testing, assignments, and discussions all take place online. In the Face-to-Face Web Interactive method, students meet virtually with their instructors (and other class members) via video chat or teleconferencing.

Distance education currently operates in many locations around the globe, but it also has a long history in many places. In 1833, "Composition by Letter Lessons" were given to women at the University of Sweden. In 1840, educator Isaac Pitman began teaching shorthand by correspondence in England. Distance education was begun in folk high schools in Denmark in 1844 to cater to informal education for adults. In 1892, the first Letter Education department was opened at the University of Chicago. Individuals who could not go to educational

institutions due to their physical disabilities generally benefited from the application of distance education by mail. This educational method has given the right to education to individuals with disabilities and financial constraints (McIsaac & Gunawardena, 1996). And in 1898, an institute sharing similar ideas of teaching and learning was created in Malmö, Sweden (Milrad & Flensburg, 2007).

Distance education continued to develop in the 20th century, steadily becoming more and more online as technology developed. Since the 1980s, the development of technology has increased both the number of students who prefer distance education and the number of educational institutions offering distance education services. Distance education allows students to develop themselves professionally and gain work experience (Holmberg, 1994). According to Cowan (1995), distance education is more economically pragmatic and practically convenient for many students.

In the 21st century, distance education has become steadily more internet-dependent. With the spread of globalization, the efficacy of learning and teaching by using the possibilities of distance education and the methods of teaching lessons more permanently has been the subject of research conducted in different countries around the world (e.g., Şirin & Tekdal, 2015; White, 2014). Distance education has become a facilitator, a tool for students and the resources they need for their own independent work (Bower, 2001). In Gündüz's (2013) thesis, the views of student teachers on distance education were examined in detail, and as a result of the research, significant differences were determined in the distance education perceptions of the teacher candidates. Ekmekçi (2015) focused on the structure and content of the lessons and the proper use of the language, while Louwrens and Hartnett (2015) tried to determine the opinions of teachers and students about online secondary school education, and Hemmati and Mojarad (2016) showed that lack of interaction between learner and lecturer and insufficient materials were the main problems during distance education programs.

Although, as we can see from the above, distance education is far from new, the pandemic which struck in 2020 [D1] resulted in an unprecedented urgency for its development and adoption (e.g., Alper, 2020; Duman, 2020; Düzgün & Sulak, 2020; Gören et al., 2020). This early phase necessitated emergency steps to deal with the situation in order to avoid disruption to students' learning as much as possible (Jin et al., 2021). According to Richards (2020, p. 333), students experienced "varying degrees of frustration since their domestic situations are often not conducive to providing a quiet space to take part in online sessions". Griffiths (2022)

aimed to extract from data obtained from students at a university in North Cyprus implications for managing online teaching and learning for the future.

Advantages of distance/online education

An advantage of distance/online education for students is that there are no negative situations such as being in crowded classrooms, noise caused by other students, problems such as being late, variable learning levels and rates, and having to adhere to a formal dress code. According to Belanger and Jordan (2004), three important factors have played a role in the growth of distance education:

1. It offers educational opportunities for students with disabilities who are unable to participate in face-to-face education.
2. It is cost-effective by providing an educational environment with fewer teachers for larger student populations.
3. Individuals are able to access educational opportunities throughout their lives, regardless of location and living conditions.

According to Evans and Fan (2002), the advantages of distance learning include the ability of the learner to determine the learning place, time, duration, and speed. In addition, shy, introverted students can make their voices heard, ask questions, and interact, unlike the classical classroom environment where they may feel embarrassed or intimidated. Furthermore, for students who have to work part-time, distance learning makes it easier for them to continue their education and provides the opportunity to meet their basic needs.

Another study highlights the advantages of distance education, such as the freedom of time and space, and the diversity of educational materials and methods used (Katane et al., 2015). In addition, advantages such as the abundance of course options offered to students and the non-overlapping of course hours increase the demand for distance education (Wahlstrom et al., 2003).

Distance education in general has become an alternative for students and employees in private companies and various government institutions. As a result, thanks to the opportunities offered

by distance education, access to education has increased throughout society, and digital materials and literacy rates, as well as access to information, have increased significantly.

Disadvantages of distance/online education

Nevertheless, in spite of multiple advantages advanced for distance/online learning, there are also some serious disadvantages (e.g., Heinich et al., 2002). In their study, Gürer et al. (2016) found both positive and negative opinions on support, management, technology, and teaching of distance education, while Bilgiç and Tüzün (2015, p. 143) identified nine core issues requiring attention for successful distance education programmes:

- (1) program launching process
- (2) legislation
- (3) program structure
- (4) instructional design
- (5) assessment and evaluation
- (6) communication and interaction
- (7) support
- (8) technical issues
- (9) program evaluation

Özyürek et al. (2016) concluded that the most important factor negatively affecting the success of an online course was internet and technology problems, which some encountered during the teaching and also during exam periods. Most of the research found similar results (e.g., Akgül, 2021; Özdemir et al., 2021; Sarı & Nayır, 2020). Akbaba et al. (2016) also stated that the students' participation was not regular, and they thought that some of their courses were not beneficial. Kırmacı and Acar (2018) point out problems with infrastructure, individual attitude, time, location, systems, and interaction, while Canpolat and Yıldırım (2021) discovered that even though students welcomed the distance education activities, their participation was insufficient. Other problems include a sense of isolation (both from teachers and other students), health issues from lack of physical activity, accountability, exam security, and student demotivation (e.g., Griffiths, 2022).

Strategies for coping with the challenges of online/distance education.

In order to succeed at distance/online education, students need to have a well-developed repertoire of strategies. Learning strategies, defined as actions chosen by learners for the purpose of promoting their own learning, are well-recognised as important for successful learning (e.g., Griffiths, 2018; Oxford, 2017).

White (1993) discovered that the most successful distance learning students in her study employed many metacognitive strategies (actions used to manage their own learning). According to Griffiths (2022), one of the most important strategies was taking steps to manage technological issues and internet connectivity, since without these, modern online education becomes much less effective or even impossible. Zhu et al. (2023) also provide several important insights relating to strategy use:

1. Motivation plays an important role
2. Successful students employ diverse cognitive (e.g., critical reading, information seeking) and metacognitive strategies (e.g., reflection, assignments) to monitor their learning.
3. Successful students use time-management and resource-management strategies (e.g., making specific schedules, organising lecture notes, etc.).

METHODOLOGY

Research questions

The current study aimed to address the following questions in order to derive implications for future practice:

1. What do the students see as the advantages of learning online?
2. What do they see as the disadvantages?
3. What strategies do they use to cope with the challenges?

Participants and setting

Participants in this study were students at a private university in the Turkish Republic of North Cyprus (TRNC). Students ranged from Freshmen (1st year) to Seniors (4th year). There were 111 students who completed a Likert-type questionnaire, and 25 who answered an open-ended questionnaire. Most of the students were from mainland Turkey, with some from North Cyprus and a few others coming from a variety of locations in the Middle East, Central Asia, and Africa.

Research design

This study employed a mixed methodology involving a Likert-type questionnaire for quantitative data and an open-ended questionnaire to add a qualitative dimension for triangulation. Questionnaires were chosen for this study since they are a well-recognised means of obtaining data quickly and efficiently with minimum inconvenience, which is an important consideration in a real-life educational setting (e.g., Cohen et al., 2018; Dörnyei, 2007; Nunan, 1992)

Data collection

Students were asked to voluntarily complete the questionnaires at the end of class time and to hand them to the teacher anonymously when finished. Most of the students were happy to do this – only a very few declined.

Instrumentation

The questionnaires (see Appendices 1 & 2) were adapted from the results of an article by Griffiths (2022) in which student responses were analysed thematically. For the purposes of the current study, participants in the Likert-type questionnaire were asked to rate these themes on a scale from 5 (= strongly agree) to 1 (= strongly disagree). For the open-ended questionnaire, participants were asked for biographical details plus comments based on the research questions for the current study (advantages, disadvantages, strategies).

Piloting

The Likert-scale questionnaire was piloted by administering it initially to a group of 32 students. For this group, the alpha reliability coefficient for the advantages section was 0.934, and for the disadvantages it was 0.958. The overall reliability was 0.841. These results indicate a high level of reliability.

A Principal Component Analysis indicated that all factors loaded above the usual minimum of 0.3 except for an item originally located at item A12, “It develops technological competence”, which loaded at only 0.214. Since this factor appeared not to load together with the others, it was decided to omit it. This left a very tidy questionnaire consisting of 15 advantages and 15 disadvantages.

Since no items appeared to need rewording or otherwise altering, it was decided to employ the instrument as recorded in Appendix 1.

The open-ended questionnaire (see Appendix 2) was trialled by asking colleagues to read it and make adjustments according to their suggestions.

Data analysis

The Likert-scale questionnaire was analysed for reliability and medians using SPSS. The open-ended questionnaire was analysed thematically. In the interests of reliability, the themes were first identified by the first author of this article and then cross-checked by the second author. Any interpretive differences were resolved by negotiation.

Ethical issues

In order to comply with ethical requirements, ethical approval for the study was obtained from the university where the study took place. During data collection, in addition to a verbal explanation, students were given an information and consent form. They were assured that their participation was voluntary and that their information would be kept confidential. In order to protect anonymity, names were not recorded. Students were asked to indicate “YES” or “NO” regarding permission to use the data for research and/or publication at the bottom of the questionnaire form.

RESULTS & FINDINGS

Reliability

There were 111 students who returned the Likert-type questionnaire. A reliability analysis (Cronbach’s Alpha) produced the following results:

- The alpha reliability for the 15 items of the advantages section was 0.921
- For the 15 items of the disadvantages section, the alpha reliability was 0.952
- The overall alpha reliability was 0.821

These coefficients indicate that the reliability level of the questionnaire is very high.

Quantitative Results

Table 1 shows the median ratings accorded by the students for the various advantages included in the questionnaire (some are abbreviated for the sake of space; the full wording can be seen in Appendix 1). As we can see, the items that attracted the strongest level of agreement (rating = 5) were A3 (lessons are recorded), A5 (it saves money), and A12 (flexibility of dress). Students agreed (rating = 4) with most of the other items but expressed no strong opinion (rating = 3) about items A5 (it provides more equal opportunities), A8 (it helps family relationships), and A13 (it develops autonomy and self-discipline). None of the items received a median rating of disagree (rating = 2) or strongly disagree (rating = 1), suggesting a fairly high level of agreement overall. The range was 4 in all cases.

Table 1: Median ratings for questionnaire items in the advantage section

No	Advantages of online learning	RATING
1	It is more convenient in terms of place.	4
2	It saves time and allows students more time for themselves.	4
3	Lessons are recorded	5
4	It saves money (e.g., for travelling, accommodation, food).	5
5	It provides more equal opportunities	3
6	It provides for a greater variety of methodologies	4
7	It is more ecologically friendly because it saves on travelling and paper.	4
8	It helps family relationships.	3
9	It allows for flexibility in lifestyle	4
10	It is more accessible	4
11	It suits various learning styles	4
12	It allows for flexibility of dress codes (e.g., no uniforms).	5
13	It develops autonomy and self-discipline	3
14	It saves energy.	4
15	It allows for flexibility of attendance.	4

Table 2: Median ratings for questionnaire items in the disadvantage section

No	Disadvantages of online learning	RATING
1	Internet connectivity problems	5
2	Inequality of opportunity for some students	4
3	Lack of student/teacher interaction and help	4
4	Accountability/discipline issues	4
5	Lack of student/student socialization	4
6	Difficulty focusing/lack of attention	4
7	Health problems (e.g., inactivity, poor posture, eye strain, headaches)	3
8	Demotivation	3
9	Inadequate for practical courses (e.g., dentistry, labs, teaching practice)	4
10	Inadequate systems (e.g., student registration line overloaded)	3
11	Lack of technological know-how by students	3
12	Security issues	3
13	Too much free time (e.g, unable to meet other students)	4
14	Lack of technological know-how by teachers	3
15	Online lessons are boring	3

In Table 2, we can see that the item attracting the strongest agreement (rating = 5) is No.1 (problems with connectivity). Seven of the other items received an agree rating (4), while no strong opinion (rating = 3) was expressed about the remainder (n = 7). As with the advantages, no item in the disadvantage section was rated as disagree (2) or strongly disagree (1), and the range was 4 for all items.

Qualitative Results

There were 25 students who filled in the open-ended questionnaire. As can be seen below, there were 3 sections (advantages of online learning, disadvantages of online learning, and strategies used to cope with the disadvantages).

Advantages of online learning

A number of students (N = 14, or 56% of the students) said that it saves a lot of time, 7 students stated that distance education saves money, 5 students stated that because you are participating in online classes from your home you do not need to deal with traffic, and 5 students stated that because lessons are recorded they can watch it later if they did not understand it in the lesson time. Some students gave more than one opinion about advantages (see Table 3)

Table 3: Number of responses in the advantages section with percentages of students making this response

No	Statement	%
14	It saves time	56%
7	It saves money	28%
5	Students don't need to deal with traffic	20%
5	Lessons are recorded	20%

Examples of students' comments about the advantages of online learning include:

We have more time for lessons, and we don't need to use transportation.

It saves my time, money, and I can access materials more easily.

Not going to school, not preparing for school.

I don't need to wake up very early.

I don't need to deal with traffic.

It was good for me to study, since it was being recorded.

Disadvantages of online learning

A number of students (N = 17, or 68% of the students) said that technical difficulties (internet connection problems, etc.) were disadvantages for online lessons. Other students (N = 6) stated that they get distracted easily and could not focus on the lessons, and 2 students found participation was a problem because so many students were not attending the classes (see Table 4).

Table 4: Number of responses in the disadvantages section with percentages of students making this response

No	Statement	%
17	Technical problems	68%
6	Get distracted	24%
2	Participation	6%

Here are some examples of students' own words:

Cut off the electricity, we have internet problems.

Sometimes we have network problems.

We have attendance problems during online classes.

I have internet connection problems.

I get distracted easily while in an online class.

Strategies used to cope with the challenges

Some students (N = 8) stated that they found a better internet connection to overcome difficulties, 5 students said that they were motivated to help overcome difficulties by studying hard, 4 students stated that they got rid of distractions in order to focus on only the lessons, 3 students stated that they got feedback from other students to find a solution, 3 students said that the more they participated the higher the chance of finding solutions, and 2 students did not give any opinion (see Table 5).

Table 5: Number of responses in the strategies section with percentages of students making this response

No	Statement	%
8	Better internet connection	32%
5	Motivated to study hard	20%
4	Got rid of distractions	16%
3	Feedback from other students	12%
3	More participation	12%
2	No opinion	6%

Many of the students found a solution by dealing with the internet connection, such as closing everything that may slow down the internet speed. Some upgraded their internet speed, although it cost a little more money. Here are some of the students' own words about dealing with internet connection problems:

When I had online classes, I always used my phone's internet.

I asked my family members not to use the internet so much while I'm in an online class.

I purchased a good-quality wifi modem and internet connection.

I worked hard and didn't give up.

I try to meet with my classmates to find a solution.

DISCUSSION

According to the results of this study, overall, the students thought that there are numerous advantages to online learning. However, they also found a number of disadvantages.

According to the results of the Likert-scale questionnaire in the current study, a major advantage of online education is the ability to record the lessons so that they can be watched at more convenient times and also repeated if some aspects are not understood. The results of the open-ended questionnaire also confirmed the perceived importance of this aspect, as noted also by Yolcu (2020). Also rated highly in the Likert-scale questionnaire and noted in the open-ended questionnaire is the idea that online education is economically advantageous and provides flexibility (e.g., of dress code). Similar studies can be cited showing that distance education offers facilitating opportunities for students, providing flexibility and comfort (e.g., Holmberg, 1994; Bower, 2001). Other advantageous aspects of distance education rated highly in the Likert-scale questionnaire include the ability for students to save time. Özdoğan and Berkant (2020) likewise comment that one of the advantages of online education is that students can manage their own time. These results suggest that students generally see numerous advantages to online education.

Technical problems were noted by the majority of the students in this study in the answers given for the disadvantages of online learning. They stated that they have disadvantages such as internet connection and network problems, focusing problems, low sound and video quality in the lessons, and power cuts. Similar ideas are expressed by Kan and Fidan (2016), who stated that there is an economic cost of distance education, insufficient technological infrastructure and internet access, and children need internet and computers for distance education. Parents sometimes stated that they could not supply the materials (Türker & Dündar, 2020). In accord with the findings of the current study, other publications in the literature indicate that infrastructure and access networks are the most important problems of distance education (Akgül, 2021; Özdemir et al., 2021; Sarı & Nayır, 2020). Although other disadvantages were noted by the student participants in this study (such as lack of student-

teacher and student-student interaction), by far the major problem was seen as being associated with the necessary technology for online education to work effectively.

In the current study, students listed the strategies and solutions that they can apply to cope with the difficulties experienced in online learning. They stated that they access the internet from places where there is a better internet connection and that they make better use of the internet by closing other programs that may slow down the internet speed. They stated that they worked hard to overcome the difficulties, used classical methods, and focused only on the lesson without being busy with other things (such as the phone, light, and clothes). They also stated that they received help from their families and other students, as Akgül and Oran (2020) also noted. In addition, in order to overcome the difficulties in his study, Ülger (2021) recommended that the records of distance education courses be prepared in CD format or sent to the student by e-mail. These strategies and solutions recommended by the students suggest that problems can be overcome with positivity and resourcefulness.

IMPLICATIONS

The results of this study suggest that the major disadvantage of online learning relates to problems with technology. It was the only item in the disadvantages section of the Likert-scale questionnaire that attracted a rating of 5 (strongly agree), and 68% of the students mentioned this in the open-ended questionnaire.

For obvious reasons, the quality of the internet and infrastructure plays an important role in online education. Some students have reported that because their internet was not fast enough, they bought a faster one, but it costs money, and that becomes a disadvantage for online learning. Some of the students were dealing with difficulties such as not owning a PC to attend online lessons, or having no internet connection, or they did not have suitable mobile phones to run the application needed to attend online lessons. Lack of familiarity with online systems (such as Zoom, Skype, Teams, etc.) can also affect students' ability to learn effectively and maintain motivation online. Since various technological problems seem to be by far the main difficulty related to online learning, it would seem clear that this is the main issue to be dealt with in the interests of promoting effective online learning.

Nevertheless, in spite of the disadvantages mentioned, the study also indicated that online learning has considerable advantages. Perhaps the main implication to be drawn from this study is that, as we look to the future, we should not allow the problems to overpower the potential benefits. We should rather work to ameliorate the areas of difficulty and develop strategies aimed at maximising the opportunities presented by online learning.

DIRECTIONS FOR FUTURE RESEARCH

Although this study has produced some interesting results, there are also a number of limitations that suggest useful directions for further research:

- One of the limiting factors of this study is the sample size. In future studies, the sample population can be increased, thereby increasing the validity and generalizability of the findings, and more reliable recommendations can be developed.
- Another limiting factor of this study is that it is conducted at a university in Northern Cyprus, where most of the students come from mainland Turkey. Participants from other contexts would increase the generalizability of the findings.
- In terms of research methodology, this study used a Likert scale and an open-ended questionnaire. Other methods, such as observations or interviews, might add different perspectives

- In this research, an evaluation of distance education from students' perspectives was conducted. However, an investigation of teachers' and administrators' perspectives would also add valuable extra insights.
- Since this study has clearly shown that the major problem with online education relates to technology, research into how this problem might be ameliorated would produce useful results.
- Student responses to the question on strategies were noticeably few. It might be possible to enhance student effectiveness by increasing awareness of potential strategies that they might use to support their own learning.

CONCLUSION

In conclusion, it is evident from the results of this study that online education has both advantages and disadvantages. Although the immediate emergency situation presented by the pandemic may well be past, we perhaps need to bear in mind that this may not be the last event of its kind. One way we may be able to prepare for such an eventuality may be to bear the lessons learned from the pandemic in mind and to apply them to improving online delivery of education. If this were to be done, not only would we be able to benefit from the advantages of online delivery in terms of its convenience, efficiency, economy, and flexibility, but we would not be caught so unprepared by future similar events. Perhaps we might suggest that in order to minimize the disadvantages in terms of connectivity, motivation, and accountability, some of the implications suggested by the results of this study and the strategies suggested by the participants could be usefully employed.

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APPENDIX 1: Questionnaire: Advantages and Disadvantages of Learning Online

(adapted from Griffiths, 2022)

Dear Student,

Can you please fill out the following form using the following rating scale:

Strongly agree=5 Agree=4 No strong opinion=3 Disagree=2 Strongly disagree=1

No	Advantages of online learning	RATING
1	It is more convenient in terms of place.	
2	It saves time (e.g. for travelling) and allows students more time for themselves.	
3	Lessons are recorded, allowing for repetition and flexibility regarding time and space.	
4	It saves money (e.g. for travelling, accommodation, food).	
5	It provides more equal opportunities (e.g. regarding age, gender, socio-economic status or disability).	
6	It provides for more variety of methodology (e.g. audiobooks, videos, podcasts).	
7	It is more ecologically friendly because it saves on travelling and paper.	
8	It helps family relationships.	
9	It allows for flexibility of lifestyle (e.g. for working people, or those with children).	
10	It is more accessible (e.g. it is easy to reach teachers with questions via the elearning system, phone or email)	
11	It suits various learning styles	
12	It allows for flexibility of dress codes (e.g. no uniforms).	
13	It develops autonomy and self-discipline	
14	It saves energy.	
15	It allows for flexibility of attendance.	

No	Disadvantages of online learning	RATING
1	Internet connectivity problems	
2	Inequality of opportunity for students who do not have/cannot afford suitable technology (e.g. laptop, phone)	
3	Lack of student/teacher interaction and help	
4	Accountability/discipline issues (e.g. punctuality, attendance, cheating, procrastination)	
5	Lack of student/student socialization	
6	Difficulty focusing/lack of attention	
7	Health problems (e.g. inactivity, poor posture, eye strain, headaches)	
8	Demotivation	
9	Inadequate for practical courses (e.g. dentistry, labs, teaching practice)	
10	Inadequate systems (e.g. student registration line overloaded)	
11	Lack of technological know-how by students	
12	Security issues	
13	Too much free time (e.g. unable to meet other students)	
14	Lack of technological know-how by teachers	
15	Online lessons are boring	

Do you have any other comments or items you would like to add about the effect of online learning?

I consent to the use of this data for research and/or publication purposes. YES NO

APPENDIX 2: Online Learning Questionnaire

Dear student: Can you please answer the following questions with as much detail as possible.

If you need more space, please use the back of the sheet.

1. What is your nationality?
2. What is your first language?
3. How much experience have you had with online learning (please calculate approximately in years)?
4. In your experience, what are the advantages of learning online?
5. In your experience, what are the disadvantages of learning online?
6. What strategies did you employ to help with the challenges?

Many thanks for your time and participation.

I consent to the use of this data for research and/or publication	YES	NO
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