

Korean University Students' Perceptions of Emergency Remote Teaching*

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<< 요약 >>

The COVID-19 pandemic has put unprecedented stress on educational institutions worldwide. This study was carried out to determine students' perceptions of Emergency Remote Teaching (ERT) at a Korean university. Eight hundred eighty-nine students were surveyed to determine their perceptions of the impact the ERT classes had on their learning. The participants were also asked what they liked least and most about their classes. The results were a broadly positive perception of the classes by the students. Convenience was the most and least liked about their classes. Technology problems were the least liked aspect of the courses. There were significant differences in responses between first-and second-year participants and male and female participants. The program's relative success can be attributed to the suitability of the planned curriculum adapting to online learning, small class sizes, technological infrastructure, and the digital literacy of the students. The implications of the experience of delivering ERT during the pandemic are that institutions must continue to perfect the delivery of the courses. The full impact of the worldwide move to ERT is not yet fully known and institutions will have to evaluate the effectiveness of their responses and the innovations put in place may have a lasting effect on education. One effect may be a shift to more individualized and independent learning. The uneven distribution of technological infrastructure worldwide is another area that was highlighted by the pandemic and must be addressed.

Keywords: EFL, ERT, online teaching, student preference, university, Covid-19, synchronous teaching

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I. Introduction

The start of the 2020 school year for Korean Universities was extremely challenging because of Coronavirus 19 (COVID 19) outbreak and courses being moved online. The first issue to address when discussing the teaching situation caused by the COVID 19 pandemic is the term used to describe it. It is not accurate to call it online teaching, though the teaching is carried out online. Online learning, smart education, and distance learning are designed with the specific conditions in mind, and everything about the courses are developed considering those conditions from the beginning (Abel, Jr., 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020). What is happening now throughout the world is more accurately termed Emergency Remote Teaching or ERT. ERT is the sudden shift of an in-person or traditional curriculum to an online environment because of a crisis, such as the current pandemic (Affouneh, Salha, & Khlaif, 2020; Talidong, 2020). Critically, Bozkurt & Sharma (2020) state that while distance education has often been an alternative to traditional education methods, ERT is a requirement of governments and educational institutions in the face of an emergency. If the pandemic continues, there will be a further shift to online teaching and learning as institutions adapt their curriculums fully to the online environment.

There have been very few online classes offered in the university where the study was conducted, and none have been required classes. The university in this study did not have a comprehensive, robust online program prior to the pandemic. Fortunately, because of plans to increase online instruction in the future, the university had purchased a license for Zoom before the pandemic. The overall lack of experience with online instruction made it even more important to understand how the university students adjusted and responded to the abrupt move of their classes to an online environment (Giridharan, 2020) in the spring semester of 2020. In order to determine students' perceptions of the Emergency Remote Teaching (ERT) classes a survey concerning the ERT courses was distributed to all freshmen and sophomore students in the university's general education (GEL) department. The present study addressed the following research questions.

- (1) What were the perceptions of the students to the ERT classes' impact on their learning?

- (2) What did the students like most and least about the ERT classes?
- (3) Did the demographic factors have any influence on the participants responses?

II. Literature Review

1. Online Course Software

The sudden move to the online environment caused by the pandemic has resulted in many institutions using synchronous video tools that allow video conferencing, such as Skype or ZOOM (Mukan & Lavrysh, 2020). Lowenthal, Borup, West, and Archambault (2020) state that the quick move to such platforms is because they are the most similar to traditional teaching methods. ZOOM is a video conferencing platform that has become popular because of its versatile features (Dhawan, 2020). In a 2017 study in Indonesia (Dharma, Asmarani, & Dewi, 2017), ZOOM was superior to Skype in a Japanese conversation class because of its superior stability and variety of features. The ZOOM software does have its problems, mostly due to security (Chawla, 2020). The security problem has led to the abandonment of ZOOM by some institutions (Chawla, 2020), including the New York public schools (Strauss, 2020). Synchronous teaching using teleconferencing software may offer the most comfortable and smooth transition to ERT because teachers and students interact in real-time, as in traditional teaching. Though most institutions will return to traditional instruction methods when the pandemic is over, lessons learned by institutions during ERT may be beneficial in the future (Daniel, 2020).

2. Access to Education

The biggest issue during this pandemic and the worldwide move to ERT and digital instruction is that all students have equal access to education (Carver, 2020). Limited access to the internet is the most pressing problem in many countries, such as Indonesia (Gunawan, Suranti, & Fathoroni, 2020) and Bangladesh (Mondol & Mohiuddin, 2020). In addition to access to the internet, student unfamiliarity with the necessary digital applications (Almanthari, Maulina, & Bruce, 2020) and technology in general (Webster & Hackley, 1997) is a significant barrier to success. Students with disabilities can be at a further disadvantage in a digital environment

(Carver, 2020). ERT, especially if it is asynchronous, has a further issue of student motivation. The online environment can have a greater potential for students to go off-task, making student engagement even more critical (Martin, 2020). For many countries and institutions, the main worry is not if ERT is better or worse than traditional education methods, but if they will be able to deliver the required education to all of their students.

3. Advantages for Korea

Fortunately for Korea, there are not as many issues with the availability of technology for ERT as some other countries. South Korea is a very technologically advanced country with an existing online infrastructure extensively used in education (OECD, 2020). Indeed, the prevalence of smartphones and other mobile devices in Korea may prove advantageous for students during ERT (Kufi, Negassa, Melaka, & Mergo, 2020). Koreans, especially young people, are very comfortable in digital environments. This comfort with technology should not surprise anyone who works with the current generation of students and sees how they interact with and depend on digital devices, especially their phones (Athreya & Mouza, 2017). They have been raised with the technology and are flexible with their use of digital technology (Joo, Lim, & Kim, 2011) and perhaps bored with traditional teaching methods (Jukes, McCain, & Crockett, 2010). It can be argued that South Korea is in an excellent position to successfully adapt to the educational conditions imposed by the COVID-19 pandemic.

III. Method

1. Participants

Eight hundred and eight-nine college students, who were attending a mid-sized university in South Korea, participated in this study. The university specializes in vocational fields rather than academic research. All were first and second-year students in the General English Language (GEL) program. The GEL program is the required English language program taught by native English speakers that all first and second year students must complete. The classes meet for three hours a week. The spring semester covers speaking and listening and the fall semester

focuses on reading and writing. The survey was distributed through Google Forms to all students in the GEL program. There were 402 males and 487 females. There were 594 first-year students and 295 second-year students. The survey was anonymous and voluntary. The students were emailed a link which was open from the end of the spring semester on July 3 until July 21, 2020.

2. Instrument

The questionnaire was directly adapted from a survey administered to participants in a pilot ZOOM program at Indiana University in the United States in 2015 and 2016 (Abaci & Goodrum, 2016). The university used Zoom software in the GEL classes so it was determined that a questionnaire adapted from one that specifically targeted Zoom software would be most suitable. The first section dealt with 3 demographic questions (gender, year in school, and experience with any ERT courses using teleconferencing software). The second section asked the students to respond to 17 statements on a 4-point scale (1 = strongly disagree to 4 = strongly agree) on the impact the classes had on their learning. At the end of the survey, the participants were asked two open-ended questions, "What did you like most about your ERT classes?" and "What did you like least about your ERT classes?" The questionnaire was translated into Korean and back-translated by a different Korean researcher into English to ensure accuracy. No differences were found between the back translation and the original.

3. Analysis

The survey data was collected through a Google Form downloaded as a Microsoft Excel file and imported into SPSS version 20. Cronbach's alpha was calculated to assess the reliability of the Likert scale questions. Cronbach's alpha was .938 for questions concerning the impact the classes had on their learning. usefulness. The scores indicates that all items exhibit high levels of reliability and measure the same concept. The two open-ended questions were coded according to emergent themes and the final codes were entered into the Excel file. To ensure intercoder reliability, 25 random surveys were selected and checked by another researcher. Both coders agreed on all of the codes. The student responses were concise, making the coding relatively easy.

In order to determine if there were any associations between year or gender and the participants' responses the following statistical analysis was carried out. The t-test was used to determine if there were any associations between the participants' demographic data and their responses to the Likert scale. Chi-square test for independence was used to determine if there was any association between the demographic information of the participants and the codes used for the last two open-ended questions as it is used to determine if there is a significant relationship between two nominal (categorical) variables. The standard $p < .05$ was used to determine significance for all tests.

IV. Results

1. Demographics

There were more females than males in the study, with 487 female and 402 male participants. There were 594 first-year students and 295 second-year students. Less than twenty percent of the participants had experience with an online class using teleconferencing software. For more than eighty percent of the participants, this was their first experience with using online teleconferencing software for a class.

2. Impact on Learning

The students' opinions on the impact of the classes on their learning are given in Table 1 below. The student responses answer the first research question, "What were the attitudes of the students to the classes' impact on their learning?".

〈Table 1〉 ERT Classes' Impact Student Learning

Questionnaire Item ¹⁾	Perception
The learning environment was easy to handle.	3.07±0.77 ²⁾
Course clear and well structured.	2.93±0.77
Allowed me to learn in a new way.	3.07±0.78

Helped me communicate with classmates.	2.85±0.88
Increased my engagement with my classmates and teacher.	2.73±0.90
Improved communication with my classmates.	2.68±0.92
Improved collaboration with my classmates.	2.68±0.91
Increased the sense of community.	2.63±0.91
Has been beneficial to my overall learning.	2.83±0.83
Has been as beneficial to my overall learning as an in-person class.	2.68±0.89
I often had to deal with technical problems.	2.86±0.91
Allowed me to express myself in new ways.	2.73±0.85
I could easily get in contact with my teacher	3.11±0.78
Difficult to motivate myself and to maintain learning motivation.	2.68±0.89
I approached my ERT classes with the same seriousness as offline classes.	3.03±0.80
My English ability increased because of this class.	2.90±0.80
My confidence in my speaking ability increased because of this class.	2.93±0.79

1)A 4-point scale was used from 1(Strongly disagree) to 4(Strongly agree).

2)Mean±SD.

The students had a positive view of their classes in terms of the impact on their learning. They were very positive towards the ease of the learning environment, clarity of the course, and the ability to learn in a new way. While still positive, issues regarding communication and collaboration were not as positive. Seven hundred thirty-five participants agreed it was easy to contact the teacher outside of class. The majority responded the classes were beneficial to their overall learning, though a slightly smaller majority responded it was as good as an in-person class. The majority of the participants agreed that the course had increased their ability and confidence in speaking English. There were two areas of concern. Over half of the students (a) found it difficult to motivate themselves and maintain motivation in the ERT classes and (b) had to deal with technological problems during the class.

3. Least and Most liked Aspects of ERT Classes

The second research question as to what they liked most about their classes was answered very clearly in the open ended questions. It was the convenience of the classes. Whether it

was because the classes were in the comfort of their home, they had no commute, or they could do their classes anywhere, the convenience of not having to come to school at set times was what they liked most about the classes. One student response illustrated how convenient the classes could be, "The classroom is just one step from my bed." The second part of the third research question was clearly answered in that problems with technology, especially with Wi-Fi connection, were the things the students liked least about the classes. Some participants mentioned problems with sound (55), but most (306) had difficulties with their internet connection.

4. Impact of Demographic factors on Student Responses

The fourth research question: Did the demographic factor have any influence on the participants responses? was answered in Tables 2 through 4. T-tests were used to determine any relationships. Only gender and year had any significant impact on the participants' responses. Table 3 shows the test results and gender and questions concerning the classes' impact on the participants learning.

<Table 2> Gender and Perceived Impact on Learning

Questionnaire Item ¹⁾	Male (n=402)	Female (n=487)	t-value
The learning environment was easy to handle.	3.06±0.80 ²⁾	3.07±0.74	-0.244
Course clear and well structured.	2.95±0.78	2.92±0.80	0.635
Allowed me to learn in a new way.	2.98±0.83	3.14±0.73	0.539**
Helped me communicate with classmates.	2.84±0.87	2.86±0.90	0.268
Increased my engagement with my classmates and teacher.	2.76±0.91	2.70±0.89	0.884
Improved communication with my classmates.	2.72±0.93	2.65±0.92	1.039
Improved collaboration with my classmates.	2.72±0.91	2.65±0.92	0.938
Increased the sense of community.	2.66±0.92	2.61±0.89	0.715
Has been beneficial to my overall learning.	2.83±0.84	2.83±0.83	-0.048
Has been as beneficial to my overall learning as an in-person class.	2.66±0.91	2.69±0.88	-0.445

I often had to deal with technical problems.	2.79±0.95	2.92±0.87	-2.040*
Allowed me to express myself in new ways.	2.71±0.89	2.75±0.81	-0.640
I could easily get in contact with my teacher	3.09±0.82	3.13±0.75	-0.617
Difficult to motivate myself and to maintain learning motivation.	2.70±0.94	2.67±0.86	0.425
I approached my ERT classes with the same seriousness as offline classes.	3.00±0.84	3.06±0.77	-0.997
My English ability increased because of this class.	2.94±0.83	2.87±0.77	1.175
My confidence in my speaking ability increased because of this class.	2.94±0.83	2.92±0.76	0.413

1)A 4-point scale was used from 1(Strongly disagree) to 4(Strongly agree).

2)Mean±SD.

*P<0.05, **P<0.01

There were two instances where there was a significant difference between males and females on the classes' impact on learning. More than males, females reported that the classes allowed them to learn in a new way. They had to deal with technical problems more than their male counterparts.

〈Table 3〉 Year and Perceived Impact on Learning

Questionnaire Item ¹⁾	First (n=594)	Second (n=295)	t-value
The learning environment was easy to handle.	3.11±0.77 ²⁾	3.00±0.76	1.870
Course clear and well structured.	2.99±0.76	2.82±0.77	2.926**
Allowed me to learn in a new way.	3.10±0.76	3.01±0.80	1.449
Helped me communicate with classmates.	2.88±0.89	2.80±0.87	1.213
Increased my engagement with my classmates and teacher.	2.79±0.91	2.61±0.87	2.691**
Improved communication with my classmates.	2.74±0.93	2.56±0.90	2.467*
Improved collaboration with my classmates.	2.72±0.91	2.61±0.92	1.641
Increased the sense of community.	2.66±0.91	2.58±0.89	1.181
Has been beneficial to my overall learning.	2.89±0.82	2.72±0.85	2.701**
Has been as beneficial to my overall learning as an in-person class.	2.70±0.90	2.64±0.88	0.874
I often had to deal with technical problems.	2.87±0.90	2.84±0.93	0.450

Allowed me to express myself in new ways.	2.77±0.84	2.66±0.85	1.675
I could easily get in contact with my teacher	3.18±0.77	2.96±0.78	3.681***
Difficult to motivate myself and to maintain learning motivation.	2.66±0.91	2.73±0.87	-1.102
I approached my ERT classes with the same seriousness as offline classes.	3.07±0.82	2.95±0.77	1.960
My English ability increased because of this class.	3.01±0.76	2.68±0.84	5.351***
My confidence in my speaking ability increased because of this class.	3.03±0.75	2.73±0.82	5.009***

1)A 4-point scale was used from 1(Strongly disagree) to 4(Strongly agree).

2)Mean±SD.

*P<0.05, **P<0.01, ***P<0.001

There were several significant differences in how first and second-year students perceived the classes' impact on their learning. In general, the first-year students had a more positive view of the classes' impact on their learning. The first-year students found the course structure clearer ($p=.001$). They believed the ERT courses increased engagement, improved communication more than the second-year students. The first-year students believed the courses were more beneficial to learning than the second-year students. The first-year students found contacting the teacher much easier than the second-year students. The two final statements concerning classes contributing to increased ability and confidence were the most disparate between first and second-year students. The first-year students stated that the classes did help them increase their ability and confidence more than the second-year students.

The results of the Chi-square tests and the participants' gender and year and their responses to the two open-ended questions about what they liked most and least about the classes are given below in Table 4.

〈Table 4〉 Results of Chi-square tests and Gender and Year

	Aspect	df	N	Value	p
Gender	Liked Least	5	254	28.717	.000
	Liked Most	9	212	42.769	.000
Year	Liked Least	5	254	11.689	.039
	Liked Most	9	212	17.330	.044

The relation between gender and what the students liked least and most about the ERT course was significant. Women were more likely than men to put tech problems, both connection, and sound as the thing they liked least. Women were more likely to list difficulty to concentrate as the thing they liked least. Men were more likely to put the quality of teaching as the thing they liked least than women. Finally, women were more likely to respond that they did not get the preferred aspects of face to face classes than men. In terms of what they liked most about the ERT courses, men were more likely to put the factors involving convenience as what they liked most than women. Women were more likely to list specific features of Zoom, especially the chat function and breakout rooms.

The relation between the participants' year and what they liked least and most about the course was also significant. First-year students were more likely to list tech problems, including sound, than second-year students. Second-year students reported more difficulty concentrating in the classes. Second-year students were more likely to report the quality of teaching as what they liked least in the classes. First-year students were more likely to prefer to have face to face classes than second-year students. In terms of what they liked most, more second-year students listed the chat function as what they liked most about the classes than first-year students. First-year students liked screen sharing more than second-year students.

V. Discussion

This study was conducted to measure the students' perceptions of the impact ERT had on their learning, what the students liked least and most about their courses, and if any demographic factors influenced participants' responses. The researchers found that the students were generally positive in their responses to their courses, which was especially true of the first-year students. Finally, there were significant differences in some responses between male and female respondents and first and second year participants.

1. Overall Satisfaction

The researchers wanted to understand why the participants' overall response to the ERT

classes was positive, given the speed at which they were adopted. The biggest reason for the relative success of the ERT GEL classes must be put to the conditions existing in Korea before the pandemic. Korea is privileged to have a robust digital infrastructure, widespread electronic devices such as computers and smartphones, and a digitally literate population. Online teaching, online teaching resources, and the use of LMSs have been common in Korean higher education for ten to fifteen years (Bozkurt et al., 2020). These factors were critical in the transition to ERT in Korea overall. The researchers also considered two factors that were specific to the university in the study. The first is that the planned speaking curriculum was easily adapted to ERT courses. The course is designed to increase student confidence and competence in conversational English. The emphasis was on speaking and both the midterm and final tests were individual oral exams which were not difficult to carry out using the teleconferencing software. The second is the small size of the GEL classes. GEL classes for the spring semester were almost always under ten students, and this small size made participation by all students much easier. The purpose of the curriculum was to increase conversational ability and the small size of the classes gave the students ample opportunity to speak and therefore improve. In sum, the students' digital literacy and the already existing digital infrastructure in Korea, coupled with the suitability of the curriculum and small class size, made the sudden move to an online environment smoother than it may have been otherwise.

2. Comparison with other Universities

While there has been a lot of research done on online teaching and learning, it is not appropriate to compare online teaching to ERT (Affouneh, et al., 2020; Hodges et al., 2020). Regarding studies concerning ERT a study at an Australian University (Khanal, 2021), found positive views of ERT. However, in a study done in Vietnam (Le & Truong, 2021) the participants were not satisfied with ERT for English classes. In Indonesia, Rahiem (2020) the university in the study was unprepared, and the students were not accustomed to anything other than in-person lecture-style classes. In common with the students in the current study, the Indonesian university participants liked the convenience of not having to come to campus and also had trouble with technology. The cost of increased internet access was a real consideration for the Indonesian students, whereas the Korean students complained of their connections

dropping. Kirschner, Mohammed, & Weiner (2020) also found that students at an American university liked the convenience of not having to come to campus. They also stated the participants had difficulty with motivation, which was also present in the current study and another Korean study (Song & Kim, 2021). Mohammed, & Weiner (2020) also determined that the move to ERT courses was a source of increased anxiety among the American students, but this was not found in the Korean students. Tentative similarities among these studies are the positive view towards the convenience of not attending classes in person, varying degrees of difficulty with technology, and trouble with motivation and distraction.

3. Impact of Technology

The present study participants cited trouble with technology, especially dropped connections, as the biggest problem in the ERT classes. However, it would not be accurate to accord the difficulties with technology faced by the participants at a university in Korea to the difficulties with technology faced in other countries. For example, in the Philippines, there are many situations where students have no access to the internet (Abel, 2020). The cost of data is a problem for many students in Bangladesh (Mondol & Mohiuddin, 2020). Limited access to the internet also impedes education during the pandemic in Indonesia (Gunawan et al. 2020). According to the administration, there were no cases of students not participating in GEL classes at the university where the study was conducted, because of technological deficiencies. The problems with technology experienced by the participants in the present study, while essential to address, should be recognized as an inconvenience or "first world problem" rather than a real impediment to participation in education as it is in other countries. The outbreak of the pandemic and the forced move to ERT globally lends weight to the argument that internet access should be considered a basic human right (Reglitz, 2020).

4. Impact of Gender

In the present study, there were several differences in responses according to gender. In terms of the impact of the ERT classes on their learning female participants, more than male participants reported more difficulty with technology. In the open-ended questions, female participants again reported tech problems, difficulty with concentration, and a preference for

face-to-face classes as the things they liked least about the classes, more than the male participants. Similarly, the things they liked most about the classes were more likely to be specific Zoom features such as chat and breakout rooms than the male participants. The reported trouble with technology reported by the female participants in the present study seems to follow research showing males being more favorable towards technology (Cai, Fan, & Du, 2017) and males reporting higher beliefs of their competence with technology than females (Huffman, Whetten, & Huffman, 2013). However, Siddiq and Scherer (2019) contend that women are not more deficient than men in the field of information and communication technology. While female participants in the current study reported more difficulty with technology in general, their responses also appear to show greater engagement and appreciation of the Zoom software features. Different findings come from a study by Lim et al. (2020), showing male participants used more features of a Korean university LMS system than female participants. In contrast a study by Lee (2016) contends that information technology use has changed in Korea and is no longer solely based on gender and economic status, but has become a more complex issue. A detailed examination of the impact of gender on participants' perceptions of their ERT courses and the changing effect of gender on the use of information and communication technology is beyond this study's scope; however, it is a topic that warrants further study.

5. Impact of Year

Whether the participants were first or second year, students had a significant influence on their responses. In terms of impact on their learning, in seven out of seventeen aspects, the second year students showed less positive feelings towards the ERT classes. The two aspects that were the most different were the beliefs that the participants' ability and confidence increased through the ERT classes. Those two aspects had the most substantial gap, with the second-year students' beliefs being much lower. Such a difference in the two groups, with the second-year students significantly more negative towards the ERT courses, is concerning. The second-year students had the experience of taking GEL courses in person their first year and could compare their experiences. For the first-year students, everything was new, which may have been a factor in their higher level of positivity towards all aspects of the ERT courses and the software features. The effect of year on Korean students' attitudes towards learning is an area with very little

research and is an area that needs further research.

6. Limitations and Implications

The present study's main limitation was that it was carried out at a single university in Korea and cannot be applied to all university situations. The study also covered only the first semester, and it will be necessary to follow-up with research on the second semester. The study relies on self-reporting because of the limitations of the educational situation imposed by the pandemic. However, the main limitation is that this is potentially only the beginning of the pandemic, and it is unclear how long the present situation will last. Conclusions reached after only one semester of ERT, though useful to the institution to adapt the courses for the second semester, may be completely different from those reached after one or two years. If the pandemic does last beyond the academic year 2020-2021, then the question may very well become how institutions transition from ERT to online or distance learning.

The study highlighted several areas for future study. The first is the impact of gender on the use of technology for education. The impact of gender will be an especially vital area of research if the pandemic prolongs the absence of face-to-face instruction. The second was the difference in responses by first and second-year students. How students' general attitudes and motivations change from their first and second year and the factors contributing to them is an area that warrants further research.

VI. Conclusion

The students' responses in the current study to the first semester of ERT courses in the GEL program were positive. All institutions must perfect the delivery of the courses if there is to continue to be a positive student view of their education, especially in these trying times. There is a lot of uncertainty worldwide because we don't know the full impact of the unprecedented move to ERT. After the end of the pandemic, all institutions will have to evaluate the effectiveness of their responses to the pandemic (Hodges et al., 2020), and there is the possibility that the innovations that were forced on institutions by the pandemic will have a

lasting effect on education (Daniel, 2020). The prevalence of ERT may bring about a shift to more individualized, independent learning, and a more positive view of online learning especially in those countries that have relied on traditional forms of teaching that do not rely as much on technology (Cho, 2021; Kufi et al., 2020). The pandemic may also be the impetus to overcome the digital divide in countries with an imbalance in access to the internet and electronic devices (Reglitz, 2020; Toquero, 2020). Whatever the outcome, educational institutions in Korea and throughout the world will feel the pandemic's effect for years to come.

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〈국문초록〉

비상 원격 수업에 대한 한국 대학생들의 인식 제고

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COVID-19의 대유행은 전 세계 여러 교육기관에 전례 없는 영향을 끼쳤다. 본 연구는 한국 대학의 영어 수업에서 온라인 수업에 대한 학생들의 인식을 알아보기 위해 수행되었다. 889명의 학생들이 온라인 수업이 영어 학습에 미치는 영향에 대한 인식을 묻는 설문 조사에 참여하였다. 본 연구의 참가자들은 온라인으로 진행되는 수업에서의 여러 장점과 단점에 대한 질문을 받았다. 학생들은 대체적으로 수업에 대해 긍정적인 것으로 나타났다. 또한, 편리한 학습 환경, 수업의 명확성, 새로운 방식으로 학습할 수 있는 환경에 대해 매우 긍정적인 반응을 보였다. 학생들이 생각한 가장 큰 장점은 편리함이었으며 수업 중 기술적인 문제를 가장 불편한 점으로 명시하였다. 1학년과 2학년 참가자의 응답에 큰 차이가 있는 것으로 나타났으며 남녀 학생의 응답에도 큰 차이가 있었다. 학생들은 전반적으로 수업에 만족감을 나타냈으며 이는 온라인 수업에 맞게 개발된 교육과정, 소규모 수업 운영, 학생들에게 제공된 기술 기반 시설 및 수업에 참여한 학생들의 디지털 사용 능력 등 복합적인 요인에서 기인한다고 할 수 있을 것이다. 온라인 수업의 효과는 더 많은 연구를 필요로 하며 더 효과적인 수업을 위해 더 많은 데이터 수집과 노력이 필요할 것이다.

주제어 : 영어교육, 비상 원격교육, 온라인 수업, 학생 선호도, 대학, 코로나-19, 동시교육

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