



ONLINE TECHNOLOGY IN POST-GRADUATE TRAINING OF NURSES

Michálková Helena

NGO Seppia

D2.4 ICT ADVANCES FOR EDUCATION IN HEALTH CARE SCIENCES

Keywords: *on-line lectures, virtual classroom, post-graduate training of nurses*

Online teaching supplements and broadens the possibilities of learning. Online teaching is available to the students through the internet; it is live, no recorded lectures. The teachers and students are at the same time at their PCs and take part in the lesson in a virtual classroom. The students can see and hear the their teacher, follow his/her presentation and can ask questions. Online teaching is easily accessible because there is no need to travel; learning and teaching is done from home.

The research has been carried out by quantitative and qualitative analysis. In the quantitative analysis we focused on the students whereas in the qualitative investigation on the readers of online lectures. We were observing the motivation of the students and teachers for online teaching. We were interested in both the positive and negative feedback from online teaching participants.

The results of the questionnaire investigation:

- The most important criterion for taking up a particular course is the local accessibility of the classes.
- Another important matter of concern is the price.
- The students are satisfied with the online tuition as well as with the virtual environment where the lectures are read. They are finding the online teaching easily accessible both in terms of time and costs. They consider this type of teaching as innovative and attractive.
- The students have assessed online teaching as financially accessible, lowering the costs of learning.
- Half of the respondents have marked as negative the dependence of the online lectures on the internet and the bandwidth. One fifth of the respondents have indicated the dependence on IT as negative.

Interviews with the lecturers of online teaching:

- “What motivates a lecturer to teach online?” The motivation is the possibility of working from home, teaching during the maternity leave and thus harmonise the work-life balance. Another important motivating factor was the possibility to try out a new and innovative environment for tuition.
- “What positives can a lecturer find in online teaching?” The positives of online teaching correspond to the motivation criteria; the lecturers repeatedly stated the advantages of working from home, improving the work-life balance, little financial and time demands. The advantage of online teaching was perceived in the possibility of sharing experience with students from all over the Czech Republic and Slovakia. Another positive factor is freedom in choosing the topics and greater openness of the students.
- “What negative aspects can a lecturer find in online teaching?” The lecturers perceive it as a downside that they cannot see the students; the lack contact with the students. During teaching they are dependent on the internet and bandwidth. Another negative aspect are certain demands on computer literacy of the students as well as limitations in building up the relationships between the teachers and the students.

Acknowledgement: Vzdělávání pracovníků Občanského sdružení SEPPIA je podpořeno z Operačního programu Praha — Adaptabilita, Název projektu: Vzdělávání pracovníků o.s. Seppia Registrační číslo: CZ.2.17/2.1.00/36099