

Academic Education And The Transition from Online to Onsite Education Contemporary Perspectives

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Abstract

The crisis generated by the recent pandemic has generated a paradigm shift throughout society, with major implications for education. Education in all its forms and at all levels assumed a fundamental adaptation both at the level of tools used in the teaching-learning-evaluation process and at the level of mentality. Society, in general, and education, in particular, had all the intrinsic and extrinsic resources available to adapt to the requirements imposed by the new contexts. Online courses assume a certain degree of interactivity and a certain specificity, and the transition from online to onsite means a slow transition of curricular and extracurricular activities from the virtual sphere to the real one. The present work aims to reflect the perception of students and teachers regarding online vs. onsite education with their challenges, advantages and limitations. The case study concerns 40 students from the preparatory year of Romanian as a foreign language and 6 teaching staff from the same academic program. The questionnaires were administered at the end of the previous academic year, after a period of face-to-face teaching when the student and teacher returned to the classroom.

Keywords: adaptation, level, mentality, resources, requirements;