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### Gains and losses in online learning of public and business administration students during COVID 19 pandemic: the educators' perspective

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*The research of the educators' perspectives on online learning of undergraduate, graduate and doctoral students of public/ business administration conducted in the USA, Ukraine and a number of Asian countries, performed via mixed methodology combining qualitative (interviews and survey) and quantitative research methods, revealed general tendencies in the educators' perceptions of losses and gains of online education. The prevalence of positive overall assessments, as well as numerous gains and opportunities for teachers and students show the prospects of online education development, specifically for working adults. The major benefits of learning online for the students include developing online communication and collaboration skills, teambuilding and teamworking skills, along with more opportunities to get education abroad without leaving their countries and interrupting jobs. For the faculty modern interactive and integrated online modality opens more opportunities for professional development as well as flexibility of schedules, savings on time and resources and ultimately better work/life balance. The analysis of problems in online learning revealed areas that require special attention of the educational institutions as well as educators, such as: creating the institutional basis for adapting the syllabi and developing new approaches to online teaching; providing the platforms for training and professional development; supporting the creation and development of multimodal instructional materials; introducing students' learning outcomes testing methodologies which allow measuring the students' progress and professional competences, skills and*

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attitudes without close monitoring of their use of resources. With technological innovations, multimedia and interactive teaching tools, real-time learning tests and quizzes, online hides a huge potential for moving educational technologies and methodology to a new quality level, enriching onsite and hybrid modalities with new content and tools.

**Key words:** online learning, public/ business administration students, online communication and collaboration skills, professional development, multimodal instructional materials, COVID 19 response

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### **Introduction**

Online learning has a long history of development and roots back in the tradition of distance education at least 100 years long (USDE 2010, p. 1). Evolving over the time from early correspondence courses, it has radically changed its scope, forms and media, becoming a highly creative, tech-savvy and innovative branch of education industry. Online education is believed to be on track to become mainstream by 2025 (Palvia et al., 2018). The reasons for its success, *inter alia*, include saving substantial financial resources by switching from onsite facilities to interactive online modality, and reinvesting them into university scholar research, publishing, global academic mobility, as well as further development of online learning systems.

The U.S. Department of Education *Meta-Analysis and Review of Online Learning Studies* (2010) defines online learning as “learning that takes place partially or entirely over the Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, videoconferencing, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component.” (p. 9)

Based on this broad definition of online learning, for the purposes of this research we will be focusing on online learning of the university-level students who work for their undergraduate, graduate and doctoral degree.

Although learning remotely in various forms had been long embedded in the education of adults, the truly world-scope span of distance learning can be attributed to the onset of the COVID 19 pandemic and the imposition of the respective quarantine measures.

### **Literature Review**

By the end of 2019, COVID-19 had a global impact on many areas, including the economy, politics, health, education, and many others. Each government took different measures to protect its citizens' lives and health, such as closing entertainment venues, hotels, schools, parks, restaurants, and so on.

Researchers were especially interested in discussing and describing how the pandemic impacted and continues to impact teaching and learning at the university and college levels. So many articles were written about the pandemic's impact on the educational system, the challenges and the opportunities it presents.

The Ministry of Higher Education in a number of countries does not recognize online learning systems. However, academic institutions all over the world have been forced to experiment with new methods of learning and teaching, such as on-line learning, as a result of the pandemic (Liguori & Winkler 2020).

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Many developing countries, such as Ukraine and Nepal, as well as Arabic countries like Jordan, were prompted by the pandemic to consider online learning, which necessitated the transition from in-person to online teaching (Waruru, 2020). Although online teaching is not a new system in the United States, many universities, faculties, staff, and students are still unsure how to use it effectively to maintain educational quality.

Many researchers are studying the impact of Pandemic and online teaching on educational quality as a result of this radical change. The quality of online learning is influenced by a variety of factors, both direct and indirect. According to various studies and papers, there are the following challenges and respective actions to maintain educational quality:

- Government and Policymakers: To ensure distance learning's long-term viability, the government and policymakers must have clear policies and regulations backed up by action plans. Collaboration with telecommunications companies is critical to maintaining the quality of internet connections (Abu-Alnaser, 2020). The increased availability of the internet and technological advancements have boosted interest in online learning.

- Lack of face-to-face relationships: Online learning will become more prevalent in higher education, but it will never be able to fully replace face-to-face instruction (Sun & Chen 2016). The lack of face-to-face relationships between students and professors, as well as a lack of communication between them, is a challenge that affects the success of online teaching (Maher, 2014; Joshi et al., 2020).

- Online course content: According to Ni (2013), both the material and the professor's delivery methods influence the relationship between students and their professors. Manca et al. (2020) made a similar point, stating that online course content is another challenge that affects the success of online teaching.

- Technical issues: A technical issue is also a challenge during online teaching. Internet outages, forgotten or incorrect passwords, and professors' comfort with using video applications such as Zoom and Skype to facilitate sessions and engage students all have an impact on online teaching success (Mouchantaf, 2020).

- Digital competence: Ferrari (2012) identified digital competence as a challenge that affects online teaching. Digital competence is defined as the skills, attitude, and knowledge required when using digital devices to complete tasks and responsibilities.

- Heavy workload: The heavy workload, according to Adedoyn & Soykan (2020), is another financial and time-consuming challenge. The complexity of the content has a direct impact on the quality of online teaching. The most difficult task is determining how to use cues to create an engaging learning environment.

The explorations of students' perspectives and preferences in online education established a relative significance of such factors as Basic Online Modality, Instructional Support, Teaching Presence, Cognitive Presence, Online Social Comfort, Online Interactive Modality, and Social Presence (Van Wart et al., 2020). It is reported that the students experience social isolation and lack of interaction in online compared to face-to-face and blended modalities (ibid.; Gillett-Swan, 2017).

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### ***Statement of Problem***

Despite intense interest in online learning today, the studies of the teachers' perspectives are scarce. J. Gillett-Swan (2017) argues that "the online environment also presents challenges for many academic staff who increasingly require higher levels of technological competency and proficiency on top of their regular academic workload" (p. 20), while Berry (2019) focuses on the instructor's role in creating the sense of community in online students via enhancing social interactions, professional updates etc., finding such barriers as time constraints and limited abilities of interaction between teachers and students outside the classroom.

There is some evidence that the teachers' and students' perspectives on online learning and its results may differ. Thus, Wang et al. (2021) state that "most students thought it necessary to re-teach face-to-face after online education, while most teachers did not think so" (p. 895).

It is especially valuable to explore the perspectives on online learning offered to the students of business and public administration. Blair et al (2021) established a significantly higher offering of fully online graduate programs for public administration/public affairs majors compared to US national average (according to NASPAA program data), in particular among private/for profit institutions.

The reasons for enhanced interest to online education for business and public administration may lie in flexibility that it gives to the adult learners, as well as the practical need to interact online in the professional environments which the graduates are facing today. Thus, the idea of 'public services in a smartphone' promoted today in Ukraine evidently needs technically-savvy professionals with high skills of online interaction. With the enhanced technological advancement of public services, more and more working adults in various countries may need further education which can be conveniently provided to them online.

This prompted conducting an exploration into perspectives of higher and further online education for the business and public administration students.

The **research objective** of this study is to establish the balance of losses and gains of online education from the educators' perspective. **Research questions** to be explored in this article are:

What are problems/limitations of online learning?

What are the gains of transferring to online mode of teaching/learning?

What benefits from online learning can be implemented into face-to-face and hybrid modalities?

This study aims at formulating tendencies and offering recommendations that may be of value to the development of new educational programs and learning materials, in particular, for public and business administration students.

### ***Methodology***

This research uses a mixed methodology combining qualitative methods (semi-structured and unstructured interviews with educators, and an online survey) with quantitative analysis of the survey results.

The explorative research stage included 12 semi-structured and unstructured interviews with educators in the US, Ukraine and Jordan, approximately 30 minutes in length, in which the educators were asked to share the experiences of online learning, comparing it with face-to-face learning, and

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focusing on their gains and losses from having to transfer to online education which in many cases was an emergency measure because of the COVID 19 onset and quarantine.

The ideas and experiences shared by the interviewed educators were categorized according to the positive/negative nature of experiences and behavioral intention to implement the experience into further practice. Respectively, three categories were formulated: (1) problems and losses; (2) benefits and gains; (3) online experiences which can enrich face-to-face teaching.

Interview results were later used to create a survey instrument to obtain the teachers' responses pertaining to the above three major categories of experiences. Each category was described in a separate section of the survey combining close-ended questions in the form of multiple-choice test, and an open-ended question asking to share any experience in addition to those listed in the multiple-choice section. The instrument (questionnaire) was distributed via email as a Google-form. The sample was collected by convenience and snowball sampling. The respondents were informed that the responses were collected strictly confidentially, without any identification of the respondent on the answer form.

The researchers also collected information about the duration of respondents' experience, the forms of education and degree programs in which they are teaching, as well as the country/region where they are working. These data were used for population statistics, but cross-tabulations were not made due to the limitations of the Google-form questionnaire.

The results were generalized and processed with the use of content analysis procedures, to establish the most typical experiences as well as original ideas and visions. The results of the quantitative analyses allowed to establish the tendencies and prevalence of opinions in the surveyed sample.

### ***Results and Discussion***

The survey was distributed to 120 educators in the United States, a number of Asian countries (including Jordan and Nepal), and Ukraine. Responses were obtained from 77 educators, 35% being from the US, 58% from Asia and Middle East (Nepal, Jordan, Kazakhstan), and 7% from Ukraine. Low response levels from Ukraine can be attributed to local servers blocking the transfer of Google-forms.

32.5% of respondents reported having between 10 and 20 years of teaching experience, 26% - from 5 to less than 10, 23.4% - 20 and more years of experience, and 18.5% - less than 5 years of teaching experience. 90.9% had experience in both on-line and face-to-face teaching, 5.2% were teaching only online, and 3.9% - only on campus, 84% - in both the above modalities.

The surveyed educators reported that they were teaching the students of undergraduate, graduate and doctoral programs, majoring in Business/Public Administration (66.2%), IT/Computer Science (3.9%), Sociology, History, Law, Literature (1.3% each) etc.

The questionnaire was designed to include three aspects categorizing the online teaching experiences: problems of teaching online, new opportunities and gains, and overall teaching experience.

In particular, the respondents were asked to share the problems they faced in online teaching in the following pre-designed categories: Technology, Computer Literacy, Teaching Methodology, Communication Problems in Virtual Classroom, and Control of Online Exams.

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According to the educators' estimates, the most common were Communication Problems in Virtual Classroom, in particular, lack of student's attention/concentration (identified by 56 respondents out of 77, or 72.7%) and lack of eye contact (50 respondents/ 64.9%). Other communication problems - lack of gestures/body language and distractions and interferences (e.g. other people or mobile devices) – were observed by 44 respondents (57.1%) each.

Frequently observed were Technology problems: students faced technology issues 54 (70.1%) responses, faculty faced technology issues 43 (55.8%), the university faced technology issues 21 (27.3%).

Controlling online exams also comprised a problem for educators: monitoring the use of external resources during the exam – 46 (59.7%) respondents, establishing examinee's identity – 27 (31.5%), and controlling the time limit 15 (19.5%).

In a lesser degree, the surveyed educators pointed out Teaching Methodology problems: lack of training or advice on online teaching methods 37 (48.1%) respondents, lack of slides and other methodological materials 20 (26%), and lack or absence of electronic textbooks 17 (22.1%)

Finally, Computer Literacy problems encountered by the respondents, included: not enough training provided for students – observed by 30 (39%) educators, not enough training provided for faculty – 26 (33.8%), and technical support was not efficient – 23 (29.9%).

Thus, the most common problems of online teaching included Communication Problems, followed by Technology problems, Controlling online exams, Teaching Methodology and Computer Literacy (See Fig. 1).

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Additionally, the respondents pointed out such problems as the lack of social contacts, cultural competence in international groups, limited students' engagement, students' reluctance to turn on their video, etc. which may be categorized as communication problems.

Communication problems are commonly cited by the researchers of online schooling (Maher, 2014; Joshi et al., 2020). It is very logical, since the main shift in transference from face-to-face to online education is the change of communication channel (according to R. Jacobson's message transmission model (Jacobson, 1960)). This implies a limited ability to communicate via body language, attend to voice modulations etc., especially when technical interferences (noises in the channel) reduce the number/quality of signals reaching the recipient. In response to such natural property of language communication as losses due to noises in the channel, human language has developed such a feature as redundancy – coding the important parts of the message in several signals, dubbing the meanings. Therefore, the remedy to losses in online classroom communication may lie in dubbing the most essential meanings to be perceived by the student, by means of:

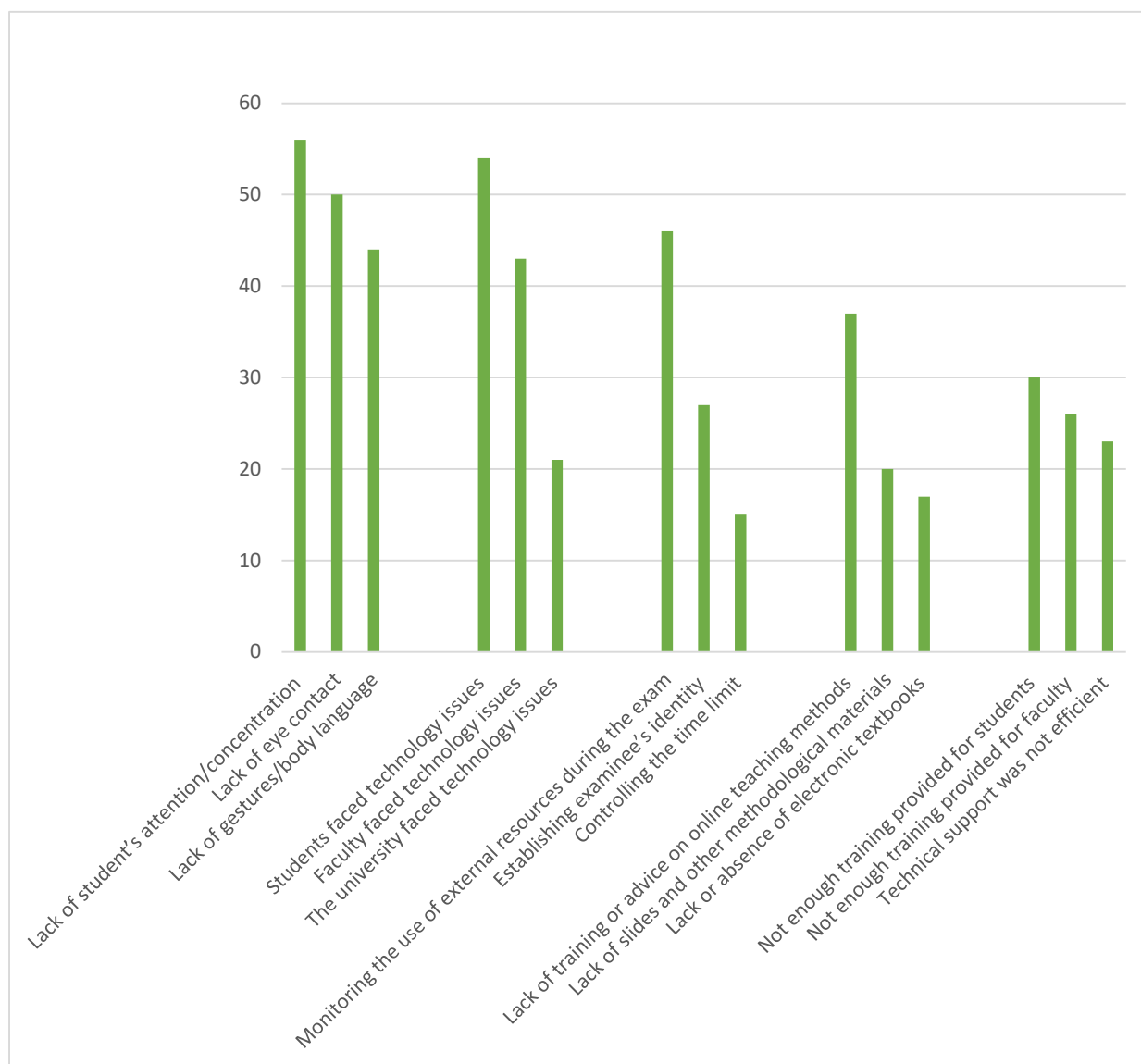
- repetition;
- explication, explanation, examples;
- visual aids: textual supports and images, etc.

The most important prerequisite for understanding how to minimize the communication losses vis such simple techniques is the teachers' awareness of the roots of problem and readiness to enhance their messages by alternative means.

Perceiving the change of communication channel as a problem or challenge (i.e., adopting a negative attitude to it) results in expectations of failure and loss, rather than exploiting the new

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features that online education offers, to enhance communication experiences. Multimodality (combining audial, visual and kinetic communication modes), interculturality, diversity of opinions and experiences increase the learning opportunities far beyond the loss of immediate contact in communication.



**Fig. 1 Problems in Online Teaching**

Technology issues are an inevitable companion of any use of technology in the classroom, so it was expected, in line with prior research (Mouchantaf, 2020) that they would be recognized as online teaching problems by the surveyed educators. In our respondents' experiences, the most technical issues were experienced by students, followed by teachers and universities. Some respondents also



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pointed to poor connection and other technical issues. Although the technology is not entirely under the educational institutions' control, the frequency of technical problems certainly calls serious attention to it, as well as the need for investment into online learning systems, networks development and maintenance, and trainings for all the parties involved in dealing with the technology issues.

The control of exams in online setting comprises another rarely recognized, yet important challenge to achieving quality learning results. Almost 60% respondents recognized that it is problematic or simply impossible to ensure that the tests are 'closed books', i.e. completed without using external materials or resources. The only response so far has been setting the time limit, which would make it impossible for the students to search for the information they do not readily know. However, the effectiveness of setting time limited testing is still subject to criticism as increasing pressure on the students (Stadler et al., 2021) without allowing time for reflection (Gernsbacher et al., 2020; Brothen, 2012). Time-limited tests are also viewed as less inclusive and equitable since they exclude students who are learning English, students from underrepresented backgrounds, students who are older than average, students with disabilities and other similar categories (Gernsbacher et al., 2020, p. 175). Thus, limiting the time of tests can hardly be viewed as a viable solution.

Another challenge, namely, establishing the identity of the examinee who is taking the test outside the classroom time, - opens the possibility that third parties may be involved into the examination process. Apparently, the problem of proctoring online exams still awaits its solution due to the complexity of factors involved, high costs, technology requirements (Hussein et. al., 2020), national differences in personal identification and other factors.

One possible solution lies, in our opinion, in replacing the 'knowledge tests' with the creative professionally oriented activities, i.e., creating a Marketing Plan, a Company Strategy, a presentation of a certain idea, etc. Even if done with the use of external resources (which would be a normal situation in the professional life), such capstone accomplishments definitely can serve as an indication of the students' professional skills and competences formation.

The least problematic of all the studied areas were teaching methodology and computer literacy. Despite the transfer to online teaching in many cases was spontaneous as a response to COVID 19 quarantine restrictions, the publishing industry appeared to be ahead of time in offering electronic textbooks and other materials for online education.

The most widely perceived was the need of training or advice on online teaching methods provided for educators. A possible reason here may be poor access of educators to online learning channels and associations (like The Association of American Educators (AAE), American Distance Education Consortium (ADEC) etc.) which provide regular and timely trainings on online learning, or professional societies and discussion forums. Along with computer literacy trainings, a lot can be done by universities for establishing continuous support and communication platform on online learning problems. A good professional initiative is Professional Learning Communities (PLCs) that allow the platform for communication, exchanges of experiences and solutions.

Overall, the problems of online education help designate the spheres where the main efforts should be concentrated in order to achieve better learning results:

- Enhancing information loss resistance by 'dubbing' the most valuable points by visual means, repetitions, the use of additional classroom resources;



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- Ensuring the students' engagement via the use of multimodal instructional materials, interactive classroom activities, games etc.;
  - Introducing the methodology of testing the students' competences, skills and attitudes (rather than knowledge) which allows measuring the learning progress and outcomes irrespective of the monitoring of use of external resources;
  - Creating the platforms for training, professional development and exchanges of best practices to support educators as well as students in their online learning endeavors.

Along with the problems, the respondents were asked about the New Opportunities and Gains that online learning opened to them.

In this category, the most of educators see new gains and opportunities for students, in particular: development of online communication skills (59 respondents of 77, or 76.6%), flexibility of schedules – 52 (67.5%), formation of online team-building and team-working skills – 44 (57.1%), more opportunities for working adults to get education – 44 (57.1%), development of time management skills – 39 (50.6%), and more opportunities to study abroad – 33 (42.9%) (See Fig. 2).

Among other opportunities for students, the respondents mentioned: development of collaboration skills (due to the use of breakout rooms), convenience of working from home resulting in savings on driving time and expenses, childcare and other related expenses, as well as flexibility to attend multiple classes. It was also mentioned that availability of video recordings allows the students to access missed classes.

Among new opportunities and gains for teachers, the most frequently mentioned was the flexibility of the working schedule – 53 (68.8%) responses, savings on commuting and other related expenses – 50 (64.9%), saving time – 45 (58.4%), better work/life balance – 41 (53.2%), more opportunities for education and professional development – 41 (53.2%), using more resources, technical aids and teaching methods – 38 (49.4%) (Fig. 2).

Additionally, the respondents mentioned such gains as: opportunities to teach more classes in the set time frame and respectively earn more; opportunities to build connections and arrange private communications with the students, as well as learning to teach in digital medium.

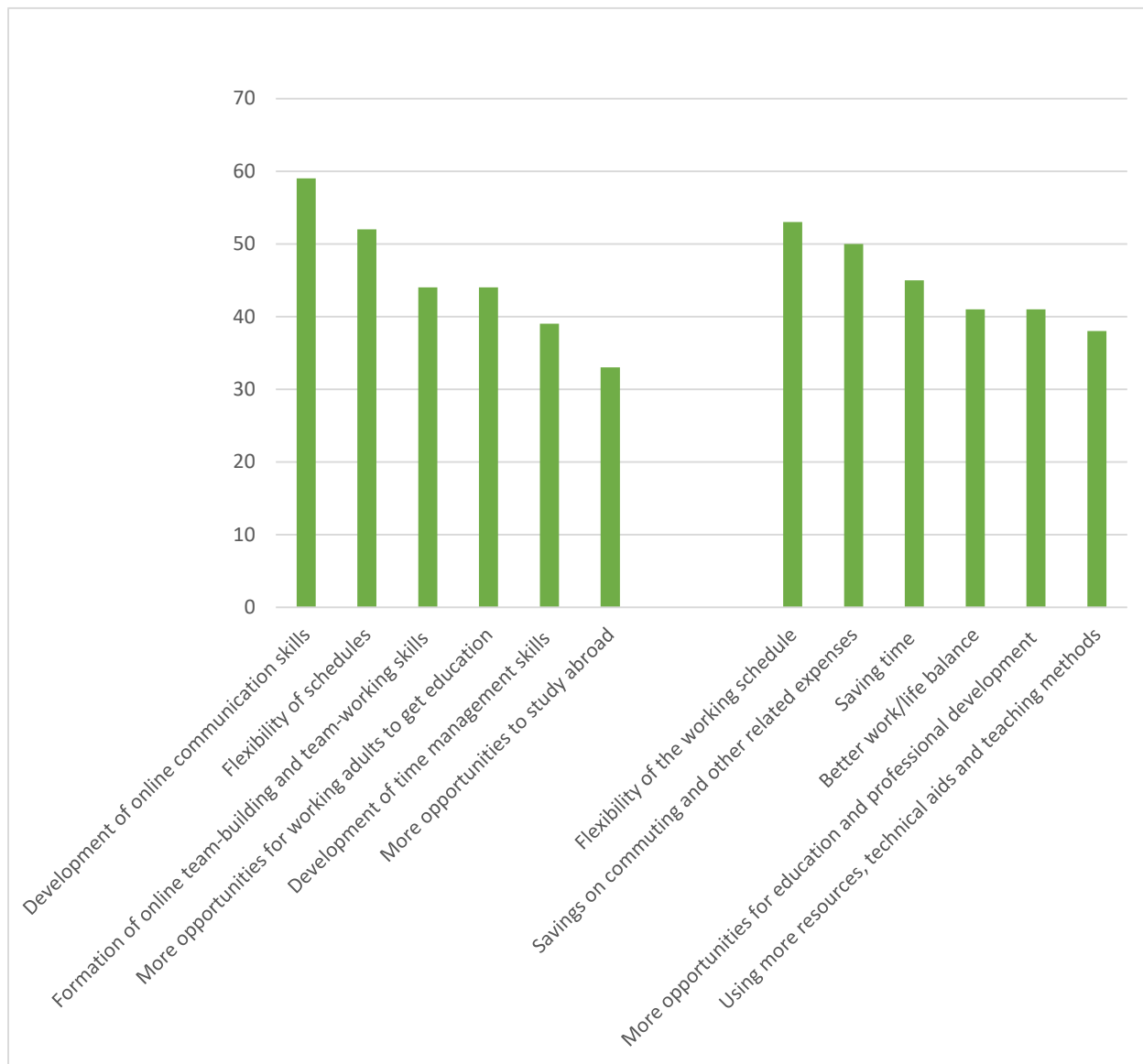
The shared opinions show a generally positive attitude towards online teaching, with the main focus on growing flexibility and effective use of time and new opportunities of continuing education and self-growth both for students and faculty.

Educators in our survey saw a lot of additional benefits which were not identified in the questionnaire:

“Online has been a boon in terms of compensation and new opportunities”, “I am working at office and online teaching has allowed me flexibility. I can give more time in preparation rather than travel”, “Motivates to make more creative tasks and train various (more) skills and develop various online labs/online projects”. Some also mentioned that the new online tools they mastered can be now used in the physical class room as well; online promoted significantly greater integration of technology and technology related skills into daily routines.

The respondents' opinions were divided on whether they observed the educational losses due to online learning. Mostly, the educators ascribed losses to the lack of students' focus our attention and numerous distractions. An important adversely affecting factor was impossibility to do some

activities which require a physical classroom: “ground work and practical learning is compromised. Field works are not possible.” Undoubtedly, simulation activities can only partially represent real field experiences; but on the other hand, the implementation of virtual simulations of professional activities, using virtual reality for training and education purposes, may be a new niche for the development of educational technologies.



**Fig. 2. New opportunities and gains in online learning**

Regarding potential for further improvements in online teaching, the following areas were designated:

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- developing methodologies to make the class more interactive and participative, on proactive basis;
  - giving more space for students' experimentation and reflection;
  - introducing multimodal methods of instruction, including video, gamification of education, developing and implementing new educational software;
  - redesigning the syllabi to meet the online teaching mode.

Online teaching experiences also prompted some ideas that can be implemented in further on-campus teaching, primarily in terms of methodological enrichment, diversification and flexibility:

- the use of technology and online resources for making the class more interactive and participative,
  - using visual presentations and multimedia to make classes more interactive
  - implementing flipped classroom methodology, online discussion forums, online assignments submissions, tests and quizzes;
  - providing education based on best practices and strategic business-related resources that bring real value vs dry theory,
  - use of online tools such as Jamboard, Kahoot, Mentimeter, peardeck, Prezi presentations, Socrative tests, Google forms, Classmarker tests and others in a physical classroom;
  - real time in-class exercises and cases to analyze and report out as small teams;
  - virtual team practical projects and online presentations by students,
  - student-led debates on key themes;
  - the use of combined learning strategies that promote self-efficacy and self-confidence by targeting students' individual learning styles, and addressing specific challenges.
- Another benefit of online learning mode that can be implemented in onsite teaching concerned 'information record' of the learning process, in particular:
  - increasing accountability vis online assignments submission;
  - recording lectures for further revision, refresher or compensation of the missed class;
  - providing educational materials (articles, lectures, videos) before the class for ready availability during the class time.

It was also noted that integrating technology as a component of face-to-face teaching to enhance student engagement, interest, and increase motivation, will serve as a catalyst to overcoming barriers in transition to online learning and professional activities.

Finally, the surveyed faculty were asked to evaluate their overall online teaching experience as more positive or negative. The responses obtained showed a clear prevalence of positive experiences (See Fig. 3).

7. Is your overall online teaching experience more positive or negative?

77 responses

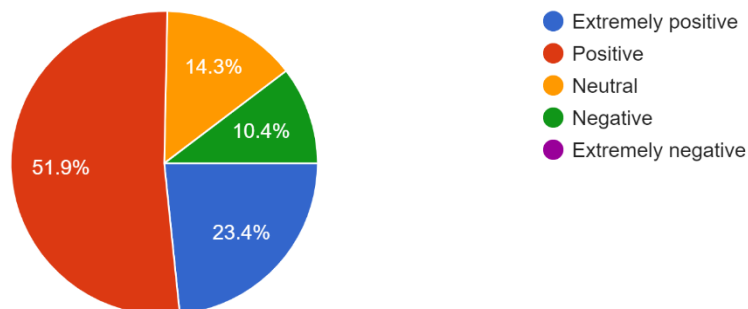


Fig. 3. Overall online teaching experience

In particular, 40 respondents (51.1%) evaluated their experiences as “Positive”, 18 (23.4%) – as “Extremely positive”, 11 (14.3%) – as “Neutral”, and 8 (10.4%) – as “Negative”. There were no “Extremely negative” experiences recorded. These data are in line with the data on e-learning acceptance (Zalat et al., 2021), where 88% agreement of the staff members was observed that teaching online increases the educational value of the college staff experiences (p.1), and online educator’s adaptability (Jung et al., 2021). Predominantly (74.5%) positive overall online experiences among educators in different countries, as well as perceptions of numerous gains and opportunities both for teachers and students, suggest optimism for this education modality. Opening new perspectives, providing new methodological solutions and technological advancements, online teachers enrich themselves with new tools which will benefit teaching and learning in online, onsite and hybrid modalities.

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### *Conclusions and Recommendations*

The research of the educators’ perspectives on online learning of undergraduate, graduate and doctoral the students majoring in public and business administration, as well as some other related fields, conducted in the USA, Ukraine and a number of Asian countries, allowed to observe the general tendencies and establish the balance of losses and gains of online education from the teachers’ perspective.

Prevalence of positive overall assessments, as well as numerous gains and opportunities for teachers and students suggest that online learning modality, even though it developed in some countries as an emergency response to the COVID 19 quarantine measures, will not cease to exist with the end of the pandemic, but will become more popular as a modality of education, specifically for working adults and other cohorts of students. This calls on universities and governments to dedicate

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more attention to this modality, to explore its benefits and focus on problematic areas with the view to further improvement.

The major benefits of learning online for the students included developing online communication and collaboration, as well as teambuilding and teamworking skills which are in high demand in today's labor market in USA and all-over the world, thus increasing the students' opportunities of gainful employment. Online learning also added flexibility and better work/life balance, allowing to engage in more courses simultaneously saving on travel and related expenses both for teachers and for students.

Along with more opportunities for working adults, as well as foreign students (without leaving their countries and interrupting jobs) to get education in USA, Ukraine and other countries – flagships of higher education, modern interactive and integrated online modality opens more opportunities for professional development for the faculty. With technological innovations, multimedia and interactive teaching tools, real-time learning tests and quizzes, online hides a huge potential for moving educational technologies and methodology to a new quality level, enriching onsite (F2F) and hybrid modalities with new content and tools.

The analysis of online learning problems/limitations allowed to allocate the main problematic fields, which are: communication effectiveness, technology issues, online exams monitoring and lack of training on teaching methodology and computer literacy.

Unveiling of these problems prompts the educational institutions as well as educators' society where to focus their efforts for more success in:

- creating the institutional basis for adapting the syllabi and developing new approaches and methodologies for online teaching;
- providing physical and virtual platforms for training, professional development and exchanges of best practices to support educators as well as students in their interactive online learning endeavors;
- supporting the creation and development of multimodal (Andrienko, 2018) instructional materials for enhancing the information loss resistance in online education process, software for interactive classroom activities, games etc.;
- introducing students' learning outcomes testing methodologies which allow measuring the students' progress and professional competences, skills and attitudes without close monitoring of their use of resources during the online exam.

The study of the educators' perspectives also shows numerous possibilities of implementing findings and benefits from online learning into face-to-face and hybrid modalities, thus enriching all modalities of education and creating new opportunities and learning experiences for the students, adding new value to preparation of technologically advanced and highly skilled cadre, in particular, for public and business administration.

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### Здобутки та втрати онлайн-навчання студентів державного та бізнес-адміністрування під час пандемії COVID-19: позиція освітян

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*Дослідження поглядів викладачів на онлайн-навчання студентів та аспірантів державного та бізнес-адміністрування, проведене в США, Україні та ряді країн Азії, за змішаною методологією, що поєднує якісні (інтерв'ю та опитування) та кількісні методи дослідження, виявило загальні тенденції у сприйнятті педагогами втрат і переваг онлайн-освіти. Переважно позитивна загальна оцінка, а також численні вигоди та можливості для викладачів і студентів показують перспективи розвитку онлайн-освіти, особливо для працюючих дорослих. Основні переваги навчання онлайн для студентів включають розвиток онлайн-комунікації та співпраці, навичок командної роботи, а також більше можливостей отримати освіту за кордоном, не виїжджаючи з країни та не перериваючи роботу. Для викладачів сучасна інтерактивна та інтегрована онлайн-модальність відкриває більше можливостей для професійного розвитку, а також гнучкість графіків, економію часу та ресурсів і, зрештою, кращий баланс між роботою та життям. Аналіз проблем онлайн-навчання виявив напрямки, які потребують особливої уваги як навчальних закладів, так і педагогів, а саме: створення інституційної основи для адаптації навчальних програм та розробки нових підходів до онлайн-викладання; створення платформ для навчання та підвищення кваліфікації; підтримка розробки та вдосконалення мультимодальних навчальних матеріалів; запровадження методологій тестування результатів навчання студентів, які дозволяють вимірювати успішність студентів, професійні компетенції, вміння і навички, без ретельного контролю за використанням зовнішніх ресурсів. Завдяки технологічним інноваціям, мультимедійним та інтерактивним засобам навчання, тестам для перевірки знань в реальному часі, онлайн має величезний потенціал для переведення освітніх технологій і методології на новий якісний рівень, збагачуючи новим змістом та інструментами методики очного та гібридного навчання.*

**Ключові слова:** *онлайн-навчання, студенти державного та бізнес-адміністрування, навички онлайн-комунікації та співпраці, професійний розвиток, мультимодальні навчальні матеріали, відповідь на COVID-19*