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EID is an international, periodical scientific journal publishing original research which is of general significance to the education research community and which comes from a wide range of areas of education research and related disciplines.
This journal operates a blind review process. All contributions are typically sent to a minimum of two independent expert reviewers to assess the scientific quality of the paper. Every peer-reviewed research article appearing in this journal will be published open access.

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CONTENT

PREFACE

Dear authors and readers,

I am delighted to present the first issue of the new scientific e-journal "Education. Innovation. Diversity" (EID). The journal is the result of scientific cooperation between several universities - Rezekne Academy of Technologies (Latvia), Liepaja University (Latvia), Palacký University Olomouc (Czech Republic), Riga Stradiņš University (Latvia), University of Niš (Serbia) and Vytautas Magnus University (Lithuania). EID aims to make major research and new findings of broad importance widely accessible.

Various research topics are represented in the journal. They target different audiences. We hope you find it interesting to learn about the use of technology in History and Culturology studies (Pāvels & Bethere), changes in the study process due to the COVID-19 pandemic (Marzano & Zając), the acquisition of English in a higher education institution for academic purposes (Ahrens & Zascerinska), the search for researchers, what measurement tools are used measurement tools are used to determine the professional identity of psychological help providers and to investigate the content of professional identity (Akmane, Mārtinsone, & Krieķe) and which indicators reflect the students' wellbeing and how to measure them skolā (Usca, Kļavinska, & Rimsane).

We would like to thank all the authors who entrusted us with the publication of their research in Issue 1 of the journal, and we hope that we will justify this confidence. We also invite other authors to submit papers for publication in the e-journal EID. The deadline for the papers' submission for Volume 2 Issue 2 is February 12, 2021. Up-to-date information on accepting the papers is available on http://journals.rta.lv/index.php/EID

Themes:

- **Teaching and Learning** (curriculum development and innovation at all levels, approaches to accommodating national and state standards within the context of effective instruction and assessment, teacher development and mentoring, diversity in the classroom and augmented/virtual reality in education, etc.)
- **Language and Literacy Education** (theoretical perspectives on language or literacy that address teaching and learning; research-validated approaches to instruction and assessment or curriculum development and refinement for general education learners, second language learners, or those with particular needs; learner identity; social justice in literacy and language teaching and learning; accommodating national and state standards within the context of effective instruction and assessment; digitally-mediated learning, etc.)
- **Diversity in Education** (education and multicultural society today, intercultural communication, human rights and anti-racist education, pluralism and diversity in a democratic framework, pluralism in post-communist and in post-colonial countries, migration and indigenous minority issues, refugee issues, language policy issues, etc.)
- **Health and Sport Education** (interventions related to primary prevention of chronic disease from a social ecological perspective that conceptualized the effect of individual, interpersonal, institutional, community and policy factors on lifestyle behaviours, advancement of sport/exercise/health sciences, health promotion, health education, social rehabilitation, physical exercise and health, adapted physical activity).
- **Engineering Education** (engineering education at all levels, innovation in engineering education strategies, course and curriculum design, teaching, and assessment within and outside of the classroom, etc.)

- **Personality Development in the Educational Environment** (professional school counselling, bullying and bullying prevention, social emotional learning, college or career readiness, multicultural counselling and development, performance psychology, etc.)

We hope that together we will be able to create a high-quality e-journal on research in education.

Responsible for the journal
PhD Svetlana Usca

INSTRUMENTS FOR MEASURING THE PROFESSIONAL IDENTITY OF PSYCHOLOGICAL HELP PROVIDERS: RAPID LITERATURE REVIEW

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Abstract. The concept of professional identity is widely described, indicating that it is dynamic and variable, as it simultaneously includes the development and formation of professional identity in the dimensions of time and content. Professional identity manifests in various forms and it is measured by a variety of measurement tools.
Objective: to define what measurement tools are used to determine the professional identity of psychological help providers and to investigate the content of professional identity.
Method: a rapid literature review. A comprehensive search of scientific databases Access Medicine, Clinical Key, EBSCO e-books, Proquest Ebook Central, BMJ Journals, EBSCO host, ProQuest, SAGE journals, Wiley Online Library, Science Direct, DynaMed Plus and Cochrane Library was conducted in March, 2020 by two independent researchers therefore assuring data triangulation. Database research included the keywords "professional identity", "scale", "measure", with the Boolean operator "AND" adding professions: "art therapist", "dance and movement therapist", "drama therapist", "music therapist", "psychologist", "psychiatrist", "psychotherapist", "nurse", "social worker", and additional selection criteria - cross-sectional design studies about the measure of professional identity of different groups of psychological help providers and students, between 2009 and 2019, with full English text available. Data analysis method was narrative synthesis, which consists of three sequential steps: description of studies in logical categories, analysis of data from each of the derived categories, and synthesized conclusions for all included studies. 366 studies were identified of which 21 were included in the study.
Results: as a result, 15 categories including 50 content items were identified as the measurement aspects of professional identity.
Keywords: measurement, professional identity, psychological help providers.

Introduction

During the recent decades the focus on the mental health of the society has increased in the world. The World Health Organization defines mental health as a state of well-being in which an individual realizes his or her abilities, can cope with normal life stress, work productively and is able to contribute to the benefit of his or her community (World Health Organization: Fact Sheets "Mental health: strengthening our response", 2018). To maintain or improve the mental well-being a variety of specialists are involved which implement cross-sectional strategies and interventions in mental health. Psychological help is one of the options to support the improvement of mental health.

When describing and discussing the psychological help several different terms are used in the literature such as "psychological care", "psychological assistance", "psychological treatment". Furthermore, with the development of psychological help, a range of specialists provide psychological help within their profession. Psychological help is defined as a wide range of scientifically based methods of professional exposure, which are purposefully applied by specially trained professionals strengthen an individual's mental (psychological) well-being or reduce suffering (Mārtinsone & Sudraba, 2019). In line with this definition authors have applied psychological help as the key term for this article.

Latvia's binding documents in the field of psychological help identify seven groups of professionals who are involved in the provision of psychological help (Bortaščenoks et al, 2019). Psychiatrists, psychiatric nurses, psychotherapists (doctors) and art therapists (in Latvia – one profession that includes 4 arts therapies specializations – art therapists, dance and movement therapists, music therapists and drama therapists) are medical practitioners whose professional activity is directly related to the process of treatment and medical rehabilitation, within which additionally psychological help is provided. In contrast psychologists, psychotherapy specialists and social workers are not medical practitioners, but also provides psychological help within their profession.

As representatives of different professions work in the field of psychological help the topic of professional boundaries becomes more and more relevant, because often, as professional lines become more flexible, professional limits converge (Bortaščenoks et al, 2018; Ricou et al, 2018), which can lead to confusion of professional roles and responsibility. As a result, the efficiency of interprofessional cooperation may be endangered (Purvlīce et al, 2018). Researchers in the professional field point out that the understanding of professional boundaries is based on the professional identity of each professional. In turn, the process of professional identity formation is one of the most important aspects of the existence and sustainability of each profession (Spurgeon, 2012). Research into how psychological help providers form their sense of professional identity, and how this can be tested and strengthened, is essential to the development of each profession (Cowin et al, 2013).

The concept of professional identity is widely described, indicating that it is dynamic and variable, as it simultaneously includes the development and formation of professional identity in the dimensions of time and content. Already in 20th century constructive development theorist Robert Kegan, like other researchers of individual and professional identity development, indicated that professional identity formation is a lifelong process that integrates cognitive, social and emotional abilities and begins before starting professional studies and continues throughout his professional life (Kegan, 1984).

Nowadays theoretical approaches to the formation of professional identity distinguish three domains through which professional identity is influenced and developed: individual, relational and collective identity (Vignoles et al, 2011; Skorikov et al, 2011), indicating that the individual domain includes personal characteristics, self-chosen or mandated commitments, beliefs about one's self, and the impact of multiple life experiences, the relational domain expresses the influence on identity of significant individuals, such as family members, friends, mentors, and coworkers. The collective domain reflects the impact of the social groups to which an individual belongs or wishes to join. An individual's status within the group and the group's status within society are important contributors to this identity component.

Thus, the content of a professional identity is made up of various criteria deriving from theoretical background chosen by the researcher. In an attempt to measure the professional identity of different psychological help providers, different researchers have studied different aspects of professional identity: professional values (Cowin et al, 2013; Healey & Hays, 2012; Woo & Henfield, 2015), belonging to, identifying with profession (Adams et al, 2006), self-report about comfort, confidence in key practice skills (Casey et al, 2011), perceptions of professional development, personal and practice characteristics (Kazantzis et al, 2010), professional engagement (Healey & Hays, 2012; Woo & Henfield, 2015), intra-individual and intergroup processes connected with the development of a professional identity (Mancini et al, 2015), knowledge of the profession, attitude, professional roles and expertise, philosophy of the profession (Woo & Henfield, 2015).

The purpose of this article is to define what measurement tools are used to study the professional identity of psychological help providers and to investigate the content of professional identity. We understand that professional identity in the process of its formation is

formed by certain aspects. This literature review will provide clarity on what tools have been developed to measure professional identity and what aspects of professional identity are measured. By exploring these aspects, the criteria that make up the content of professional identity were identified.

Method

Data sources for this study were cross-sectional design research studies about the measurement of professional identity for different groups of the psychological help providers, completed between year 2009 and 2019 with full English text available. The research studies were quantitative aiming to measure professional identity or related phenomena, including professional self-concept, professional values, professional engagement, and professional self-identity.

A comprehensive search of the scientific databases *Access Medicine, Clinical Key, EBSCO e-books, Proquest Ebook Central, BMJ Journals, EBSCO host, ProQuest, SAGE journals, Wiley Online Library, Science Direct, DynaMed Plus* and *Cochrane Library* was conducted in March, 2020 by two independent researchers therefore assuring data triangulation. A standardized search strategy was applied for each of the database, using the Boolean operators *AND* and punctuation mark *"*. Main terms of this study were used as the key words for the search strategy: "professional identity", "scale", "measure". In the research selection process, the name of the group of psychological help providers has been added ("art therapist", "dance and movement therapist", "drama therapist", "music therapist", "psychologist", "psychotherapist", "psychiatrist", "nurse", "social worker").

After the completion of the database searches, duplicates were manually removed by the two researchers. The titles and abstracts of the remaining articles were screened according to the selection criteria for full article review to identify the applicable articles for this study. The selection criteria were either applied or described measurement instrument for professional identity or related phenomena. Each suitable article was reviewed to identify the specific measures that had been applied or described to evaluate professional identity with different groups of psychological help providers or students.

Data were analyzed in three sequential steps: 1) description of studies in logical categories, 2) analysis of data from each of the derived categories, and furthermore synthesized in final conclusions.

Results and discussion

In total 366 studies were identified using the above-mentioned inclusion criteria to provide an overview of the tools for measuring the professional identity of psychological help providers. The studies included following psychological help providers: art therapists including 4 arts therapies specialization (6 studies), nurses (136 studies), social workers (51 studies), psychotherapists (8 studies), psychiatrists (53 studies) and psychologists (112 studies). After manually screening the selected studies by two independent researcher according to the criteria – applied or described instrument to measure professional identity, only 21 were suitable for further assessment and the selected studies included nurses (14 studies), social workers (2 studies), psychiatrists (1 studies) and psychologists (4 studies).

For this study, the main category was the measurement tool of the professional identity which was either applied or described in the selected studies. From the studies included in this

research the following information was obtained: name of the tool, author, year, source. As a result, a list of the professional identity tools was developed (Table 1).

Table 1. ***Instruments for measuring the professional identity of psychological help providers***

No.	Name of the tool	Author	Year	Source
1.	**Professional Identity Index**	Manomenidis, Kafkia, Minaisidou, Tasoulis, Koutra, Kospantsidou & Dimitriadou	2017	Manomenidis, G., Kafkia, T., Minasidou, E., Tasoulis, C., Koutra, S., Kospantsidou, A., & Dimitriadou, A. (2017). Is Self-Esteem Actually the Protective Factor of Nursing Burnout? *International Journal of Caring Sciences*, *10*(3), 1348-1359.
2.	**Professional Identity Scale in Counseling** (PISC)	Woo & Henfield	2015	Woo, H., & Henfield, M.S. (2015). Professional Identity Scale in Counseling (PISC): Instrument Development and Validation, *Journal of Counselor Leadership and Advocacy*, *2*(2), 93-112.
3.	**Professional Identity Status Questionnaire** (PISQ-5d)	Mancini, Caricati, Panari & Tonarelli	2015	Mancini, T., Caricati, L., Panari, C., & Tonarelli, A. (2015). Personal and social aspects of professional identity: An extension of Marcia's identity status model applied to a sample of university students. *Journal of Vocational Behavior*, *89*, 140-150.
4.	**Professional Identity Five Factor Scale**	Tan, Molen & Schmidt	2015	Tan, C. P., Van der Molen, H. T., & Schmidt, H. G. (2015). A measure of professional identity development for professional education. *Studies in Higher Education, 42*(8), 1504–1519.
5.	**Professional Identity Scale for Nursing Students** (PISNS)	Hao, Niu, Li, Yue & Liu	2014	Hao, Y.F, Niu, H.J., Li, L.P., Yue, S.J., & Liu, X.H. (2014). **Measurement of professional identity in Chinese nursing students.** *International Journal of Nursing Sciences*, *1*(2), 137-144.
6.	**Nurses' professional values scale REVISED Korean version**	Moon, Kim, Kim, Kim & Lee Original: (Weis & Schank, 2009)	2014	Moon, S., Kim, D. H., Kim, E. J., Kim, Y.-J., & Lee, S. (2014). Evaluation of the validity and reliability of the Korean version of the Nursing Professional Values Scale—Revised. *Nurse Education Today, 34*(3), 325–330.
7.	**Chinese version of nurses' self-concept questionnaire (C-NSCQ)**	Cao, Liu, Tian & Guo	2012	Cao, X. Y., Liu, X. H., Tian, L., & Guo, Y. Q. (2012). The reliability and validity of the Chinese version of nurses' self-concept questionnaire. *Journal of Nursing Management, 21*(4), 657–667.
8.	**Nurses' professional values scale REVISED Turkish version**	Geçkil, Ege, Akın & Göz Original: (Weis & Schank, 2009)	2012	Geçkil, E., Ege, E., Akin, B., & Göz, F. (2012). Turkish version of the revised nursing professional values scale: Validity and reliability assessment. *Japan Journal of Nursing Science, 9*(2), 195–200.
9.	**The Casey-Fink Readiness for Practice Survey**	Casey, Fink, Jaynes, Campbell, Cook & Wilson	2011	Casey, K., Fink, R., Jaynes, C., Campbell, L., Cook, P., & Wilson, V., (2011). Readiness for practice: The senior practicum experience. *Journal of Nursing Education, 50*(11), 646-652.
10.	**Professional Identity and Values Scale** (PIVS)	Healey, Hays & Fish	2010	Healey, A., Hays, D. G., & Fish, J. (2010). A grounded theory study of female counselor educators on professional identity: Implica- tions

				for wellness and training. Unpublished manuscript, Sam Houston State University, Huntsville, TX. Retrieved from: Healey, A.C. & Hays, D.G. (2012). A Discriminant Analysis of Gender and Counselor Professional Identity Development. *Journal of Counseling and Development*: JCD; Alexandria, *90*(1).
11.	**Nurses' professional values scale** REVISED Chinese version	Lin & Wang Original: (Weis & Schank, 2009)	2010	Lin, Y.H., & Wang, L. S. (2010). A Chinese version of the revised nurses professional values scale: Reliability and validity assessment. *Nurse Education Today, 30*(6), 492–498.
12.	**Professional Self Identity Questionnaire (PSIQ)**	Crossley & Vivekananda-Shhmidt	2009	Crossley, J., & Vivekananda-Schmidt, P. (2009). The development and evaluation of a Professional Self Identity Questionnaire to measure evolving professional self-identity in health and social care students. *Medical Teacher, 31*(12), e603–e607.
13.	**The Nurse Professional Identity scale**	Liu	2009	Liu, L. (2009). Nurse professional identity and its relationship with stress and burnout. Master's thesis, The Second Military Medical University, Shanghai, China. Retrieved from: Zhang, Y., Wu, J., Fang, Z., Zhang, Y., & Wong, F.K.Y. (2017). Newly graduated nurses' intention to leave in their first year of practice in Shanghai: A longitudinal study. *Nursing Outlook*, *65*(2), 202-211.
14.	**Nurses Professional Values Scale** Revised NPVS-R	Weis & Schank	2009	Weis, D., & Schank, M.J. (2009). Development and psychometric evaluation of the Nurses Professional Values Scale-Revised. *Journal of Nursing Measuremen, 17*(3), 221-31
15.	**Professional Identity and Engagement Scale** (PIES), The PIES revised version	Puglia	2008	Puglia, B. (2008). *The professional identity of counseling students in master's level CACREP accredited programs* (Doctoral dis- sertation, Old Dominion University). Available from ProQuest Dissertations and Theses database. Retrieved from: Healey, A.C., & Hays, D.G. (2012). A Discriminant Analysis of Gender and Counselor Professional Identity Development. *Journal of Counseling and Development*: JCD; Alexandria, *90*(1).
16.	**Macleod Clark Professional Identity Scale** (MCPIS-9)	Adams, Hean, Sturgis & Clark	2006	Adams, K., Hean, S., Sturgis, P., & Clark, M.J., (2006). Investigating the factors influencing professional identity of first-year health and social care students. *Learning in Health and Social Care, 5*(2), 55–68.
17.	**The Social Work Values Survey**	Bradley, Maschi & Ward	2006	Bradley, C., Maschi, T., & Ward, K. (2006). Social work values survey. New York, NY: Community Research and Evaluation Collaborative. Retrieved from: Bradley, C., Maschi, T., O'Brien, H., Morgen, K., & Ward, K. (2012). Faithful but different: Clinical social workers speak out about cerrer motivation and professional values, *Journal of Social Work Education*, *48*(3), 459-477.

18.	**Clarity of Professional Identity**	Dobrow & Higgins	2005	Dobrow, S. R., & Higgins, M.C. (2005). Developmental networks and professional identity: a longitudinal study. *Career Development International, 10*(6/7), 567–583.
19.	**The Values survey**	Rognstad, Nortvedt & Aasland	2004	Rognstad, M.K., Nortvedt, P., & Aasland, O. (2004). Helping Motives in Late Modern Society: values and attitudes among nursing students. *Nursing Ethics, 11*(3), 227–239.
20.	**Nurses self-concept questionnaire**	Cowin	2001	Cowin, L. (2001). Measuring nurses' self-concept. *Western Journal of Nursing Research*, *23*, 313–25.
21.	**The CRN's Development of Psychotherapists Common Core Questionnaire** (DPCCQ)	Society for Psychotherapy Research in New Zealand, The Collaborative Research Network Study (CRN)	1989	Kazantzis, N., Calvert, S.J., Orlinsky, D.E., Rooke, S., & Ronan, K. (2010). Professional development perceptions and activities of psychiatrists and mental health nurses in New Zealand. ***The New Zealand Medical Journal (Online)***, *123*(1317), 24-34.

According to the next steps of the narrative synthesis, the content of the professional identity's measurement instruments was analyzed to make a final synthesized conclusion for this study.

When analyzing the content of the professional identity measurement tools, 50 content items were identified to form the phenomenon of the professional identity. Furthermore, equal content items were merged into categories (Table 2).

Table 2. ***Items and category/criteria forming the content of professional identity***

CATEGORY/ CRITERION	1.Belonging to a Profession	2.Professional Self-esteem	3.Professional Self-reflection	4.Practice in the Profession	5.Relationship with colleagues
ITEM	1.Belonging to a profession 2.Identification with the profession 3.Professional role	4.Professional self-esteem 5.Professional self-image 6.Professional affirmation 7.Professional self-efficacy	8.Professional self-reflection 9.In depth involvement in the profession 10.Thinking about self in terms of profession 11.Feedback from colleagues/peers 12.Supervision 13. Personal psychotherapy 14. Professional identity assessment	15. Practice in profession 16. Development of skills	17.Work, relationship in multidisciplinary team 18.Professional communication 19.Professional relationship 20.Professional social skills
CATEGORY/ CRITERION	6.Professional Difference	7.Professional Development and Improvement	8.Networking	9.Distribution of Knowledge	10.Engaging Behavior

ITEM	21.Professional difference 22.Professional uniqueness 23.Social comparison	24.Continuing education (workshops, seminars, conferences) 25.Professional self-growth 26.Reading professional books, journals 27.Sertification / accreditation	28.Working with co-therapist 29.Shadowing other colleagues/peers 30.Informal meetings with peers 31.Professional social support	32.Teaching others 33.Educating society about profession 34.Supervisor, mentoring for colleagues 35.Research in the profession	36.Engaging behavior 37.Participation in professional events (meetings, conferences) 38.Involvement in a professional association
CATEGORY/ CRITERION	**11.Integration of Personal Characteristics**	**12.Knowledge About Profession**	**13.Ethical and Legal Aspects of Profession**	**14.Knowledge , Skills**	**15.Review of Professional Obligations**
ITEM	39.Personal spirituality 40.Personal values 41.Personal views 42.Altruism, desire to help	43.Knowledge about the development, history, culture of the profession 44.Following the development of the profession 45.Philosophy of the profession	46.Knowledge of professional legislation and normative documents 47.Ethical issues of profession	48.Knowledge, skills	49.Disappointment in the profession 50.The desire to leave the profession, to change the profession

As a result, 15 categories were designed which included the items that form the content of professional identity. Moreover, these categories can be classified in line with theoretical approaches to the formation of the professional identity (Vignoles et al, 2011; Skorikov et al, 2011) – individual, relational and collective identity domains (Table 3).

*Table 3. **Categories in line with the theoretical approaches***

Individual identity domain	**Relational identity domain**	**Collective identity domain**
Professional self-esteem Professional self-reflection Continuing education Integration of personal characteristics Knowledge and skills	Relationship with colleagues Networking Engaging behavior	Distribution of knowledge Belonging to a profession Practice in the profession Knowledge about profession Ethical and legal aspects of profession Professional difference Review of professional obligations

According to this classification, most of the categories are regarding the collective and individual domains of the professional identity. Only three categories are classified with the relational domain. Nevertheless, this is also an important part of the professional development,

especially when discussing the professional borders (Bortaščenoks et al, 2018; Ricou et al, 2018).

Conclusions

It can be concluded that professional identity is characterized in many aspects and there are various measuring tools to determine it. When studying professional identity, several parts of the content of professional identity are integrated in different measurement tools. Thus, there is no single and comprehensive tool for measuring the professional identity of psychological help providers.

As a result of this study 15 categories were identified as the content aspects of professional identity which could be applied in the further research studies regarding the professional identity measurement. Thus, several different aspects of the professional identity were identified therefore enriching the theoretical bases of this phenomenon. The categories and content items were identified after screening 366 research articles about professional identity therefore not only confirming the broad viewpoint of the professional identity, but also providing a structured system on the measurement of this phenomenon.

To increase understanding about professional identity it is necessary to continue to develop the content of this phenomenon. Measuring professional identity for groups of the psychological help providers could help to understand how the professional identity of each of the group could be described content wise and to increase the understanding about the professional boundaries.

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COMPARISON OF TEACHER'S AND STUDENTS' RANKING OF ENGLISH FOR ACADEMIC PURPOSES SUB-TOPICS

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Abstract. *Ranking implemented in the English for Academic Purposes course helps in selecting appropriate sub-topics to be obtained by students. The aim of the present research is to compare teacher's and students' ranking of topics of the English for Academic Purposes course delivered to master of engineering students underpinning the elaboration of implications for the advancement of the English for Academic Purposes course. Research methods applied include the use of theoretical as well as empirical methods. Theoretical methods imply analysis of theoretical sources and theoretical modelling. The empirical study was characterized by its explorative nature. The empirical study was based on a survey carried out with 10 engineering master students of the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany. The data were interpreted and summarized. The summarizing content analysis allows proposing that the students positively evaluated the majority of the sub-topics of the delivered English for Academic Purposes course. The hypothesis was formulated. Implications for the advancement of the English for Academic Purposes course were identified. Directions of future work were proposed. The novelty of the research is revealed by the formulated hypothesis as well as implications.*

Keywords: comparison, course advancement, course evaluation, English for Academic Purposes course, ranking, students' ranking, sub-topics.

Introduction

Students' success in knowledge obtaining within a course is primarily ensured by satisfying the students' needs in knowledge. However, a new knowledge is construed jointly with other learners (Niemi, 2008, p. 12). As, on the one hand, students' needs vary from year to year as well as from students' group to students' group, etc, and, on the other hand, a new knowledge is co-constructed, a course has to be advanced. Consequently, course advancement implies the integration of
- the satisfaction of students' needs in knowledge as well as
- students' participation in knowledge co-creation.

Ranking in higher education is implemented for the analysis of quality and productivity (Gonçalves & Calderón, 2017). Ranking refers to a course evaluation used for the advancement of the evaluated course. Another application of ranking deals with making a choice from a number of options or candidates (Tofallis, 2014, p. 118). By ranking, the act of summing up one's judgment of a performance or person into a single, holistic number or score is meant (Elbow, 1994). Ranking tends to emphasise vertical differences between the options or candidates (Marginson & van der Wende, 2007). At the same time, they obscure horizontal differences, differences of purpose and type (Marginson & van der Wende, 2007).

The aim of the present research is to compare teacher's and students' ranking of topics of the English for Academic Purposes course delivered to engineering master students

underpinning the elaboration of implications for the advancement of the English for Academic Purposes course.

The present research was of the qualitative nature. The applied research methods included the use of theoretical as well as empirical methods. The theoretical methods implied analysis of theoretical sources and theoretical modelling (Ahrens, Zascerinska, & Melnikova, 2019). The exploratory type of the comparative study was implemented within the empirical analysis. The empirical study was based on a survey carried out with 10 engineering master students of the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany. The data were collected via a survey based on the questionnaire. The gathered data were interpreted and summarised.

Conceptual Framework

Knowledge is the body of facts, principles, theories, practices (Commission of the European Communities, 2006, p. 16) and concepts (Žogla, 2001a, p. 4).

Knowledge is conventionally created through the content transmission from educator to student (Niemi, 2008, p. 12). Consequently, the terms "knowledge" and "content" are used synonymously in this work.

The dimensions of content in education comprise
• content of education (Beļickis, Blūma, Koķe, Markus, Skujiņa, & Šalme, 2000, p. 74),
• content of teaching/learning (Žogla, 2001b, p. 96; Andersone, 2007, p. 127) and
• subject/discipline content (Beļickis et al., 2000, p. 96).

Content is dynamic (Zaščerinska, 2011a, p. 222). The nature of content changes from static transmitted content to knowledge that is ever renewable and often construed jointly with other learners (Niemi, 2008, p. 12). Knowledge creation is socially shared, and emerges from participation in socio-cultural activities (Niemi, 2008, p. 12).

As the contents and processes are intermediating (Niemi, 2008, p. 12), content development is of the cyclic nature (Zaščerinska, 2011b). The content development gradually proceeds from teaching in Phase 1 through peer-learning in Phase 2 to learning in Phase 3 as shown in Figure 1 (Zaščerinska, 2011b). Each phase of the process of teaching and learning content is separated from the previous one, and the following phase is based on the previous one (Zaščerinska, 2011b).
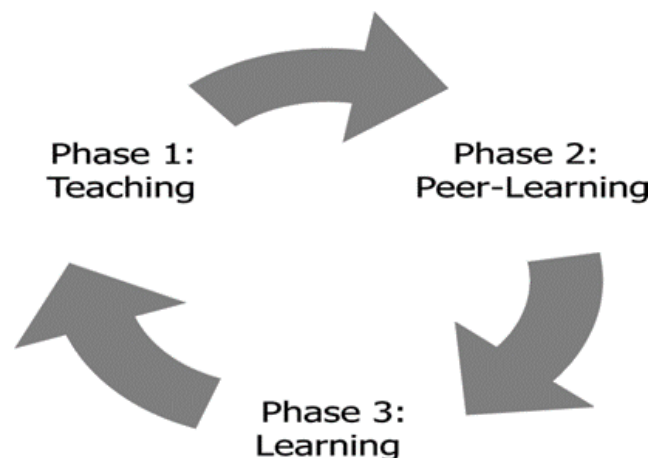
Figure 1 ***Phases of the process of content development** (Zaščerinska, 2011b)*
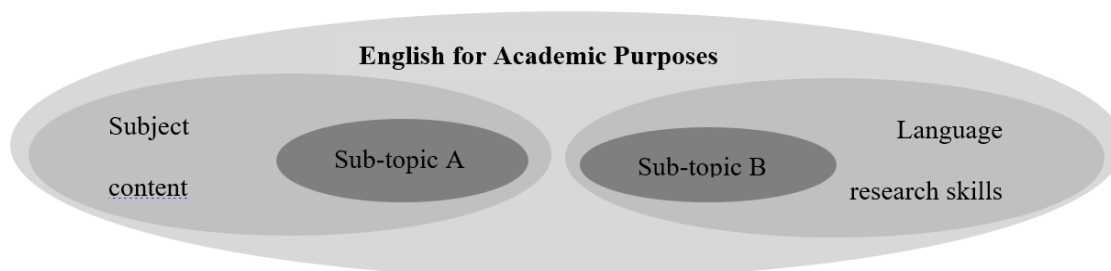
In turn, English for Academic Purposes is defined as content and research integrated studying (Zaščerinska, 2008; Zaščerinska, Aļeksejeva, Zaščerinskis, & Andreeva, 2013). It should be pointed that a course design implies course structuring and planning. A course is structured through the identification of topics. Topics also refer to sequencing the course content. Topics can be divided into sub-topics.

The definition of English for Academic Purposes as content and research integrated studying provides us with two main topics to be covered within an English for Academic Purposes course (Zaščerinska, 2008, 2010; Zaščerinska, Zaščerinskis, Andreeva, & Aļeksejeva, 2013):
- a subject content (engineering, medicine, nature, etc) and
- language research skills.

Analysis of other English for Academic Purposes courses reveals the use of the combination of language skills and academic study skills (English Language Institute, 2020). Language skills include listening comprehension, fluency development, oral intelligibility, reading, grammar, writing, and vocabulary development, while academic study skills include test taking and note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills, formal composition forms and development, including research papers (English Language Institute, 2020). Consequently, the proposed definition of English for Academic Purposes as content and research integrated studying (Zaščerinska, 2008) is in full compliance with other researchers' scientific results on the English for Academic Purposes elements. Further on, the proposed definition of English for Academic Purposes is novel as it includes an innovative element, namely a subject content (engineering, medicine, nature, etc) (Zaščerinska, 2008). This novel definition of English for Academic Purposes allows widening students' learning opportunities for the students' use of English for Academic Purposes in both professional and academic environments.

Two main topics, namely a subject content (engineering, medicine, nature, etc) and language research skills, include sub-topics as demonstrated in Figure 2.

*Figure 2 **The relationship between***
English for Academic Purposes, its two main topics and sub-topics

The sub-topics for the English for Academic Purposes course were selected based on the authors' research results reflected in the publications indicated in the list of references and logically introduced by the authors of the present contribution:
- Introduction into presentation preparation (Zaščerinska, 2009, p.160),
- Academic communication (Gruenwald, Ahrens, Zaščerinska, Melnikova, & Andreeva, 2018; Melnikova, Kupriene, Jurgaityte, Zascerinska, & Blažulioniene, 2020),
- Passive Voice (Zascerinska, Aleksejeva, Zascerinskis, Gukovica, & Aleksejeva, 2020),
- Presentation skills via making three presentations about
  - ➢ Students' native place. It should be pointed that the topic of students' native place is selected for the English for Academic Purposes course due to a couple of reasons: students' presentations skills are conventionally developed, on the

one hand, gradually, and, on the other hand, from simple to complex. Presentation of students' native place is, on the one hand, the first presentation of the proposed three, and, on the hand, it is simple as the place is well known to the presenter. At the same time, both presenting and audience students' language research skills are still trained.

➢ Biography of an outstanding person (Zaščerinska, Andreeva, & Aleksejeva, 2015). It should be pointed that the sub-topic "biography" is paid attention within the English for Academic Purposes course as, on the one hand, master studies engage students with the initial research activities, and, on the other hand, analysis of researchers' biographies and students' own biography building facilitate the development of students' scientific identity (Zaščerinska, Andreeva, Zaščerinskis, & Aļeksejeva, 2016).

➢ Students' term/course papers (Zaščerinska, 2010)

• Problem Solving (Zaščerinska & Zaščerinskis, 2012)

• Information and Ideas

• Reading sub-skills

• Writing own biography (Zaščerinska, Andreeva, Zaščerinskis, & Aļeksejeva, 2016; Ahrens & Zaščerinska, 2019; Ahrens, Zaščerinska, & Melnikova, 2019; Zascerinska, Aleksejeva, Zascerinskis, Gukovica, & Aleksejeva, 2020).

• Academic writing with the focus on master thesis and scientific publication.

The sub-topics for the English for Academic Purposes course are evaluated through students' ranking aimed at making a choice (or ranking) from a number of options (Tofallis, 2014, p. 118). It should be pointed that ranking differs from rating as rating means that the used categories are often given numerical labels, such as 1, 2, 3, 4, 5 (Coe, 2010, p. 45).

Methodology

The methodology of the present empirical study was led by the enabling research question: Which sub-topics of the English for Academic Purposes course are positively evaluated by students?

The purpose of the present empirical study was to compare the teacher's and students' selection of the sub-topics for the English for Academic Purposes course underpinning the elaboration of the implications for the advancement of the English for Academic Purposes course.

The empirical study was carried out in August 2020.

The sample was composed on the principles of sample appropriateness, sufficiency and confidence (Ahrens & Zaščerinska, 2015a). Further on, Table 1 demonstrates the factors that influenced sample size in educational research within the present study (Ahrens & Zaščerinska, 2014).

Table 1 **Factors that influence sample size in educational research**

| Factors that influence sample size in educational research	
External Perspective	*Internal Perspective*

Surroundings' and resources' factors:
- access to the sample
- resources:
    - time,
    - personnel and its competences and experiences,
    - technical support, etc
	Researcher factors:
	- aims of research,
	- research methodologies,
	- educational research paradigm,
	- motivation,
	- interest,
	- skills, and
	- experience

Source: Ahrens, & Zaščerinska, 2014.

The sample was composed of 10 engineering students of the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany, for international students. The Master programme "Information and Electrical Engineering" for international students is popular at Hochschule Wismar, Germany, as it ensures such economic resources, that influence the regional economics, as labour and entrepreneurship (Ahrens, Grünwald, Bassus, Andreeva, Zaščerinska, & Melnikova, 2018). It should be noted that the Master programme "Information and Electrical Engineering" at Hochschule Wismar involves the students from India only. However, the Master programme "Information and Electrical Engineering" is open for all the interested international students. All the students who participated in the empirical study have obtained a Bachelor Degree in electrical engineering in different universities of different regions of India.

The interpretive research paradigm was used in the study. The interpretive paradigm is characterized by the researcher's practical interest in the research question (Cohen, Manion, & Morrison, 2003). The interpretive paradigm is featured by the researcher's interest in a phenomenon. The interpretive paradigm is aimed at analysing the social construction of the meaningful reality. Meanings emerge from the interpretation. The researcher is the interpreter (Ahrens, Purvinis, Zaščerinska, Miceviciene, & Tautkus, 2018).

The comparative study as a qualitative research design was employed (Flick, 2004). Comparative studies are well accepted in the research community for analysis of quality (Hariharan, Zaščerinska, Andreeva, Zaščerinskis, & Aļeksejeva, 2015).

The comparative approach or, in other words, comparative method sharpens the powers of description and plays a central role in concept-formation by bringing into focus suggestive similarities and contrasts among cases (Colliers, 1993, p. 105). Routinely used in testing hypotheses, it can also contribute to the inductive discovery of new hypotheses and to theory-building (Colliers, 1993, p. 105).

The exploratory type of the comparative study was applied (Phillips, 2006). The exploratory type of the comparative study aims to generate new hypotheses and questions (Phillips, 2006) which can be tested for generality in following empirical studies (Mayring, 2007). The exploratory methodology proceeds from exploration in Phase 1 through analysis in Phase 2 to hypothesis development in Phase 3 as illustrated in Figure 3 (Zaščerinska et al, 2016).
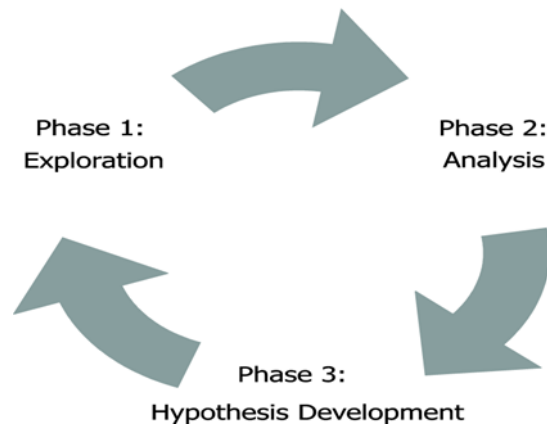
*Figure 3 **Phases of the methodolody of the exploratory research***
(Zaščerinska, Andreeva, Zaščerinskis, & Aļeksejeva, 2016)

Phase 1 Exploration is aimed at data collection, Phase 2 Analysis focuses on data processing, analysis and data interpretation, and Phase 3 Hypothesis Development is oriented to the analysis of results of the empirical study and elaboration of conclusions and hypotheses for further research (Hariharan, Zaščerinska, & Swamydhas, 2013; Ahrens & Zaščerinska, 2015b).

The data were collected through a survey. The survey was based on the questionnaire that included one question: Could you mark three sub-topics which are the most important for you from the following list? The list included such sub-topics:
- Introduction into presentation preparation
- Academic communication
- Passive Voice
- Making three presentations about
- Problem
- Information and Ideas
- Reading sub-skills
- Writing own biography
- Academic writing?

The data were collected by asking respondents to rank only three alternatives (Coe, 2010, p. 45). The options available were placed in order without any attempt to describe how much one differs from another or whether any of the alternatives are, for example, good or acceptable (Coe, 2010, p. 45).

The collected data were processed via the summarizing content analysis. The summarizing content analysis seeks to reduce the material in such a way that the essential contents are preserved, but a manageable short text is produced (Mayring, 2004, p. 269).

Research Results

Table 2 presents the results of the empirical study.

The results of the comparative analysis of the teacher's and students' ranking demonstrate that mostly the choice of sub-topics by both the teacher and students is similar.

The summarising content analysis reveals that the students positively evaluated the majority of the sub-topics of the English for Academic Purposes course selected by the teacher. This finding indicates that the English for Academic Purposes course is qualitative

Table 2 ***Results of the students' ranking of the sub-topics in the English for Academic Purposes course***

Sub-topic	Students' ranking
Introduction into presentation preparation	XXXXXX
Academic communication	X
Passive Voice	-
Making three presentations	XXXXXX
Problem solving	XX
Information and Ideas	XXXX
Reading sub-skills	X
Writing own biography	XXX
Academic writing	XXXXXXX

Source: by the authors

However, the sub-topic "Passive Voice" has not received the students' positive evaluation. This could be explained that the students had only three choices for pointing the most important sub-topics. Another explanation could be that despite the students had some mistakes in writing their own sentences with the use of Passive Voice, the students showed the attitude to the use of Passive Voice as not something for learning as well as already natively existing in their spoken and written language. The researchers' interpretation of this finding reveals that,

• on the one hand, this attitude to the use of Passive Voice differs depending on a student experience, and,

• on the other hand, more teaching efforts should be put into explaining the importance of Passive Voice in academic communication and writing.

Conclusions

The theoretical findings allow concluding about the inter-connections between a course quality and similarities in the teacher and students' selection of sub-topics of the English for Academic Purposes course.

The empirical results show the students positively evaluated the majority of the sub-topics of the English for Academic Purposes course proposed by the teacher. The top three sub-topics ranked by the students refer to

• Introduction into presentation preparation,
• Presentation skills via making three presentations, and
• Academic writing.

The empirical results validate the research results that an English for Academic Purposes course should include

• students' making presentations as well as their public presentation, and
• students' writing own biography.

As the results of the comparative analysis of the teacher's and students' ranking demonstrate that mostly the choice of sub-topics by both the teacher and students is similar, the conclusion is drawn that the English for Academic Purposes course is qualitative.

The following hypothesis has been formulated: an English for Academic Purposes course is qualitative if

- ranking of the sub-topics by both the teacher and students is similar,
- students positively evaluate the sub-topics of the English for Academic Purposes course
- if a sub-topic is
  - ➢ clearly explained,
  - ➢ obviously illustrated by the teacher to the students, and
  - ➢ permanently revised.

Implications for the advancement of the English for Academic Purposes course imply
- Reconsidering the inclusion of the sub-topics that have not received the positive evaluation from the majority of the students such as "Passive Voice" and "Reading sub-skills" in the English for Academic Purposes course,
- Segmentation of the sub-topic "Academic Writing" as well as
- Allocating more time to the sub-topic "Academic Writing".

The present research has some limitations. A limitation is the use of ranking aimed at making choices. Another limitation is that only one student group at one higher education institution took part in the study. Also, the students were limited by choosing three most important sub-topics.

The future work tends to increase the number of respondents. A comparative analysis of results of different groups of students could be beneficial, too.

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OPPORTUNITIES TO LEARN HISTORY AND CULTUROLOGY AND TO DEVELOP DIGITAL COMPETENCE IN THE AGE OF INFORMATION TECHNOLOGY

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Abstract. *Technological progress, which sets scenarios for the development of humanity, affects the pattern of human behaviour in the most direct way and becomes an integral part of life, serving as progressives and at the same time also as regressive means in the educational process. The school should follow the modern digital age so it is necessary to offer students to learn the content of learning in an interactive, understandable, achievable and educational way. In order to facilitate the interaction of the digital competence of student's with knowledge-building in the learning process of History and Culturology, two years of development resulted in the creation of a website enabling students to learn more successfully history and culturology. It should also be noted that the European Commission highlights the digital competence as one of the key competences for lifelong learning: it is recommended that the European Union should raise and improve the level of digital competences at all stages of education and training (European Commission, 2018). The aim of this article is, highlighting the importance of digital competence and information technology in the education process, identify students' growth rates in History and Culturology studies using the learning platform developed and tested www.pavelsjurs.lv. The article reflects the introduction of innovation in the History and Culturology subjects through an open interactive learning platform that can be used in daily education at school and for online learning.*
Keywords: *culturology, digital competence, educational process, history, information technology, students.*

Introduction

With the entry of digital technologies, the learning process is becoming more versatile and diverse, adapting to societal and labour market requirements, educational content conditions and the preconditions for the cognitive and metacognitive development of students'. Digital technologies are today the engine of innovation, contributing to the growth of the global economy (Kluzer & Rissola, 2015). In parallel, the importance of access to education and the digital competence of students in the learning process through digital technologies should be emphasised. Thus the digitization and accessibility of the curriculum is gaining importance. If a student has access to an intelligent and standard-appropriate digital educational content, the learning process is to some extent facilitated by the student – different smart devices can be used at all times and places, educational content becomes more accessible, providing opportunities for self-learning and better preparation, such as upcoming exams, and new opportunities for learning through distance learning.

In addition to accessing and learning content in an interactive way through information technologies, the digital skills of students' are one of the key issues. In order to be able to adapt to a rapidly changing world, it is necessary, through a multi-plurality of education, to promote a set of basic human skills, including digital competence, which will help to adapt to the changes in globalisation (Vuorikari, Punie, Carretero & Brande, 2016). As confirmed by Eurostat available statistics in the context of digital skills, in 2015, nearly half (44,5%) insufficient digital skills have been identified among EU citizens aged 16-74 in order to be able to participate fully in socio-economic processes (Eurostat data, 2015). Meanwhile, in a report

published by the European Commission (2017) "*Europe's Digital Progress Report 2017*" it is concluded that: (I) 79% of EU citizens use the Internet at least once a week; (II); 71% of EU citizens use the Internet every day; (III) 44% of EU citizens do not have sufficient digital skills; (IV) 14% of EU citizens do not have digital skills and do not use the Internet; (V) 37% of job seekers have insufficient digital skills; (VI) 11% of job seekers do not have digital skills at all (European Commission, 2017).

It should be noted that school achievements on History subject at the end of grade 12 are relatively low in the centralised exam of History, which is organised on a voluntary basis by students in general education institutions. In analysing the report published by the National Centre for Education of the Republic of Latvia in 2019 on the results of the State examination work, it should be concluded that the average History centralised examination rate in Latvia is only 40.93% between 2017 and 2019, while the historical minimum exam rates at the end of grade 9 are 61.11% (Valsts Izglītības satura centrs, 2019).

The methods used in the article are: theoretical (scientific and methodical literature, analysis of regulatory enactments) and empirical (data extraction, processing and analysis). The article highlights the analysis of the concept of digital competence, describing the development of learning platforms to study History, Culturology. There was also a student survey conducted to assess the impact of the effectiveness of information technology on the learning process and students` learning outcomes. The theoretical and empirical research carried out led to the achievement of the aim of the article: highlighting the importance of digital competence and information technology in the education process, identify students' competence growth rates in History and Culturology through the development and testing of an interactive learning platform www.pavelsjurs.lv.

Topicality and necessity of digital competence in the pedagogical process

In the era of information technology, promoting the digital competence of students' in the pedagogical process is becoming one of the most important elements of learning. Both: the importance and necessity of digital competence are also highlighted in policy planning documents at national level, for example, report of the Ministry of Education and Science of the Republic of Latvia "*Digital competence in the educational process*" it is emphasized that: "digital competence is the ability to use technology to acquire, store, create, evaluate, and exchange information to securely communicate and collaborate on collaborative / social networks using the Internet and technology capabilities; ability to use information technology with conviction and criticism in education, work and leisure." (Latvijas Republikas Izglītības un zinātnes ministrija, 2015).

The concept of digital competence as noted by the European Commission in its report "*Key Competences for Lifelong Learning – A European Framework*", involves the convincing and critical use of information society technologies for work, leisure and everyday communication. They are based on computer skills for obtaining, evaluating, storing, creating, presenting, exchanging information, communicating and networking over the Internet. Digital competence requires a clear understanding and knowledge of the nature of information society technologies, their meaning and potential in everyday life. Necessary digital skills include the ability to search, collect and process to use information, critically and systematically assessing the meaning of information, and understanding the differences between real and virtual information (European Commission, 2017, p.7). Critical thinking and practical knowledge are very important elements of digital competence, as the researcher Z. Rubene emphasizes: "education, upbringing based on the notion that by mechanically taking over non-reflective knowledge, developing the mind, can become a prototype of the mass society. Thinking, inventing, solving important problems is possible only in individual, creative intellectual activity. If the learning

process does not exercise reasoning; does not encourage human initiative, but merely acquires non-practical knowledge, education becomes a mean of building a mass of indifferent, neutral individuals." (Rubene, 2004, p. 27-28).

It should be noted that the use of information technologies to promote digital competence requires critical and informed treatment of students with available information arising from the self-directed learning process and the responsible use of interactive media. These processes, which can conditionally be called as the preparation phase of digital competence, should be directed initially through the professional and purposeful mediation of the teacher. Thus, in the light of promoting digital competence in the pedagogical process, it would be advisable to promote the development of the digital competence of young people, not only, for example, in Informatics lessons, but in any other subject, by ensuring effective learning of the learning process through the digital platform.

Digital competence can be characterised by a number of components that reveal the digital competence framework. For example, as elements of the digital competence structure can serve:

- informative and media component – knowledge, skills, motivation and responsibility for information search, selection and analysis;
- communicative component – knowledge, skills, motivation and responsibility for different forms of communication;
- the technical component – knowledge, skills, motivation and responsibility for the effective and safe use of technical equipment;
- consumer component – knowledge, skills, motivation and responsibility in solving various problem situations using information technology in everyday life (Soldatova, Nestik, Rasskazova & Zotova, 2013, p. 141).

On the other hand, from the European Commission's perspectives, the digital competence framework is described as:

- information and data literacy – browsing, searching and filtering data, information and digital content, evaluating data, information and digital content, managing data, information and digital content;
- communication and collaboration – interacting through digital technologies, sharing through digital technologies, engaging in citizenship through digital technologies, collaborating through digital technologies, netiquette, managing digital identity;
- digital content creation – developing digital content, integrating and re-elaborating digital content, copyright and licences, programming;
- safety – protecting devices, protecting personal data and privacy, protecting health and well-being, protecting the environment;
- problem solving – solving technical problems, identifying needs and technological responses, creatively using digital technologies, identifying digital competence gaps (European Commission, 2007, p. 8-9).

Digital competence involves the confident and critical use of Information Society Technology for work, leisure and communication: promoting digital competence is today an integral part of educational content. Being aware of the rapid development of information technologies and the need to promote students' digital competence in educational establishments, including Latvia, the new competence-based basic education content, which was approved at the end of 2018, defines digital competence as one of the key competences in order to use digital technologies responsibly and effectively, acquire knowledge, create new content, share content and communicate, critically and constructively assess the role of technology and media society (Ministru Kabineta noteikumi Nr. 747, 2018).

By bringing together the various approaches described above in the content of the concept of digital competence, recognising the need to promote digital competence in the learning

process, it can be concluded that digital competence is: (I) students' knowledge and skills, by carefully analysing and critically evaluating, obtaining and processing information; (II) safe and dignified virtual cooperation between students' using different forms of communication; (III) knowledge, skills and dignity of students' in the development, storage and distribution of digital content; (IV) students' knowledge, skills and responsibility for security and problem-solving aspects in the digital environment.

Digitalisation of learning content in History and Culturology classes

In order to promote the development of a student as a personality, it is necessary constantly think about improvements in teaching and learning, taking into account both the rapid development of information technology and the demands of the labour market in relation to the cognitive and metacognitive preconditions of students. The teacher should provide an active and intellectually stimulating learning process in a responsive environment, where student receives the necessary support (Fišers, 2005, p. 200). As a result, the teaching and learning process becomes a multi-faceted, focused and systematic collaboration between a student and teacher, where, with the professional skills and support of teacher, a student learns the skills needed for life, gains up-to-date knowledge and creates a positive and dignified attitude. Measuring and harmonising the activities of the teacher and the student in achieving didactically justified development is the most important condition of teaching as a condition of fact (Žogla, 2001, p. 174). It is the teaching method chosen by the teacher that largely determines the course of development of students' competence development. Teaching method is a system of teacher-student didactic co-operation to develop pupils' knowledge and skills and develop cognitive abilities (Zelmenis, 2000, p. 111). Training methods for learning any subject must also be undermined by age requirements and technology benefits: neither school nor teacher can ignore technological progress, methodically justified approaches must be found where the benefits of modern technologies provide added value in improving the learning process and promoting the quality of education. A teacher needs to focus on a broad range of innovation technologies in day-to-day work in order to promote evolving learning and the effectiveness of learning history, both from the perspective of students and from the perspective of the teacher themselves. Meanwhile, the thoughtful use of information technology in the pedagogical process can enhance students' curiosity, self-study and relative freedom of action (Nikulina, 2000).

The acquisition of a historical curriculum in general education institutions in Latvia is governed by the Cabinet Regulations regarding samples of the State basic education standards and basic education programmes (2018) and Cabinet Regulations regarding the State standard of general secondary education and samples of General Secondary education programmes (2019). The primary education standard lists as one of the results to be achieved in the context of learning history which is: "the student thinks and acts responsibly, knowing the consequences of his actions and respecting life as a value. He has developed sustainable, beneficial social habits in communication and interaction with fellow human beings, has developed national, historical and civic awareness and understanding of social and economic processes." (Ministru Kabineta noteikumi Nr. 747, 2018), while the standard of secondary education mentions it as one of the complex results to be achieved in the context of history acquisition: "the student explains the events of the world, their causation and idealistic background in the past and in the present, expresses his attitude towards social, economic, political processes and engages responsibly in them, takes decisions related to career and future opportunities and has a positive impact on prosperity locally and globally, sees injustice and acts in such a way as to prevent it,

treat it with dignity and understanding with society for diversity of purposes." (Ministru Kabineta noteikumi Nr. 416, 2019).

The relatively low results of students' in State exam of History highlight the need to review the selected pedagogical approaches and learning methods, which would contribute to a more in-depth understanding of the processes of history, their causation and the impact of historical processes on present day – key aspects of the history learning methodology are the collection and availability of historical information, the promotion of historical causation analysis, and the analysis of historical sources to promote critical thinking and collaborative skills (Quanchi & So'o, 2003, p. 11-12). Learning history must not be confined to stating facts, history cannot be seen as an isolated chain of events, the process of learning history must promote the systematic thinking of students by offering a broad spectrum of information (Weiner, 1995), provide students with transparent and easily accessible information, e.g. through PowerPoint presentations, to explain complex concepts of historical events (Neumann, 2015). At the high school stage, it is possible and even necessary to apply modular technology to the pedagogical process using information technologies that promote student cognitive and cognitive skills: analyse, synthesize and critically evaluate available information, and communication skills (Vjazemskij & Strelova, 2000). The use of information technologies in the learning of History and Culturology contributes to an active and meaningful learning process, helping students to critically assess past events, understand the consequences of past events today, thereby modulating a possible future development scenario. In addition, for choosing the methods of teaching History or Culturology, the types of interaction between the teacher and the student that are geared towards the objective of the learning process, it is important to promote the personal attitudes of the student towards a specific historical and social cultural events (Vagin, 1972).

The use of learning methods methods in learning process should also follow the trends of the 21st century and audience a demand of the society. Therefore, more and more attention should be paid to interactive learning methods that would clearly facilitate student`s learning and simplify the learning of the subject. History and Culturology, as subjects are very grateful for the use of interactive techniques. There are so many interesting websites where it is possible, for example, to walk virtuously around Ancient Egypt, Greece, visit the prehistoric Lasko cave, learn more about Latvia's occupation in the virtual museum, etc. We, teachers, must also provide knowledge where to seek the necessary information, encourage students to constantly and critically assess available information on the Internet. While understanding the need for the development of a learning approach in line with the dominance of modern technologies in society, as well as thinking about the availability of the learning content to be acquired by students to the acquisition of a History and Culturology at a secondary school stage and the experience of the author working as a History and Culturology teacher for 10 years, the author independently developed an interactive learning platform of Latvian and world history. www.pavelsjurs.lv

The interactive learning platform www.pavelsjurs.lv was developed in September 2014 on the basis of own-initiative and pedagogical experience, working as a teacher of History and Culturology. According to the information provided by *Google Analytics* (http://analytics.google.com), between September 2014 and January 2020, 38887 users visited the interactive learning platform www.pavelsjurs.lv, mainly using learning materials of subjects of History of Latvia and World, as well as Culturology for grades 10-12. The home page, which is intended not only for secondary pupils or students, but also for any lead, provide:

- Presentations by the author using more than 40 different sources of literature, providing a comprehensive view of the content of the subject "History of Latvia and the World". Presentations that allow students to download in PDF and PPS formats in a free approach are all topics for educational content (Essence and topicality of history;

Prehistory; Ancient civilizations; Ancient Greece; Ancient Rome; Early Medieval Europe and the Baltics; The origins of Christianity and the formation of the Christian world; Islam and the Islamic world; The advanced Middle Ages; Medieval Livonia and Lithuania; Europe in the late Middle Ages; Renaissance and Reformation; Big geographic discoveries. American, Chinese, Indian, and Japanese civilizations; Europe and the world in the age of absolutism and enlightenment; The Baltics in the Age of Absolutism and Enlightenment; The Great French Revolution; The Baltics, Europe and the World in the Industrialization Era in the First Half of the 19th Century; The Baltics, Europe and the World 2nd half of the 19th century - early 20th century; First World War. Acquisition of Latvian independence; Europe and the world in the inter-war period; Latvia and the Baltic States in the 1920s and 1930s; Second World War; A split world; Communist regime in Latvia and the Baltics; Present day). To make it easier for users to navigate the topics, the structure of the website divide into sections by grades 10, 11, 12, which contain topics relevant to each class.

- In addition to the free download of presentations on each topic, students have access to audio lectures created by the author on the website and presentations of cultural history in selected topics.

- A set of homework tasks is available for students under each topic, prepared by the history teacher, V.Klišāns, as well as free-access video resources from www.youtube.com and other different types of website that expand students' sight helps to better understand the subject to be learned.

- Thanks to material developed by teacher L.Zitāne, the website has access to the "Culturology" section, where students can download a variety of presentations dedicated to cultural-related topics: Cultural Theory Issues (Circles of Culture, Concept of Culture, Nature, Culture and Man, Material and Spiritual Culture, Culture of Signs and Symbols), Prehistory and Ancient Middle Eastern Cultures (Perceptions of the Mythical World, Prehistoric Culture, Mesopotamia, Egyptian, Hebrew Culture), Middle Eastern and Far Eastern Cultures (Indian Culture, Vedas and Hinduism, Buddhism, Chinese Culture, Philosophy, Chinese Intellectual Heritage and Achievements), Ancient Culture (Ancient and Ancient Roman Culture, Ancient and Ancient Roman Intellectual Heritage), Medieval Culture (Byzantine and Islamic Culture, Medieval Culture and Theo centrism), Renaissance Culture (Man and Society in Renaissance Culture, Importance and Ideas of Renaissance, Renaissance Art and Architecture), Culture of Absolute Enlightenment (Absolutism and Court Culture, 18th Century Ideas and Enlightenment, Intellectual Achievements of Absolutism and Enlightenment, Rococo, Realism and Classicism), 19th century culture (19th Century Man and Society, Key Ideas, Scientific and Technological Achievements 19th Century Art and Architecture), 20th Century Culture (20th century) Century Social Life, Postmodern Tendencies, Main Ideas, Youth Counterculture, Science Development, 20th Century Art and Architecture), Latvian Culture (Ancient and Traditional Latvian Culture, Medieval and Reformation Culture in Latvia, Latvian Culture from 17th Century to first 19th Century) Party, Fine Arts and Architecture at the Turn of the 20th Century in Latvia, Latvian Culture in the 20-30s of the 20th Century, Latvian Culture in the Soviet Times).

- Thematic planning of the subject for each class group and methodological suggestions for the development of reasoned essays.

- Useful open-access Internet resources for deeper study of History and awareness raising.
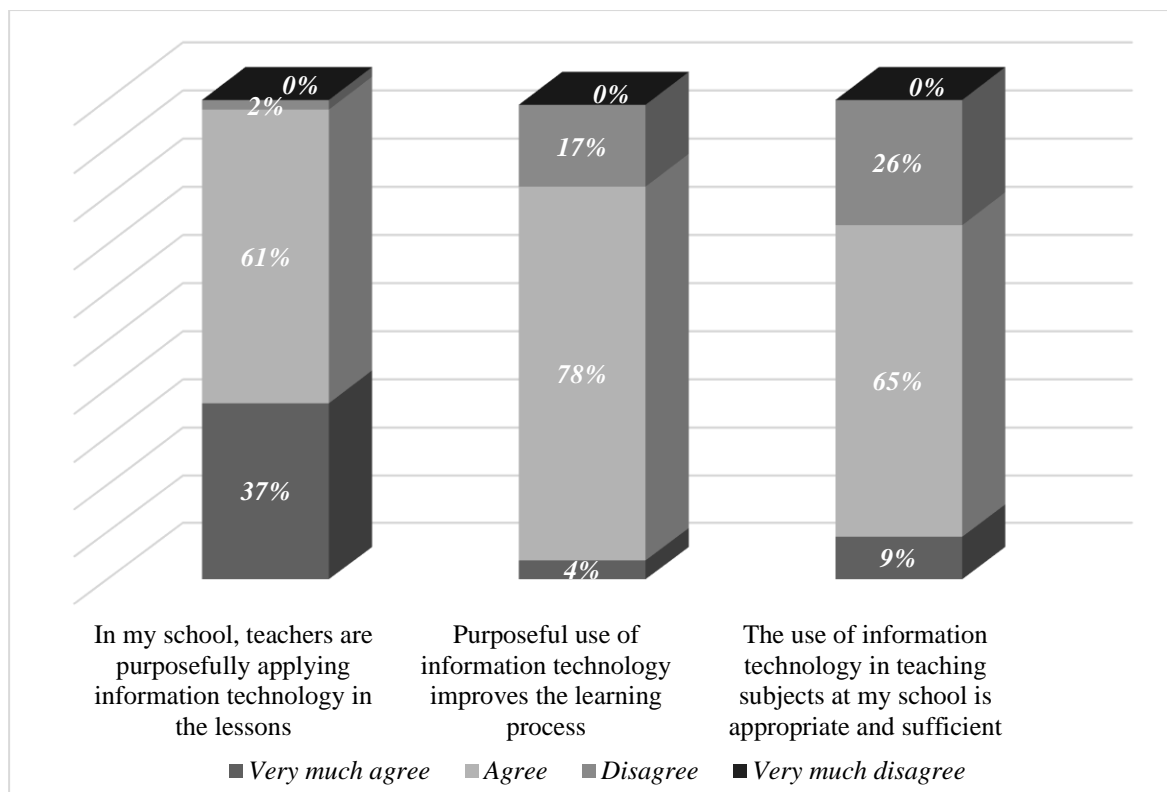
Approbation of an interactive learning platform in student assessment

In order to evaluate effectively, systematically and objectively the created interactive learning platform for the subjects of History and Culturology, in autumn 2019, a survey was carried out in one of Latvia's general education institutions. The respondents were 10-12 grade students who use on daily bases the interactive home page www.pavelsjurs.lv. The aim of the survey was to clarify the assessment of students on the created learning tool and to identify learning growth indicators using the home page. The survey involved 86 respondents (grade 10-12 students).

In first part of the survey, students had the opportunity to assess the impact of information technologies on the learning process and on the use of information technologies in the educational process (Figure 1). From the answers given by the respondents, it can be concluded that:

- the majority of respondents (98%) are convinced that the use of information technology can improve the learning process;
- the majority of respondents (82%) are convinced that teachers targeted use information technology in the learning process;
- the majority of respondents (74%) are convinced that the use of information technology in school curricula is appropriate and sufficient.
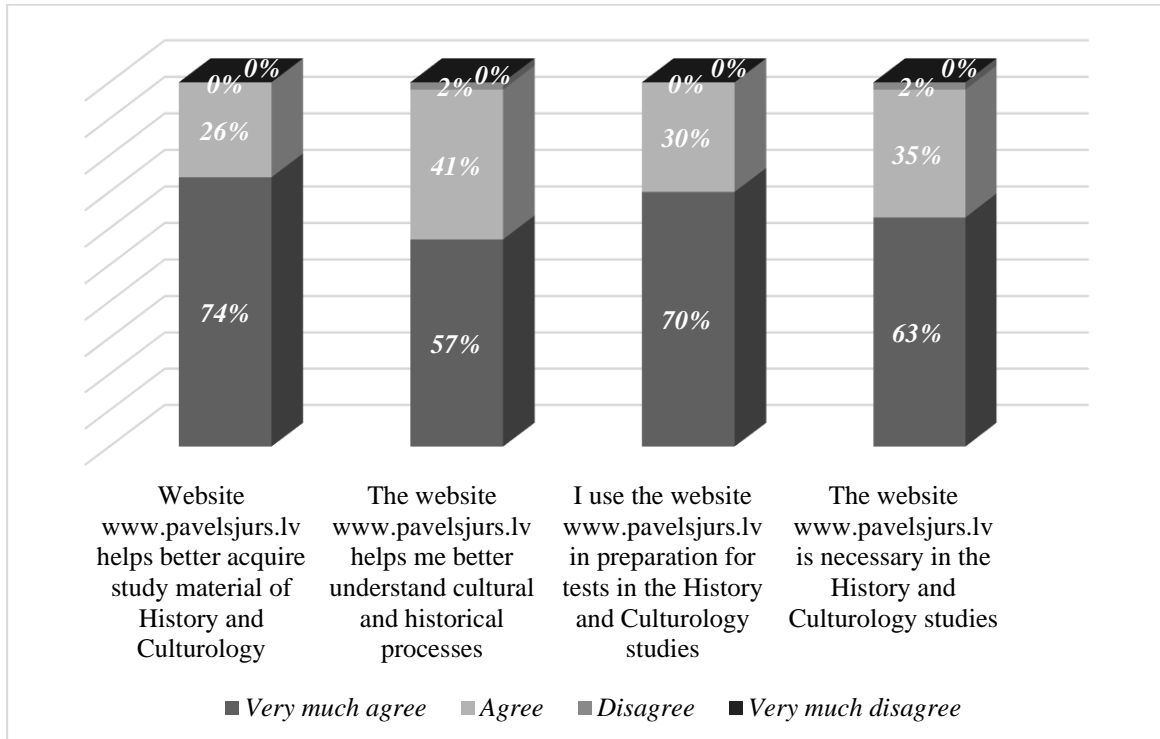

Figure 1 Students' self-assessment of the use of information technology in the learning process

In second part of the survey, students had an opportunity to evaluate the developed interactive learning platform (home page www.pavelsjurs.lv) in Latvian and World History, Culturology studies (Figure 2). From the answers, it can be concluded that:

- all respondents (100%) admit that the developed website helps to better acquire study material in History and Culturology studies;

- almost all respondents (98%) admit that the developed home page helps to better understand historical and cultural processes;
- all respondents (100%) admit to using the developed home page in preparation for tests in the History and Culturology studies;
- almost all respondents (98%) admit that the developed website is necessary for History and Culturology studies.

*Figure 2 **Students' self-assessment of the personal development through using of interactive learning platform (home page www.pavelsjurs.lv)***

In the third part of the survey, respondents had the opportunity to mention the benefits of the website. The students noted that the website is: (I) thoughtful and interesting because it includes both video and audio recordings to help you better understand the subject; (II) easy to understand, easy to navigate and information are secure and reliable; (III) very useful in cases where the student is unable to attend the class, since absenteeism can have a significant impact on a student's learning outcomes; (IV) a very good resource for developing your understanding of historical and cultural historical events in Latvia and the world. On the other hand, respondents mentioned suggestions for improving the website: (I) to rethink the visual design of the website; (II) to develop the mobile phone version and application of the website; (III) to offer information and learning materials in English and Russian.

Conclusions

1. Purposeful and pedagogically based use of information technologies in the learning process stimulates students' interest in the subject being studied, promotes student`s achievement and the diverse teaching and learning process. In this way, the digitalisation of curricula and teaching aids acquires topicality in the pedagogical process, facilitating access to education and promoting digital competence among students.

2. In the age of information technology, promoting digital competence among students is becoming one of the most important elements of learning and pedagogical process. The concept of students' digital competence includes: (I) students' knowledge and skills, by carefully analysing and critically evaluating, obtaining and processing information; (II) safe and dignified virtual cooperation between students' using different forms of communication; (III) knowledge, skills and dignity of students' in the development, storage and distribution of digital content; (IV) students' knowledge, skills and responsibility for security and problem-solving aspects in the digital environment.

3. The versatile use of teaching methods should follow 21st century trends, labor market demands and request of audience. As a result, digital competence issues and interactive teaching methods are increasingly being addressed in the pedagogical environment, which would clearly facilitate student learning and simplify the learning process of subjects.

4. The challenge of teaching the subjects of History and Culturology is not only to raise awareness of the causal relationships and interactions between historical and cultural processes, but also to foster students' systematic thinking, imagination and visual perception of historical and cultural events, providing students with transparent and easily accessible digital information in the form of presentations, videos and audio, thus allowing students to understand the characteristics of a particular era.

5. The empirical research carried out confirms the importance and effectiveness of the developed interactive learning platform (home page www.pavelsjurs.lv) in the learning process in the process of learning History and Culturology, promoting students' interest and understanding of historical and cultural processes. At the same time, interactive learning platform needs the visual and technical improvements.

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MANAGING EDUCATION DURING THE CORONAVIRUS EMERGENCY: THE CASE OF A POLISH HIGHER EDUCATION INSTITUTION

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Abstract. Due to the threat posed by COVID-19, most higher education institutions in Europe have opted to switch to online remote courses and smart working with a view to keeping their students and university staff safe during the current pandemic emergency.
Face-to-face classes, including labs and workshops, have been canceled and substituted with online activities wherever possible, and new administrative procedures have even been established to support these radical changes.
This article will analyze these changes in the light of a case study research conducted at the University of Social Sciences in Poland.
The primary objective was to conduct an exploratory examination of the learning management issues that have emerged from the forced distance learning activities adopted to minimize the effects of the COVID-19 pandemic. The secondary objective was to gather testimonies regarding the impact that the imposition of smart working has had on the university staff.
From the research activity, some significant elements emerged that have stimulated a deeper reflection on the use of digital technology in higher education.
Keywords: *coronavirus COVID-19 pandemic, e-leaning, distance learning, higher education institutions, online courses, smart working.*

Introduction

The University of Social Sciences in Lodz (SAN = Społeczna Akademia Nauk) is the largest private university in Poland, and is one of the most accredited. According to the Polish Ministry of Science and Higher Education, it holds the third top-ranking position amongst the non-public higher educational institutions in the country. Established in 1994, the University offers a wide range of Bachelor's and Master's programs in the major Polish cities (such as Warsaw, Lodz, and Krakow) with a branch campus in London. At present, some 16,000 students are enrolled at the university, with around 60,000 graduates. The programs on offer include MBA and Ph.D. studies, as well as an American Master's degree program that operates in cooperation with Clark University in Massachusetts. The primary focus of SAN is to provide students with the knowledge and the skills that will be required in the labor market of the future.

The advent of the fourth industrial revolution is radically transforming society and the labor market (Larsson & Teigland, 2020; Noyelle, 2019). Indeed, the Education Commission (2017) predicted that, by 2030, more than half of the world's nearly 2 billion youth will lack the necessary skills and qualifications that will be essential to function in the emerging global workforce. In this light, SAN has implemented various activities aimed at expanding its internationalization and investment in applied research involving researchers and experts from

abroad, improving the student exchange within the Erasmus+ program, and establishing bilateral agreements with prestigious foreign universities.

Recently, from March 2020, the COVID-19 pandemic has forced SAN, like other European higher education institutions, to adopt online teaching-learning methods. According to the International Association of Universities:

> […] more than 1.5 billion students and youth across the planet are affected by school and university closures due to the COVID-19 outbreak. (International Association of Universities, 2020, https://www.iau-aiu.net/Covid-19-Higher-Education-challenges-and-responses).

However, the speed with which this move had to be implemented was unprecedented and often left both students and teachers utterly bewildered. Indeed, many online teaching-learning activities had to be hurriedly improvised and, consequently, their standards of quality differed greatly from the well-planned components of previously existing online courses. Moreover, the organization of remote classes and virtual exams, as well as of the various bureaucratic activities proved very challenging.

In this article, some aspects that emerged in the learning management experience at the SAN are illustrated and discussed.

In the following paragraphs, we present the research objectives and methodology contextualizing our exploratory investigation within the measures adopted by the Polish government for higher education institutions during the COVID-19 pandemic. Then, we expose a preliminary analysis of the interviews conducted with a selected group of academic staff, students, and foreign participants in the Erasmus plus program.

Research objectives and methodology

The primary research objective was to explore the effects, both positive and negative, of the forced adoption of remote teaching-learning and smart working at the University of Social Sciences. Agile working and electronic collaboration facilities such as video conferencing, text messaging, email, a version control repository, and Google Docs, were already in use at the university, primarily to support the activities of the international projects. At the same time, a blended learning approach had been widely adopted in various educational activities.

Nevertheless, the massive use of remote teaching-learning and working was an unprecedented experience, and the university was obliged to improvise quick solutions in less-than-ideal circumstances.

The secondary objective was to collect the first impressions and reactions to smart working from the university staff. It is well known that working in multiple locations can create organizational issues, especially if the division of tasks and the assignment of roles is not well-defined (Bednar & Welch, 2019; McEwan, 2016). As Amstrong reports (2020, p. 219), the UK Civil Service suggested the following ten top tips in this regard in 2016:

- let others know where and when you are working;
- make sure the reporting structure is clear;
- share calendars and schedules;
- use electronic document management systems rigorously to ensure work is easily accessible to everyone;
- be flexible about flexible working, so that no one is disadvantaged by the choices of others;
- develop an etiquette for online communications and virtual meetings;
- sign-post availability for phone contact or online discussion;
- be fair and considerate about using space in the office;

- support each other to succeed together.

In this research, the case study methodology has been adopted. This is a qualitative methodology commonly employed in the social sciences to investigate a phenomenon in a real-life context (Atchan, Davis, & Foureur, 2016). According to Yin (2003), a case study design is appropriate when the boundaries between the phenomenon and its context are not immediately clear. As such, different methods can be combined to illuminate a case from different angles (Johansson, 2007).

Case studies are often used in exploratory research since they can help to pinpoint elements of particular interest that might then be investigated through other methods. A case study research can be considered as a prelude to further analysis since it may enable a researcher to emphasize certain aspects of a more complex phenomenon in order to stimulate reflections that can then be transformed into a structured research hypothesis.

In carrying out this research, we adopted a three-step methodology:
1. Case study design – definition of objectives.
2. Data collection – gathering of data and opinions.
3. Analysis – reflection and discussion.

We carried out our research through interviews that included academic teachers (Latvian case study), academic teachers and students (Polish case study), and academic teachers and administrative staff (Italian case study).

We also collected and analyzed the documents produced by the three universities to face the emergency. These documents included official administrative papers, institutional communications, official website content, staff emails, social network posts, and other relevant documents.

We interviewed by telephone 20 academic teachers and 20 students from the Warsaw campus of SAN. We also interviewed 12 international students participating in the Erasmus plus program.

All interviewed had been asked about their experience during the lockdown and the emergency remote teaching (ERT). In particular, we asked them to express their opinions about:
- efficacy of learning and collaborating in an online environment;
- access to the ERT information;
- access to the SAN Information Technology infrastructure;
- satisfaction with the ERT environment and tools used by SAN;
- satisfaction with the solution adopted by SAN for taking exams from home.

We selected the interviewed considering their interest in online learning, full participation in the ERT courses, participation in the bachelor's and master's exams.

We aimed to explore two primary research questions:
1. What were the factors that influenced the overall satisfaction in the ERT experience?
2. Did the ERT experience influence the opinion of students and teaching staff on digital learning?

We also collected and analyzed the documents produced by the university to face the emergency. These documents included official administrative papers, institutional communications, official website content, staff emails, social network posts, and other relevant documents.

Higher education institutions in Poland during the COVID-19 pandemic

Following the outbreak of the coronavirus pandemic in March 2020, all higher education institutions (HEIs) in Poland were obliged to either suspend classes entirely or switch to a remote mode of teaching.

On March 3, the Polish Minister of Science and Higher Education (MSHE) issued a recommendation outlining strict preventive measures to apply in order to significantly reduce the risk of the infection spreading.

In particular, the MSHE recommended the suspension of all study trips by students, Ph.D. students, academic teachers, and researchers either to or from areas threatened with outbreaks of coronavirus COVID-19.

Normal classes and seminars for undergraduates, postgraduates, and doctoral students conducted in a traditional form remained frozen until May 24.

Most universities also published guidelines on what to do in the event of being infected, or on how to behave when staying in dormitory accommodation, and so on.

The activities of HEIs in Poland are regulated by the following authorities:

1. Government of Poland: www.gov.pl/web/coronavirus
2. Chief Sanitary Inspectorate: https://gis.gov.pl/
3. Ministry of Science and Higher Education: https://www.gov.pl/web/nauka/rekomendacja-ministra-nauki-i-szkolnictwa-wyzszego-w-zwiazku-z-sytuacja-zagrozenia-epidemiologicznego-w-kontekscie-pracownikow-uczelni
4. Polish National Agency for Academic Exchange: https://nawa.gov.pl/en/

On March 16, the MSUI announced a series of detailed recommendations to tackle the COVID-19 threat in the university context. These recommendations included the introduction of new modalities of working designed to protect the academic community, urging institutions as much as possible to consider the adoption of remote working. Access restrictions to buildings and premises were introduced for those who were unable to work remotely.

The MSUI recommendations also applied to undergraduates and doctoral students, outlining measures to be taken for courses to be taught remotely. To mitigate some of the disruption, a temporary flexibility was proposed in regards to various administrative procedures, such as for the acceptance of papers or documentation by university departments, as well as the extension of deadlines for submitting applications and sitting exams.

The MSUI recommendations were not binding, however, and rectors were given the final responsibility for making decisions regarding the implementation of specific measures.

Anti COVID-19 measures at SAN

In Poland, lockdown restrictions began to be implemented in March 2020. Fortunately, the situation remained largely under control in the majority of Polish regions, with the exception, for a brief period, of the southern province of Silesia.

In common with other Polish HEIs, then, SAN faced the COVID-19 pandemic emergency by following the MSUI recommendations, and completed the third academic semester by adopting distance teaching-learning solutions.

At the beginning, it was not easy to make decisions concerning the safety of students and the academic staff since the general situation was very unclear owing to the spread of inaccurate and deceptive information (Parmet & Paul, 2020; Qi, Du, Liu, Zhao, & Dong, 2020).

It seemed, at first, that the infection would last only a short time. Initially, therefore, the lockdown was imposed for two weeks, but it soon became clear that it would need to be prolonged. Despite the uncertainty, however, the university decided to immediately adopt remote teaching-learning and smart working practices, whilst measures were taken to minimize the disturbance for students and academic staff. It was necessary, for example, to define reliable procedures to ensure the continuation of regular lectures and the exchange of information, and to organize end-of-course and graduation exams.

The Rector of SAN made a series of decisions following the MSHE recommendations.

On March 14, the administrative offices were closed, and all employees were urged to work from home using Microsoft Teams.

All didactic activities were switched to distance learning, selecting, also for this, the Microsoft Teams platform to organize and conduct online lessons.

On March 28, the procedures for sitting bachelor's and master's exams were established.

Teaching staff experience

At the beginning of June, 20 academic teachers from the Warsaw campus of SAN were interviewed by telephone regarding their experiences of remote working.[1] The interviews were based largely on multiple-choice questions with a few open questions.

Respondents were aged between 30-60 years old, and were mostly female (80%). They were encouraged to comment on their experience, focusing on the perceived advantages and disadvantages. Furthermore, they were asked to give their suggestions in the event that the university has to continue holding lectures online for the next academic year.

All respondents asserted that, in the beginning, it was difficult for them to switch to online teaching. Most (80%) complained that they had had little time to organize their teaching activities. Many also decried their own scant technical knowledge (40%) and their personal difficulties in using the online learning platform (35%). Overall, 70% expressed) opinion that the online platform was not appropriate for hosting large groups of students (more than 15). Table 1 shows the main issues encountered by teaching staff in their remote teaching activity.

*Table 1. **Teaching staff difficulties in ERT** (own source)*

Issues	High	Moderate	Low	None
Lack of technical knowledge	10%	30%	40%	20%
Initial lack of preparation in using the online learning platform (Microsoft Teams)	20%	50%	20%	10%
Difficulties in using the oline learning platform (Microsoft Teams)	10%	25%	30	35%
Little time to organize lectures	50%	30%	10%	10%
Suitability of the platform for many students (more than 15)	10%	20%	20%	50%

The majority of respondents (90%) reported that they experienced problems with the internet. Most respondents (80%) found online teaching to be more time-consuming compared to traditional teaching, with many claiming that an online lesson requires twice the amount of time a traditional one does.

Most of respondents (75%) were satisfied with the learning outcomes of their students and 90% of them claimed that would like to improve their own competence in online teaching-learning, and declared themselves willing to participate in initiatives organized by the university for this purpose. They also recognized that online teaching-learning could enhance learning flexibility and support individual learning according to an individual student's capabilities and availability.

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[1] During the period 1st to 10th June, 20 academic teachers from the Warsaw campus of the University of Social Sciences were contacted by telephone to comment on their experience of compulsory online teaching.

Respondents (90%) pointed out that the primary disadvantage was the difficulty of interacting with students. They said that students were passive, and often they switched off the webcam claiming it slowed down the internet speed.

Many of the respondents (70%) decried their initial lack of preparation in using online learning platforms. In fact, Microsoft Teams was completely unknown to 80% of respondents.

All respondents complained about the amount of time needed to implement and conduct lessons via the online teaching-learning platforms. They also had problems with the procedures established for the exams, and were convinced that many students cheated (65%). Many respondents (80%) suggested improving the exam procedures in the event that remote teaching-learning continues in the next academic year. They were ready to participate in the analysis for the design of the new online teaching-learning procedures (75%).

Interestingly, some teachers (30%) expressed the desire to continue their theoretical lectures online regardless of the outcome of the pandemic emergency.

Students' experience

From the 1st to 6th of June, 20 students studying in Warsaw were interviewed via telephone, using a structured questionnaire. Respondents were aged 18-22 years old, and were equally divided with 50% males and 50% females.

They were asked to comment on the advantages and disadvantages of online learning during the suspension of face-to-face classes.

Moreover, they were also urged to express their opinion about the extension of remote teaching-learning to the next academic year.

Many students (45%) responded that remote learning allowed them to save money on lodgings.

Most of respondents (80%) appreciated teachers' flexibility and their availability for additional online meetings, and stated that they were satisfied with the level of engagement of teachers (90%). All expressed their appreciation for the work of administrative staff. In fact, they noted that they had had no problems during the closure of the administrative offices. Table 2 shows how students evaluated the availability/engagement of teaching and administrative staff.

On the other hand, all the students felt that the main disadvantage was the interruption of social relationships. All the students missed their group mates and the contact with their teachers, whilst 45% complained of frequent problems with their internet connection and the resulting difficulty of participating in classes. They claimed that sometimes the internet connection broke down or was too slow.

*Table 2. **Evaluation of availability/engagement of teaching and administrative staff during the ERT** (own source)*

Availability/Engagement	Very good	Good	Fair	Poor	Very poor
Teaching staff availability	35%	45%	15%	5%	-
Teaching staff engagement	40%	60%	-	-	-
Administrative staff availability	70%	30%	-	-	-
Administrative staff engagement	70%	30%	-	-	-

Moreover, 45% of students had encountered technical problems in using old computers and smartphones. They encountered some problems in using Microsoft Teams. The most common difficulties had been:

- The program didn't allow desktop sharing with their contacts;
- It was impossible seeing the latest messages or threads;
- The webcam or audio didn't work properly;
- The program didn't respond.

Overall, all the students responded that they had had to spend much more time studying online compared to traditional learning. They also claimed that they had received much more individual homework, and felt tired after the academic semester.

All the respondents confirmed that they would be open to continuing online didactic activity in the future, however, they would like more consideration to be given to their needs, above all in regards to the amount of homework, which should be less. Moreover, all of the students interviewed agreed that the university should provide them with laptops if online learning is to be introduced in the longer term. They also suggested that the university organize seminars on the use of the educational platforms.

Erasmus students' experience

Twelve students participating in the Erasmus+ program at the Warsaw campus of SAN were asked to comment on their online learning experience through a questionnaire administered by telephone. They were aged 18-22 years old, with 58% coming from Spain and the others from Turkey.

Naturally, all of the students felt hugely disappointed since they had come to Poland to learn about the Polish culture, meet new people, and visit other European countries while staying in Warsaw. Unfortunately, the COVID-19 emergency had started just after their arrival in Warsaw, and the lockdown had left them locked in the university dormitory.

All of the students reported missing their families and worrying about them. They said that it was tough to have to spend all of their time in a dormitory in a foreign country.

All of them noted that they had received a great deal of support from the university, which ensured that they were provided with information, administrative help, and didactic activities. Their coordinator was regularly in contact with them, checking how they were dealing with the situation every day.

All of the students attended regular classes via Microsoft Teams, and communicated with teachers by email. They hoped that the situation would be over soon, and that they could get a new Erasmus experience in the near future.

Some reflections

In Poland, the adoption of massive online teaching-learning during the lockdown was an unheard-of experience. Although all higher education institutions had installed Learning Management Systems (LMS), such as Blackboard, Moodle, and Coursera, online learning had not previously been widely followed.

According to research by Statistica, in 2019, only about 5% of the Polish population as a whole had participated in an online course, and 10% had used some form of online training materials (Figure 1). The situation is a little different if we take students into account. About 15% of students had attended an online course. Slightly more than 30% of them had used online training materials, while 23% had had contact with the teacher/instructor through educational websites and portals. Figures 2, 3, and 4 show how the students into account used the online resources before the ERT.
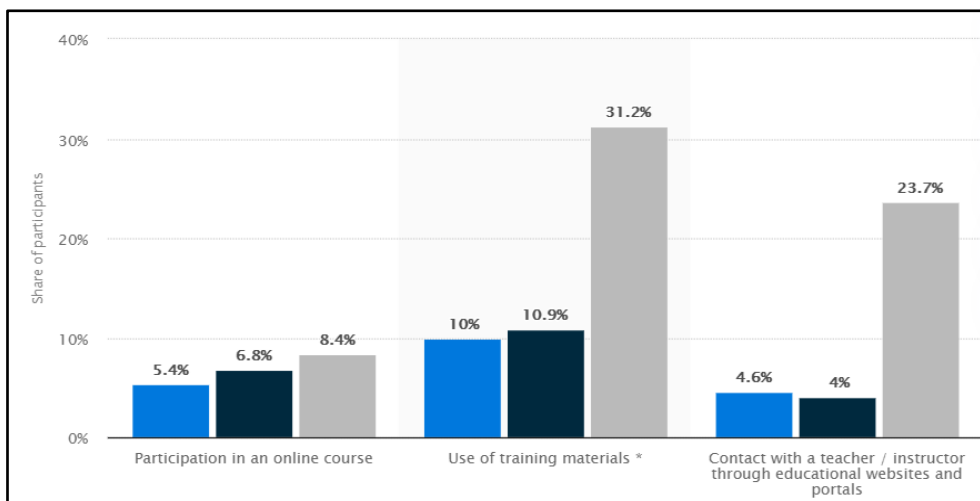
*Figure 1 **Online education in Poland in 2019** (source: https://www.statista.com/statistics/1121976/poland-online-education/).*
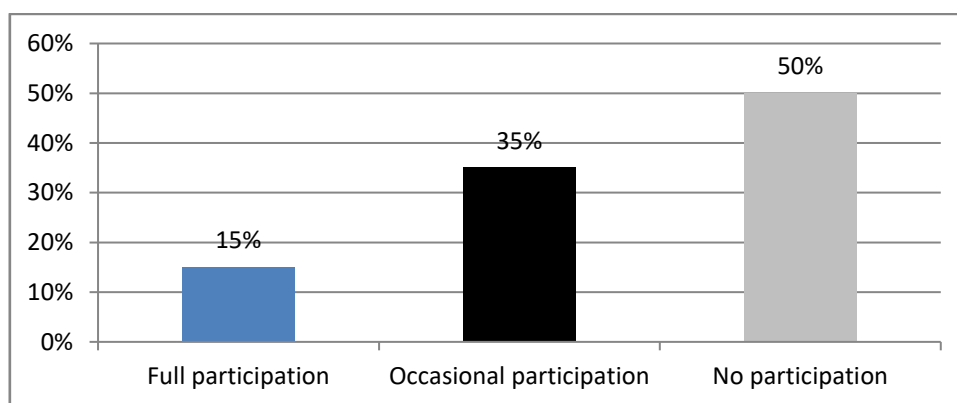
*Figure 2. **Participation in an online course before the ERT** (own source)*
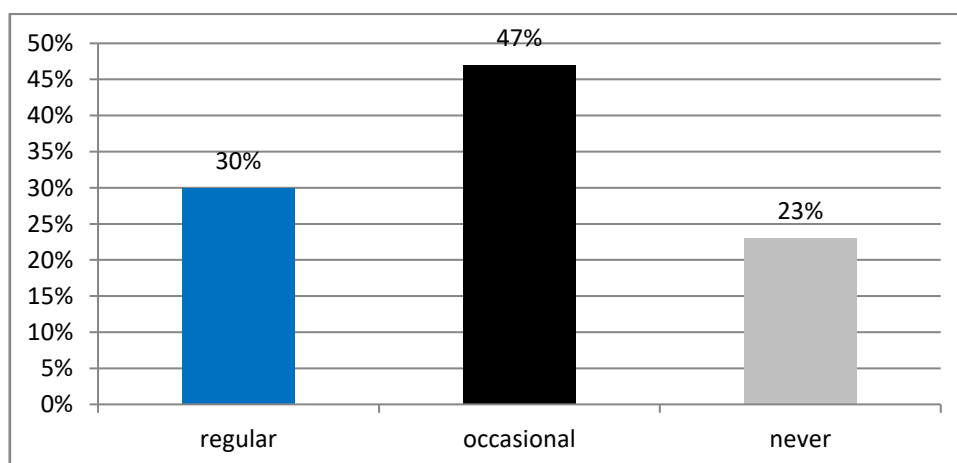
*Figure 3. **Use of online training materials before the ERT** (own source)*

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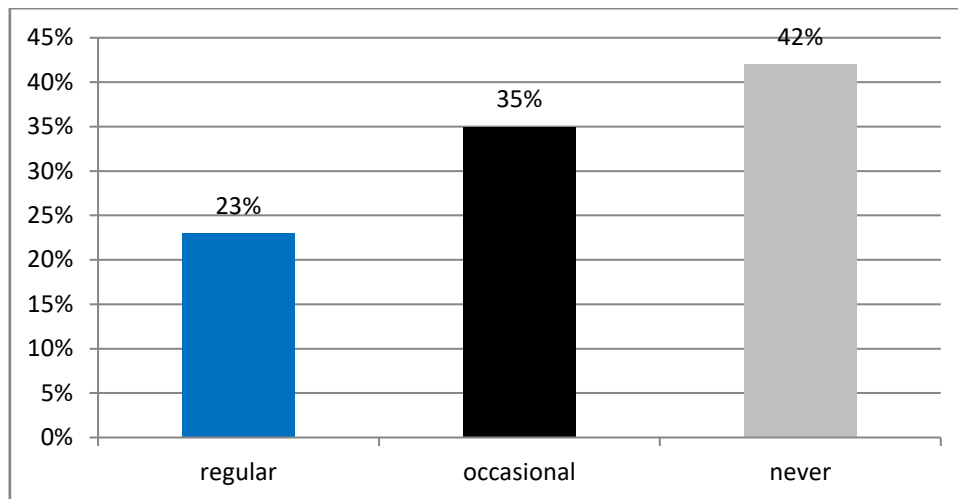
*Figure 4. **Contact with a teacher/instructor through educational websites and portals before the ERT** (own source)*

However, LMSs have often been used far below their potential to supplement traditional teaching, e.g., to share course materials, post announcements, and submit assignments. In fact, LMSs have only recently begun to be used to provide effective interactive functionalities. The forced distance-learning has induced experimentation with the use of virtual communication, such as video conferencing and virtual meetings. LMSs are now increasingly being integrated with various platforms for distance teaching-learning activities, such as Microsoft Teams, Zoom, GoToMeeting, and Skype.

From our research, it emerges that most teachers adopted the same modality they use in normal face-to-face teaching to the emergency remote teaching. Many of them ignored the fact that online learning has been investigated over the years, with results that have clearly distinguished between distance learning, distributed learning, blended learning, online learning, mobile learning, and other learning approaches.

In fact, these studies into online education over the last decades have resulted in numerous theories, models, standards, and evaluation criteria being developed, primarily focused on the design and quality of online courses (Arghode, Brieger, & McLean, 2017; Cook & Grant-Davis, 2020; Lee, 2017; Nortvig, Petersen, & Balle, 2018). In short, after a semester of remote teaching-learning and smart working, the SAN experience has confirmed what we already knew from previous research. Effective results for online learning programs depend on their careful design and planning.

Effective online education also requires investment. Teachers need to be taught how to design and deliver online learning modules, and a robust online learning environment should be implemented. Delivering traditional lessons online can be quick and low cost, but it is not the right way. On the contrary, becoming an expert in online teaching and learning requires application and time.

Indeed, although the students and teachers interviewed generally agreed to continue with remote teaching-learning, they all clearly underlined the need to be trained in the effective use of the educational platforms. They expect that the university will organize educational events to fill this gap.

Another, final, aspect concerns the need to provide psychological support to students to help them to overcome the lack of socialization in order that they stay mentally and emotionally healthy.

Conclusion

The threat of COVID-19 has presented higher education institutions with an opportunity to experiment with remote teaching-learning on a large scale.

In this regard, one ought not to forget that the primary objective has not been to create a robust educational infrastructure but, rather, to provide a temporary solution that would allow normal didactic activities to continue.

From our research, some key questions have emerged which need to be analyzed if we are to avoid the potential pitfalls that may arise with online learning:

- Is the technological infrastructure in place sufficient to handle the needs of remote teaching-learning?
- What is the capacity of support staff to handle the needs of remote teaching-learning?
- How can the capacity of teaching staff to design and run online courses be developed?
- How can the current didactic procedures, e.g., end-of-course and graduation exams, be adapted to respond to the challenges of an online environment?

We have to underline that the question "What were the factors that influenced the overall satisfaction in the ERT experience?" did find an answer. The limited number of responses didn't allow to build significant conclusions.

However, our research shows teaching staff and students gave a positive evaluation of the ERT experience and, accordingly, we can argue that this experience will influence their opinion on online learning.

Hopefully, the COVID-19 threat will soon be only a memory. Nevertheless, it would indeed be a lost opportunity if we return to traditional teaching and learning practices as they were before the virus, and forget all about the experience, and the clear potential benefits, of remote teaching-learning. In this regard, we agree with Sun, Tang and Zuo:

> Though COVID-19 has had a severe impact on normal educational progress, universities may take this unforeseen opportunity to detect deficiencies and speed up reform of online education through innovative course content, state-of-the-art technology and efficient management. We have to turn this emergency into an occasion to further promote international collaboration and share experiences, knowledge and resources to build global online education network. (Sun, Tang, & Zuo, 2020, p. 687).

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MEASUREMENTS OF STUDENTS' WELLBEING – CASE STUDY IN A LATVIAN PRIVATE SCHOOL

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Abstract: Currently, there is too much emphasis on academic attainment and rankings, and not enough focus on the student wellbeing in basic school. However, the education system (especially in the context *of the* Covid-19 *pandemic) has a significant opportunity to influence the health and habit formation of students who spend the greatest part of the day at school. There have been relatively few studies on student wellbeing in Latvia. The most significant research has been carried out in collaboration with the researchers from the Baltic countries (Estonia, Lithuania). The novelty of this research is related to the development of the theoretically and methodologically based indicators for measuring student wellbeing in an educational institution. The developed indicators will allow the teachers to clarify the situation, draw conclusions and improve the organizational culture.*
The goal of the research is to find out which indicators reflect the student wellbeing and how to measure them. Based on the study and theoretical findings about the wellbeing indicators there was developed the questionnaire, which consists of self-assessment check list filled by students and evaluation check list filled by parents and teachers. The indicators were united into four wellbeing dimensions: mental wellbeing, cognitive wellbeing, social wellbeing, and physical wellbeing.
The following participants filled in the check list and participated in the approbation of the questionnaire: 18 students ages 9-12, 18 parents and 18 teachers.
It was suggested to assess the statements related to social, cognitive, physical and mental wellbeing following the Likert scale. The data obtained in the survey was coded and processed in the program SPSS 25.0, using the Frequency test, T-test, ANOVA test. Results indicated that students' sense of wellbeing is changeable. It is influenced by students' age and gender, and their personal value system. Therefore, measurement of student *wellbeing should be done on regular bases. This will allow teachers to create an appropriate environment for the student, as well as to identify problems in a timely manner and, if necessary, start pedagogical correction work.*
Keywords: cognitive wellbeing, psychological wellbeing, physical wellbeing, social wellbeing, student wellbeing, case study.

Introduction

The coronavirus pandemic has created disruption of education systems, which are facing the serious challenges for the policy-makers, school leaders, teachers, pupils and parents: from the traditional classroom situation and face to face contact with the teacher to distance learning via internet and active participation in e-learning environment. Everyone has to learn how to cope with the stress, support each other, use new technologies and choose between the most and the less important issues. Additionally, the education system of Latvia has started the transition to the new curriculum and competency-based learning. Restructuring of the learning process and uncertainty associated with it affect the wellbeing of all the involved persons: students, teachers and parents.

Lately the national and international conferences of Latvia bring up the question if the student wellbeing is more important now, during the pandemic, than in pre-COVID-19 because the positive atmosphere and support in the study process lead to better performance on tests.

„Wellbeing is diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It encompasses

intertwined individual, connective and environmental elements which continually interact across the lifespan. Wellbeing is something we all aim for, underpinned by notions, yet it is unique for each of us and provides us with a sense of who we are which needs to be respected. Our role with wellbeing education is to provide the opportunity, access, choices, resources and capacities for individuals and communities to aspire to their unique sense of wellbeing, whilst contributing to a sense of community wellbeing" (Price & McCallum, 2016, 17).

The idea to explore the student wellbeing arose while working in the project "Strengthening the academic staff of Rezekne Academy of Technologies in the study field *"Education*, pedagogy and sports*"*, 8.2.2.0*∕*18*∕I∕*002. The authors of the article had an internship in one of few private schools of Latvia which follows the key words "freedom", "choice" and "responsibility" in the study process. The school has small class sizes from the first to sixth grade and small number of teaching staff. All of them have the responsibility to ensure the safe, dignified, positive and supportive atmosphere which focuses on the co-operation between students, parents and teachers. One of the most important school objectives: to ensure the qualitative development and education process that results in the school graduates who are able to love, respect, support, make choices and decisions, set and achieve goals, think and solve life tasks, take responsibility, cooperate, create and improve their own and society's lives. The school enhances not only cognitive, but also psychological, social and physical wellbeing of the students. In the authors' opinion, many schools of Latvia pay too much emphasis on academic attainment and rankings but ignore the student wellbeing.

The goal of the research is to find out which indicators reflect the objective measurements of the student wellbeing: external conditions (school strategy, organizational culture) or correlation with the students' own value system.

The research objectives: 1) to find out the meaning of the concept of "wellbeing" in the educational science; 2) to determine the methodological approaches for measuring student wellbeing, 3) to develop a questionnaire based on scientific data for the assessment of student wellbeing, 4) to approbate and improve the questionnaire (self-assessment check list) of student wellbeing by conducting a pilot study at school.

In 2015, the extensive theoretically grounded research on student wellbeing has been conducted by PISA (the Program for International Student Assessment) which examined 15-year-old students' wellbeing in four main areas of their lives: performance in school, relationships with peers and teachers, home life, and how they spend their time outside the school. On average across OECD countries, students reported a level of 7.3 on a life-satisfaction scale ranging from 0 to 10. However, about 12% of students, on average across OECD countries - and more than 20% of students in some countries - reported that they are not satisfied with their life (they rated their satisfaction with life 4 or less on the scale) (OECD, 2017).

There have been relatively few studies on student wellbeing in Latvia. The most significant research has been carried out in collaboration with the researchers from the Baltic countries (Lithuania and Estonia) in different international projects: "Wellbeing and Welfare of Children in the Baltic States: study report and recommendations" (Nordic Council of Minister's Office in Latvia, Žiburio Fondas, Latvian Child Welfare Network, Lapse Huvikaitse Koda, 2017) and "Wellbeing of Young People in the Baltic States: research report" (Agency for International Programs for Youth, 2019). Both studies have developed the system of child and youth wellbeing indicators, which allow a regular comparison of wellbeing in the Baltic States and internationally.

The novelty of this research is related to the development of the theoretically and methodologically based indicators for measuring pupils' wellbeing in an educational institution. The developed indicators will allow the teachers clarify the situation, draw conclusions and improve the organizational culture.

Understanding of the concept of wellbeing in the context of education

Ryff (1995) associates personality wellbeing with such aspects of growth as development and self-realization, emphasizing the following factors: self-acceptance (positive attitude towards oneself, positive mood); positive relationships (trusting relationships with others, developed empathy); autonomy (ability to resist social pressure, self-regulation of behavior, ability to evaluate oneself according to the internal value system); personal growth (ability to move towards one's own improvement, development, openness to the new, behavior expresses knowledge and efficiency); existence of a goal, competence (ability to effectively use the surrounding opportunities, make choices according to values and needs). Recent research views personality wellbeing as a complex concept, as the sum of cognitive, social, psychological, physical, and material wellbeing (Borgonovi & Pál, 2016; Diaz, Blanco, & Mar, 2011).

Cognitive wellbeing refers to the skills and foundations students have to participate effectively in society, as lifelong learners, effective workers and engaged citizens. It comprises students' proficiency in academic subjects, their ability to collaborate with others to solve problems and their sense of mastery in-school subjects. It incorporates actions and behaviors that may promote the acquisition of knowledge, skills or information that may aid them when they are faced with new, complex ideas and problems (Pollard & Lee, 2003).

The **psychological** dimension of student wellbeing includes students' evaluations and views about life, their engagement with school, and the goals and ambitions they have for their future (Borgonovi, & Pál, 2016), as well as efficiency and competence (Becker, 1991).

The **physical** dimension of student wellbeing refers to students' health status, engagement in physical exercise and the adoption of healthy eating habits (Statham & Chase, 2010). Physical wellbeing is characterized by the following indicators: satisfaction with one's body; balance of rest and leisure time; vitality and joy of life; pleasant fatigue; feeling of joy; ability to concentrate and react adequately; a feeling of a clean and wellgroomed body (Frank, 2004). Indicators of physical balance and goodness include several aspects: a sense of peace and physical liberation; vitality and joy of life; ability to relax the body in cases of increasing fatigue; feelings of joy and "taste of life"; concentration and response skills; a sense of hygiene and enjoyment of one's body (Wydra, 2014).

The **social** dimension of student wellbeing refers to the quality of their social lives (Rath, Harter, & Harter, 2010) including their relationship with their family, their peers and their teachers, and how they perceive their social life in school (Pollard & Lee, 2003), as well as desire to be loved and needed (Becker, 1991).

Material resources make it possible for families to care for their children's needs and for schools to support students' learning and healthy development. Households who live in poverty find it difficult to ensure that their children have access to the educational and cultural resources they need to thrive in school and to realize their potential. Children who live in poverty – with poor housing conditions and poor diets – are more likely to have health problems (Aber et al., 1997).

So the model of wellbeing is multidimensional. There are four categories of variables related to school: 1) school environment (e.g. school organization), 2) social relations (e.g. teacher-student relationship, peer relationship), 3) self-actualization (e.g. value of students' work); 4) personal health, satisfaction with the state of the body (Tobia et al, 2018; Wydra, 2014).

Methodology

One of the most important methodological materials for measuring wellbeing is „A framework for the analysis of student wellbeing in the PISA 2015 study" which provides a comprehensive overview and details the policy relevance of the following five dimensions of wellbeing: cognitive, psychological, social, physical and material wellbeing. The paper outlines the underlying indicators of each dimension and their theoretical and analytical value for education policy. This paper concludes by identifying data gaps within the indicators and exploring how future cycles of PISA could bridge these gaps in order to provide a more comprehensive portrait of students' wellbeing" (Borgonovi & Pál, 2016, 4).

Based on the study and theoretical findings about the wellbeing indicators there was developed the questionnaire (Becker, 1991; Diaz, Blanco, & Mar, 2011; Frank, 2004; Ryff & Keyes, 1995; Tobia et al, 2018; Wydra, 2014, etc.) which consists of self-assessment check list filled by students and evaluation check list filled by their parents and teachers. The indicators were united into four wellbeing dimensions: mental, cognitive, social and physical wellbeing (see Figure 1).

The following participants filled in the check list and participated in the approbation of the questionnaire: 18 students ages 9-12, 18 parents and 18 teachers. All groups of respondents were asked to rate the same items on a five point Likert scale where 1 - definitely disagree, 2 - agree more than disagree, 3 - don't know, 4 - agree more than disagree, 5 - strongly agree.

In the research the about students' wellbeing in the private school, the triangulation was used to capture different dimensions of the same data and avoid subjective approach. The data obtained in the survey was coded and processed in the program SPSS 25.0, using the Frequency test, T-test, ANOVA test.

Results

The results analysis included the assessment of the factors and individual statements. The obtained results reflect the assessment statements of all the respondents and each group (Figure 1).
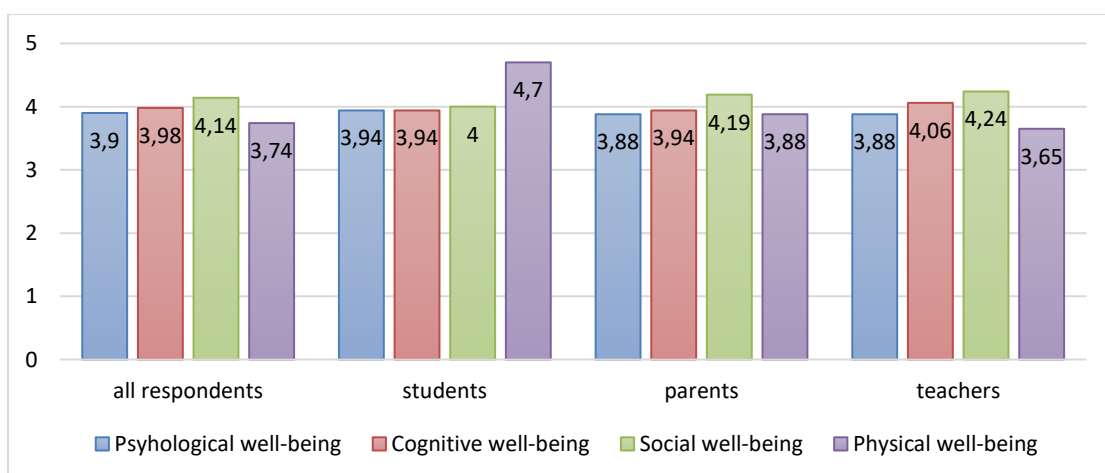
*Figure 1 **Average values in the diverse groups of respondents***

The factor analyses of all the respondent groups reflect the highest average value for the factor Social wellbeing (Mean 4.14), followed by Cognitive wellbeing (Mean 3.98) and Psychological wellbeing (Mean 3.90). The lowest average value is for the factor Physical wellbeing (Mean 3.74). The results show statistically significant differences depending on the

respondents' groups (students, teachers, parents) in the assessments of the Psychological wellbeing (p = .001) and Social wellbeing (p = .027). The factor Physical wellbeing has the highest evaluation in the students' answers. There are studies (Costigan, Lubans, Lonsdale, Sanders, & del Pozo Cruz, 2019) that emphasize that the time spent in physical activity improves the person's overall wellbeing. The data was collected at school where the students spend a lot of time outdoors and physical activity is a regular part of their lives. This explains the high average value of the factor Physical wellbeing.

In the teachers' responses, the particular emphasis is given to the factors Social wellbeing and Cognitive wellbeing, which can be closely linked to the professional activity and its impact on the assessment criteria. Factor Social wellbeing was rated higher in parents' answers.

Statement analyses reflects the statistically significant differences between the respondent groups (Table 1).

Table 1 **Average values of the statements and statistically significant differences between the respondent groups**

Statement	Students	Teachers	Parents	p
Student likes school premises	4,29	4,82	4,81	**,005**
Other people think that the student is a responsive, good person	3,41	4,41	4,25	**.005**
Student is not afraid to express her/his opinion	3,41	1,53	1,69	**,000**
People seldom manage to persuade the student to do what he does not want	3,35	2,12	2,81	**,011**
It is difficult for a student to express her/his opinion at school	2,76	1,53	1,75	**,004**
Student is proud of himself	3,88	4,47	3,75	**,031**
Student likes to find out something new every day	3,88	4,35	4,75	**,025**
Student likes to learn something new every day	3,82	4,35	4,56	**,045**
Student enjoys conversations with classmates and schoolmates	4,06	4,82	4,56	**,004**
Student is happy to help others	4,12	4,59	4,81	**,008**
Student often feels very tired	3,00	2,00	2,13	**,018**

On the other hand, the analysis of students' answers provides the statistically significant differences (depending on students' ages) in measuring the Mental wellbeing (p = .047) and Physical wellbeing (p = .005). There were statistically significant differences between male and female students in measuring the Physical wellbeing (p = .043).

The results show that measuring the wellbeing factors and indicators can be modified by students' ages, gender or respondents' sense of belonging to a particular group (student, teacher or parent). This allows us to assume that the student wellbeing has to be measured at school on a regular basis (at least once a year). This will allow teachers to create the supportive environment for the students, as well as to identify problems and, if necessary, start pedagogical correction in a timely manner.

Discussion and conclusions

The developed questionnaire was based on triangulation so diverse viewpoints appear in the research. The questionnaire, on the one hand, reflects a broad definition of the student wellbeing, on the other hand, faces limitations of the detailed analyses. Sometimes subjective wellbeing depends on value priorities (Sortheix & Lönnqvist, 2014, 2015).

Needs and wellbeing are related to values so the personal value system can affect the measurement of wellbeing components (Lyubomirsky, Sheldon, & Schkade, 2005; Bobowik,

Basabe, Paez, Jimenez-Aristizabal, & Bilbao, 2011). Values are related to motivation that influences attitudes, behaviors, and measurements (Fischer & Boer 2016). Measurement of the wellbeing factors and related indicators highlight also the students' values, which are related to the motivation to take action and to the needs necessary for improving wellbeing.

The gained data led to the necessity to design the new questionnaire which included the most important measuring indicators for the students. The questionnaire could provide a broader picture of the students' values and needs to increase the personal wellbeing. The designing of the new questionnaire is also based on the fact that the schools need the ongoing work for measuring the student wellbeing. The new questionnaire was improved by offering the students to measure the personal significance of each statement (Importance) and the relevance of the school community to the students' needs (Reality). The improved questionnaire is shown in Table 2.

Table 2 **Students' questionnaire**

Importance (how much it is important for you)					Statement	Reality (to what extent it is provided at school)				
Definitely no	Probably no	I do not know	Probably yes	Definitely yes		Definitely no	Probably no	I do not know	Probably yes	Definitely yes
					I like school premises					
					I have friends at school					
					I feel lonely at school					
					People around me consider me a responsive, good person					
					I'm not afraid to express my thoughts at school					
					People rarely manage to persuade me to do what I don't want to do					
					It is more important at school to adapt to others than to be alone					
					I feel safe at school: I'm not called, beaten, not robbed					
					Teachers are demanding and honest with me					
					It's hard for me to express my thoughts at school					
					If I have problems at school I know to whom to turn to solve them					
					I am responsible for what I do					
					Studying at school depresses me					
					I am proud of myself					
					I'm sure I can do almost anything					
					Overall, I like myself at school					
					I am not satisfied with my progress / achievements					
					I have more disadvantages than other students					
					At school I am afraid of punishment					
					We participate in various competitions and events with class / schoolmates					
					I can cope with school tasks on my own					
					I can plan my time to manage everything					
					I find it difficult to do school tasks					
					I don't like to plan a day					

				I'm glad to learn something new every day at school					
				I like to do something new at school					
				I don't like being made to think of something new at school					
				I am not afraid to make mistakes and learn from it					
				My parents take part in school activities					
				At school, I learn something new every day					
				If others do not understand the theme, I explain it to them					
				I trust my teachers					
				Teachers are friendly					
				I feel accepted in my class					
				My classmates consider me a reliable friend					
				I like talking to classmates and schoolmates					
				I am disappointed in my classmates / schoolmates					
				I hear what others are saying					
				I don't have friends who listen to me at school					
				I trust my friends					
				I am happy to help others					
				I like to laugh at others					
				I like that there are a lot of outdoor activities at school					
				I like the way I look					
				I often worry					
				I often feel very tired					
				My head or belly (or something else) often hurts					
				I like food at school					
				I like that we can choose food at school					
				I like to decide about the size of my portion of food					
				Parents support me					
				Overall, I am happy with my school					

We assume that the proposed students' self-assessment questionnaire would allow:
1) to identify the degree to which a student is feeling well at school, because students and adults (teachers, parents) may focus on different issues while answering the questions. The comparison between Importance and Reality would allow students to more accurately evaluate their needs and the school environment.
2) to analyze the students' value principles and, if necessary, implement the correcting pedagogy in the classroom.

The data from PISA research about student wellbeing show that „many of the differences, both between and within countries, in student wellbeing are related to students' perceptions about the disciplinary climate in the classroom or about the support their teachers give them. In particular, schools can help eradicate bullying in partnerships with parents, community organisations and health or social services. The data also show that parental involvement and adolescents' perceptions about the support their parents give them are associated with students' feelings about schoolwork, their performance in PISA and their wellbeing, in general. The results suggest that forging stronger relationships between schools and parents to give adolescents the support they need – academically and psychologically – could go a long way towards improving the wellbeing of all students" (OECD 2017, 20).

It is possible to measure the student wellbeing and make improvements only using the qualitative and methodologically accurate case studies.

The questionnaire needs to be approbated in several educational institutions. As a result, there will be created the measurement tool to collect the evidence of student wellbeing at basic school.

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