Local response to online teaching Romania

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Executive Summary

Background

The challenges posed by COVID - 19, when it was necessary to ensure a fully remote learning process, created an unprecedented crisis situation for higher education institutions. In order to learn from this crisis and to find out how to overcome such situations more successfully in the future, it is necessary to be aware of both the lessons of the crisis and the positive examples of using different solutions. Therefore, within the Erasmus+ project *Navigating social worlds: toolbox for social inquiry*, a small exploratory study was carried in all partner countries.

Methodology

This exploratory quantitative study used a convenience sample of 319 students from Romania, enrolled in different bachelor programs (social work, sociology, anthropology, and human resources). Data was collected online during June 2021. The link to the questionnaire was sent via e-mail to students' representatives who then forwarded to their discussion groups.

Key Findings

- Most of the students consider remote learning a good solution in a crisis situation, but training should fully return to face-to-face after the end of pandemic.

- Students have high operational skills (connecting to different platforms, websites and managing documents online), but low creative skills which may impact their educational experience while online.

- The learning plan of the four specializations at the Faculty of Sociology and Social Work of Babeș-Bolyai University includes a high number of classes focusing on research methodology and data analysis. However, even with this abundance of classes, there is still a considerable weight of students who find difficult to give examples for the specificity of research in their field of study. More than half of respondents estimated they improved their knowledge about research methods and the steps of the research process. About one in 3 students believes that their research knowledge and skills are transferable to other disciplines and to their career in the field.

- A low number of students attend/enroll in other informal esearch classes or modules (webinars, presentations, summer/winter schools).

- Students declare having very good research competencies in all areas (research inquiry/literature review, qualitative research, quantitative research, research ethics, and dissemination), whereas 3rd year students score higher compared to the rest.

● The majority of students preparing their bachelor thesis engage into one research method, with interviews and surveys as the most used. 1:3 are highly confident in conducting a research process independently.

Key Recommendations

● The remote learning environment should create opportunities of both formal and informal research classes/modules.
● Teachers must actively engage students in social research by choosing relevant social phenomena and propose research tasks that are interesting and engaging.
● Students need exposure to the teacher's own research, but also to be actively involved as team members in their teachers' own research projects.
● Using innovative pedagogies, including using online tools, can support the learning process for all students but these must be balanced by their level of digital skills and digital participation.
● Teaching research classes means not only focusing on selecting appropriate content, but also on creating reflection learning sequences allowing students to understand the process and the results.
● Remote learning is first and foremost a matter of access to appropriate resources for all students, including those with low SES

1 Introduction

1.1 Background

This country report is part of the intellectual output 2 "Strategies and practices regarding online teaching at the local level" aiming at providing comparable evidence-based local data from partner universities on different challenges faced during online teaching. The challenges posed by COVID - 19, when it was necessary to ensure a fully remote learning process, created an unprecedented crisis situation. The decisions made during the pandemic on the provision of the study process were affected by the crisis situation. In order to learn from this crisis and to find out how to overcome such situations more successfully in the future, it is necessary to be aware of both the lessons of the crisis and the positive examples of using different solutions.

1.2 Objectives

The objectives of this research are:
- O1: to identify the challenges students faced during remote learning
- O2: to map the digital skills students from social field have
- O3: to evaluate how research classes/specific learning modules help students understand and engage into the research process
- O4: to identify what specific research behaviors students already master and in what areas they need additional help

2 Methodology

2.1 Research Questions

The research questions to be answered by this research report are:
1. How do the students relate to the remote learning process that they were exposed to during the last academic year?
2. What is the level of digital skills bachelor students report having?
3. How did exposure to formal and informal research classes/modules contributed to their knowledge and attitudes toward research process?
4. What specific research behaviors students feel competent engaging in?

2.2 Instruments

The final instrument used was generated using the previous experience of partner universities, but also previous measurements used for assessing research competencies (Swank & Lambie, 2016; Visser-Wijnveen, van der Rijst, & van Driel, 2016). The questionnaire was originally written in English, amended by partners and then translated into local languages for better use

by partner countries (see Appendix 1). The dimensions that were included in the final version focused on:

- General perception regarding remote learning (14 items) – general students' perception regarding remote learning. Sample items included evaluation of specific activities during remote learning compared to in-person learning and evaluation of remote learning process (e.g. The study process organised in this way facilitates learning; It creates a higher workload)
- Self-evaluation of digital skills (16 items) – student's self-evaluation of their digital skills in the area of computer usage, using a five point Likert scale (1 – strongly disagree, 5 – strongly agree)
- Formal research classes/modules (26 items) – identifying of any specific research class/research module included in their learning plan and rating the learning experience during that class/module.
- Informal research class/module (4 items) – identifying any other individual learning activity, outside the learning plan at home university (e.g. webinars, presentations, (intensive) summer/winter schools) that they took during the academic year
- Level of research competencies (32 item) – self-evaluation of their confidence in performing specific research behaviors in the area of Qualitative/Quantitative Research Processes, Research Ethics, Dissemination of Research/Scholarly Writing, and Research Inquiry/Literature Review
- Experience of last-year students (6 items) – starting from the assumption that the last-year students are more involved in research though their bachelor thesis we evaluated their particular experience in relation to carrying a research in their field
- Demographics included gender, year of study, university and field of study

2.3 Sample

The current descriptive study used a convenience sample of students enrolled in bachelor programs (sociology, social work, anthropology, human resources). The total sample reached 319 respondents out of which 245 (76.9%) were enrolled in Social Work field (including Theology-Social Work) and 74 (23.9%) in Sociology field (sociology, anthropology, human resources). The majority of respondents (63.9%) came from Babeș-Bolyai University, Cluj-Napoca, a 5-star university while the rest were recruited from small/local universities according to university rankings. University of Craiova is a particular case as it is one big university from the South-West Region and in 2021 was accepted in Universitaria Consortium[1]. The majority of the respondents (55.1%) were enrolled in the first year of study, while the 2nd and 3rd year students were equally divided (Table 1).

Table 1. Sample profile (*N* = 319)

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[1] Universitaria Consortium was established in 2009 between 5 big and historical universities from Romania to promote higher education and research both nationally and internationally and to sustain collaboration among partners. As of June 2021 it includes 6 universities: Bucharest University of Economic Studies, Babeș-Bolyai University Cluj-Napoca, University of Bucharest, Alexandru Ioan Cuza University Iași, West University of Timișoara, and University of Craiova.

University	Field of study	Year of study			Total
		1st	2nd	3rd	
Babeș-Bolyai University Cluj-Napoca	Social Work	110	17	22	149
	Sociology	6	4	2	12
	Anthropology	0	3	5	8
	Human Resources	3	23	9	35
TOTAL		119	47	38	204
University of Craiova	Social Work	10	4	14	28
	Sociology	9	4	4	17
TOTAL		19	8	18	45
Ștefan cel Mare University Suceava	Social Work	13	5	9	27
TOTAL		13	5	9	27
Lucian Blaga University Sibiu	Social Work	10	9	4	23
TOTAL		10	9	4	23
University of Oradea	Social Work	2	13	0	15
	Sociology	0	2	0	2
TOTAL		2	15	0	17
Aurel Vlaicu University Arad	Social Work	0	0	3	3
TOTAL		0	0	3	3

Source: generated by the authors

2.4 Data Collection

There were several factors to consider regarding the data collection procedure implemented:

- The structure of the academic year: different for 1st and 2nd year students and for the 3rd year students. So, if the fresh and junior students end all instruction on June 4th and then enter a 3-weeks examination period, the senior end instruction on May 21st and then enter a 2-weeks examination period, another 2-weeks re-examination (if there is the case), upon they have 2 weeks to prepare for the bachelor exam which is scheduled during June 28th-July 4th;
- The fully online academic activities: during the 2020-2021 academic year, all the activities were carried in remote format with no face-to-face interaction with students;
- The language of instruction: the bachelor program is offered only in Romanian, therefore it is easier to fill in measurements in local language;
- The time constraints of the project output: during July-September there are no academic activities, so the data collection should have ended by the beginning of July in order to make sure that students are still connected with the university and that they would reply to messages send by faculty.

Therefore, the research team opted for an online data collection tool using Google forms. The link to the Romanian version of the questionnaire (https://forms.gle/4yV49NyV2VXqxPLC6) was

sent via e-mail to students' representatives who then forwarded to their discussion groups. The link was kept open until June 30. One reminder was send at Mid-June. Upon the decision of the head teacher, each participant could have received 0,5 bonus points for filling in the entire questionnaire. This option was used only for 1st year social work students enrolled at BBU, which could explain the overrepresentation of this group in the total sample.

2.5 Data Analysis

Upon the closing date of the questionnaire data was exported into SPSS and used for descriptive analysis. Results are displayed in tabular and graph format.

2.6 Limitations

While we believe this research has much to offer to the educational community from universities and contribute to our thinking about the future of teaching-learning research methods, we also acknowledge that this carries some limitations. First, the decision to use a cross-sectional design could not allow respondents to reflect on how these research behaviors and competencies, their digital skills influenced their remote learning experience. Second, the online questioning technique that we used, yelled quite a low response rate. Also, even if we translated and adapted the items, our resulted items may not be the best proxy for the Romanian context and for what research competencies are, especially when we had different fields of study (social work, sociology). More attention should be given in this area when future studies are planned and try to use a (social work/sociology) research competency scale for Romanian students in social sciences. Although the scales we used showed good internal validity, future studies may also try to rethink the content of each competency allowing a full picture and refining a final instrument that can be used in future. Last, we must consider that our results are based on self-reported measurements, which may induce some interpretative errors. Future studies should develop a comprehensive research competency measure through case-studies, content analysis, and/or observation.

However, the survey nevertheless managed to capture a large number of opinions from the students and we strongly believe that, even with these limitations, it succeeds to provide important information for different educational stake-holders.

3 Results

3.1 General perception regarding remote learning

3.1.1 Perception regarding remote learning

The students were asked to think about the remote learning process during the last academic year (2020–2021) and then to rate the level of agreement with statements connected with their perceptions regarding remote learning. The results of the findings are shown in tables 2 and 3.

Table 2. Distribution regarding the perception of respondents to remote learning (*N* = 319)

	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree
The study process organized in this way facilitates learning	5%	8%	15%	25%	47%
It creates a higher workload	12%	19%	20%	32%	17%
It is a good solution in a crisis situation, but training should fully return to face-to face after the end of the pandemic	10%	19%	23%	30%	17%
It creates alienation from the study process	13%	19%	22%	31%	15%
It creates emotional burden	16%	21%	24%	26%	13%
It hinders to see the whole study process	9%	21%	33%	26%	11%

Source: generated by the authors

The results show that most of the respondents think that remote learning represents a good solution in a crisis situation, but training should fully return to face-to-face after the end of pandemic. 3/4 of the students consider that the study process organized online facilitates learning. At the same time, half of them are thinking that remote learning creates alienation from the study process, and 39% *agree* or *strongly agree* with the idea that this kind of learning creates emotional burden.

All the students from Social Work specialization stated that remote learning has created a higher workload. Their colleagues from Sociology or Anthropology do not unanimously see the situation of workload the same way (see table 3).

Table 3. Distribution regarding perception of respondents to remote learning (by gender, year of study and field of study) (*N* = 319)

Think about the remote learning process during the last academic year (2020-2021). Please rate your level of agreement with the following statements:		Gender		Year of study			Field of study				
		Male	Female	1st	2nd	3rd	Social work	Anthropology	Sociology	Human Resources	Theology - Social Work
The study process organised in this way	Strongly disagree+ Disagree	33%	30%	25%	30%	43%	26%	50%	39%	43%	33%

facilitates learning	Partially agree	36%	33%	36%	30%	31%	35%	25%	32%	23%	0%
	Agree+ Strongly agree	30%	38%	40%	40%	26%	38%	25%	29%	34%	67%
It creates a higher workload	Strongly disagree+ Disagree	36%	29%	36%	20%	26%	31%	38%	35%	17%	0%
	Partially agree	21%	23%	23%	30%	15%	25%	13%	23%	14%	0%
	Agree+ Strongly agree	42%	48%	41%	50%	58%	44%	50%	42%	69%	100%
It is a good solution in a crisis situation, but training should fully return to face-to face after the end of the pandemic	Strongly disagree+ Disagree	12%	13%	13%	13%	10%	13%	0%	13%	11%	0%
	Partially agree	18%	15%	17%	14%	11%	16%	13%	13%	11%	33%
	Agree+ Strongly agree	70%	73%	69%	73%	79%	71%	88%	74%	77%	67%
It creates alienation from the study process	Strongly disagree+ Disagree	33%	32%	30%	43%	24%	33%	13%	45%	23%	0%
	Partially agree	24%	22%	21%	21%	25%	22%	13%	10%	31%	67%
	Agree+ Strongly agree	42%	46%	48%	36%	51%	45%	75%	45%	46%	33%
It creates emotional burden	Strongly disagree+ Disagree	39%	36%	39%	42%	25%	38%	13%	42%	31%	33%
	Partially agree	18%	24%	21%	29%	24%	25%	13%	16%	29%	0%
	Agree+ Strongly agree	42%	39%	39%	30%	51%	38%	75%	42%	40%	67%
It hinders to see the whole study process	Strongly disagree+ Disagree	33%	31%	29%	43%	22%	33%	13%	35%	20%	0%
	Partially agree	21%	20%	24%	17%	15%	21%	13%	23%	11%	33%
	Agree+	45%	49%	47%	40%	63%	46%	75%	42%	69%	67%

Strongly agree													

3.1.2 Remote learning process in comparison to in-person learning

We asked the students to indicate to what extent the activities mentioned in the questionnaire were necessary during the remote learning process in comparison to in-person learning. The findings are shown in the table below.

Table 4. Distribution regarding the activities necessary during the remote learning process in comparison to in-person learning (*N* = 319)

	Less than before	Just like it was before…	More than before
Acquire digital competencies	4%	31%	65%
Communicate with other group members	16 %	30%	55%
Contact lecturer	14%	41%	45%
Prepare presentations	6%	49%	45%
Prepare independent works in the form of reports, essays, or other written work	7%	49 %	44%
Read the materials send by teachers	8%	53 %	39%
Develop practical work	13%	49%	39%
Look for various additional information (different from what the teacher recommended)	10%	53%	37%
Prepare group works in the forms of reports, essays, or other written work	17%	47%	37%

65% of the respondents reported that during the pandemic they had to acquire digital competencies more than before. The results also show that more than a half of the respondents have started to communicate with other group members more than before the remote learning and 45% mentioned that they had to contact the lecturer also more than before. For about half of the students, nothing has changed related to development of practical work, looking for various additional information or preparing group works in the forms of reports, essays, or other written material. 49% of the students mentioned that they spend approximately the same time, for preparing presentations and to prepare independent works, but 45% are thinking that these activities are more in demand than before the pandemic.

3.2. Digital skills

As for the level of self-perceived digital skills we notice high confidence in what it is called operational skills (connecting to a Wi-Fi network, connecting to an online platform usually used in remote learning process, filling online forms). Meanwhile, less confidence was noticed for creative skills like creating an infographic and designing a website, tasks that were less used in social sciences.

Table 5. Distribution regarding the self-perception of digital skills (*N* = 318)

	Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
I know how to manage online files (download, save, upload)	2 (0.6)	1 (0.3)	17 (5.3)	91 (28.6)	207 (65.1)
I know how to use shortcut keys	2 (0.6)	18 (5.7)	75 (23.6)	108 (34.0)	115 (36.2)
I know how to open a new tab in my browser	3 (0.9)	1 (0.3)	17 (5.3)	59 (18.6)	238 (74.8)
I know how to complete online forms	1 (0.3)	2 (0.6)	9 (2.8)	63 (19.8)	243 (76.4)
I know how to adjust privacy settings	9 (2.8)	13 (4.1)	57 (17.9)	114 (35.8)	125 (39.3)
I know how to connect to a WIFI network	1 (0.3)	0	11 (3.5)	51 (16.0)	255 (80.2)
I know how to connect to an online platform (Zoom, MsTeams, Google classroom etc)	1 (0.3)	1 (0.3)	5 (1.6)	60 (18.9)	251 (78.9)
I can easily find the information I need on a website	1 (0.3)	3 (0.9)	21 (6.6)	83 (26.1)	210 (66.0)
I can easily navigate through the tools included in different online platforms (Zoom, MsTeams, Google classroom etc)	0	7 (2.2)	12 (3.8)	125 (39.3)	174 (54.7)
I know which information I should and shouldn't share online	1 (0.3)	10 (3.1)	43 (13.5)	115 (36.2)	149 (46.9)
I know when I should and shouldn't share information online	2 (0.6)	9 (2.8)	42 (13.2)	108 (34.0)	157 (49.4)
I am careful about my comments and behaviours while I am online	1 (0.3)	5 (1.6)	15 (4.7)	107 (33.6)	190 (59.7)
I know how to create a video	11 (3.5)	22 (6.9)	59 (18.6)	95 (29.9)	131 (41.2)
I know how to create a infographic	47 (14.8)	85 (26.7)	93 (29.2)	56 (17.6)	37 (11.6)
I know how to design a website	83 (26.1)	84 (26.4)	91 (28.6)	36 (11.3)	24 (7.5)
I feel confident putting content I have created online	15 (4.7)	27 (8.5)	56 (17.6)	91 (28.6)	129 (40.6)

Source: generated by the authors

Grouping these digital skills into four categories (operational, information-navigation, social and creative) we notice a stable evaluation of operational and information-navigation skills throughout the years and the low level of creative skills. However, we notice a slight increase in those, the third-year students evaluating higher these skills.
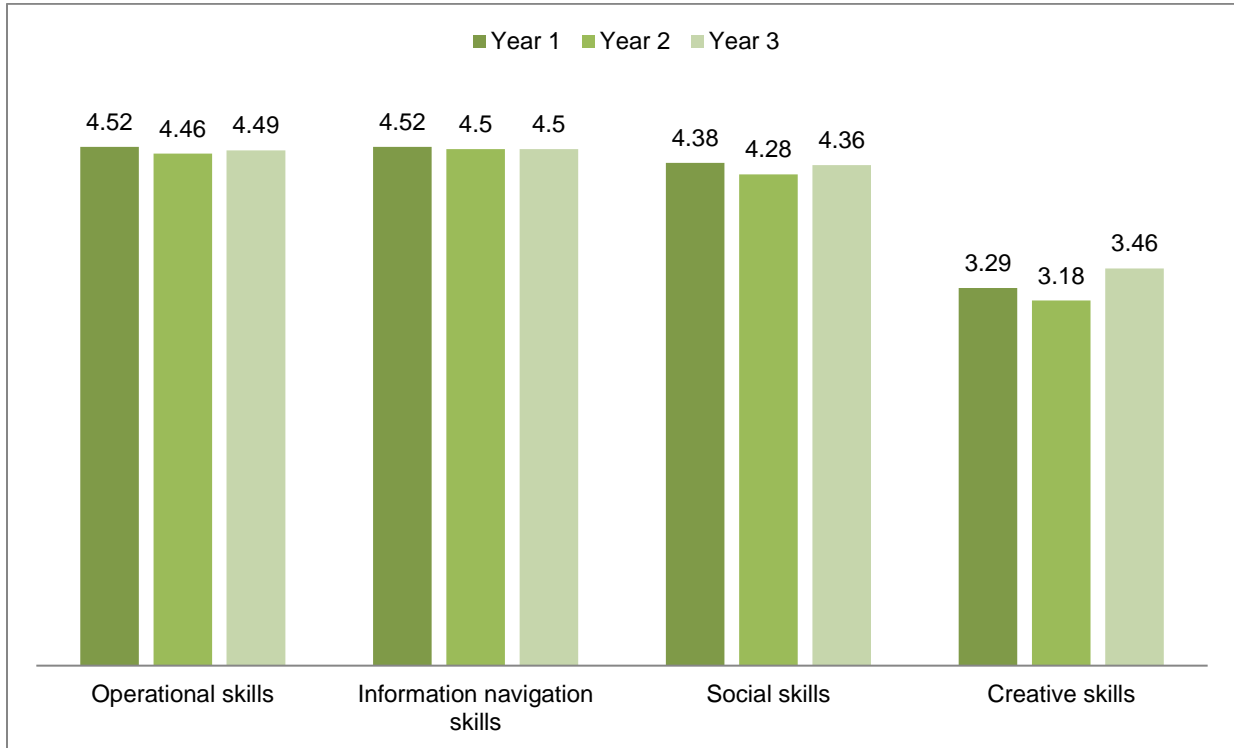
Figure 1. Digital skills according to the year of study   Source: generated by the authors

As for their field of study, we noticed the same low level of creative skills, with Human Resource specialization as the lowest level ($M = 3.05$), and Anthropology students with the highest level ($M = 3.87$). Social skills record a greater variability among specializations, social work students recording the highest mean (4.37) and anthropology the lowest (4.0)
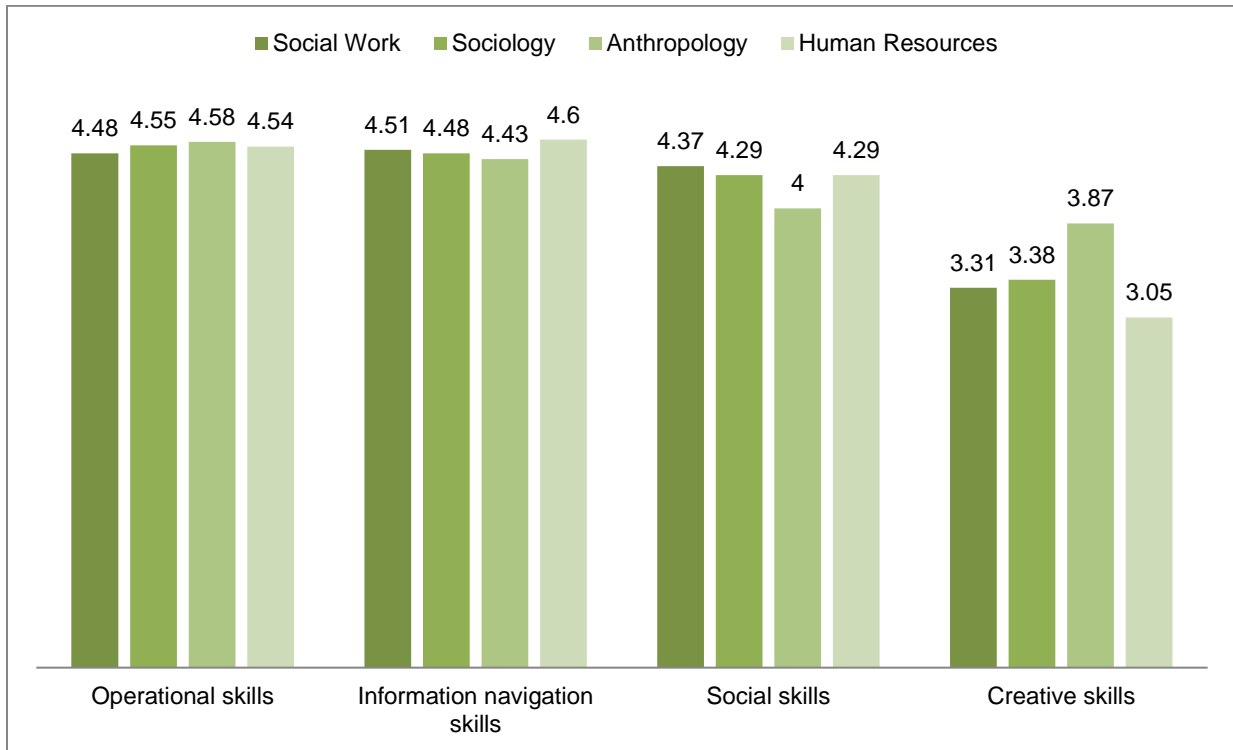
Figure 2. Digital skills according to the field of study

3.3 Formal research class/modules

3.3.1 Research class/module in the previous academic year

Students who completed the questionnaire were asked to select a research class or specific research content/ module incorporated in any other class as specified in their learning study plan that they took during the last academic year. If the learning curricula included more such classes or contents, respondents were advised to take into consideration the most recent one.

The analyses of this section reflect the learning experiences of participant students at Babeș-Bolyai University for two main reasons. The first one is that they have the highest weight in the total sample. The second one is the result of a constraint. The variable related to the course selection was a string one and thus respondents could tap any text. A simple analysis of their answers showed that the majority of students were not able to note the exact name of a formal research class. Consequently, the variable needed to be reconstructed, after a confrontation of the answers with the study learning plan of the four specializations from the Faculty of Sociology and Social Work at BBU. This task was facilitated by the fact that the research team members are teachers at this faculty, and know the learning plans. Moreover, the learning plan of each specialization is posted on the web site of the faculty.

3.3.2 Name of the class(es) respondents refer to

Table 6 illustrates the disciplines mentioned by investigated students at each specialization. In the top of the selected classes among Social Work 1st year students figures two disciplines strongly related to data processing and the research methodology: "Social statistics and computer analysis of data" and "Research methods and techniques". The third place among

students options was a specialized discipline for social work field – "Theory and methods in social Work" – which can be explained by the curricula of this class includes topics such as the interview, the observation and the document analysis as methods used in the initial evaluation in casework. Not surprisingly, the most often mentioned classes among students from the 3rd year were: "Social database design and analysis" and "Specific of the graduate thesis in social work". Some students from 2nd and 3rd year chose a compulsory discipline studied in the first semester in the second year of study – "Child protection" – considering that this discipline offered them access to certain contents related to research. A number of 14 students, irrespective of study year, opted for other classes, not necessarily focused on research, each mentioned once (e.g., Educational psychology, Introduction to sociology, Methodology of scientific writing in social work – studied in the 1st year; Adoption and foster care, Developmental psychology, Social problems – studied in the 2nd year; Mental health and social work, Personnel management in social work, Social work and counseling in schools, Social work for disabled persons, Social work for elderly persons – studied in the 3rd year).

With regard to students at the other three specializations – Sociology, Anthropology and Human Resources –, who have a serie of common disciplines in the learning plan, they mentioned most often classes intrinsectly related to research and data analysis, as expected: "Design and practice of applied sociological research" (15 respondents), "Qualitative methods of sociological research" (8 respondents), "Methods and techniques of sociological research, and "Social statistics and data analysis" (both with 4 respondents). Some of these students opted for "Psychology of work and personnel" and "Social stratification and mobility". There were also other classes these students mentioned once (e.g., Applied research of speciality; Field research and ethnography; Methods of psychological testing and evaluation; The sociology of social problems).

Table 6. Distribution regarding the formal classes

Field of study	Name of identified class	Count	N
Social Work	Social statistics and computer analysis of data	76	144
	Research methods and techniques	18	
	Theory and methods in social work	10	
	Social database design and analysis	7	
	Child protection	6	
	Specific of the graduate thesis in social work	4	
	Social work methods with groups	4	
	Law and legislation in social work	3	
	Social psychology	2	
	Other course	14	
Sociology	Design and practice of applied sociological research	4	12
	Methods and techniques of sociological research	4	
	Social statistics and data analysis	2	
	Other course	2	
Anthropology	Qualitative methods of sociological research	3	5
	Other course	2	

Human Resources	Design and practice of applied sociological research	11	
	Qualitative methods of sociological research	5	
	Psychology of work and personnel	4	32
	Social statistics and data analysis	2	
	Social stratification and mobility	2	
	Other course	8	

3.3.3 Modules/content respondents refer to

After the choice of a class, respondents were required, through an open question, to refer at a specific module related to research embedded in the content of that discipline. Among Social Work students, there was a great variety of answers. Students who chose the class "Social statistics and computer analysis of data" mentioned themes from the formal curricula of this discipline, such as: introduction to SPSS/ PSPP Program (20); frequency tables (12); inferential statistics, bivariate analysis – Chi-square test, Bivariate correlation, t test (13); measures of central tendency (10); measures of dispersion (7); diagrams (7); normal distribution (5); types of variable (2). Students who opted for the class "Research methods and techniques" mentioned the following contents: "stages of sociological research"; sociological methods of research – "interview", "survey", "structured observation", "documents analysis"; "techniques of data collection". Other students gave more specific examples: "what a research means", "data identification and processing", "exercises related to descriptive and inferential statistics", "realisation of a questionnaire", "realisation of an interview", "how to make a research for the graduate thesis", "a school research on dropout prevention", "a group project on a topic based on abuse", "the investigation of society", "the final exam which consisted of a research project on a topic of free choice". However, more than 20 students used vague terms, making difficult a view upon the insights they have got from the selected course for the research in the field of social work (e.g., "research projects", "scientific papers", "barriers in communication", "children's rights", "adoptions", "mental health", "different temperaments"). At this question, 14 students formulated the answer by repeating the name of the selected discipline, 7 students declared they do not know what to say, while 11 students did not give any answer.

Among the answers of students from the other three specializations – Sociology, Anthropology and Human Resources –, the following themes related to the selected disciplines were indicated: "regression analysis", "data analysis", "databases in Excel", "field research", "sociological research design", "design and practice of social research", "social epistemology", "interview and questionnaire", "methods and techniques of research", "observation and interview". Other students offered more specific examples of contents they considered relevant to research in their field of study: "methods of evaluation in professional recruitment and work analysis", "seminar related to the design and work psychology", "techniques of sociological/ anthropological interviewing and techniques of realizing photos in different contexts", "the interview in organizations", "about the qualitative methods of data collection: observation interview, focus group, field notes", "information related to the use of Excel program", "a project based on a survey", "a team research project", "problematic of migration", "mass social studies". Some very general examples were found among the answers of these students, like: "research", "statistics", "types of design", "human knowledge", "genocide/ ethnocide", "work". There were 5 students who answered with the name of a class and other 5 students who declared they did not know what or want to answer at this open question. Also, for 11 students the answer was missing.

3.3.4 Perceptions regarding the identified class/modules

Students who completed this section of the questionnaire were invited to appreciate the degree of agreement with a set of statements investigating their perceptions regarding the selected class. Table 7 illustrates the findings, related to the sample of 200 students studying at Babeș-Bolyai University, at the four specializations and of the three years of study together.

Table 7. Distribution regarding the perception of respondents to identified classes/modules (*N* = 200)

During the class/module…	Strongly disagree	Disagree	Partially agree	Agree	Strongly agree
My understanding of the most important concepts used in social science research area has increased	3 (1.5)	18 (9.0)	56 (28.0)	93 (46.5)	30 (15.0)
My understanding about the steps of the research process has increased	2 (1.0)	13 (6.5)	38 (19.0)	114 (57.0)	33 (16.5)
My understanding about research methods has increased	2 (1.0)	4 (2.0)	20 (10.0)	116 (58.0)	58 (29.0)
I feel that I am confident in using specific techniques for data analysis (e.g., specific software or computer applications) regardless of the grades I received	4 (2.0)	19 (9.5)	57 (28.5)	81 (40.5)	39 (19.5)
I became more interested about research in general	5 (2.5)	32 (16.0)	65 (32.5)	60 (30.0)	38 (19.0)
There were sufficient opportunities to talk with researchers about their scientific research	21 (10.5)	35 (17.5)	66 (33.0)	58 (29.0)	20 (10.0)
I got the opportunity to hear about current recent developments in the field	10 (5.0)	45 (22.5)	61 (30.5)	68 (34.0)	16 (8.0)
I was introduced to the research carried out by my teacher	8 (4.0)	13 (6.5)	45 (22.5)	81 (40.5)	53 (26.5)
I was introduced to the research carried out by the institution/university	12 (6.0)	24 (12.0)	53 (26.5)	85 (42.5)	26 (13.0)
My teacher encouraged me to look for alternative explanations for the research results	8 (4.0)	21 (10.5)	37 (18.5)	97 (48.5)	37 (18.5)
Through research class (content), I became more enthusiastic about my field of study	13 (6.5)	25 (12.5)	52 (26.0)	70 (35.0)	40 (20.0)
Examples between research and practice were given	6 (3.0)	22 (11.0)	47 (23.5)	81 (40.5)	44 (22.0)
I learned what type of studies have been carried out in my field of study	3 (1.5)	8 (4.0)	31 (15.5)	101 (50.5)	57 (28.5)
I learned how research can be used in my field of study	4 (2.0)	15 (7.5)	35 (17.5)	89 (44.5)	57 (28.5)
I think that what I learnt will be useful in other classes as well	5 (2.5)	10 (5.0)	30 (15.0)	84 (42.0)	71 (35.5)
I think that what I learnt will be useful in my career, upon graduation	5 (2.5)	9 (4.5)	32 (16.0)	85 (42.5)	69 (34.5)
I think that no graduate of my field will need all	75 (37.5)	66 (33.0)	26 (13.0)	19 (9.5)	14 (7.0)

these information for being a good profesionist in the field					
My teacher encouraged me to carry on my own research	10 (5.0)	31 (15.5)	55 (27.5)	72 (36.0)	32 (16.0)
The teacher has provided course assignments (e.g., readings, homework, quizzes) on a regular basis	1 (0.5)	12 (6.0)	26 (13.0)	75 (37.5)	86 (43.0)
The teacher has given me individual feedback on my performance on assignments	8 (4.0)	22 (11.0)	31 (15.5)	75 (37.5)	64 (32.0)
The teacher has informed me on what exams will look like in this situation	3 (1.5)	6 (3.0)	23 (11.5)	77 (38.5)	91 (45.5)
Examinations online were more difficult for me	23 (11.5)	29 (14.5)	44 (22.0)	55 (27.5)	49 (24.5)
Overall, the teachers carried out their instruction adequately	1 (0.5)	12 (6.0)	31 (15.5)	93 (46.5)	63 (31.5)
In general, I am satisfied with the research classes/modules taken remotely	6 (3.0)	13 (6.5)	47 (23.5)	82 (41.0)	52 (26.0)

Source: generated by the authors

The majority of respondents declared that their understanding about research methods has increased (58%) and that their understanding about the steps of the research process has improved (57%). Over a third of students strongly agreed that what they learnt will be usefull in other classes as well (35.5%) and that what they learnt wil be useful in their future career, upon graduation (34.5%). However, only 16.5% of respondents considered that no graduate of their field will need all the information got from the selected class for being a good profesionist in the field. Also, no more than 10% of students strongly agreed that there were sufficient opportunities to talk with researchers about their scientific research and 8% strongly considered they got the opportunity to hear about current recent developments in the field.

3.4 Informal research class/modules

Just 46 students (14.7%) have also attended other informal research classes/modules showing that the majority have not engaged in such learning activities. Among those who engaged in this type of "individual learning", 20.9% (14) are enrolled in the last year of studies.

These informal classes (e.g. webinars, presentations, summer/winter schools) included a wide variety of activities, but very few were research related (e.g. Research methods, Design and practice of the research, Google data analytics). The learning content covered data analysis and interpretation, data analysis software. Most of these learning opportunities were also offered by the home university.

3.5 Research competencies

With respect to specific research behaviors required for research we noticed that in general students rate themselves as 'competent' and 'highly competent'. However, the most problematic behavior is in the area of output of the research, where 12.2% declare they are not competent in

describing implications of the results. Surprisingly enough, 1:5 respondents also declared they are highly competent in writing an article/research report based on their own research. Low level of competency is also noticed for understanding epistemological assumptions (15.7%) and implementing research ethics (14.1%).

Table 8. Distribution regarding the perception of respondents to research competencies (*N* = 312)

Level of self-rated competency for each research behavior…	Not competent	Little competent	Somewhat competent	Competent	Highly competent
Identify relevant theories in literature	10 (3.2)	22 (7.1)	95 (30.4)	146 (46.8)	39 (12.5)
Recognize gaps in knowledge about the researched topic	18 (5.8)	40 (12.8)	118 (37.8)	113 (36.2)	23 (7.4)
Generate meaningful research inquiry areas	10 (3.2)	14 (4.5)	95 (30.4)	152 (48.7)	41 (13.1)
Identify frameworks from a published article	10 (3.2)	20 (6.4)	77 (24.7)	165 (52.9)	40 (12.8)
Construct a rationale of a study	21 (6.7)	43 (13.8)	113 (36.2)	102 (32.7)	33 (10.6)
Construct quantitative research question	13 (4.2)	20 (6.4)	67 (21.5)	162 (51.9)	50 (16.0)
Grounding quantitative question in theory	16 (5.1)	27 (8.7)	89 (28.5)	140 (44.9)	40 (12.8)
Understand epistemological assumptions	24 (7.7)	**49 (15.7)**	101 (32.4)	111 (35.6)	27 (8.7)
Identify appropriate quantitative data collection procedures	10 (3.2)	34 (10.9)	73 (23.4)	149 (47.8)	46 (14.7)
Implement quantitative data collection procedures	20 (6.4)	41 (13.1)	97 (31.1)	118 (37.8)	36 (11.5)
Operationally defining variables	16 (5.1)	26 (8.3)	69 (22.1)	151 (48.4)	50 (16.0)
Select data collect instruments	16 (5.1)	42 (13.5)	113 (36.2)	106 (34.0)	35 (11.2)
Identify threats to validity in quantitative study	25 (8.0)	40 (12.8)	103 (33.0)	109 (34.9)	35 (11.2)
Use appropriate statistical techniques	18 (5.8)	28 (9.0)	98 (31.4)	123 (39.4)	45 (14.4)
Interpret quantitative results	13 (4.2)	23 (7.4)	71 (22.8)	145 (46.5)	60 (19.2)
Construct qualitative research question	13 (4.2)	35 (11.2)	107 (34.3)	122 (39.1)	35 (11.2)
Ground research question in the literature	17 (5.4)	38 (12.2)	124 (39.7)	114 (36.5)	19 (6.1)
Understand paradigmatic assumptions and research goals	10 (3.2)	33 (10.6)	104 (33.3)	126 (40.4)	39 (12.5)
Identify qualitative data collection procedures	17 (5.4)	31 (9.9)	78 (25.0)	144 (46.2)	42 (13.5)
Implement qualitative data collection procedures	17 (5.4)	32 (10.3)	100 (32.1)	124 (39.7)	39 (12.5)
Address threats to trustworthiness	15 (4.8)	42 (13.5)	86 (27.6)	131 (42.0)	38 (12.2)
Use appropriate analytical tools	15 (4.8)	38 (12.2)	85 (27.2)	129 (41.3)	45 (14.4)
Interpret qualitative results	18 (5.8)	32 (10.3)	63 (20.2)	138 (44.2)	61 (19.6)
Know research ethics	16 (5.1)	24 (7.7)	80 (25.6)	140 (44.9)	52 (16.7)
Implement research ethics	17 (5.4)	**44 (14.1)**	112 (35.9)	105 (33.7)	34 (10.9)
Know authorship processes	16 (5.1)	33 (10.6)	78 (25.0)	144 (46.2)	41 (13.1)

Describe implications of the results	**38 (12.2)**	40 (12.8)	97 (31.1)	108 (34.6)	29 (9.3)
Write an article/report based on my research	14 (4.5)	20 (6.4)	62 (19.9)	150 (48.1)	**66 (21.2)**
Use appropriate reference style	17 (5.4)	34 (10.9)	84 (26.9)	129 (41.3)	48 (15.4)
Present results (oral presentation)	23 (7.4)	36 (11.5)	97 (31.1)	121 (38.8)	35 (11.2)
Compare findings with literature	17 (5.4)	24 (7.7)	77 (24.7)	151 (48.4)	43 (13.8)

Source: generated by the authors

Grouping these behaviors into 5 main categories (Research Inquiry/Literature Review, Qualitative Research Processes, Quantitative Research Processes, Research Ethics, and Dissemination of Research/Scholarly Writing) we noticed that 3rd year students score higher on all these dimensions. This is understandable if we acknowledge that during their bachelor studies, they are exposed to different research classes or research contents and that at the end of the bachelor program they must master at least some research tools in order to write their graduation thesis. As expected, first year students record the lowest scores on all the dimensions. We also notice that there is no significant difference between 1st and 2nd year students but the highest difference is between 2nd and 3rd year students.
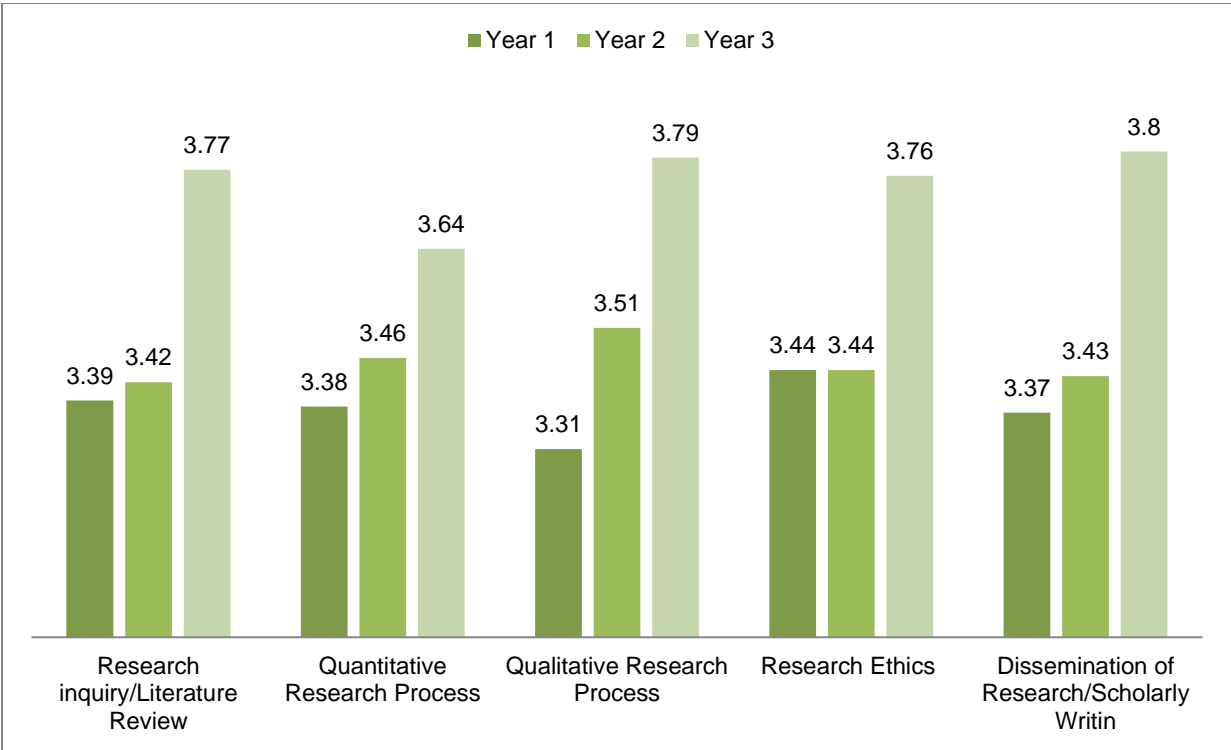

Figure 3. Research competencies according to year of study

Source: generated by the authors

According to the field of study, we notice that social work students are quite stable on all measured dimensions and score lower compared to the Sociology field of study. This may be because they are valuing the interventional aspect of their field and they do not quite understand the value of research. Sociology students tend to score higher on Quantitative

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Research process, Anthropology students on Qualitative Research process, while Human Resources on Dissemination of the Research.
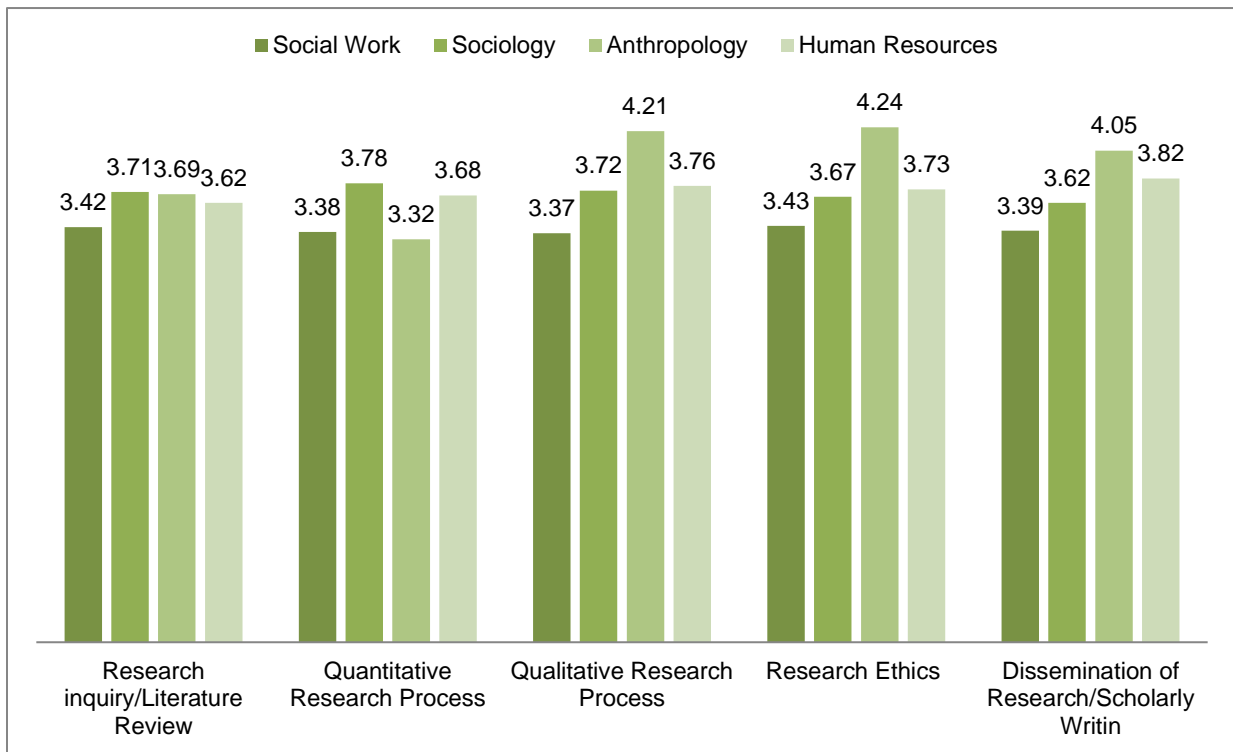

Figure 4. Research competencies according to the specialization

As expected, we notice that the 3rd year social work students score highest in the research competencies measured, while quantitative research process still remains the most 'problematic'. An interesting aspect is that during the 2nd year of study we notice a decrease in their confidence regarding performing specific research tasks. An explanation may reside in the structure of the learning plan which generally contains research classes during the first and last year.
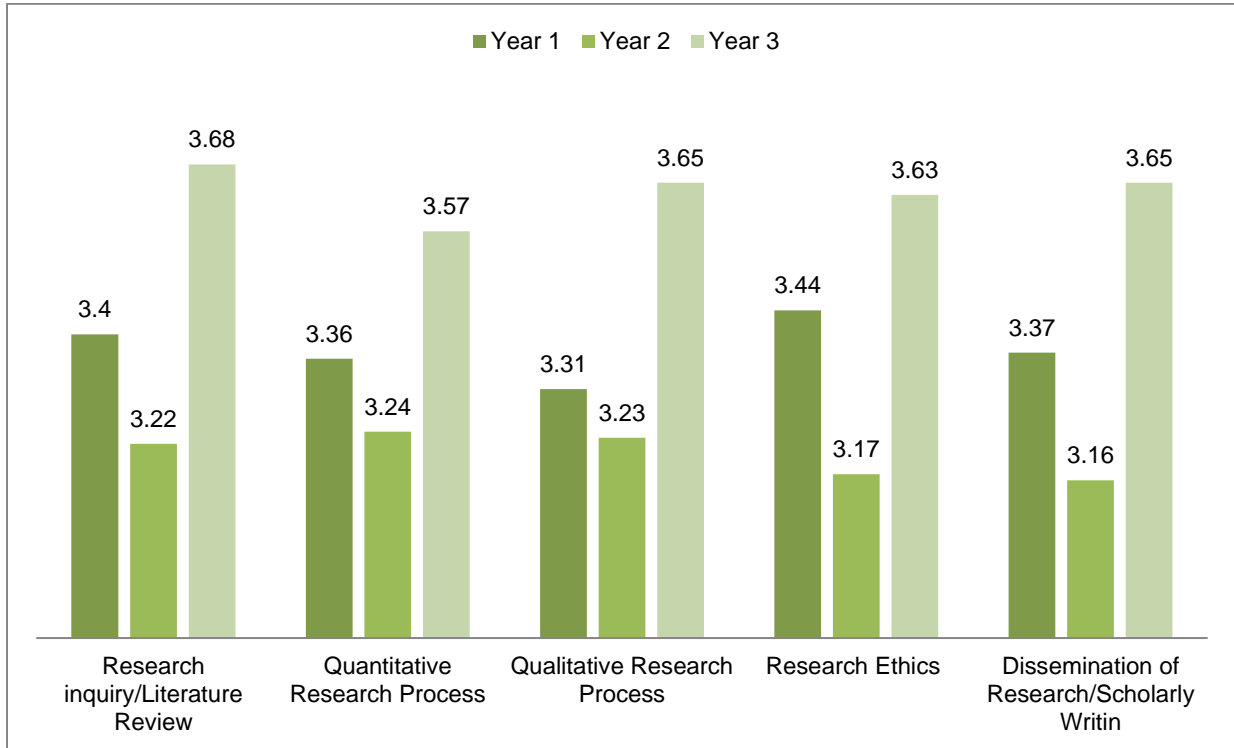
Figure 5. Research competencies in social work field according to the year of study

Compared to social work students, in sociology field of study (including sociology, anthropology, human resources as degrees) we notice an increase of specific research competencies during the years.
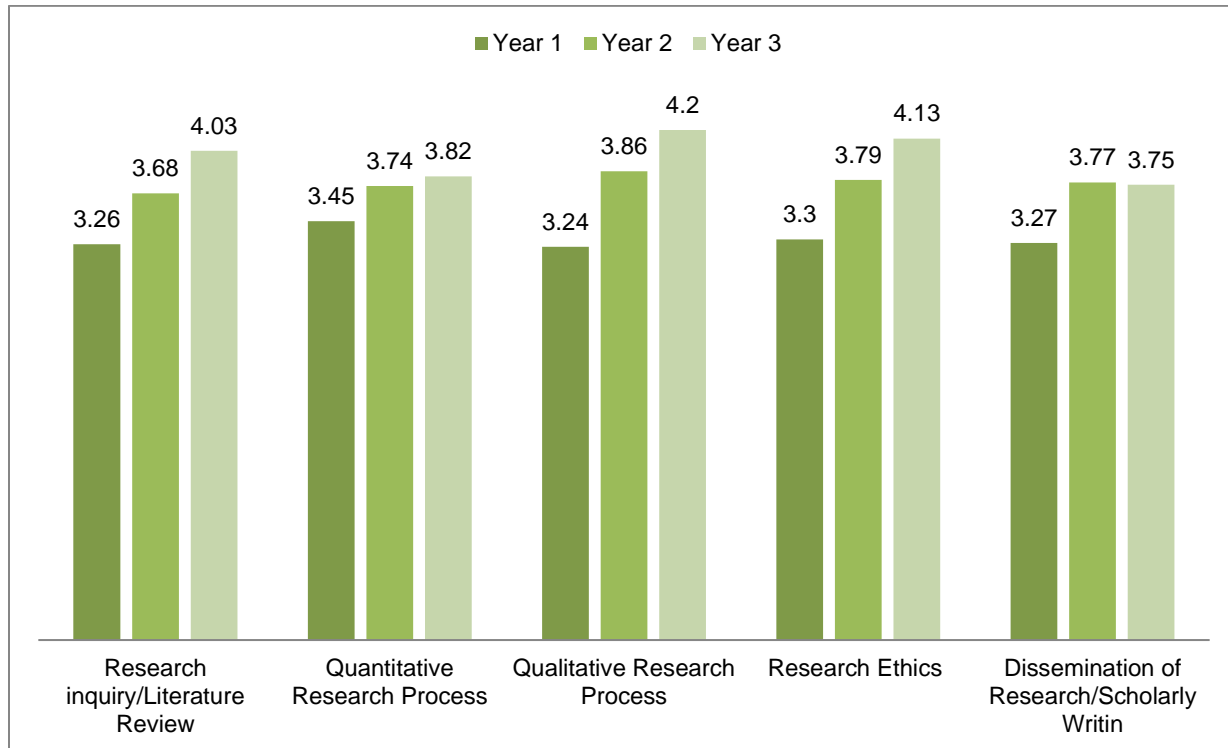
Figure 6. Research competencies in sociology field according to the year of study

3.6. Senior students' experience

The crisis caused by Covid-19 has affected the field of social research in a variety of ways, such as: research practices (data collection techniques), typology of research design, which was needed to be rethought and innovated (Gurukkal, 2020; Fell, et al., 2020; Donthu & Gustafsson, 2020; Omary, et al., 2020; Leshner, 2020). As a result, the experience of conducting empirical research was influenced, for both, professors as supervisors of scientific papers, and students as graduates, who have to write and submit/defend a bachelor thesis as part of their final graduation exam.

Starting from these observations, the students' perception in relation to the personal experience in carrying out empirical research is a relevant aspect that on the one hand can indicate the sustainability and continuity of the research of social issues, and on the other hand the efficiency of the applicability of the research skills acquired during the three years of studies. Thus, from the initial sample (N = 312), 23.4% of the participants indicated that they are in the position to perform a bachelor's thesis.

Referring to the methodological approach selected by the students for the completion of the bachelor's thesis, we can see that among the research methods used more frequently were individual interview and surveys, other methods used less frequently were focus groups and experiments. This can be explained by reference to two possible factors: the field of study and the pandemic context. Referring to the field of study, the majority of respondents 78.8%, from n = 73, are from the field of Social Work, 9.59% from the field of Human Resources, 8.22% - Sociology, and 3 of the respondents are from the field of Anthropology. The predominant use of

the individual interview and the survey can be motivated by the scientific interest of social research field, useful being both structured data collection techniques and flexible techniques, which make possible exploration of the studied social phenomenon, as the social researches requires multi-perspective approaches.
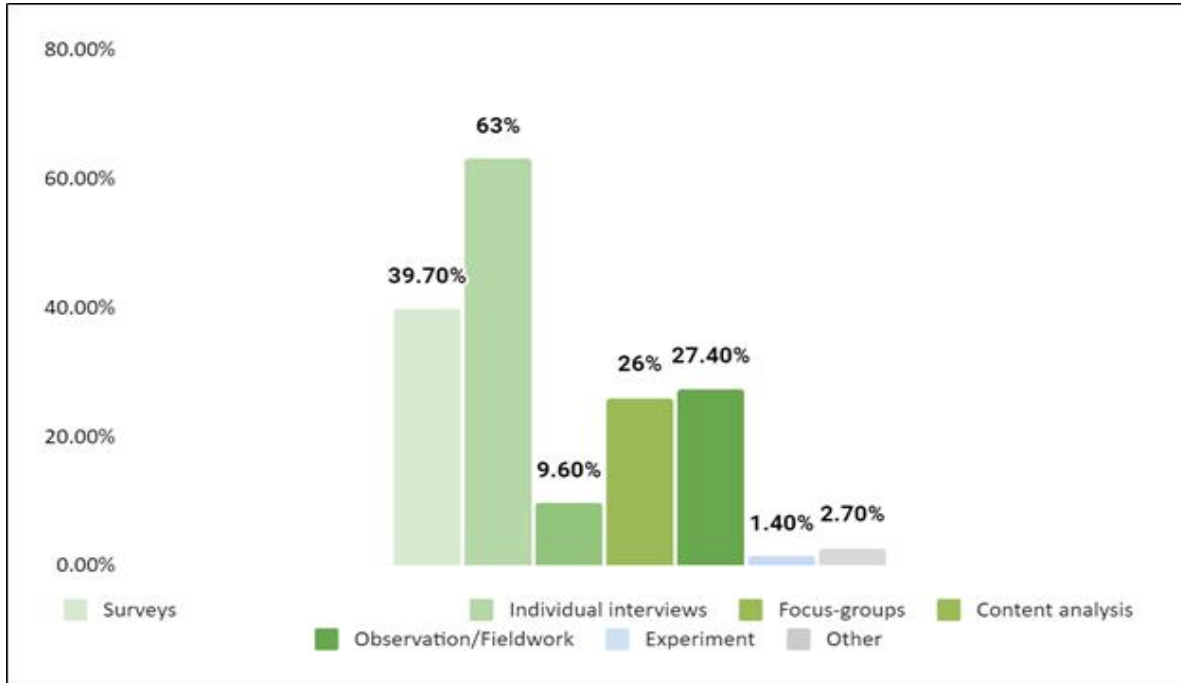

Figure 7. The methodology employed by senior students in their research projects

Source: generated by the authors

We can observe that from the total respondents (n = 73), 60.27% used 1 research method, 20.55% used 2 research methods and 19.18% used 3, or more research methods. Thus, we can find that 38.4% of the respondents had a qualitative methodological approach, 19.2% applied a quantitative design and 42.5% of the respondents had a mixed research design.
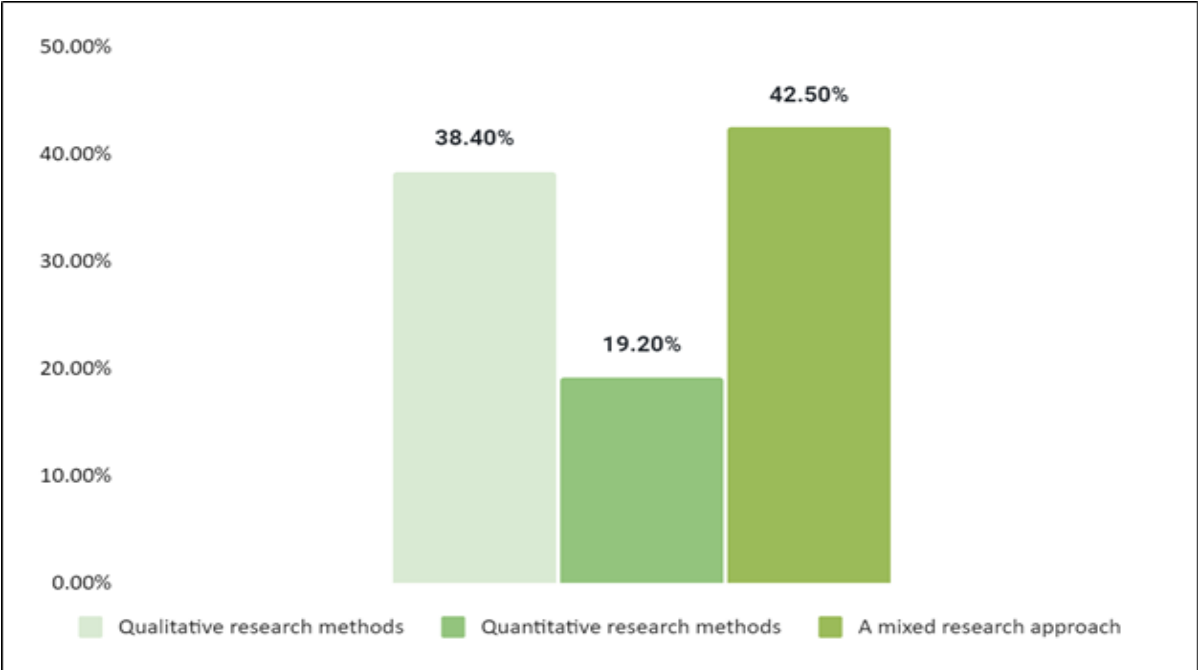
Figure 8. Frequencies on research designs employed

Considering that the modality in which the research methodology is applied is a key aspect in obtaining valid results and satisfying the rigors of the scientific work, one of the main challenges researchers and students face in the Covid-19 framework is the challenge of conducting remote research using digital tools. Of the three possible situations, data collection in hybrid format, in-person or exclusively online, 32.9% applied the instrument/s of data collection in hybrid format, 37% of respondents opted for the face-to-face/in-person mode and 30.1% carried out the collecting data step exclusively online. We could observe that most of the students opting for a hybrid mode in data collection have a mixed methodological approach.

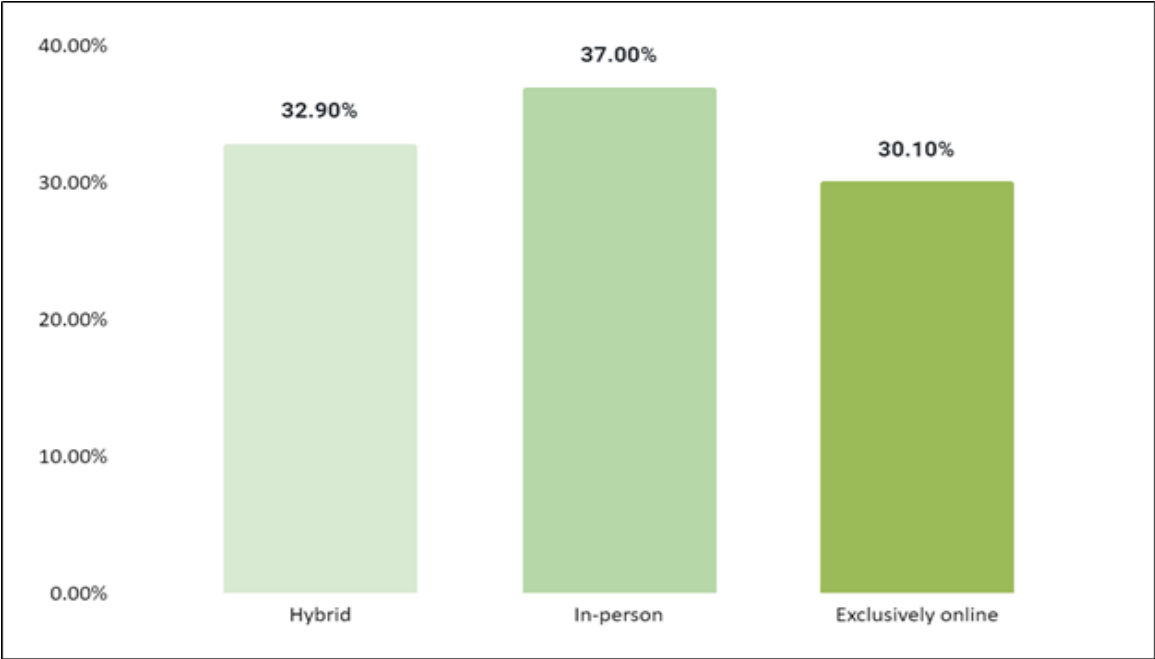**Figure 9. Frequencies on modalities used by students to carried the empirical research**

Regarding the extent to which students consider that the chosen methodology is suitable for the issue studied, over 86% says they were *highly confident* or *mostly confident* in applied this methodology and over 10% says they are *not sure* or *not at all* that they have chosen a suitable methodology.
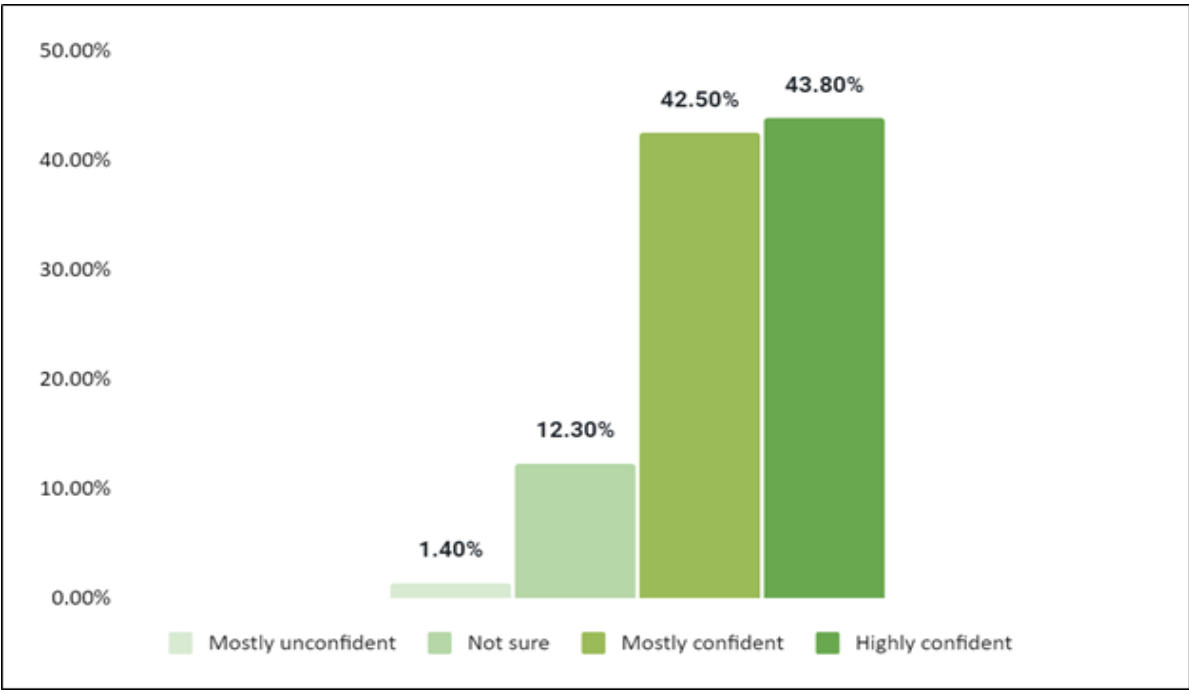
Figure 10. Distribution of the respondents' confidence level in applied methodology

Source: generated by the authors

We could observe that of those who claim that they were *mostly unconfident* in the applied methodology, or are *not sure* of the efficiency of the methodology, 8 of them applied the research tools exclusively online or in hybrid format (4 exclusively online, 4 in hybrid format) and 2 of them had applied instruments in face-to-face mode.

An important factor in increasing the level of confidence is the extent, frequency with which the supervisor is involved and provides support to the student during the time of preparation of the research project. Several studies (Lup & Mitrea, 2020; Maier, et al., 2020; Mseleku, 2020; Sharma, et al., 2020) focused on the impact of the Covid-19 pandemic on the educational process, indicate that students have encountered relational and communicative problems in relation to their professors and peers. The support provided by the supervisor and colleagues also includes communication aspects. Thus, regarding the support received from the supervisor in completing the bachelor's thesis, over 70% of students said they received *a lot of support* or *much support*, 17.8% say they received *somewhat support* and over 10% state that they received *a little support or not at all.*
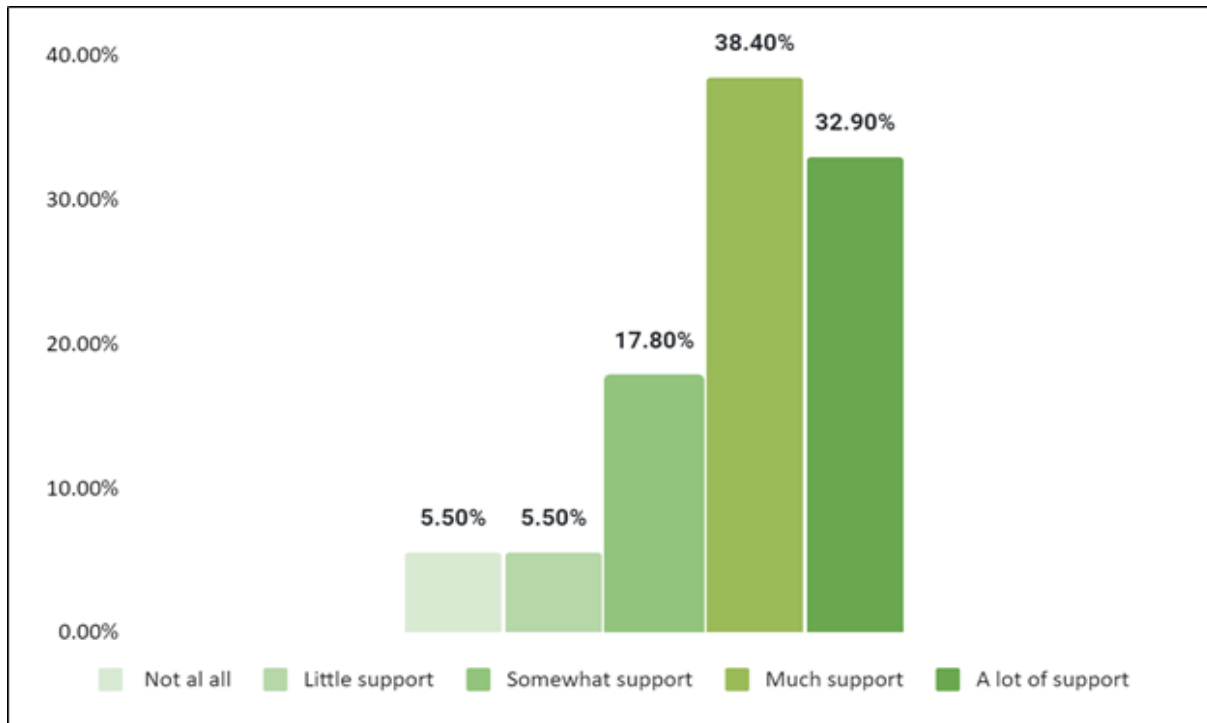
Figure 11. The support received from supervisors during the time of carried research projects

Source: generated by the authors

Regarding the support received from the peers/colleagues 34.2% claim that they received *somewhat support* over 35% claim that they received *much support* or *a lot of support* and over 32% claim that they received *a little support* or *not at all.*

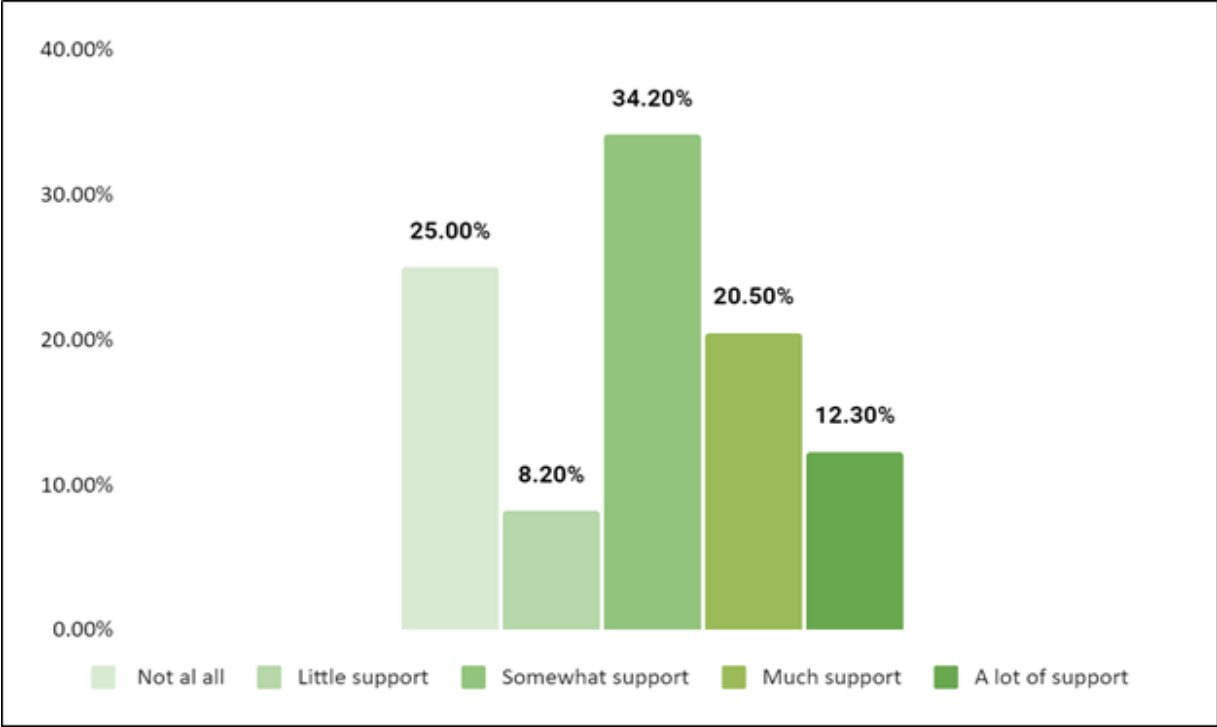**Figure 12. The support received from peers/ colleagues during the time of carried research projects**

If they were in the situation to conduct research independently, 31.5% say they are *highly confident* in conducting such a process, 39.7% say they are *mostly confident* and over 28% among the participants claim that they are *not sure* if they can do such a process independently.
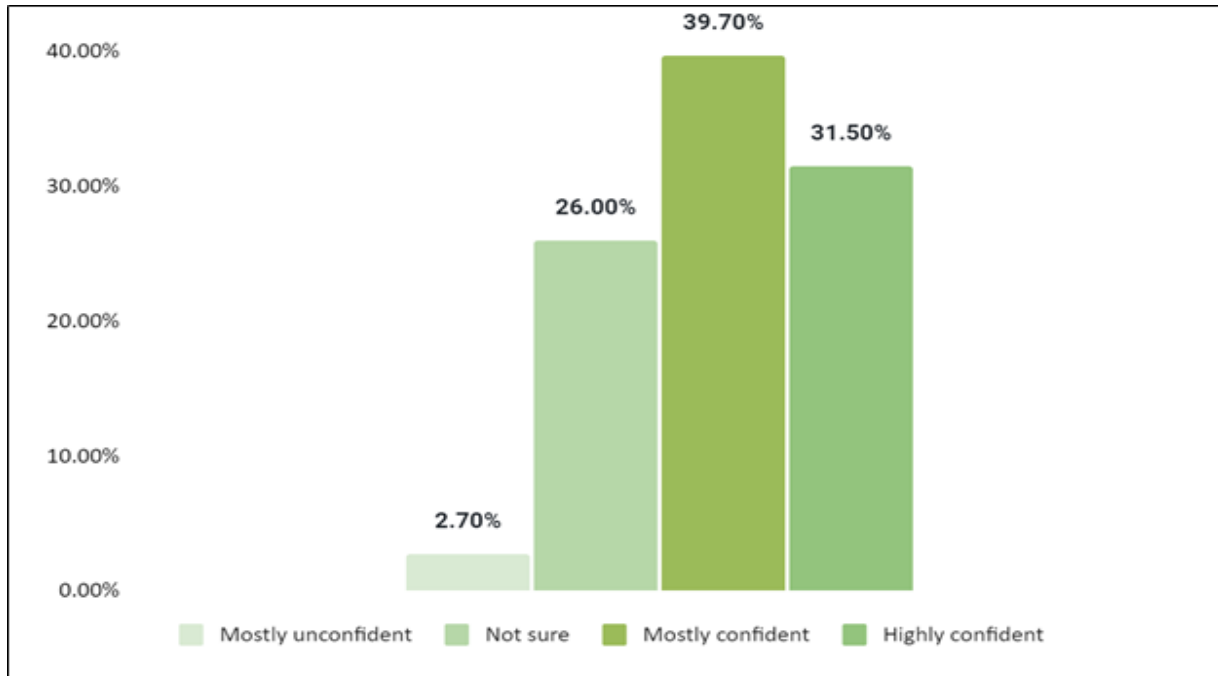
Figure 13. Distribution of the respondents' confidence level in social research

Because of the emergent transition of the educational system to online learning and with all the restrictions imposed by the legislator, the social research practices used most frequently by the students have undergone changes, these being „forced" to allocate additional resources to go through all the steps of an empirical research. One of the main challenges researchers and students face in the Covid-19 framework is the challenge of conducting remote research using digital tools. The use of some digital social research methods mediated by digital technology, have yielded flexibility and creativity in research. Of the participants that indicated that they are in the position to perform a bachelor's thesis, over 62 % applied the methodology of data collection in hybrid or exclusive online and 42.5% of the respondents had mixed research design. The use of remote research methods did not affect the quality, validity or efficiency of the research, over 86% being highly confident or mostly confident in selected methodology.

4 Conclusion and Recommendations

Using a quantitative approach, this research report looked at the available information on research learning content and research behaviours displayed by students enrolled in a bachelor program in social sciences (sociology, social work, anthropology and human resources) and tried to identify the efficient approaches and strategies that can be employed by teachers, higher education administrative leaders, and policy makers to help provide all students with high-quality learning experiences in a remote format. Considering the current digitalisation of educational experiences, engaging all students in social science research requires significant

changes to what both students and teachers do in the classroom. Contextualizing research by integrating students' experiences and expectations into social research classes/modules can facilitate learning. In addition, using innovative pedagogies can make research learning accessible to all students, regardless of their field of study.

This section summarizes the conclusions the authors have made from the gathered data and provides recommendations for future actions on multiple levels: macro- (educational policy), mezzo- (higher education institutions), and micro- (students and teachers).

CONCLUSION 1: Active engagement of students in learning about research process through formal and informal research classes/modules increases their conceptual knowledge and improves their research competencies

Although teachers generally select topics for discussion and analysis in their research classes or learning modules, the specific tasks students are engaged in result from students' prior knowledge and experiences (exposure to such topics). Teachers attend to and respond to students' thinking through classroom lecturing or modelling and guide students in using evidence from multiple sources to support their scientific explanations and/or solutions to social problems. Teachers and students should recognize that there may be multiple acceptable explanations, outcomes, solutions, models, or research designs. Research classes/modules provide an opportunity for students to look for alternative explanations. They can learn about the relationships between social problems, see a known social phenomenon in a new context, or identify similar phenomena that share similar causes. In addition, such classes are an opportunity to apply their research knowledge and competencies in other classes.

- Recommendation 1: Teachers should collaborate to develop learning sequences that include topics carefully chosen that support students' engagement in the field
- Recommendation 2: College and university faculty should design and teach research classes that use a participatory approach for learning

CONCLUSION 2: Teachers can use students' experiences and expectations to motivate learning research by choosing relevant social phenomena and propose research tasks that are interesting and engaging to students. Engaging into consistent social research may create opportunities for students to understand the wider world

Students' expectations about their field of training (sociology, anthropology, social work) can serve as a motivating factor to their learning. One way that social research activities are valuable in higher education is that they can provide specific opportunities to connect to their relevant prior and current experiences and support them in learning and understanding the social world. By keeping in mind, the diverse backgrounds and experiences of the students and situating research topics in contexts relevant to students' lives, research classes/modules can increase motivation and engagement and deepen students' understanding of social problems.

- Recommendation 1: Higher education decision factors should support teachers in implementation of research classes/modules (e.g. providing the appropriate resources, support teachers' own research, and promote collaboration among faculty to design learning sequences that allow transfer of knowledge

- Recommendation 2: Teacher training departments established in HEIs should prepare and empower teachers to make informed and professional decisions about adapting lessons to their students and the local changes
- Recommendation 3: Teachers should develop their curriculum around interesting and current social phenomena or design research tasks that use their students' curiosity to engage them in learning about research process

CONCLUSION 3: Innovative pedagogies, including using online tools, can support the learning process for all students

Innovative pedagogies (e.g. through use of new technologies in teaching) help contextualize social research. Innovative pedagogies can work to remove barriers limiting full participation. This approach supports students' meaningful and consistent learning, helps sustain their interest and positive perceptions of their field, increases their sense of belonging, and impacts their self-perceptions as active learners.

- Recommendation 1: HEIs administrators should provide teachers and students with access to high-quality instructional resources, space, equipment, and supplies that support the use of new technologies to social research
- Recommendation 2: Teachers should receive feedback from peers and other educational experts while working throughout their careers to improve their skills, knowledge, and dispositions with these innovative instructional approaches
- Recommendation 3: Universities should support and incentivize design of new courses or redesign of existing courses that use inclusion of new technologies
- Recommendation 4: Students need access to a specific guide (*e-research design)* on research practices in digital environment.

CONCLUSION 4: Centering classes on social research means that teachers should provide multiple opportunities for students to demonstrate their reasoning process and show understanding of scientific explanations about the results. Classes that offer opportunities for teachers to observe and accompany student learning and embed assessment into the flow of learning experiences allows students as well as teachers to reflect on their learning process in general

Teachers organize students' experiences so that the students can construct explanations for the causes of social problems. This type of learning requires ongoing assessments on what students can and cannot do and areas where students have not yet achieved complete understanding of the research concepts and procedures in order to support necessary modifications to teaching and learning. Ongoing assessment in instruction allows teachers to monitor progress toward learning goals while students are engaged in social research and also allows both the teacher and student to use assessment as a tool to reflect on and improve learning.

- Recommendation 1: Teachers should monitor student learning through ongoing assessment as students make sense of social problems

- Recommendation 2: Teachers should involve students as team members in their own research projects through a sustained tutoring process
- Recommendation 3: Teachers should use formative assessment tasks and discourse strategies to encourage students to share their ideas, and to develop and revise their ideas with other students
- Recommendation 4: Teachers should use evidence from formative assessment to guide instructional choices and guide students to reflect on their own learning

CONCLUSION 5: There are some inequities within and among schools and programs today in terms of access to educational experiences that engage students in social research. Many policies and structures tend to perpetuate these inequities, such as disparities in facilities and teacher expectations, experiences, and qualifications across schools and programs

There are disparities among different schools and programs regarding the resources (human and material) available and the profile of students they serve. In general, programs serving primarily students from low socioeconomic status (e.g. social work) have fewer resources and have less adequate facilities. Also, not all teachers have the certifications and experiences to support transferability of students' research competencies and knowledge into their classes. In all areas, teachers need depth of subject matter but also relevant and recent research experiences to support students in scientific investigations. Therefore, in programs where teachers lack appropriate experiences, research classes tend to be completely separate from other classes. As a result, students do not have access to high-quality educational experiences that will engage them in social research, but most importantly they will lack understanding the relevance and use of research into their future career.

If participation in doing social research is considered as an expectation for all students from social sciences, then a dialogue between various stakeholders can facilitate improvements in curriculum, instruction, assessment, and professional development needed to support social research for all students.

- Recommendation 1: Teachers with different research interests and experiences should work in teams in designing the learning tasks
- Recommendation 2: National and local stakeholders should provide additional resources to schools with significant populations of students with low SES to broaden access/opportunity and allow all students to participate in social research classes

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6 Appendix

6.1 Questionnaire in Romanian

Dragă student,

Provocările aduse de COVID – 19 în domeniul educațional, când învățământul s-a mutat complet online, a afectat și modalitatea de derulare a cursurilor și seminariilor. Deciziile luate s-au bazat pe modelele implementate în alte țări și instituții de învățământ, dar unele aspecte e posibil să fi creat probleme suplimentare pentru studenți pe care nu le-am anticipat. Pentru a învăța din aceasta experiență și a implementa cele mai bune decizii pe viitor este necesar să cunoaștem îndeaproape opinia ta.
Prin urmare, dorim să aflăm opinia ta cu privire la procesul de învățare în contextul provocărilor ridicate de Covid-19.

Acest chestionar este realizat în cadrul proiectului Erasmus **Navigating Social Worlds: Toolbox for Social Inquiry (2020-1-PL01-KA226-HE-096356)** în care sunt implicați parteneri din cinci țări (Polonia, România, Letonia, Estonia și Lituania). Prin urmare, colegii tăi din universitățile partenere vor răspunde acelorași întrebări. **Chestionarul este anonim**, nimeni dintre cei care vor analiza rezultatele studiului nu va putea sa te identifice in niciun fel. R**ezultatele vor fi utilizate în publicarea unor rapoarte, articole sau prezentări în cadrul conferințelor. Participarea ta la studiu este voluntară**, poți să te retragi în orice moment fără a da explicații sau a exista consecințe. Am aprecia însă dacă ai răspunde la toate întrebările. Participarea ta la studiu nu îți aduce beneficii directe, dar ne ajută să înțelegem mai bine situația și de a propune soluții de îmbunătățire a procesului de învățământ de care vor beneficia colegii tăi.

La decizia cadrului didactic, participanții la acest studiu pot primi un bonus pentru completarea integrală a chestionarului. Prin urmare, la sfârșit chestionarului îți vor fi solicitate numele și adresa de email. Dacă decizi să oferi aceste informații, răspunsurile tale nu vor mai fi anonime pentru echipa de cercetare. Însă, numele tău și alte date de identificate nu vor apărea în publicațiile rezultate, răspunsurile tale păstrându-se confidențiale.

Dacă ai întrebări referitoare la studiu, te rugăm să iei legătură cu coordonatorul din cadrul UBB, conf. dr. Mihai-Bogdan Iovu, mihai.iovu@ubbcluj.ro

Prin completarea acestui chestionar îmi dau acordul că:
- sunt de acord să particip la studiu
- am citit și înțeles informațiile din acest formular
- am peste 18 ani
- sunt în prezent înscris la o universitate din România

Mulțumim pentru timpul tău!

A. Percepția privind procesul de învățare online
   1. Gândește-te la modalitatea de derulare a cursurilor și seminariilor în anul universitar curent (2020-2021). Alege răspunsul care se potrivește cel mai bine nivelului tău de acord cu afirmațiile de mai jos

	Dezacord total	Dezacord	Nici acord, nici dezacord	Acord	Acord total
Mi-a facilitat învățarea					
Modalitatea de derulare a întâlnirilor a produs o încărcătură mai mare de muncă					
Predarea online este o soluție în situații de criză, dar consider că trebuie să revenim la un proces complet față în față când situația o va permite					
Mi-a îngreunat procesul de învățare					
Mi-a creat disconfort emoțional					
Nu am mai văzut întregul proces de învățare					

2. Spre deosebire de învățământul față-în-față, în ce măsură consideri că următoarele activități sunt necesare în învățământul derulat complet online

	Mai puțin	În aceeași măsură	Mai mult
Lecturarea materialelor trimise de către profesor			
Căutarea altor materiale informative, în afara celor trimise de către profesor			
Realizarea unor teme individuale (ex. rapoarte, eseuri, proiecte, sarcini punctuale)			
Realizarea unor teme de grup (ex. rapoarte,			

eseuri, proiecte, sarcini punctuale)			
Dobândirea unor competențe digitale			
Realizarea unor prezentări			
Realizarea unor activități aplicate			
Comunicarea cu colegii			
Comunicarea cu profesorii în cadrul orelor de consultații			

B. Autoevaluarea competențelor digitale

3.Cum îți evaluezi următoarele competențe digitale?

	Dezacord total	Dezacord	Nici acord, nici dezacord	Acord	Acord total
Știu cum să gestionez diverse documente electronice (descărcare, salvare, încărcare)					
Știu să folosesc comenzile rapide de la tastatură (*shortcut keys*)					
Știu cum să deschid o fereastră nouă în browser					
Știu să completez formulare online					
Știu cum să gestionez setările de confidențialitate în diverse platforme/site-uri					
Știu să mă conectez la o rețea WIFI					
Știu să mă conectez pe diverse platforme (Zoom,					

MsTeams, Google classroom etc)					
Pot să identific informația de care am nevoie pe un site					
Știu să utilizez diversele instrumente de pe platformele de învățare (Zoom, MsTeams, Google classroom etc)					
Știu ce informații pot fi sau nu pot fi făcute publice online					
Știu când să fac sau când să nu fac publică o informație online					
Am grijă la ceea ce spun și ce fac atunci când sunt online					
Știu să creez un fișier video					
Știu să creez un infografic					
Știu să creez un website					
Nu am problem în a posta online materialele create de mine					

C. Cursuri sau conținuturi de învățare din aria cercetării parcurse în cadrul universității

Unele universități/facultăți au în planul lor învățământ discipline distincte privind cercetarea socială (ex. Metode și tehnici de cercetare în științele sociale, Prelucrarea și analiza bazelor de date, Statistică socială) sau au incluse teme specific de cercetare în cadrul altor discipline (ex. la Protecția copilului, un curs este dedicat realizării cercetărilor cu copii). Pentru secțiunea următoare te rugăm să te gândești la o astfel de **disciplină distinctă din aria cercetării** pe care ai parcurs-o în anul universitar 2020-2021 sau la un **curs specific din aria cercetării** din

cadrul altor discipline. Dacă în anul universitar 2020-2021 ai parcurs mai multe astfel de discipline/conținuturi, gândește-te la cel mai recent (ex. ultimul semestru)

4. Care e numele disciplinei la care te gândești? (întrebare deschisă)

_____

5. La ce conținuturi/module specifice te gândești? (întrebare deschisă)

_____

6. Alege răspunsul care corespunde cel mai bine nivelului tău de acord pentru itemii de mai jos, atunci când te gândești la disciplina/cursul menționat la întrebările 4 sau 5

În timpul disciplinei/cursului…	Dezacord total	Dezacord	Nici acord, nici dezacord	Acord	Acord total
Am înțeles mai bine cele mai importante concepte din cercetarea socială					
Am înțeles mai bine etapele cercetării sociale					
Am înțeles care sunt metodele de cercetare					
Am simțit că am înțeles bine tehnicile de analiză predate (indiferent de notele obținute la lucrările de verificare parțială sau la examen)					
Am devenit mai interesat de cercetare în general					
Au fost suficiente ocazii de a discuta cu alte persoane despre cercetările derulate de aceștia					
Am aflat despre cele mai noi descoperiri în domeniu					

Mi-au fost prezentate cercetările derulate d către profesorul meu					
Mi-au fost prezentate cercetările derulate de către universitatea la care sunt înscris					
Profesorul m-a încurajat să găsesc explicații alternative pentru rezultatele obținute dintr-o cercetare empirică					
Datorită disciplinei/cursului, am devenit mai interesat de domeniul meu de specializare					
S-a realizat legătura dintre cercetare și practică					
Am aflat ce tip de studii sunt realizate în domeniul meu de specializare					
Am învățat cum pot fi utilizate rezultatele cercetării în activitatea mea profesională					
Cred că ceea ce am învățat la această disciplină/curs îmi va fi de folos și la alte discipline I					
Cred că ceea ce a învățat la această disciplină/curs îmi va fi de folos în cariera mea în domeniu					
Cred că asistenții sociali sau sociologii (gândește-te la specializarea ta) nu au nevoie de aceste informații pentru a fi buni profesioniști					
Profesorul m-a încurajat să derulez					

propriile proiecte de cercetare					
Profesorul a oferit teme (ex. teste, bibliografie, sarcini de rezolvate) în mod constant					
Profesorul mi-a oferit feed-back individual la sarcinile primite					
Profesorul m-a informat despre modalitatea de derulare a examinărilor					
Examinările online au fost mai dificile pentru mine					
În general, predarea a fost adecvată					
În general, sunt mulțumit de modul online de derulare a disciplinei/cursului					

D. Cursuri privind cercetare socială parcurse în afara mediului universitar
Unii studenți decid ca, în afara conținuturilor privind metodologia/cercetare socială parcurse în mod formal în cadrul specializării, să participe în activități independente de învățare prin participarea la școli de vară/de iarnă, webinarii, cursuri de formare etc..

7. Ai parcurs un astfel de curs/formare în ultimul an universitar?
(Da – urmează 8/Nu – treci la secțiunea E)

8. Cum s-a numit cursul/formarea la care ai participat?
_____

9. Ce conținuturi au fost parcurse?
_____

10. Cine a oferit cursul/formarea?
Universitatea la care sunt înscris
Altă universitate
Institut de cercetare
Asociație profesională
Altcineva?_____

E. Competențe de cercetare
11. Gândește-te la nivelul tău de pregătire în a derula următoarele acțiuni legate de cercetare și alege răspunsul care ți se potrivește

Pot să…	Deloc	În foarte mică măsură	În mică măsură	În mare măsură	În foarte mare măsură
Identific teorii relevante studii anterioare relevante					
Identific aspectele mai puțin abordate în literatra de referință legate de o temă de cercetare					
Generez întrebări de cercetare relevante					
Identific elementele importante dintr-un studiu științific publicat anterior					
Construiesc un design de cercetare					
Formulez întrebări relevante pentru cercetarea cantitativă					
Relaționez întrebările de cercetare cantitative cu abordările teoretice existente					
Înțeleg asumpțiile epistemologice ale cercetării					
Identific procedurile adecvate de colectare a datelor cantitative					
Realizez colectarea datelor cantitative					
Operaționalizez variabilele					
Selectez instrumente de colectare a datelor					
Identific problemele de validitate în cercetarea cantitativă					
Utilizez proceduri statistice adecvate datelor					

cantitative					
Interpretez rezultatele cantitative					
Formulez întrebări relevante pentru cercetarea calitativă					
Relaționez întrebările de cercetare calitative cu abordările teoretice existente					
Înțeleg asumpțiile paradigmatice ale cercetării calitative					
Identific procedurile adecvate de colectare a datelor calitative					
Realizez colectarea datelor calitative					
Identific problemele de validitate în cercetarea calitativă					
Utilizez tehnici de analiză adecvate datelor calitative					
Interpretez rezultatele calitative					
Identific aspectele legate de etica cercetării					
Aplic toate elementele legate de etica cercetării					
Identific elementele legate de autorat					
Descriu implicațiile rezultatelor obținute					
Scriu un articol/raport pe baza cercetării derulate					
Utilizez un stil de citare adecvat					
Prezint rezultatele obținute (prezentare orală)					

Relaționez rezultatele mele cu cele din literatura de referință					
Identific limitele cercetării mele					

F. Studenții din ultimul an de studiu au de realizat și prezentat o lucrare de licență. Dacă te afli în această situație, răspunde la următoarele întrebări

12. Ce metode de cercetare ai utilizat/utilizezi? (răspuns multiplu)
Ancheta sociologică
Interviuri individuale
Interviul de grup (focus-grup)
Analiză de conținut
Observația
Experimentul
Alta?_____

13. Cât de multă încredere ai în faptul că ai ales o metodologie adecvată temei de cercetare? (1- deloc 5 foarte mult) ___ .

14. Cum ai derulat/derulezi colectarea datelor?
Exclusiv online
Față în față (în format direct)
Hibrid

15. Cât de multă îndrumare ai primit din partea cadrului didactic coordonator în realizarea lucrării de licență?
- Deloc
- Foarte puțin
- Puțin
- Mult
- Foarte mult

16. Cât de mult sprijin ai primit din partea colegilor în procesul de realizare a lucrării de licență? (1 not at all -5 a lot)
- Deloc
- Foarte puțin
- Puțin
- Mult
- Foarte mult

17. După absolvire, dacă la locul de muncă va trebui să derulezi o cercetare, cât de multă încredere ai în capacitatea ta de a derula un astfel de proces în mod independent? (1 la 5)

G. Date demografice
Gen (M/F)
Anul de studiu (I, II, III)
Universitatea_____

Specializarea_____
Nume (opțional)_____
Email (opțional)_____