Czech University of Life Sciences Prague

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Bachelor Thesis

The Prospects and Challenges of Distance Education

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BACHELOR THESIS ASSIGNMENT

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Thesis title

The Prospects and Challenges of Distance Education

Objectives of thesis

The main goal of this thesis is to determine importance of education, more precisely to focus on distance education, to overview possibilities for students to get distance education, to collect public and tutor's opinion.
To find benefits and drawbacks of distance education.

The hypothesis of this diploma thesis is to prove that the distance education has future potential, to determine what qualities a person must have in order to succeed in getting an online education. To explain that obtaining online education at the university it is not the case when person can get it easy, that a person should work hard for it, should be responsible and motivated.

Methodology

In general, the first half of theoretical part focuses on the significance of education, describes the different levels of it and the relationship between education and income, wealth.

In the second half of theoretical part going deeper to the topic of new possibilities of obtaining quality education, which is distance education. To find advantages and disadvantages of distance education. Theoretical part will rely to practical part.

The final part will conclude interview survey with own questionnaires. As an interviewee,will be chosen professional tutors from Universities, which provide distance education. Moreover, to create a survey among young people and collect their opinion and statistics about "distance education". The aim of the surveys is to investigate opinion of actual tutors from universities and compare it with the opinion of young generation. To define if the distance education is a choice which should be considered, when selecting education type.

The proposed extent of the thesis

40 – 50 pages

Keywords

education, student, university, e-learning, myths , distance education

Recommended information sources

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Declaration

I declare that I have worked on my bachelor thesis titled " The Prospects and Challenges of Distance Education " by myself and I have used only the sources mentioned at the end of the thesis. As the author of the bachelor thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 30.11.2018 _____

The Prospects and Challenges of Distance Education

Summary

The use of Internet technology and distance learning is not now something new. Today, distance learning allows you to look at the process of getting education from the other side. The active use of such technologies in education has set the place for distance education.

In this thesis the sole focus is on bringing to attention the significant role of education and to show the opportunities to obtain education in the UK universities at the same time without leaving your home country and work.

This thesis includes the outlook position of tertiary distance education between young people and tutors. All possible advantages and disadvantages are discussed and opinion of both sides as tutors and people of age 20-26 years old are considered. Moreover, current opportunities to attend UK universities, costs and benefits are calculated.

In the result of this thesis is to dispel myths about distance education and to find answers for the questions: if the distance education suitable for everyone and if not which qualities a person must have in order to succeed; if the online learning is as strong as formal, traditional learning in a classroom; if video and online instruction can replace traditional classes

Vyhlídky a Výzvy Dálkového Studia

Souhrn

Využití internetu a techologií v dálkovém studiu není v dnešní době žádnou novinkou. Dálkové studium v dnešní době umožňuje dívat se na dosažení kvalitního vzdělání z poněkud jiné perspektivy. Potencíal těchto technologií je nepochybně obrovský a není divu, že rozsáhlá škála našich každodenních, profesních, ale v rámci teto práce především studijních aktivit, se bez moderních technologií zkrátka neobejdou.

Tato diplomová práce se bude výhradně věnovat podstatě vzdělávání z perspektivy dálkového studia a poukázat na široké možnosti dosažení kvalitního vzdělání na univerzitách ve Velké Británii bez jakékoli nutnosti opustit svoji zemi, pracovní či domácí zázemí.

Tato práce zahrnuje náhled do dálkového vysokoškolského vzdělání a postoj jak univerzitních profesorů tak i studentů k tomuto tipu vzdělání. Rozebírá veškeré přednosti, ale i nedostatky, z pohledu jak univerzitních profesorů, tak i studentů ve věkové kategorii od 20-ti do 26-ti let. Prácv rovněž poskytne přehled možností v rámci studií na univerzitách ve Velké Británii a poskytne výpočty k znázornění finanční úspor a dalších výhod, kterých lze dosáhnout při zvolení tohoto tipu studia.

Posláním této práce je především rozebrat mýty, které oplývají pojem dálkového studia a nabídnout odpovědi k následujícím otázkám: Je dálkové studium vhodné pro každého? A pokud ne, jakými kvalitami musí člověk disponovat, aby při dálkovém studiu uspěl? Může dálkové studium dosáhnout veškerých kvalit a předností klasického docházkového studia? Má online interaktivní a video instruktáž dostatečný potencíál nahradit tradiční studium v klasických třídách, seminářích či studovnách?

Klíčová slova: dálkové studium, univerzita, informační technologie, internet, profesor, student, vzdělávací system, výhody a nevýhody, Velká Británie

Table of content

1. Introduction.

„Every modern person needs to have an education. Education gives a person the right to a free choice of his further destiny. Of course, the fate of a child is strictly monitored by the eye of parents and teachers who wish him only good...

Education is not just a school matter. The school gives only the keys to this education. Out-of-school education is all life! A man must educate himself all his life.''

(Lunacharsky, 1918)

In a different type of epochs and the word existence the main task of educational institutions and first of a school is how to fully open up the individual abilities and capabilities of each of the students. In case someone would like to be professional in some area it has to always start from the beginning, as a baby who needs to crawl first before start walking without help.

In the first instance education is prestige. Historically, our society treat clever and well-educated people with a big respect than ignoramus who have not studied for a single day. Therefore, with an educated person it is more interesting to communicate, as the person can support any conversation and share his thoughts and considerations on various topics. That is obviously will be approved among his friends and acquaintances. Every day we can see the performances of public people on television or on the Internet. People, who received a decent education and deserved their position in society. Naturally, it would be unpleasant to hear the wrong and illiterate speech from the person who is representing our country in the international arena. In order to get dream job position someone is spending most of their lives on getting a decent education.

2. Objectives and Methodology

Objectives

The main goal of this thesis is to outlook position of tertiary distance education in today's society.

Partial aims are to overview possibilities for students to get distance education, to find benefits and drawbacks of distance education. Find out about the development of distance education. During and interview and survey to collect opinion of tutors and young generation.

Research questions of this diploma thesis: Is distance education suitable for all subjects? Is the distance education the wave of the future? What qualities a person must have in order to succeed in getting an online education? Is it easy to study distance?

Methodology

In general, the first half of theoretical part focuses on the significance of education, describes the different levels of it and the relationship between education and income, wealth.

In the second half of theoretical part going deeper to the topic of new possibilities of obtaining quality education, which is distance education. To find advantages and disadvantages of distance education. Practical part focuses on distance education at the universities in UK.

The final part will conclude interview survey with own questionnaires. As an interviewee, will be chosen professional tutors from Universities, which provide distance education. During the internship six tutors agreed to contribute in this thesis and share their opinion. They have answered by email to 8 questions and shared with their own experience and explained their teaching methods for distance education.

Moreover, final part include survey among young generation. The survey of 8 questions was posted in November 2018 in social medias as Facebook, VK and Instagram. 59 people of age 20-26 contributed in it.

During the surveys to investigate opinion of actual tutors from universities and compare it with the opinion of young generation. To define pros and cons and to define if the distance education is a choice which should be considered, when selecting education type.

3. Literature review.

3.1 Importance of education

"Education is the most powerful weapon which you can use to change the world"
Nelson Mandela

Undoubtedly, education always had a huge value. Sceptics may state that the importance of education is declining but solid knowledge, professionalism and spacious mind have always been valued.

Education is one of the basic values of modern society. In our century of modern technology, the greatest wealth is Information. One of the popular expression's is "Who owns the information, he owns the whole world". And information is the basis of any education. Therefore, who owns education - he owns the world. The future is in hands of educated people and countries.

The signalling and human capital theories explaining the importance of education to the economy. Human capital theory argues that the accumulation of human capital is an important element of economic growth. In contrast, signalling theory states that the level of education is an indication of behavioural traits that employers are looking for. Human capital theory is an analysis of the relationship between the functions of education and economic growth. Education allows people to develop analytical skills and cognitive abilities. Education teaches children to analyse information and to utilise this acquired knowledge. (O'Dubhslaine, 2006)

The most important contribution of education is not only to upgrade the living standards of citizens but also to enable them to become better citizens. In addition to be a human right, education today is a prerequisite for development and also an effective means for both taking knowledge-based decisions and improving democracy. Education improves and strengthens developmental capacities of individuals, communities, groups, institutions, and countries. However, as Roosevelt's saying 'trying to educate a person mentally without educating morally is to bring a menace into the society' indicated, this is possible via educating people to become supporters of each other but not enemies at all. In this vein, education can create a safer, healthier and more prosperous world and enhance the living standards by changing the visions and perspectives of individuals. (Türkkahraman, 2012)

3.2 Higher education history

Higher education is necessary to satisfy some of the higher aspirations of a society. Every university, students and professors are uniquely motivated to safe the values of freedom and universality of unique dignity. In general, universities are the greatest key of change – cultural and social change and not only technological. (Patel, 2003, p, 139)

In the first millennium the ancient Indian university of Nalanda, which flourished at that time had students from South East and East Asia, Middle-East and Tibet. And in the seventieth century, around 11.000 students been enrolled to the university of Leiden, then one of the world's leading universities, was non-Dutch. It was a huge increase in the numbers of students to travel abroad to pursue education in the late 90s. In 2006, more than 2.5 million of tertiary students were studying abroad, compared to 1.75 million in 1999 (Observatory on Borderless Higher Education). In 2006, researchers from IDP Education Australia estimated that the number of students from developing countries that will go abroad to receive higher education will double before 2015 and double again by 2025. (Kapur, Crowley, 2008)

After all, what education has become in our days it is the result of work of many generations. And when an education institution has the title of ''university'' it has always meant high honour and great responsibility.

The two oldest universities are Oxfords and Cambridge. The ''oldest'' and ''first'' are perhaps the most frequently used words in connection with them. This applies to everything – the first lectures and classes, museums and libraries.

University of Bologna was founded in 1088, Paris about 1119 and Oxford between 1167 and 1185 - the late eleventh century. Cambridge saw its beginnings in 1209. Those universities have a long tradition and are arguably a generic feature of higher education. (Barnett, 1990)

Oxford and Cambridge have a similar infrastructure, organization of the educational process, management system and they laid a solid foundation and lots of traditions of higher education. However, what is the most important - stored image of education and high-quality standards of university education.

Figure 1: Rate of no education
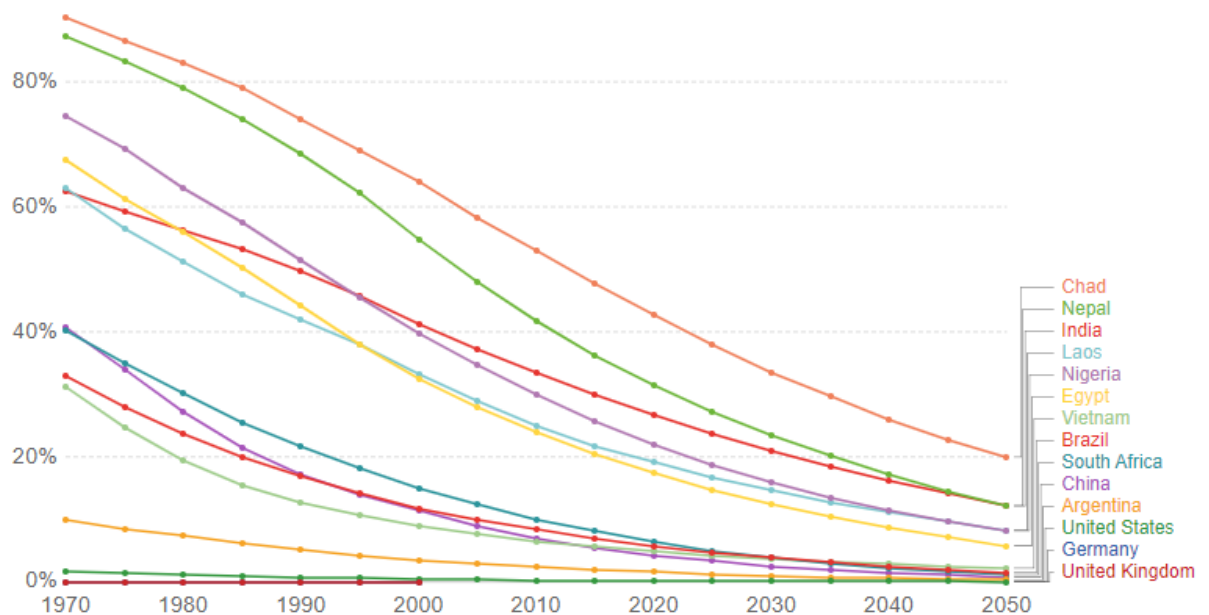
Source: International Institute for Applied System Analysis (IIASA): World Population and Human Capital in the 21st century (2015).

The following projection shows the share of individuals, across countries, who have no education. And it suggests that the rates of education increasing as the world develops. By 2050, it is expected that just 5 countries are likely to have a rate of no education above 20%: Ethiopia, Guinea, Burkina Faso, Mali and Niger. And by this year our society can hope that most of the cross-country gaps in literacy will be closed. (Roser, Ortiz-Ospina,2018)

3.3 Levels of education

Those leaving higher education will need to understand how to learn and how to manage their own learning and recognise that the process continues throughout life.
(Dearing 1997: 134)

As you know, there are several levels of education:

+ <u>The first stage of the child's education is kindergarten/ pre-primary education</u>.

For child's development first years of their life are bringing significant impact to the formation and consolidation of his or her personality. At the age between 3 and 6 child is more likely attending pre-primary serves and it gives him a meaningful development space that meets their early childhood needs. That is the child's the first step into the public

educational system. Therefore, it is important that child establish a sense of trust and feeling of security. So, it will accompany him from pre-primary through all the school settings they attend in the future. Educational activity in the pre-primary consolidates the value system, attitudes and behaviours in accordance with the society and community to which the child belongs. (Azulay, et al., 2013)

Pre-school education gives the child the simplest knowledge about the world around him. In kindergarten a child develops memory, thinking, speech and gains his first social skills.

+ Incomplete secondary education/ Primary education

Principles underlying the educational approach in primary education are:

- Develop a flexible learning structure adapted to processes of socio-cultural, economic and technological changes that enables the application of national, democratic and pluralistic values within the public education system.

- Promote mastery of basic skills and their continual improvement.

 - Encourage social-educational activity outside the school's boundaries and within the community.
- Increase opportunities for initiative and choice among schools and students.

- Integrate a variety of feedback and assessment processes within the school as part of the teaching-learning approach. (Azulay, et al., 2013)

+ Complete secondary education

The Secondary Education Division works to build a professional teaching learning network that takes student differences into consideration, and which enables students to advance and achieve personal excellence. For this purpose, the Division promotes the following objectives:

- Confront violence in the school and students' behavioural problems

- Improve learning processes – teach them and develop them: Nurture literacy skills and teaching strategies

- Teach and instil values as part of the teaching processes

- Develop a pedagogic, educational-moral and organizational continuum

- Promote mathematics and science studies while taking student differences into account (Azulay, et al., 2013)

In school education we can find a wide list of various subjects. Due to this, the child acquires basic knowledge in almost all areas of science. It develops thinking, speech, memory, social competence.
Due to wide range of subjects, the graduate of the school has knowledge in various scientific fields. Besides the fact that it helps to decide on their future profession it is also characterizes them as a person with a broad outlook. Of course, not all subjects will be needed in future professional activities, but the knowledge gained will help to navigate in life, analyse complex social situations. And the skills to perform creative works, such as an essay or a project, teach you to correctly formulate your thoughts, which contributes to effective interviewing in the future.

- Post-secondary education (Vocational, Colleges, Undergraduate programmes)

The student doesn't stop learning new skills when he graduates. People mostly deciding to continue with pursuing more education, because of desire to get the life and work they want. The reason is that for some jobs it requires to be a holder of any degree or you need to have certain skills. Post-secondary education and training programs can bring knowledges that you need to know to start a new career. They can also be a good way to meet new people and try out new things you're interested in.

Two-year colleges: Two-year colleges are usually community colleges with open admissions policies. They are good places for students who:

- Need vocational or technical training for specific jobs

- Want to take selected courses that interest them

- Want to get a two-year or associate degree

- Want to develop their academic skills and transfer to a four-year college

Bachelors' or equivalent level (Undergraduate programmes):

Programmes at this level are often designed to provide participants with intermediate academic or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. (European Commission/EACEA/Eurydice, 2017)

Vocational schools: Vocational schools teach students what they need to know for jobs that require specific skills, such as auto mechanic, medical assistant, electronics technician, beautician, etc. Some schools will help you to find jobs when you are done your training. (The Elizabeth M. Boggs Center on Developmental Disabilities/UMDNJ, 2005)

Master's degree study

Programmes at this level, are often designed to provide participants with advanced academic or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state-of-the-art research or best professional practice. They are traditionally offered by universities and other tertiary educational institutions. (European Commission/EACEA/Eurydice, 2017)
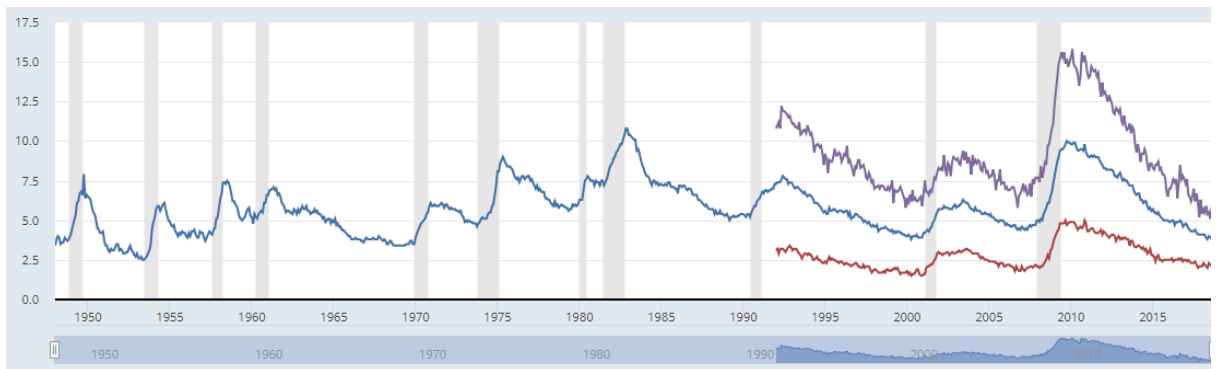
Doctoral degree study

A doctoral degree gives qualifications to work as a researcher or as an expert in demanding research and development tasks. Besides that, the research work carried out while pursuing the doctoral degree provides generic skills that the doctoral degree holders value in their career. Ability to piece together and solve problems and skills related to searching for, adopting and critically examining knowledge are seen very important among the respondents regardless of the research field or employer. Thus, the possible employers of doctoral degree holders should not be limited only to those relevant to the substance of their doctoral dissertation but should also extend to those that could benefit the wider spectrum of skills of these highly educated experts. (Törnroos, Academy of Finland,2017)
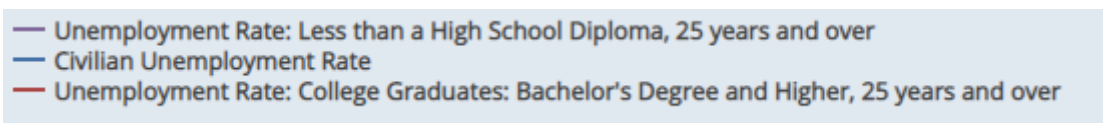
3.4 Education, Income and Wealth

Education in developing countries is in great demand. Part of its value is as a consumption good: education is valued in its own right and is seen as a basic human need. But education also has more materialistic value: it is a means to higher wages, more stable employment, and better working conditions. (Fields,1980)

The relationship between education and income is powerful. Education is often referred to as an investment in human capital. People invest in human capital for similar reasons people invest in financial assets, including to make money. In general, those with more education earn higher wages. In general, the more experiences people have, the more employable they are. As a result, employees with more education have a lower average unemployment rate than those with less education. (Wolla, Sullivan, 2017)

Figure 2: Unemployment Declines as Education Increases

Whereas,

— Unemployment Rate: Less than a High School Diploma, 25 years and over
— Civilian Unemployment Rate
— Unemployment Rate: College Graduates: Bachelor's Degree and Higher, 25 years and over

SOURCE: FRED®, Federal Reserve Bank of St. Louis. Accessed December 21, 2016;

In the 1950s and the 1960s it was thought that education clearly improved the employment prospects of the people who received it. That perception changed in the late 1960s and early 1970s, partly as a result of the study by Blaug, Layard, and Woodhall (1969) detailing the dimensions of the problem of educated unemployment in India. Further proof compiled by Turnham (1971) suggested that the relationship is not a simple monotonic one. Rather, what he reported was that the highest levels of open unemployment are found among people with interim education levels in Bogota, Colombia, Buenos Aires, Argentina; Caracas,

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Venezuela; urban India; urban Ceylon; urban Malaysia; and Syria. Some following studies tend to support the pattern of highest unemployment in the intermediate educational categories, whereas show the rate of unemployment falling with education. (Fields,1980)

Table 1: Unemployment rates of the population aged 25-64 by educational attainment level (less than primary and lower secondary education)

Country	2009	2010	2011	2012	2013	2014	2015	2016	2017
EU (28 countries)	12.7	14.1	14.7	16.7	17.9	17.4	16.3	15.1	13.9
Czechia	21.8	22.7	21.5	25.5	23.4	20.7	20.7	19.2	11.9
Germany	16.7	15.7	13.8	12.7	12.3	12.0	11.4	10.0	9.2
Greece	8.9	11.9	17.0	25.1	28.7	27.6	26.2	26.2	23.9
Netherlands	4.1	5.7	5.7	7.0	9.0	10.1	9.3	7.6	6.6
United Kingdom	9.4	10.3	10.5	10.3	10.6	8.4	7.3	6.2	5.4
Spain	21.8	24.5	26.2	31.1	32.7	31.4	28.9	26.1	23.4
Denmark	7.3	9.0	8.9	9.6	9.2	8.4	8.5	6.6	6.7

Source: Eurostat,2018

Table 2: Unemployment rates of the population aged 25-64 by educational attainment level (tertiary education)

Country	2009	2010	2011	2012	2013	2014	2015	2016	2017
EU (28countries)	4.5	4.9	5.0	5.6	5.9	5.7	5.2	4.7	4.2
Czechia	2.2	2.5	2.6	2.6	2.5	2.6	2.2	1.8	1.4
Germany	3.4	3.0	2.4	2.3	2.4	2.5	2.3	2.2	2.0
Greece	6.7	8.8	13.0	17.1	19.4	19.1	19.0	17.2	15.7
Netherlands	2.0	2.7	3.0	3.2	3.9	3.9	3.7	3.4	2.8
United Kingdom	3.2	3.4	3.7	3.7	3.2	2.7	2.5	2.6	2.4
Spain	8.9	10.4	11.5	13.9	14.9	13.8	12.4	10.9	9.3
Denmark	3.7	4.6	5.0	4.7	4.6	4.5	4.8	4.8	4.6

Source: Eurostat,2018

The indicator focuses on the 25 to 64 years old. It displays the "change" of being without a work for those who would like to have one, broken-down by educational achievement level. The index provides a measure of difficulties that people with different levels of education have to face in the labour market and offers a first idea of the impact of education in reducing the chances of being unemployed. (Eurostat,2018)

The relationship between education and wealth is also strong. Of course, earning a higher income makes saving easier, and saving is necessary to build wealth. Those with lower incomes have a flatter income pattern, which makes saving and paying down debt more difficult. But those with more education also tend to make financial decisions that contribute to building wealth. It is important to realize, however, that anyone can follow the financial behaviours that well-educated families tend to practice. (Wolla, Sullivan, 2017)

Over the past half century, the relationship between working and learning has changed in profound ways that have made it more difficult for students, especially students from low-income backgrounds, to attain the right mix of work experience and schooling necessary to qualify for entry-level jobs with a future. Thus, more education is required to launch a career. In the old industrial economy, high school graduates and dropouts developed specific technical skills and general skills through formal and informal learning on the job after entering the labour market. In the modern economy, only about 20 percent of high school males, and virtually no females, can still get their specific and general skills with a high school diploma and on-the-job training. In the 21st century, most entry-level jobs require a rich mix of formal postsecondary education along with high-quality work experience, preferably matched to an individual's career pathway or postsecondary field of study. In addition, high-quality work experience is harder to come by because the youth labour market collapsed, denying opportunities for young people to get sufficient learning and earning on the job. In the 1970s, more than half of teenagers gained some work experience; today, only a quarter have held a job. Technological innovations that automated work tasks previously performed by low-skill workers led to a massive decline in jobs for teenagers during the 1980s and 1990s. This trend became especially acute during the 2000s, when two recessions meant that experienced workers were a dime a dozen. The collapse of the youth labour market limited youth opportunities to work for money as well as the quality of learning possible in the work experiences that remained available to students. These changes have put more economic pressure on students from low-income families, who are less likely to

attain a postsecondary credential or get access to high-quality, well-paid work experience on the job. As a result, earnings inequality has increased immensely since 1980—60 to 70 percent of the increase is due to the growing difference between the earnings of high school and college graduates. (Carnevale, Smith,2018)

The relationship among education, income, and wealth seems to be fairly strong. Economists, however, are not ready to say that education alone is the cause of higher income. Some of the college wage premium is due to the knowledge and skills acquired through education, other factors, such as the following, are surely at play:

• Natural ability: Those with high intellectual ability are more likely to complete college, and that ability contributes to success in the job market as well.

 • Assertive mating: Highly educated people tend to marry other highly educated people—which can double the wage premium and increase household income.

 • Inheritance: People with more education are more likely to have parents with accumulated wealth and, thus, are more likely to receive an inheritance.

• Better health and longer lifespans: People with more education tend to be healthier, which enables them to work longer and live longer. (Boshara, Emmons, Noeth, 2015)

We found a strong connection between a family's education level and its level of wealth and income. And these connections just becoming stronger over time. We can observe that the gap between educated and less educated people is expanded.

4. What is distance education?

A third mechanism of availing of higher education from overseas is through virtual education. Although distance education program has been around for years, developments in technology have the potential to absolutely transform educational condition. A study of more than 2000 colleges and universities in the United States in 2005 found that more than 3.2 million students took one or more courses online, up from 2.3 million a year earlier. In the same survey, 62 % of university chief academic officers concurred that the learning outcomes in online education are now frequently as good as or superior to traditional classroom face-to-face instruction, while 57 percent said that online education was critical to their institution's long-term strategy (BizEd, 2007).

It could be argued that e-learning is not a new idea. Education and research have long supplied the impetus for the development of creative communications technology and, in doing so, as set out the foundation and standards that would become the modern Internet and the World Wide Web. Speaking, the term e-learning is a contraction of electronic learning, and we may believe this describes an electronic or, more precisely, a computer-based form of learning experience. On the other hand, on deeper consideration, we may be forgiven if we cannot easily provide a simple explanation for e-learning, a term which has been used dully in recent years within a wide range of educational context. Several forms of technology are accused as examples of e-learning, including traditional electronic media such as video, satellite broadcast, interactive TV and more recent media such as the Internet. E-learning could be determined as any technology allowing for the delivery of learning assets or communication between tutor and student; this wider of e-learning, reflecting the uses of audio, visual and other media. (Catherall, 2005)

E-learning or electronic learning can be defined as instructional content or learning techniques delivered or aided by electronic technology. It has the possible to revolutionize the basic tenets of learning by making learning individual-based in place of institution-based. Distance learning has found a new expression: flexible learning is a term in common usage in countries like Australia. It aims at increasing the knowledge, skills and productive in the capacity of the learners in a global condition. E-learning is important not only for economic reasons, but it has significant social benefits as well. By widening making use of high-quality education and training opportunities to the various segments of society, it has a potential to

reduce the economic differences due to denial of education to the economically deprived sector of the population offering them better work chances and income growth at all levels. (Guha, Maji, 2008)

The better examples of online courses are now often highly personalized, with each learner's progress and ''attendance'' tracked, and personalized comments offered throughout. Debate forums and instant messaging technologies can also offer support and collaboration for those undertaking the program. However, these reservations by some, online training and education has fast paced in recent years, fuelling by a greater demand for personal development and learning and lifestyle changes within society. Online learning is increasingly replacing traditional methods. More universities, businesses and individuals are now using e-learning to develop knowledge and abilities and to ensure compulsory training is undertaken. Online courses can both increase and replace many traditional learning techniques and the variety of subject matter is ever-growing. Learners can study across multiple disciplines, and it is now possible to practice your driving theory test online as well as learning a new language. The popularity of e-learning is growing –couple of years have seen significant uptake amongst both business and people. (Bell, 2007)

Global Shapers Survey of 25,000 young people from across the word, 77.84% responded respondents reported having taken online courses in the past. (World Economic Forum, 2016)

Figure 3: Have you ever taken an online course?
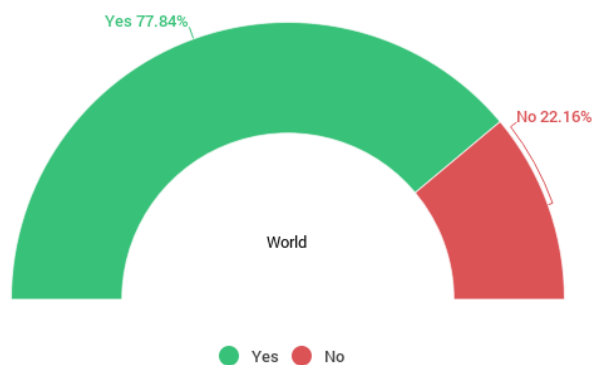
Source: World Economic Forum,2016

One of the most frequently cited research studies on distance education reviewed 355 studies on distance education from 1928 to 1998, the majority of which compared instruction via distance education technology to traditional classroom courses and measured student outcomes primarily through test scores, grades, and student satisfaction (Russell, 1999). Statistical tests indicated "no significant difference" between the distance education groups and the classroom groups in most of the studies (Meyer, 2002).

4.1 Advantages of distance education.

"If you want to teach people a new way of thinking, don't bother trying to teach them. Instead, give them a toll, the use of which will lead to new ways of thinking."
R. Buckminster Fuller

Large city-based companies and organisations often faced with the issue of training large numbers of employees in a short space of time. Big and multinational companies find online training resources more convenient, easier and cost effective. The most importantly for those companies that the training programmes are in line with the latest legislation and relevant. The word "studying" brings memories of dusty classrooms, boredom and mass- instruction for many adult people. They remember requirements to be present all the time at the particular time. Nowadays, distance education allows to control your time and be flexible, as you can be online at any convenient time for you. It is ideally for busy people with the full-time job as well-constructed courses usually enable short periods of learning and if needed the study breaks are possible. It also provides with anonymous learning environment, so less pressure to perform well in front of the others. This safe environment allows individuals to tackle very personal issues. (Bell, 2007)

Advantages of e-learning:

- The lower cost of online education opens up a wider spectrum for personal development. That professional development course requiring time out of the office, which may have previously been withheld by an employer, now becomes possible, because it needs no time-specific attendance and is affordable.
- Flexibility. Students can access the training materials at the most convenient time in a normal working day to suit both the business and the learner, rather than taking time out of the office for a day or more for training. As technology becomes increasingly accepted within society and developments such as webcams and haptics

blur the boundaries of virtual and reality, more and more potential for online learning will be realized. It is unquestionable, that e-learning will form the cornerstone of learning and development in organizations in future years, helping to contribute towards attaining the skills base required in the UK for a prosperous economy. (Bell,2007)

- Accessible for non-traditional students. This is especially important for people with disabilities, as well as for those who live in regions where there is no opportunity to get an education due to the lack of suitable higher education institutions. For instance, people who live in the islands and even mothers who take care of their small children.

- Online delivery of programs and courses makes participation possible for students who experience geographic and time barriers in gaining access to higher education. (University of Massachusetts,2018). The opportunity to study in any university in the world. Regardless of your geographical location and time zone, you can get all the necessary knowledge without leaving your home.

- Interaction between student and teacher are fast and effective.

- Most often, communication between them is carried out using the Internet, so the student always can ask his question and quickly get an answer to it, and without having to schedule a personal meeting.

- Collaborative learning. Online group work allows students to become more active participants in the learning process. Contributing input requires that students comprehend what is being discussed, organize their thinking coherently, and express that thinking with carefully. (University of Massachusetts,2018)

4.1.1 Disadvantages of distance education.

When considering distance education, it is very important to tune in to study independently. Student should have a rigid self-discipline and strong motivation. But for some people it is difficult to do this without outside help. The student should have rigid self-discipline and willpower in order to complete required tasks on time. Since this form of education has a flexible schedule it is still has obligatory deadlines.

There are also some disadvantages of distance education which needs to be known:

- Lack of practical knowledge. Distance education cannot give a student practical skill in the chosen specialty.
- E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects. (Arkorful, Abaidoo, 2014)
- Lack of personal contact with the teacher and fellow students. This can be a negative point for people who like to communicate live, rather than using the Internet. In addition, it is much better for some students to memorize educational material by ear when the teacher gives a lecture, rather than cram it with textbooks.
- Also, not all fields or discipline can employ the e-learning technique in education. For instance, the purely scientific fields that include practical cannot be properly studies through e-learning. Researches have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills. (Arkorful, Abaidoo, 2014)

Unfortunately, today not all universities have a distance form of education. This greatly limits the possibility of obtaining a diploma in an educational institution a person would like to study. However, the number of institutes and universities supporting this form of education is increasing every day. After all, as Jack Messman former CEO at Novell says (2015): "Online learning is rapidly becoming one of the most cost – effective ways to educate the world's rapidly expanding workforce."

4.1.2 Myths about distance education

Myths about distance education or e-learning should be considered and dispelled whenever possible:

Myth 1: E-learning is no big deal

The truth is quite the opposite. E-learning is a big deal because it represents a change that ripples through an organization. Also, organizations are multipurpose systems that balance culture with technology, management, competencies and business processes. With online learning the process of learning in an organization is changing. Therefore, the definition to

management, technology will be changed. An option then is whether to try to manage these changes or disregard them and just let them occur. (Dublin, 2004)

Myth 2. Online learning requires less time than traditional education

As the flexibility one of the main advantage of distance education, some of the students may take for granted that their course can fit into their typical life. The truth is that due to studying at any place and at any time student can save a lot of time, as he will not meet the traffic jams, public transport delay, etc. To appear on a traditional face to-face class at a particular time it might take an hour longer and to meet with other online colleagues and tutor may require only five minutes – to make sure that computer is on and the internet connection is a good quality. Interestingly, online students have reported that they dedicate more time to online courses each week than traditional courses. This may be due to the high expectation for active participation that is common to online courses, or the additional demands of learning course material without the benefit of live meeting times. This process cannot entirely take place while your primary attention is focused on your friends, family, or work, so the successful completion of online courses will require a time commitment. (Globokar,2010)

Myth 3: With online education, I am ''Going it alone"

The truth is that as an online student, you are not alone by any measure. Investing some initial time in clicking around the classroom and other parts of the school Web site will reveal a robust network of resources in place to support you. Tutors of the module and student support are familiar with the experience the student is going through and often happy to assist. Online students may have more interaction between each other compared to traditional campus university students. (Globokar,2010)

Myth 4: it's magic

Unfortunately, the miracle does not happen. It is no one model or formal which cn guarantee your success in distance education. It allows you to change your current learning processes to be more productive and effective. And if hard work was done, it becomes a critical force to improve the performance of your workforce. Adult people are not bet friends with a new technology and it requires time to get used to the new processes. It is through integrating with the business of the business that online learning efforts become interwoven into the

fabric of your organization's culture and activities: in effect, your e-learning becomes invisible. (Dublin, 2004)

Myth 5. Distance learning offers great opportunities for cheating.

The statement that distance learning students write off or may use additional information is false. The basis of this type of education is based on the following mechanisms for testing the quality of acquired knowledge:

- The training program is structured in such a way that even independent works are specially tested. Upon detection of the fact of cheating, the work is returned unrecorded. In most cases, communication takes place between the teacher and the student one on one, which excludes the moment of cheating.

- Tickets with questions, as in ordinary cases, in the distance form of education does not exist. Testing and tasks - these are the methods of testing knowledge in which the use of additional sources or materials are welcome.

- Final tasks are performed in the "here and now" mode. Each task is displayed on the screen for a certain time. If the answer is not given or received with a delay, the task is considered unfulfilled.

In order to ensure e-learning is used by learners and embraced by organization, the following should be taken into account: it's about business and providing a business solution; it's about providing a "return on expectation", not just a return on investment; it's about enabling learning and driving performance, not training; it's about people – learners, managers and executives – not technology; it's about motivating learners and energizing organizations; and it's about becoming invisible; interwoven into the very fabric of your organization and its culture. (Dublin, 2004)

4.1.3 Growth, trends and prospects of E-learning.

Distance education leads to the point that will be totally personalized to the individual learner. At present, it provides a comfortable environment for learning skills. In future, the access will be exactly tailored to the learner's needs. Technology will monitor the student's abilities and the content will be delivered on need. It is essential connection between the world of work and the world of education. Employees need to be trained in their work situation. Today, live classes are becoming rarer and as an alternative solution provided by

e-learning. It can offer better collaboration and interaction with experts and peers. It has been found that students in online study had better peer contact in the class and enjoyed it more, spent more time on class-work, had a better grasp of the material and performed on an average 20 per cent better than the students who studied in the traditional classroom environment. (Guha, Maji, 2008)

On United States campuses more than half of the university and college classes use worldwide web materials, email for communication or any other internet applications and resources. It is even existing in India that University of Delhi using satellite technology to beam and transmit classroom lessons from one campus to another.

An active competition likely will be promoting, as online learning shifts the power from suppliers to customers. In the future, students with different backgrounds and various preferences will be able to choose a wider range of study materials that at the present. And it is does not necessarily mean that higher education and training will become marketable commodities. (Guha, Maji, 2008)

Distance study ensuring greater efficiency of different instructional elements: testing and evaluation, content development course delivery; It is already existing virtual classroom simulations in Germany, The University Fern at Hagen. The "real" classroom with mechanisms and facilities for libraries and student queries. (Guha, Maji, 2008)

Figure 4: Demand of on-campus learning versus interest in distance education in European Countries (in %)
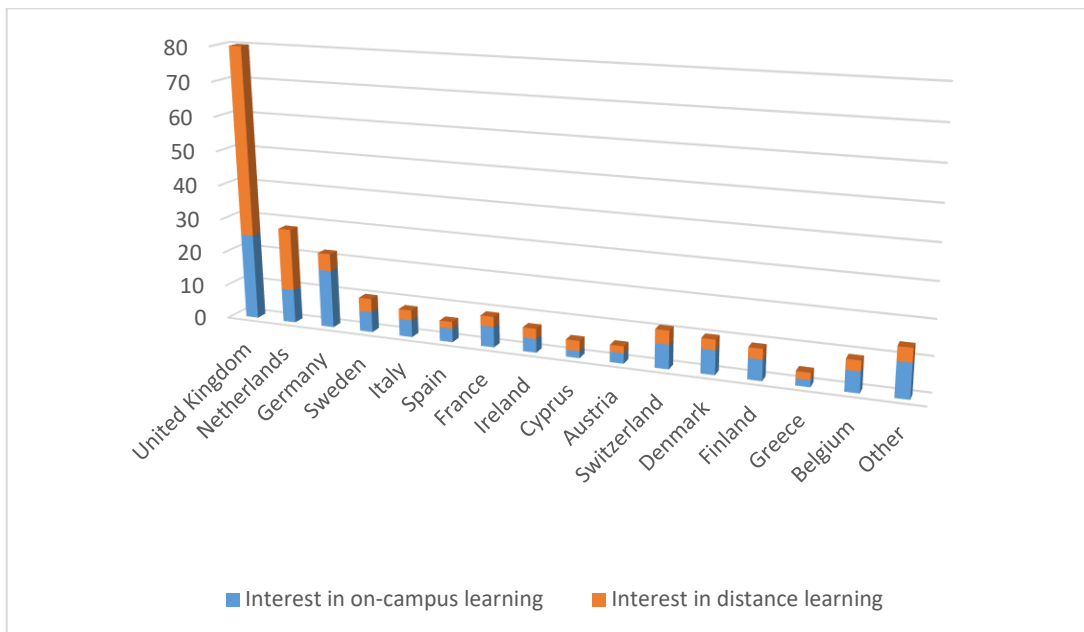
Source: UNESCO,2016

In the figure above shows a comparison based on the interest in distance learning with the interest in on-campus learning. It displays that it is already many differences. It discloses that in 4 of the 15 countries illustrated, the interest in on-campus-learning is higher than the interest in distance education. Consequently, United Kingdom is the largest distance education provider in Europe also has the population with the highest interest in distance education compared to on-campus learning. In contrast, in the countries as Germany and Spain traditional learning is still preferred. (UNESCO,2016)

5. Current opportunities, costs and benefits

In case of wondering where could possibly obtain the master's degree in the table below is the collected information about universities. Distance education is spread across Europe and in general provided by many countries. Because United Kingdom is the main provider of distance education in the table 3 it shows 10 UK universities with the course fees up to date for November 11, 2018. Undoubtedly, every of this University provide more courses, but in the table, it is only few similar courses, which are popular now.

Table 3: Current Universities with distance education in UK.

The University Name:	Offered courses:	Duration:	Course fees:
The University of Law BS, UK	MSc in Strategic Business Management, Leadership &Human Resource Management, Corporate Finance Management	1-2 year	January, June 2019 - £8,500, September 2019- £8,750
Arden University, UK	MSc in Data Analytics &Human Resource Management MBA Master of Business Administration	1.5 to 5 years	MSc - £8,550, MBA - £9,855
Open University	MSc in Human Resource Management MBA Master of Business Administration	2–7 years	MSc – £12,540, MBA - £18,265–£20,760
London School of Planning and Management	MSc in Human Resource Management, MBA Master of Business Administration	1 or 2 years	MSc - £7,950 / £6,950; MBA- £7,950 / £6,950
The University of Manchester	MSc in Human Resource Management.	33months	MSc - £9,925
London School of International Business	MSc in Human Resource Management, MBA Master of Business Administration	18months	MSc & MBA - £7,700
Edinburg Napier University	MBA Master of Business Administration	21 months	£5,301 a year
Imperial College London	MBA Imperial Global Master of Business Administration	2 years	£17,352
Nottingham Trent University	MBA Master of Business Administration	30 months	£6,343 a year
SOAS University of London	MSc in International Business Administration	24 months	£5,025 a year

Source: Own survey (November 2018)

While collecting information about course fees, it was noticed that not all universities in UK provide with this information, and you need to request for further information.

However, in the selected universities above information is available, but somewhere it is written price separately for 1 module and dissertation. And some prices are written for 1 year, while course duration is longer, and you need to calculate estimated price by yourself.

Therefore, study fee varies from £6,950 to £20,760. And MBA studies is higher than MSc. Observing table 3, every university has differences in the duration of the course, even if the degree is the same.

For instance, as author worked in the University of Law as a Programme Administrator and Student Support, one part of the job was to explain all the course procedure. Duration of each programme is 1 year, but it is rare that student can graduate exactly in one year. Full-time programme means that it is not study breaks between modules and if student failed his submission or simply didn't submit, they can participate in the resit. Resits are usually offered after the exam board, and the resits are not running all the time. You need to wait for the resit period. In the University of Law students have 2 resit opportunities.

And graduation is happening two times in a year. One is in November and the second one is in April.

Not all the selected universities can offer you MBA, which is a little flaw. And the price range between those universities is also different, from £6,950 to £20,760. Most of the times it depends on reputation and history of each university.

Let's assume that a person planning to study in London and calculate how much money he could save living in Prague.

As with a distance education everyone can get a great prestige UK education but being based in their home country.

Table 4: Indices Difference

Category	City	%	City
Consumer Prices	London	71.38% higher	Prague
Consumer Prices Including Rent	London	109.32% higher	Prague
Rent Prices	London	192.41% higher	Prague
Restaurant Prices	London	121.57% higher	Prague
Groceries Prices	London	48.04% higher	Prague
Local Purchasing Power	London	31.59% higher	Prague

Source: Numbeo,2018

Table 5: Price difference

	Prague	London
Average Monthly Net Salary (After Tax)	27,366.17 Kč (931.30 £)	75,378.5Kč (2,565.21 £)
Apartment (1 bedroom) in City Centre	17,783.13 Kč (605.18 £)	50,922.2Kč (1,732.94 £)
One-way Ticket (Local Transport)	24.00 Kč (0.82 £)	71.26 Kč (2.42 £)
Meal, Inexpensive Restaurant	140.00 Kč (4.76 £)	440.77 Kč (15.00 £)

Source: Numbeo,2018

The person would need around 52,330.14Kč (1,780.85£) in London to maintain the same standard of life that he can have with 25,000.00Kč in Prague (assuming the rent and all included in table 5 in both cities). (Numbeo,2018)

Therefore, 1 year of living in Prague and studying distance in UK you would need around 550,000Kč. Price includes study fee in selected University of Law BS. The ULaw BS was selected because of most accurate information available due to author internship. And around 875,000Kč the person would spend living and studying in London. Here is the demonstration of advantages of distance education as the lower cost of opens a wider spectrum for personal development. The opportunity to study in any university in the world. Regardless of the geographical location and time zone, everyone can get all the necessary knowledge without leaving the home. So, in case of choosing university in London it is not necessary to live there.

It is clearly that choosing to study distance is saving vast amount of money and time. Freedom and flexibility - the student can choose any of the many courses, as well as independently plan the time, place and duration of classes. Independence from the geographical and temporary position of the student and the educational institution allows not to limit yourself to educational needs. And effective implementation of feedback between the teacher and the student is one of the basic requirements and bases for the success of the learning process. Additionally, it is social equality - equal opportunities for education, regardless of place of residence, health status, elitism and material well-being of the student.

6. Survey among tutors and potential participants

The survey consists in two parts: opened questions to tutors and online survey between young people. Firstly, six tutors are selected to hear what the benefits and drawbacks from their own experiences are, to know what methods is used for distance education.

Secondly, it is analysis of online survey, whereas students can see themselves of taking a course online or not.

Finally, it is comparison of the answers of both sides to the same questions: If the online learning is as strong as formal, traditional learning in a classroom. If they can see video and online instruction replacing traditional classes.

6.1 Analysis of received answers from tutors:

As an interviewee, it is chosen professional tutors from Universities, which provide distance education. Below is their opinion about this type of education, consider that it is part of their life.

While doing an internship, author have met tutors of different universities, who contributed in the interview bellow. As the part of the internship was cooperating with them closely, author have asked for their opinion in Facebook and afterwards have sent out them questionnaires through email.

As six tutors have been asked to participate in the interview, they have sent their reply within 1 week. Therefore, it is 100% return rate, which can be seen as a good result.

Table 6: General information of interviewees

Name	Nationality	Current Location	Age	Teaching experience
1. Khawlah Abulfeilat	Jordanian	Prague, Czech Republic	40s	On campus teaching -10 years, Online teaching - 1.5 year.
2. Elaine Garcia	British	London, United Kingdom	40s	Teaching experience – 6 years, distance learning – 4 years.
3. Arshad Hayat Yousafzai	Pakistani	Prague, Czech Republic	30s	Teaching experience - 5 years, distance teaching - 2 years.
4. Cormac Austin	Irish	Ireland	40s	4 years + online/distance; traditional teaching on and off for several years as well.
5. Oliver Buxton	British	Prague, Czech Republic	27	Four years total, two years distance-learning.
6. Kevan Lyons	Australian	Prague, Czech Republic	40s	Teaching experience – 10 years, distance learning - 1.5 years.

Source: Own survey (November,2018)

Question No. 1: What subjects do you teach?

T1: Human resources management, Cross-cultural management, Global business management, And Marketing focused modules.

T2: Business Studies – MIS, Strategic Tech, Project Management, Risk, etc.

T3: Microeconomics, Macroeconomics, Statistics, International Trade

T4: Marketing related subjects at UG and Master's levels.

T5: Political Economy, Marketing Communications, Research Methods.

T6: Accounting and Finance subjects.

From received answers it is visible that 6 tutors are teaching in similar fields, Social (economy) science. Therefore, nowadays it is mostly popular and available from distance subjects are marketing, business, economic, finance, etc.

Question No. 2: What main methods do you use for distance learning?

T1: We write content and upload it in a format of videos and flashcards for the students to review on the platform. By the end of each unit, the students need to respond to discussion questions and other tasks. We send feedback to the students on their responses and we recommend them to comment on each other's responses in order for them to share

experiences and insights. By the end of each module, the students are asked to submit an assignment that determines their success or failure in the module.

We always attempt to encourage the students to be more interactive in order to benefit from the learning experience.

T2: Use videos lectures, discussion topics, other tasks, one to one asynchronous discussion, Skype calls.

T3: In the E-learning, there is no face to face interaction. Material is uploaded, I check students' progress on assignments and check their exams.

T4: Mostly through an online learning platform (Canvas)

T5: Students access pre-prepared study materials in the form of tuition videos and flashcards which introduce the key topics, concepts, and examples relating to the subject. They are also provided with additional reading and suggested texts for independent study. They then answer a series of formative assignments in the form of discussion forums. It is my task as the educator to provide feedback on these answers and facilitate debate amongst students. Sometimes, these formative assignments are also supplemented by other tasks such as quizzes, to test that key knowledge has been absorbed.

T6: Online modules, eLearning, with videos and student forums for discussions. Email (or messaging with the e-learning system) is the way to answer students' individual questions.

It is comfortable to study online, as you always can re-watch and re-read the material given and can communicate with your colleagues and tutors and get detailed feedback. As tutor's saying that if needed, they can use skype to explain what is not understandable for student.

Question No. 3: What are the benefits and drawbacks of distance education?

T1: Benefits: Flexibility of time; the students can study anytime and access the platform whenever they want. It is good for working students; Students can choose any university in any country without being limited with travel and visa issues; Students who are independent learners may find online learning as an interesting challenge to develop their skills, and students who need more hands-on become more independent learners.

Drawbacks: The possibility that the students may not take it seriously; Some students need more structure in order to manage their time; Accreditation issues in certain countries

T2: Benefits - any time, any place, global community of learners, flexible, students can rewind videos, etc.
Drawbacks - not as synchronous, can't see body signals as easily

T3: Benefits - flexibility and drawbacks could be that too much flexibility could make students not work regularly.

T4: Benefits: Flexibility for students; Direct and easy access to tutors; Media-rich learning experiences.
Drawbacks: Difficulty in explaining some concepts, themes and theories online; Possibility of lack of student engagement; Lack of peer to peer learning experiences for students.

T5: I see two main benefits: student flexibility, and also tutor availability (since all our contact is via email, we are able to provide a very high level of personal attention and detail that just would not be possible in a traditional classroom).
The drawbacks are that the peer-to-peer dimension is still lacking for the student, both socially and academically. Also, the perception of online learning as inferior to traditional education is holding the sector back.

T6: Benefits: Students can study from their own location at their own time, there is no need to travel to classes; No need to purchase books or visit the library, when all materials are provided online; Often it is a cheaper option than attending classes.
Drawbacks: It is not possible ask questions and discuss with the teacher and other students in real time; Not possible to learn from examples and demonstrations by the teacher, as they could do in a classroom; Difficult to do group work and activities as students can be in different time zones and have different study schedules.

As the main advantages of distance education everyone mentioned is flexibility of time. Further, students can choose any university in any country without being limited with travel and visa issues.

Besides, for disadvantages is that the student cannot see the body signals as easily. Also, as tutors say in order to succeed in getting a distance education student have to be self-motivated, committed, responsible and have the ability to learn on their own.

6.2 Analysis of online survey between young people.

Additionally, it has been created survey of "Distance education'' and posted on the social medias, such as Facebook, VK and Instagram. It was collected opinion of 59 people of age 20-26 years old, the age bracket which is most interested in pursuing distance education. Only young people been asked to complete the survey, because they are the ones who could be potential candidates to attend university online. Among those who participated in the questionnaire there were representatives of 20 countries: Kazakhstan, Vietnam, Czech Republic, Germany, Ukraine, China, Portugal, Russian Federation, USA, Romania, Estonia, Serbia, Scotland, France, Aruba, Greece, Turkey, Kosovo, Republic of Moldova, Australia.

All the people who participated in the survey are young. Therefore, young generation who are interested in the future technologies and new form of obtaining education. However, looking to the results - only 37 are familiar with distance education and 22 answered that they are not familiar yet with the distance education.

Figure 5: Are online classes for you?
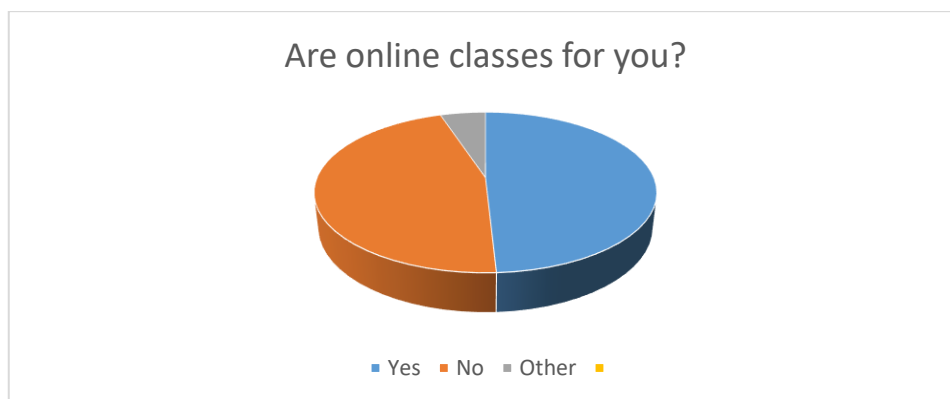
Source: Own collection

For the question if online classes are for them:

29 answered Yes (49,2%), and 27 No (45,8%). 3 of them replied 'other' and added:

- I never had one, so I don't really know.

- Sometimes, it depends which class.

- Few.

From the result it is observed that not everyone can imagine himself studying online now. As the generation (1990s) are get used to traditional classes, however the number of people who can imagine themselves taking classes online is higher.

Apparently, the number of generations after (2000s) millenniums would be much higher. Because technology is not standing in one place and always developing. So, as technology could develop young generation might be more familiar with the distance education.

Figure 6: Would you like to take a class online?
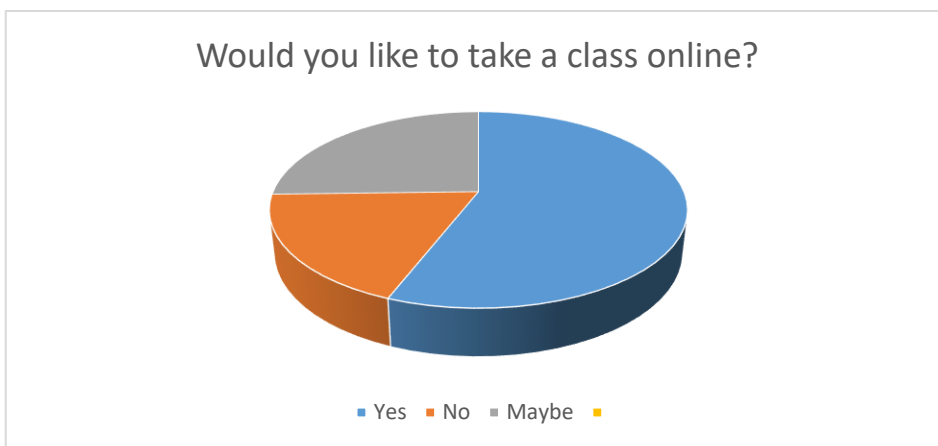
Source: Own collection

Interestingly, even if in previous question people answered that online classes are not for them, they still would like to take a class online. It is all about curiosity. As one of the respondent commented he never tried online classes and it is always interesting to try something new. Since the ones who never tried it cannot judge.

On the diagram above 33 answered they would like to take class online, 15 – maybe and only 11 answered 'no''.

6.3 Comparison of received answers from tutors and through the survey

Evaluation of question No. 3: Do you think online learning is as strong as formal, traditional learning in a classroom?

T1: Online learning can be as efficient as traditional learning if the students are committed, responsible, and have the ability to learn on their own (independent), because the level of guidance is much less in online learning

T2: It can be

T3: Yes, still I think there is room for improvement in terms of screening students and monitoring

T4: It depends on the subject, the subject level and the students. Overall, I would say not.

T5: Depending on the subject and the motivation of the student, I think that online learning genuinely can match an online experience. However, these variables mean that overall, there is still a long way to go to catch the traditional methods.

T6: No, I don't think so. However, it really depends on the student. If they are motivated to study, they will do well online. Those that are not so motivated will not do so well. In the classroom, it is similar, though it is easier to reach out to the less motivated students

Figure 7: Do you think online learning is as strong as formal, traditional learning in a classroom?
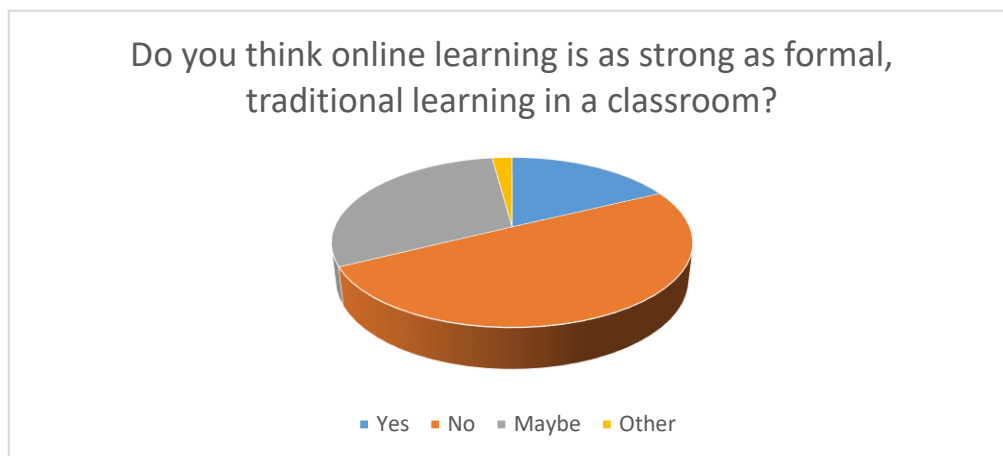
Source: Own collection

Looking to this question people are not agreed with each other and having different opinions, even the tutors of the universities have a doubts and think that it is still space for improvements.

On the diagram above we can observe that most of the respondents think that online learning is not strong as formal, traditional learning in a classroom – 28 'no'.

10 people said 'Yes', 17 of them answered 'Maybe' and 4 of respondents shared their opinion that:

- Depending on the age of the person. For children it is not acceptable, but for people from 17

 - and over it can be a good idea

- Possibly yes. Again, depending on subject studied and with a little more effort on student's part.

- Depends on your own motivation.

- Depend on person.

The author worked as Student Support and Program Administrator for University of Law, that provided online MSc in Corporate Finance Management, MSc in International Marketing, MSc in Leadership and Human Resource Management, MSc in Strategic Business Management. The responsibilities was to guide all the students of that university and help them to understand the online platform, to remind about their deadlines and exams, to solve their issues and chaise if needed. From the experience while working with online students overall, author can say that it really depends on the motivation of the student. As if compare student of traditional learning in a classroom not all of them can get an excellent grade, they need to work for it. That is the same with online students. Kevan Lyons (Tutor 6) added: "Those that are not so motivated will not do so well. In the classroom, it is similar, though it is easier to reach out to the less motivated students"

Nevertheless, sometimes in some module's students been required to complete group assignment and sometimes it was hard when one student is responsible and cannot reach his group member.

In case of long no-participation it was required to write one, two warning messages and call them. Most of the cases it was possible to reach to the student and to explain how important is not to miss the module and the deadline for it. During the internship it was met with the different personalities and needed to learn an approach to every individual. Eventually, when it was able to reach to the student, hear about their issues and trying to offer some options for author it was rewarding to observe their success. Even students with 4 kids and disabilities had so much motivation of obtaining degree so they just tried their best.

It was noticed that the ones who haven't paid their course fees were losing their motivation quickly and as the result were less active and failed all the submissions. And needed to be withdrawn.

Arshad Hayat (Tutor 3) think that: "Yes, online learning is as strong as formal, still I think there is room for improvement in terms of screening students and monitoring"

Evaluation of question No. 4: Can you see video and online instruction replacing traditional classes?

T1: Conservative yes due to the limitations relevant to certain fields.

T2: I think a blended approach will be most popular in the future. The two can co-exist and suit different people.

T3: Not in the near future.

T4: To a large extent, yes.

T5: I don't think it will ever totally replace it, because there will always be some people who desire that traditional experience. However, I do see it becoming more and more common, to the point where it is seen as totally normal, and perhaps even more common than the traditional approach.

T6: I see it replacing more classes over time, but I don't think it will replace them entirely (see q.5) but perhaps a mixture of attending classes and online learning will become normal. This would allow more classes to be taught as students would not attend every week, but every second week, for example, with the rest of the class material available online. This might provide a more efficient way of universities utilizing their classrooms and e-learning platforms.

Figure 8: **Can you see video and online instruction replacing traditional classes?**
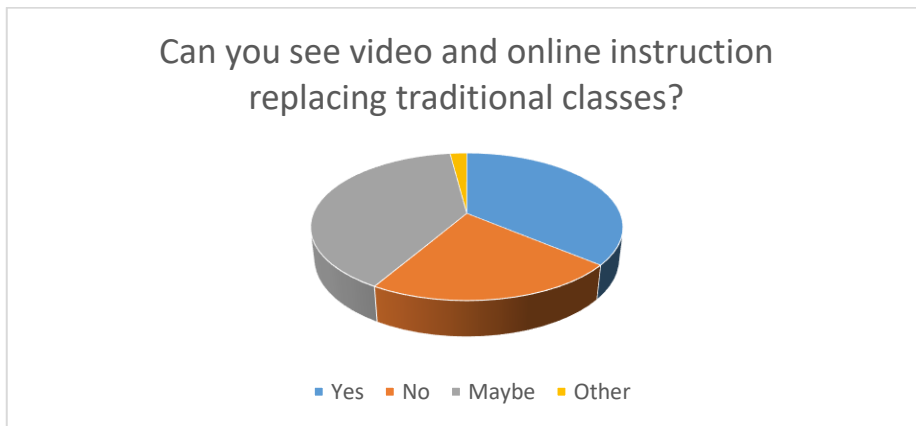
Source: Own collection

Large number of correspondents see that video and online instructions can replace traditional classes, 21 people answered – Yes and 23 of them "Maybe" and "13" see it as "No". Also, was received answer: "Maybe, it will largely depend on the nature of the subject, medicine and dentistry will certainly retain traditional learning styles in the future" and "Needs to go hand in hand"

As already can be remarked that at universities and in work area video and online instructions are the part of it. While studying at university students and professors always use presentations, some video tutorials to catch up and they have Moodle, where all materials are located.

Looking to statistics from the survey the author agrees with Kevan Lyons that video and online instructions can replace more classes over time. Of course, it will not replace it entirely. And Dr. Elaine Garcia (Tutor 2) is also thinking that: "A blended approach will be most popular in the future. The two can co-exist and suit different people."

Evaluation of question No. 5: Do you think there are some fields that cannot be taught in a distance form?

T1: Medicine, engineering, and any field that requires hands-on training, and physical existence of the students and the instructors. To solve for these problems, hybrid programmes can be a good choice.

T2: There are some aspects of some topic which may not be as well suited to online, but most subjects have aspects that can be taught online.

T3: No, but I think some more practical programs are rather difficult to teach and learn, but not impossible.

T4: Possibly -- especially those subject areas that require the application of practical expertise from students, such as pharmacy.

T5: Yes, definitely - at least with current technology. For example, in very complex and practical fields such as dentistry or bio-chemistry. But in the future, perhaps Virtual Reality ad Augmented Reality will make this a possibility.

T6: Mainly those with a lot of practical parts, such as chemistry and medical studies, etc.

Figure 9: Do you think there are some fields that cannot be taught in a distance form?
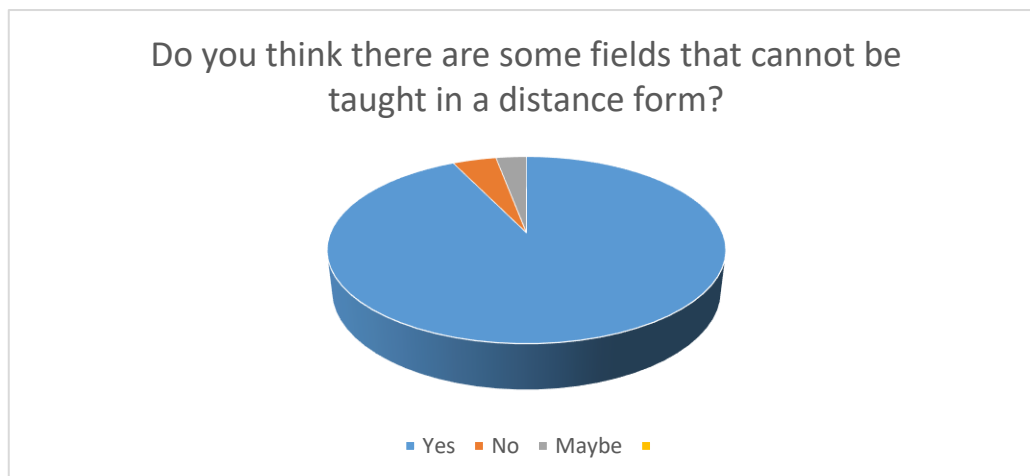

Source: Own collection

Well, 44 of respondents said that Yes, there are some fields that cannot be taught in a distance form, maybe – 13 and only 2 said No.

The whole educational process of distance education, as a rule, takes place in parallel with the work activity, which allows you to immediately apply the knowledge gained in real situations. In addition, tasks include solving problems that are typical of real life or work situations. Thus, we can safely say that distance learning provides even more real knowledge and skills than traditional learning.

But, looking to the answer of both of the interviewees the author agrees that for the moment some fields still should be taught in a practical base face to face such us medicine, chemistry,

engineering, etc. Possibilities of Virtual Reality ad Augmented Reality can be considered in the future.

Figure 10: I am interested in distance education because distance education…
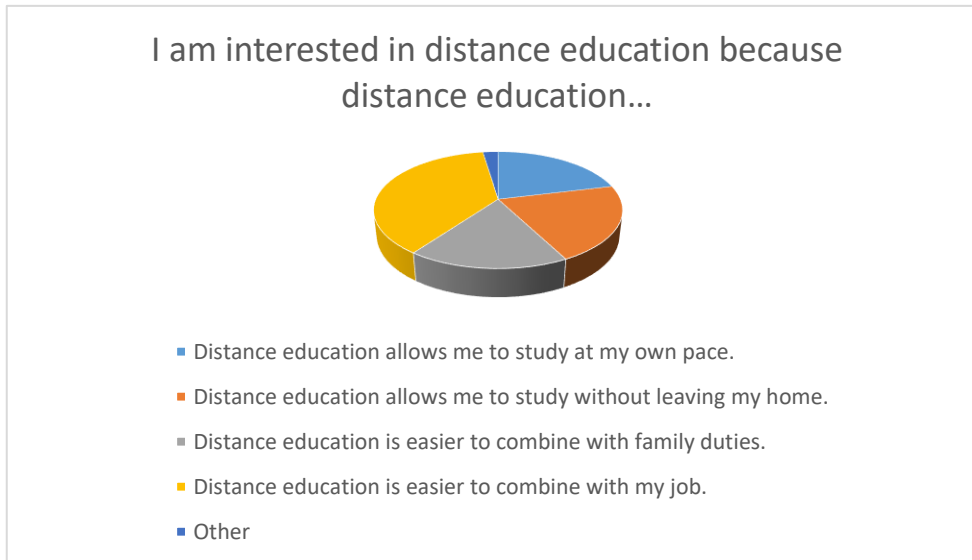
Source: UNESCO Institute for Lifelong Learning (2015)

In the figure 10 displays respondents' motivation for considering distance education. The choice "distance education is easier to combine with my job" is the most often selected reason, chosen by 32% of the respondents. This result is also supported by other studies (UNESCO, 2015) which show that job-related motivations are a strong determinant for distance education. Next, 18% of the respondents indicated that they appreciated not having to leave home in order to study; another 18% also considered the possibility of studying at their own pace a good reason to choose distance education. 15% consider it easier to combine distance education with their family duties, and another 15% are drawn by the lower costs. (UNESCO Institute for Lifelong Learning ,2015). As was calculated previously, person is saving vast amount of money when choosing distance education without leaving his home country.

7. Conclusion

The system of distance education gives equal opportunities for everyone – students, people with health problems or disabilities, the unemployed to realize the human right to education and to receive information.

It was determined that education is closely connected with income and wealth. The ones who have more experience, skills and knowledge are more employable. People aim to have well paid and suitable job and for that hard work should be done and learn a lot. A lower average unemployment rate relates to the workers with more education rather than with less education.

The possibility of obtaining quality education continues to be one of the most important life values of citizens. Thus, it becomes clear that the field of education is a ''strategic'' sphere for every country. In the Sustainable Development Goals No.4 includes to ensure that all learners acquire the knowledge and skills needed to promote sustainable development by 2030. As it guarantees of its stable and successful future, the guarantor of the preservation of the nation and country. But this sphere needs to be developed and improved, it is necessary to put a lot of effort into ensuring that education is of high quality, and that there are more and more educated people.

There was an interview survey with chosen professional tutors from Universities, which provide distance education. While doing an internship, author have met tutors of different universities, who contributed in this thesis. As the part of the internship was cooperating with them closely, author have asked for their opinion in Facebook and afterwards have sent out them questionnaires through email.

Additionally, it has been created survey of "Distance education'' and posted on the social medias, such as Facebook, VK and Instagram. It was collected opinion of 59 people of age 20-26 years old, the age bracket which is most interested in pursuing distance education. This online interview and survey were carried out in the period between 5th of November until the 20th of November 2018.

As the main advantages of distance education was determined flexibility of time, the students can study anytime and access the platform whenever they want. It is good for working

students. Further, students can choose any university in any country without being limited with travel and visa issues.

Besides, for disadvantages is that the student cannot see the body signals as easily and the peer-to-peer dimension is still lacking for the student, both socially and academically In order to succeed in getting a distance education student have to be self-motivated, committed, responsible and have the ability to learn on their own.

Regarding research questions:
 - At the moment distance education is not suitable for all subjects. For instance, dentistry, chemistry, engineering, etc. Possibilities of Virtual Reality ad Augmented Reality can be considered in the future.
- Distance education is definitely wave of the future. As the modern technologies are developing every day and distance education is not far behind.
- Most importantly for successful online study student should be responsible and have the ability to learn independently.
-As it is not that easy to study online how it may look like. If the student has worked and treated it seriously, he will be awarded by improvement of performance of his workforce.

During the research of universities, it was calculated that the person can save vast amount of money and time without leaving his home country and work. The lower cost of opens a wider spectrum for personal development.
Modern companies are focused on the formation of a strong team consisting of highly professional specialists capable of making independent decisions, self-education and self-improvement. These are the qualities that have a specialist who has been educated through e-learning. Therefore, a diploma obtained through e-learning is increasingly becoming the advantage of a young specialist rather than a disadvantage. Moreover, many companies independently organize corporate distance learning for their employees.
As a recommendation to the future, government should cooperate with the universities and modern technologies. It is already existing portals for communication between different countries in a real time, that makes you feel that a person stands in front of you. So, imagine those portal classrooms and students can go and attend class at the best suitable time for them.

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Acronyms

Ulaw – University of Law

UK- United Kingdom

Appendix

Appendix No.1: Interview

Dear [First name Last Name],

My name is Aidana Abdrakhmanova and I am a Bachelor degree student of Business Administration at Faculty of Economics and Management at the Czech University of Life Sciences in Prague, Czech Republic. I had prepared eight questions which will be used for my diploma thesis "The Prospects and Challenges of Distance Education''. And I will be very grateful if you could take some time to answer my questions. This questionnaire will be used only for my thesis. Below this email, you can find questions that I would like to ask you.

Thank you very much for your help and contribution.

Sincerely,
Aidana Abdrakhmanova

Here are the eight questions that I would like to ask:

1. Could you please indicate your age (20s, 30s, 40s, 50s, 60s)?
2. How long is your teaching experience? And how long have you taught distance learning?
3. What subjects do you teach?
4. What main methods do you use for distance learning?
5. Do you think online learning is as strong as formal, traditional learning in a classroom?
6. What are the benefits and drawbacks of distance education?
7. Can you see video and online instruction replacing traditional classes?
8. Do you think there are some fields that cannot be taught in a distance form?

Appendix No.2: Cost of Living Comparison between Prague and London

Salaries And Financing	[Prague]	[London]	
Average Monthly Net Salary (After Tax)	27,366.17 Kč (931.30 £)	75,378.52 Kč (2,565.21 £)	+175.44 %
Mortgage Interest Rate in Percentages (%), Yearly, for 20 Years Fixed-Rate	2.50	3.23	+29.01 %

Source: https://www.numbeo.com/cost-of-living/compare_cities.jsp?country1=Czech+Republic&country2=United+Kingdom&city1=Prague&city2=London

Appendix No.3: Number of tertiary education students by level, sex, 2015

	Tertiary total			Short-cycle tertiary			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
EU-28	19 530.6	8 969.2	10 561.3	1 397.5	668.8	728.7	11 984.4	5 597.4	6 387.0	5 423.1	2 324.0	3 099.1	725.5	379.0	346.5
Belgium	504.7	222.7	282.0	24.4	9.0	15.4	365.9	160.0	205.9	97.9	44.8	53.1	16.5	8.9	7.6
Bulgaria	279.0	126.8	152.2	–	–	–	186.7	88.4	98.3	85.6	35.1	50.5	6.6	3.2	3.4
Czech Republic	395.5	168.9	226.6	1.0	0.4	0.6	236.9	101.2	135.7	133.1	53.6	79.5	24.6	13.7	10.9
Denmark	313.8	134.7	179.1	35.0	17.7	17.2	195.1	80.2	114.8	73.8	31.9	41.9	9.9	4.9	5.1
Germany	2 977.8	1 550.1	1 427.6	0.4	0.1	0.3	1 792.4	981.5	811.0	988.8	459.5	529.3	196.2	109.1	87.1
Estonia	55.2	22.7	32.5	–	–	–	36.3	15.4	20.9	16.0	6.1	10.0	2.9	1.2	1.7
Ireland	214.6	105.4	109.3	16.5	7.6	8.9	161.3	80.6	80.7	28.6	13.1	15.5	8.2	4.1	4.1
Greece	677.4	347.7	329.7	–	–	–	599.0	312.3	286.7	54.6	22.8	31.8	23.9	12.6	11.2
Spain	1 963.9	920.2	1 043.7	372.4	193.0	179.4	1 204.4	553.6	650.8	355.1	157.5	197.6	32.1	16.1	15.9
France	2 424.2	1 102.9	1 321.2	495.5	250.7	244.8	991.2	412.6	578.5	868.9	403.2	465.7	68.6	36.4	32.2
Croatia	162.0	70.5	91.5	0.1	0.0	0.1	100.9	47.1	53.8	57.9	22.0	35.9	3.1	1.3	1.8
Italy	1 826.5	797.6	1 028.9	6.5	4.9	1.6	1 076.7	491.4	585.3	710.5	285.2	425.2	32.8	16.1	16.7
Cyprus	37.2	16.1	21.1	3.1	1.5	1.6	20.0	9.5	10.5	12.9	4.5	8.4	1.1	0.5	0.6
Latvia	85.9	34.7	51.2	16.1	6.4	9.7	50.6	21.8	28.9	16.9	5.7	11.3	2.2	0.9	1.3
Lithuania	140.6	59.7	81.0	–	–	–	108.1	48.2	59.9	29.9	10.4	19.5	2.6	1.1	1.6
Luxembourg	6.9	3.4	3.5	0.6	0.3	0.3	3.2	1.6	1.6	2.5	1.2	1.3	0.6	0.3	0.3
Hungary	307.7	139.9	167.8	11.7	4.3	7.3	214.7	100.3	114.5	74.1	31.7	42.4	7.2	3.6	3.6
Malta	13.2	5.8	7.4	2.5	1.1	1.4	7.0	3.0	4.0	3.5	1.6	2.0	0.1	0.1	0.0
Netherlands	842.6	401.9	440.7	18.7	8.1	10.6	646.9	311.0	335.8	162.6	75.5	87.1	14.5	7.3	7.2
Austria	426.0	199.2	226.7	77.9	36.0	41.8	183.8	87.0	96.8	140.3	63.3	76.9	24.1	12.9	11.2
Poland	1 665.3	682.1	983.2	2.7	0.5	2.2	1 104.4	483.8	620.6	514.8	178.0	336.8	43.4	19.9	23.5
Portugal	337.5	157.7	179.8	0.4	0.3	0.1	203.8	94.1	109.8	114.0	54.3	59.7	19.3	9.0	10.3
Romania	541.7	251.0	290.7	–	–	–	354.2	172.5	181.7	168.2	68.4	99.7	19.3	10.0	9.3
Slovenia	85.6	35.8	49.8	11.5	6.6	4.9	48.9	20.0	28.9	22.6	8.0	14.6	2.6	1.2	1.4
Slovakia	184.4	74.5	109.9	2.8	1.0	1.8	102.4	42.2	60.3	70.0	26.6	43.4	9.1	4.7	4.3
Finland	302.5	140.4	162.1	–	–	–	219.4	105.2	114.2	63.2	25.8	37.4	19.9	9.4	10.5
Sweden	428.6	174.9	253.7	25.2	12.7	12.5	246.4	91.2	155.2	135.6	59.8	75.7	21.4	11.1	10.2
United Kingdom	2 330.3	1 021.9	1 308.4	272.5	106.5	166.0	1 523.9	681.7	842.2	421.1	174.3	246.8	112.8	59.4	53.5
Iceland	18.9	7.0	11.9	0.5	0.2	0.2	13.4	5.2	8.2	4.5	1.4	3.1	0.5	0.2	0.3
Liechtenstein	0.8	0.5	0.2	–	–	–	0.4	0.3	0.1	0.2	0.2	0.1	0.1	0.1	0.0
Norway	268.2	113.0	155.2	9.8	8.2	1.6	188.8	74.0	114.8	62.1	27.2	34.9	7.5	3.6	3.8
Switzerland	294.5	147.8	146.6	10.3	4.2	6.1	195.4	99.3	96.1	65.0	31.5	33.5	23.7	12.8	10.9
FYR of Macedonia	63.5	29.0	34.5	–	–	–	59.4	27.2	32.2	3.9	1.7	2.2	0.3	0.1	0.2
Serbia	241.1	106.6	134.5	–	–	–	194.7	88.4	106.3	37.8	14.6	23.2	8.6	3.6	4.9
Turkey	6 062.9	3 276.7	2 786.2	2 013.8	1 062.8	950.9	3 527.6	1 915.9	1 611.7	443.3	252.4	190.9	78.2	45.5	32.7

Source: Eurostat (online date code: educ_uoe_enrt01)