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**INTERNATIONAL BUSINESS DEGREE STUDENTS' PERCEPTIONS OF
DISTANCE STUDYING**

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ABSTRACT

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This thesis was made to research International business degree students' experiences of distance studying and to find out what kind of capabilities students have for distance studying. The commissioner of this thesis is Oulu University of Applied Sciences (Oamk).

The aim of the thesis was to discover how students are experiencing distance studying and how do students assess their study ability during the time of distance studying. The aim was also to gather information for the commissioner of the thesis, Oulu University of Applied Sciences to be used in planning future student orientations. The research method used was quantitative research method. A questionnaire was made to degree students in International business, where the research material was gathered. The questionnaire was made by Webropol.

The theoretical part of the thesis focuses on learning and its different components. Distance studying is delved into in more detail, as well as the various skills and factors that have an impact on the distance learning process of a student.

The results of the research gave an understanding of how students are experiencing distance studying. The results revealed that experiences vary a lot from student to student. Based on the research, it depends a lot on the student's own situation and preferences for what distance studying is perceived to be.

Keywords: learning, distance studying, self-management, online interaction

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1 INTRODUCTION

In the Spring of 2020 SARS-CoV-2 virus causing the disease of COVID-19 spread to Finland. In the middle of March 2020, a state of emergency was declared due to COVID-19. (Hakala 2021, cited 6.4.2021). Due to new regulations, all the universities of applied sciences in Finland were closed and students guided to distance studying (HS 2020, cited 15.4.2021). In Oulu University of Applied Sciences distance studying has continued from March 2020 and is still ongoing. Teaching and studying are organized from a distance until 31.7.2021 unless otherwise stated. (Oamk 2021, cited 5.5.2021). Students, teachers and other personnel of the university have had to adapt into new learning and teaching methods rapidly as there has not been time to get used to the situation.

Nowadays learning from a distance is usually a part of studies, regardless of the degree programme or the university. By distance learning we understand that the student is not physically present at the classroom or auditorium but can learn and study from home. Depending on the university and degree programme, one can choose to complete individual courses or even a full degree by distance learning. Internet has made it possible to study regardless of time and place, which is often seen as an advantage when comparing universities. (Etäopiskelu 2021, cited 29.02.2021). Teams and Zoom online tools for meetings are available almost regardless of the place and device for everyone to use. They make group working effective and are internationally used in workplaces in addition to universities. The availability of these tools for students enable distance studying and make it possible. (Aalto-yliopisto 2021, cited 03.05.2021).

A common strategy in evolving academic education in Finland has been integrating information and communications technology as a part of academic education. Improving the international competitiveness of the Finnish universities, the ability to serve students from different backgrounds and focusing on the teaching resources more effectively is made possible with integrating these new technologies to studying. Also, the competition of the best students is taking place internationally, when universities must consider their resources and activities thoroughly to appear as an attractive option. (Levonen, Joutsenvirta & Parikka 2009, 15).

As the living expenses and age of graduation has increased overall in Finland over the 21st century, it is much more common for students to work simultaneously while doing their degree studies at universities or universities of applied sciences. While Finnish degree students graduate on average

at the age of 28, in the OECD countries the average age of graduation is at 22. (Opetushallitus 2017, cited 03.03.2021).

Oulu University of Applied Sciences (Oamk) is an institute offering online studies as a part of multiform learning. Multiform learning is provided by selected degree studies so, that students have the possibility to attend work or study more flexible due to family reasons. However, in the Spring 2020 the situation concerning education and learning overall, changed rapidly among other things due to the COVID-19. Educational institution facilities were instructed to close their doors and instead of contact teaching, online teaching had to be initiated in every field of studies. Before the state of emergency that was declared in Finland, only a small portion of studies were conducted from a distance at the International Business degree programme. The situation led to observe, how do students experience this way of studying and how has distance studying affected the progress and motivation of studies.

The purpose of this study was to find out, what are the students' own perspectives towards distance studying. The purpose was also to discover, what adjustments students had to make to create a suitable learning environment. when the learning environment transferred from the university to the students' home. The purpose was also to see, what capabilities are required of students for learning to take place when conducting distance studying; What characteristics are in favour, which learning methods are found helpful, how students' approaches make a significance and what kind of skills and tools are required. Ultimately, the purpose was also to see how students assess their learning in distance. The results of the thesis can be utilized by the commissioner Oulu University of Applied Sciences when designing future students' orientation courses.

Based on these objectives, the research questions were designed to be:

1. How do international business degree students perceive online studying?
2. How do international business degree students assess their own individual study ability in distance learning?
3. What kind of measures and methods international business students have adopted during the pandemic to support distance learning?

Degree programme of International Business in the Oamk is designed for Finnish and foreign students, who are interested in having a career in the field of international sales, marketing, management or entrepreneurship. The degree programme has been developed to give students the capabilities and skills to work in a multicultural business environment. Teaching language is English, which allows students worldwide to apply for the programme. (Oulu University of Applied Sciences 2021, cited 02.02.2021).

Traditionally it has been thought that learning is only receiving and shifting information. Nowadays, learning is described as active interaction with the environment including conscious and purposive actions of the individual. Learning is described as the ability to remember what has been learnt and to be able to reiterate what once was learnt if necessary. Learning is increasing information and understanding it. Ultimately, learning is the ability to apply the information and it can change the way of thinking or enables to see things differently. The aim of learning is the ability to create a vision based on the understanding of what has been learnt. Also, the continuous creating of new information is an outcome of learning. (Salminen & Suhonen 2008, 7).

Learning components

Salminen and Suhonen (2008, 8) refer to Tynjälä, who has represented learning including three components:

1. Backgrounds
2. Learning process
3. Learning outcomes

With backgrounds, Tynjälä assesses all the personal factors and issues associated with the learning environment that have an effect to the learning (Salminen & Suhonen 2008, 8). Backgrounds include aspects of cognitive skills, student motivation, well-being, learning interaction and learning environment. These factors have an impact on learning and to learning abilities of a student. (Jyväskylän yliopisto 2021, cited 03.02.2021).

Learning process is constructed by the previous information of a student, motivation, orientation to learning, learning strategies and styles and the habit of processing matters (Salminen & Suhonen 2008, 8). Motivation is described as a power which makes people to do things and makes them

finish what they are doing (Pintrich & Schunk 2002, 5). Motivation is often divided into internal and external motivation. For example, a student empowered with internal motivation becomes inspired of a task because of personal interests on the matter. Examples of external motivations include grades and possibilities for further studies. Therefore, a student with internal motivation who is not determined by external rewards, will most likely act more persistently with his or her studies. (Salovaara 2004, cited 05.02.2021).

Garrison and Cleveland-Innes (2005, 134) highlight that regardless of the studying method, whether it is face-to-face, online or executed as a combination of these two as blended, the aim of an educational experience is to achieve previously designed learning outcomes.

“Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program, and help students understand why that knowledge and those skills will be useful to them “(University of Toronto 2021, cited 4.2.2021).

Learning outcomes are not always achieved despite of studying. Sometimes the outcome of learning can be ineffective information, which the student has no use for. This type of learning may happen for example in a course where student can not apply the information learnt in a situation where interpretation in problem-solving is needed. (Johansson 2017, 28).

2 DISTANCE LEARNING

Distance learning is often described to be providing access to learn for those who are not geographically present. As the way of studying, learning and working have developed during the last centuries, so has the variety of different concepts and terms regarding learning. (Moore, Dickson-Dean & Galyen, 2011, 129). Perraton (1982, 4) describes distance education as 'an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner'. Keegan (1986, 49) describes the main elements of distance studying as following:

- Most likely permanent separation of the educator and the student during the learning process distinguishing distance education from conventional, classroom education
- Educational organization planning and preparing learning materials and providing student support services; this distinguishes it from learn-by-yourself programmes and private studies.
- Technical tools and platforms unite teachers and learners and carries the content of the course. Different medias are included, such as video, computer, print or audio.
- Two-way communication with the ability for student to initiate the dialogue is beneficial. Taking initiative excludes it from other uses of technology in education.
- Presence of other students throughout the length of the course in a way that students are taught as individuals but with the possibility to occasionally meet for socializing and learning purposes.

In Finland, distance studying has been researched and applied from the 1990s. Koskinen (Korhonen 2016) evaluates Finland being one of the most advanced countries in Europe to utilize distance studying as a part of educational system. Koskinen explains Finland having a lot of experience and operating models from distance learning. He also highlights, that the fast development of technology enables even better possibilities to applying distance studying in the future. (Korhonen 2016, cited 06.02.2021).

2.1 Characteristics of distance studying

Regardless of the university, nowadays it is possible to study various courses and even full degrees by distance studying. Studying is made possible regardless of the time, place or method. Distance studying requires initiative and time management skills, offering students flexibility and responsibility of their own progress. (Etäopiskelu 2021, cited 07.03.2021).

Distance courses are often conducted as multiform learning, where web-based tools and materials are used. Studying often happens in a web-based learning environment where communication and interaction is made easy for students and teachers. In these web-based learning environments, an important part of the studying process is active participation in the platform. Expressing questions, commenting to inputs and taking part to the conversations should be a part of study routines for distant students. (Etäopiskelu 2021, cited 07.03.2021).

The study by Garrison and Cleveland-Innes (2005) assessed the level of online learning in courses designed for distance studying. The study revealed that design of the course had a significant impact on the interaction within course participants. For online students, structure and leadership were found to be essential to take a persistent and meaningful approach to learning.

2.2 Challenges and benefits

Due to distance studying, students have a wide selection of studies in different parts of the country. For universities, distance studying also gives possibilities to network and enlarge the course selection by students attending courses from different universities. Especially, for learning institutions located in geographically demanding areas, distance studying is an alternative source of revenue. Koskinen mentions high school of adults in Kainuu in the Eastern Finland as an example of an institution, which was able to operate due to distance studying possibilities. (Korhonen 2016, cited 06.02.2021).

For the institution, arranging distance studying requires instructors knowing distance pedagogics and investments to equipment and software. Also, the student needs a laptop or a computer to attend distance studying. Koskinen mentions that student being motivated for studies is as important of a requirement as the need of a device to attend. (Korhonen 2016, cited 06.02.2021).

2.2.1 Learning environment

Students who are experiencing the learning environment challenging in a traditional classroom, benefit from distance learning. These students may have attention deficit symptoms or be stimuli sensitive. When the learning environment can be modified to serve personal needs, attention stays focused on learning instead of disturbing stimulus. (Sandberg 2020, cited 5.3.2021).

Investing in the learning environment is advised if the surroundings are creating distractors or one simply wants to make studying easier. Improving the learning environment truly enhances studying without extra willpower and therefore is worth pursuing.

Creating a peaceful learning environment starts with minimizing the distractions. These might be different things for different students and therefore it is fundamental to discover what kind of environment best works for oneself. Others might require complete silence, while some students need a steady background noise. The atmosphere of the study space should also work in one's favour. It is hard to concentrate in an environment, where constant feeling of rush is present. (Opiskelukoulu 2021, cited 03.05.2021).

Usually, smartphones create biggest distractions to studies. It is in human nature to see the newest notifications and snapchats once they arrive. Taking the phone to the other room while studying, switching off notifications or even turning off the phone are ways to reduce the intrigue of seeing what is happening in the device. In addition, setting schedules and breaks during the day that will allow using the phone might help in concentrating on studying. Creating routines before studying might also help in concentrating, since they work as preparation for studying. Whether the learning environment is in home or in the library, the study spot should be kept tidy, free of debris and unnecessary paperwork. (Opiskelukoulu 2021, cited 03.05.2021).

2.2.2 Collaborative learning

In distance studying, the participants are separated from the teachers and other students. Therefore, it is recognized that distance learning is a lonely activity without the presence of the study group. Collaborative learning is an effective method for achieving learning outcomes, especially

when individuals take responsibility and there are commonly accepted group goals. (Kember 2007, 132-133).

It is beneficial for the collective affiliation to happen that students get to know each other and form friendships. Kember (2007, 134) explains, that students who become part of the schools' social network are more likely to stay persistent with their studies. On the other hand, students who failed to establish collective affiliation are more likely to drop out from university. For achieving collective affiliation, ongoing conversation and communication is essential on a student-teacher and student-student level. (Kember 2007, 135).

2.3 Self-management of studies

An educational counselling psychologist Annika Brandt from the LaB university explains that it is often very distinctive how students are experiencing distance studying. For other students, the most important motivator to study is to physically attend the course in the classroom where peer pressure motivates to study and accomplish tasks. (Moksu 2020, cited 2.3.2021). Peer pressure happens when someone is influenced by other people to act in a certain way (Study.com, cited 1.3.2021). On the other hand, some students enjoy the undistracted learning environment with the ability to concentrate studying in the course of time most suitable for them. Students enjoying distance studying, are often encouraged with small achievements daily that can help them achieve even better learning outcomes. (Moksu 2020, cited 2.3.2021).

2.3.1 Procrastination

A psychologist Annamari Heikkilä from the Helsinki University explains that unproductiveness and challenges with motivation are one of the most remarkable reasons why students contact the mental services of the university. Based on the international research, 95% of university students at some point procrastinate starting a task and half of them stated that their studies endure because of this. Heikkilä explains, that starting a writing process is difficult because the author has doubts on oneself and one's ability to provide text of sufficient quality. It is important to realize that despite

of those negative feelings, one should start the process of writing and believe that challenges will be exceeded, and the process will absorb the author. (Forssell 2011, cited 13.05.2021).

Heikkilä explains that behind the feeling of non-achievement are often distorted perceptions of the students' own abilities. Having self-confidence and optimistic attitude enables to pursue better results rather than staying pessimistic and being too hard on yourself. When a student is expecting too much of oneself, even starting a task can be seen as insurmountable, something that is being postponed rather than started. Procrastination is easier at an environment, where schedules are flexible, and the courses can be performed also next year. (Forssell 2011, cited 13.05.2021).

Getting rid of procrastination starts with setting realistic and feasible targets. The targets should be measurable so that student is able to examine one's own progress. By making those targets public and predisposing oneself to social pressure, it is more likely to start and succeed. (Forssell 2011, cited 13.05.2021).

2.4 Abilities of online student

Regardless of what task an individual is accomplishing remotely, being it studying or working, the role of the task with respect to other parts of life is highlighted (Moksu 2020, cited 2.3.2021). Savaspuro encourages people who are working remotely to participate in self-examination. Self-examination could include examining, how one is maintaining ability to work, motivation and vitality. Identifying what helps to get things done and what causes weakness is essential for a person to succeed when working remotely, especially during states of an emergency. When a person can identify these promoters and detractors, Savaspuro encourages to arrange time for things that promote ability to work and to minimize tasks that are found power-taking. Basic life management skills consisting of eating properly, getting enough sleep and exercising regularly are essential for recovery to happen. (Haapakoski, Niemelä & Yrjölä, 2020, 104).

2.4.1 Life management, wellbeing and recovery

Life management as a concept includes various aspects of a human life, such as physical and mental well-being, work-life and social balance (Kukkola 2016, cited 13.5.2021). For the students' perspective, adequate and quality sleep is important for effective learning. Feeling well rested in the morning and energized during the day is more important than the amount of sleep, since the need of sleep is very distinctive. Studying is often happening until late in the evening and time to sleep might remain brief. Especially for students who are working daily and studying in the evenings, the amount of adequate sleep can be challenging to achieve. Nevertheless, aiming for regularity in circadian rhythm and sleeping is essential in preventing insomnia. Investing in sleeping and recovery is essential for students since it works as a foundation for comprehensive wellbeing. (Nyyti 2021, cited 15.02.2021).

Improving the quality of sleep starts with examining what happens while one is awake. How thoughts and regrets are handled during the day, affects the sleep and its quality. Also, regular exercise will help to improve the quality of sleep, feeling energetic and the ability to fall asleep in the evening. Healthy and balanced nutrition advances for falling asleep as well as maintaining vitality during the day. (Nyyti 2021, cited 15.02.2021).

2.4.2 Study ability

Study ability for students is the ability to work, as studying is the work for a student. Study ability affects the progress of studies in addition to study results and the wellbeing of a student and the study community. (SYL ry 2021, cited 16.02.2021). If a student notices secular or permanent challenges in his or her study ability, it is important to identify those challenges and try to solve them for a better study ability. Challenges in a student's study ability can be a result of various internal and external factors. Learning environment, teaching techniques and study skills with wellbeing and other assets influence the study ability. (Nyyti 2021, cited 16.02.2021).

Study abilities can and should be developed while studying. Discovering different study techniques, orientation to studies, developing problem-solving ability and communication skills are recommended in improving the study ability. If a student finds making improvements challenging, it is

advisable to seek guidance from the student psychology or the student counsellor of the campus. (Nyyti 2021, cited 16.02.2021).

In distance studying, the significance of the student taking responsibility of his life in general is essential. Without skills for proper coping and life management, it is challenging to stay receptive for learning. In addition, distance learning requires self-initiative and balance in life overall. In university degrees, a student has a lot of responsibility of his study progress, but in distance studying this responsibility increases significantly. By contrast, some experience the responsibility and freedom of distance studying being motivating, while for some students it becomes a burden and stress factor. (Moksu 2020, cited 2.3.2021).

2.5 Information literacy

For a student, information retrieval abilities are essential for learning to happen. In the modern world of multiple medias, it has become essential for a reader to be able critically evaluate the information available. Students nowadays need to identify what information can be used in academic research and what should be ignored. Educators in universities are also responsible in educating students to become confident, critical readers and users of information from various sources students encounter daily. Understanding where the information is originated is a skill many students do not have and neither did the generation before necessarily. The problem of information literacy expands all the time when the amount of data increases daily as well as the sources of information. At the time, information can be found and consumed from various sources combining text, sound and images. Critical thinking and engaging with a variety of sources are also skills that employers are increasingly seeking for in students applying for workplaces. (Armstrong & Brunskill 2017, 61).

Understanding how to find exact and precise information can be challenging with massive amount of data available in the search engines (Armstrong & Brunskill 2017, 61). Search engine is 'a computer program that finds information on the internet by looking for words that you have typed in' (Cambridge Dictionary 2021, cited 13.03.2021). Methods to find easier information are important for a student to understand. Defining the terms and narrowing search topics, the less data will be suggested by the search engine. (Armstrong & Brunskill 2017, 61).

When critically evaluating the content of information, asking the right questions will help a student to notice unreliable or unnecessary data from trustworthy and meaningful information. Essential questioning encourages for additional questions and focus on important ideas. To demonstrate this way of questioning, one could ask in a non-essential way, when was this book published? But to question it essentially, one could ask: How did current events influence the author of this book? Different types of exercises and projects can help to develop these questioning skills needed of modern students. (Armstrong & Brunskill 2017, 62).

2.6 PICCA method

The PICCA (presence, interaction, clarity, consistency and availability) method has been created 'to summarize a proactive and creative approach to teaching and learning in online courses.' For the learner and the instructor, the method gives an understanding of what is expected of them in an online course. Everyone taking part of the course has a responsibility to stay active and receptive during the course and should aim for the best possible learning experience. (Cicco 2016, 1).

2.6.1 Presence

For learning to happen in online courses, presence is essential for both the student and the instructor. Being present includes attending the virtual lectures, visiting the course platform regularly, taking part of the smaller group meetings and meeting with the course instructor individually, if it is suggested or required. Logging in to the course platform gives the student access to the course material and access to reminders and notes posted by other students and the instructor. Therefore, students who log into the platform more frequently are more likely to stay up to date of their studies and tasks required of them. Feedback of the assignments is often provided in the platform as well as the performance dashboards, which give students insight of how well they are proceeding in their studies. (Cicco 2016, 3).

2.6.2 Interaction

For real interaction to happen during an online course, it requires special consideration from the instructor designing the course. Including activities that require teamwork and collaboration is important in course design, for actual interaction to take place. These activities can include smaller group meetings, discussion panels and interviews. Being aware of the challenges and changes in the requirements or the curriculum of the course is a lot easier with active interaction happening. Interaction with other students and the instructor helps to build stronger relationships and will prevent voids that would inhibit satisfaction and learning during the course. The role of the instructor is essential in creating a conversational atmosphere. With showing interest to the students' work, progress, ideas and concerns, a safe environment is created for healthy communication to take place. For a student, it should be highlighted that interaction during an online course is not only answering to discussion questions, but also active commenting and reading other students posts. (Cicco 2016, 4).

2.6.3 Clarity

For learning to happen in online course, the student needs clear and concise syllabus from the instructor which informs what is expected of them. Before the course starts, the material should be made available for the students in the course platform in addition to learning objectives, suggested and required assignments, course materials and resources as well as grading scales and schedules. During the course, providing accurate and effective information for the students requires the instructor remain highly organized. Students need instructions for assignments and directions for weekly assignments where clarity in communication is preferable. For the instructor, the use of bullet points instead of lengthy paragraphs in creating instructions may appear more effective and informative and avoid cognitive overload. For students, it is advisable to be clear when asking questions and raising concerns. Especially, if a student is in need for extra support, it should be expressed to the instructor. (Cicco 2016, 4-5).

2.6.4 Consistency

Consistency is the key in obtaining the ultimate learning experience in virtual classroom. Every approach in the PICCA method should be consistently applied by the students and the instructor, for them to remain effective and successful. Therefore, course information and schedules should remain during the course, since changing the instructions or altering course agendas frequently leave students confused. If the instructor is seen unprofessional or incompetent, students can become frustrated and at worst underachieve. Overall, consistency is required from both parties; consistent communication by students and the instructor will avoid challenges and be beneficial for learning to happen and accurate information to be provided. (Cicco 2016, 4-5).

2.6.5 Availability

Being available to discuss course matters, whether online, via email, on the telephone, or in person when appropriate, is a minimum standard of professional conduct and practice in the virtual classroom. Being available applies not only for the instructor, but for the students as well. It is highlighted, that online course does not equate to less studying or accountability for students. To succeed in online course, both the instructor and students must have self-discipline and abilities to study by themselves. Ultimately, the PICCA approach conducts the students and instructors to proactively take responsibility of the virtual classroom and the learning experience. By applying these approaches, success in online classroom is entirely attainable. (Cicco 2016, 4-5).

3 RESEARCH METHODOLOGY

After the collection of theoretical information, the research part of the thesis was prepared. The research of thesis was conducted as qualitative research. In this chapter the process of research is presented along with the aims and purpose of the research. Research methodologies and way of collecting data for the research are also explained.

3.1 The research process

The most common ways for collecting data in qualitative research are a questionnaire, an interview, observation, and data collected from different documents. These methods can be used in parallel, alternatively, or combined based on the research resources available and research question. Method based on questioning is the most suitable in a case where orientating behavior is observed. (Tuomi & Sarajärvi 2018, 31).

In a case study, the purpose is usually to research some social target, such as groups. A case study is a research based on practical findings where data is used to analyze current activity in a certain, limited environment. (Pitkäranta 2014, 34). In this case study, social targets are the International business degree student groups, which are experiencing the period of distance studying.

The research was conducted anonymously using Webropol questionnaire. Anonymity was seen as an important element, so students ventured to state truthful feedback. The Webropol questionnaire was published as a link to degree students in the International Business degree programme in the Oulu University of Applied Sciences. The invitation to participate to the survey was written by the author of the thesis and shared to the students by the supervisor of the thesis. The invitation to attend the survey was sent on 3rd of May 2021, and the students were able to answer the survey until 9th of May. The survey consisted of open-ended questions, multi choose questions and likert scale questions.

3.1.1 Webropol questionnaire

The questions were divided into five parts. First part included questions about students' backgrounds. The second part included questions about practical issues concerning distance studying. In the third part, students were asked their experiences of how the communication works in distance studying and how their motivation is affected by different tasks. In the fourth part, basic questions of the student's well-being were presented. In the last part, students got to assess their study ability and possible challenges they had noticed in their study ability. The answers were analyzed using Excel application.

Using form interviews is commonly used in quantitative research as a method of collecting data. Nevertheless, form interviews can be also used in qualitative research, when people answering the interviews can be classified into qualitative classes. (Tuomi & Sarajärvi 2018, 33). In this research, the students answering the questions can be categorized by class, gender, and previous studies for example.

The research material in this case consists of International Business degree students in the Oulu University of Applied Sciences. In qualitative research, the aim is to understand certain activities and achieve a theoretically reasonable interpretation for a phenomenon. Consequently, people answering the questionnaire should be familiar with the research topic.

4 RESULTS

In this chapter, the results of the research are presented. Some of the open comments left on the survey are represented as direct quotes, since the voice of the students was seen essential to bring up in the findings of research. Since the survey was conducted anonymously, honest, and straightforward comments were left that might otherwise be left unheard.

4.1 Respondent backgrounds

The invitation to participate to the survey was sent to 136 degree students to their school email address. The response rate of the survey being 16,9%, 23 students filled out the survey. The response rate remained low. One factor in the low response rate may be the timing of the survey. During the beginning of May, students are often celebrating May, which might lead to decreased activity in reading school emails. Also, many students are finalizing their course assignments and theses before entering summer holiday.

13 of the respondents were males and 9 females. No one classified him or herself to a non-binary gender group. As seen in Chart 1, 14 of the students were aged between 21 and 23 years, two students 18-20 years, five students 24-26 years, one student 27-29 years and the oldest respondent 45-47 years.

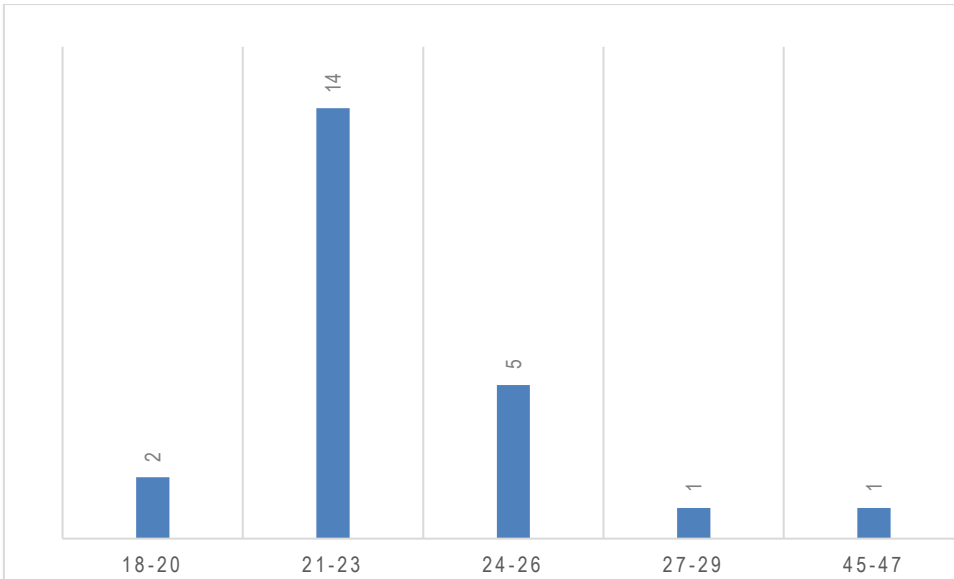


CHART 1. Survey participants age structure

As shown in Chart 2, most respondents were from the DIB20SP group, which is the group that has started studying in the Autumn 2020. These students do not yet have experience in contact teaching at the university. From the groups DIB17SP, DIB18SP and DIB19SP there were five students from each group answering the survey.

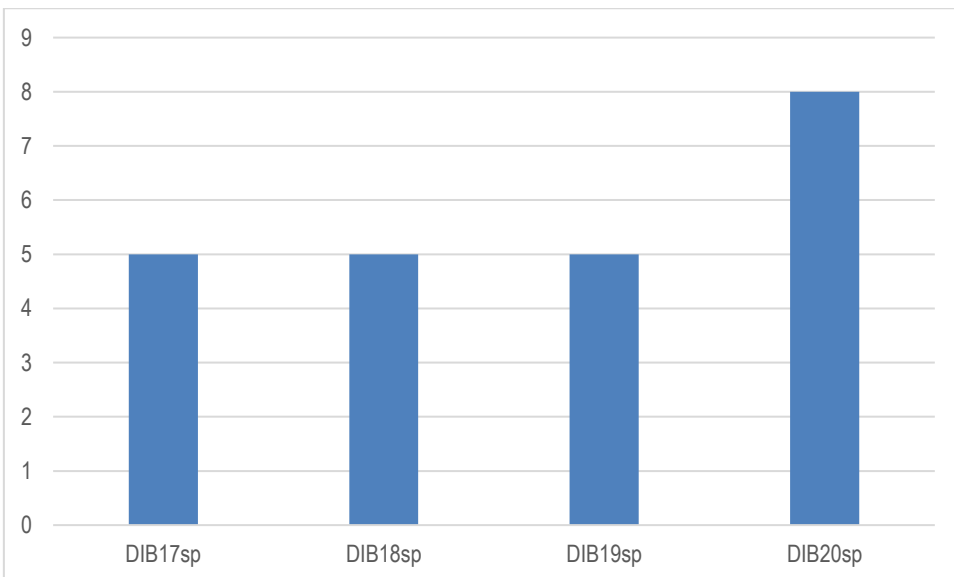


CHART 2. Survey participant DIB group distribution

Students were also asked to choose the level of their previous studies. In Chart 3, background of the respondents' previous studies is presented. 13 of the respondents had completed high school, seven of them a vocational college and three of the students had completed a bachelor's degree

before entering the DIB programme. None of the other choices for previous studies were selected of the list.

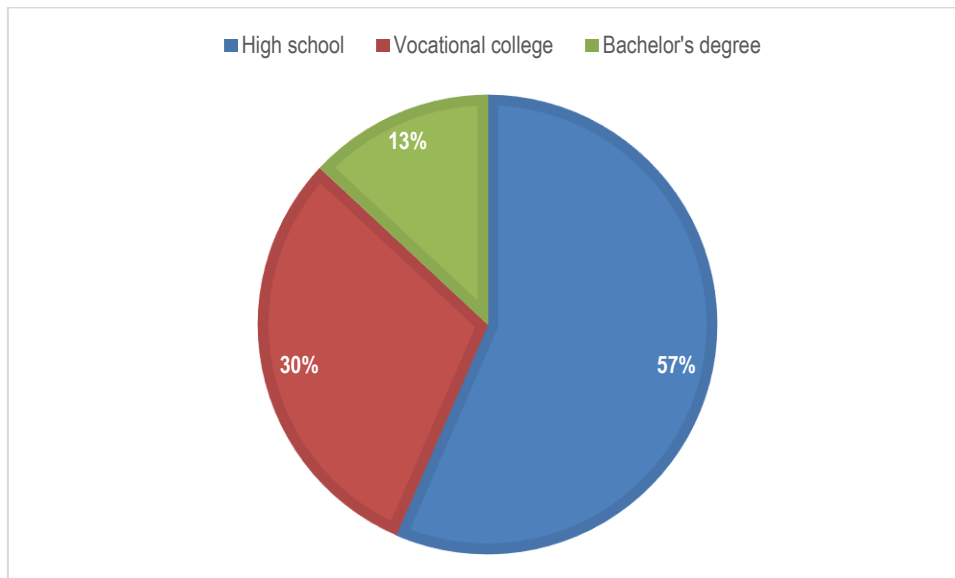


CHART 3. Survey participant study background

The respondents were asked to choose the estimated amount of ECTS they will achieve during the academic year of 2020-2021. In ECTS 60 credits represent one (1) year of study in terms of the regular semester workload. ECTS credits are allocated to courses and are awarded to students who successfully complete those courses. (OAMK Study guide, 2021). As seen in Chart 4, nine of the respondents estimated to achieve 61 or more ECTS and seven of the respondents 51-60 ECTS. Therefore, most of the respondents seems to make progress with their studies within recommended amount of ECTS.

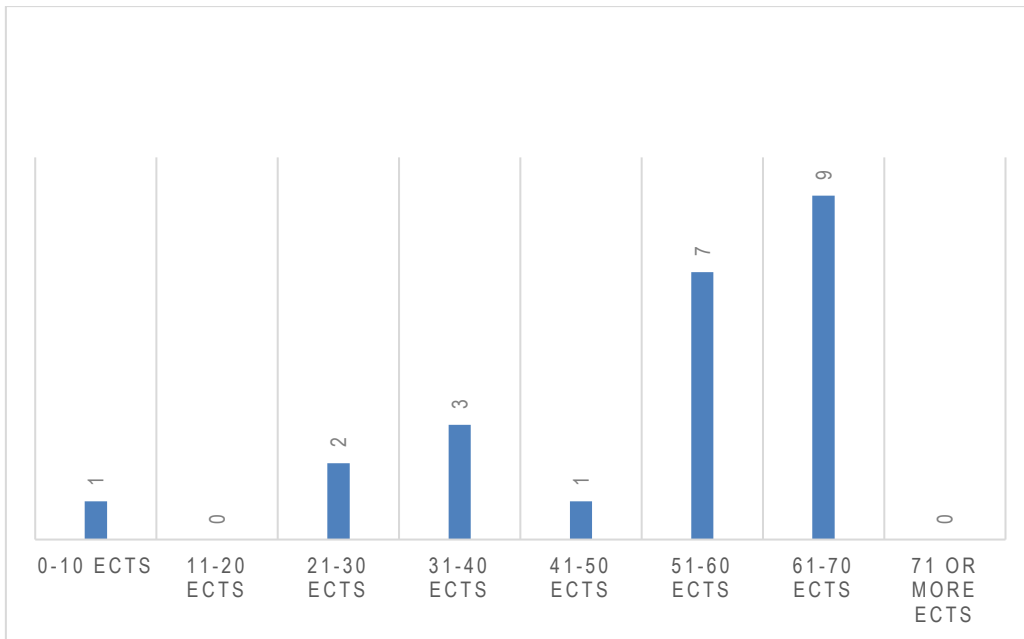


CHART 4. Estimated amount of ECTS of the survey participant achieved during the academic year 20-21

4.2 Practical issues of distance learning

All the students were studying from home due to COVID-19. Before the pandemic started in March 2020, only 3 respondents had completed university courses fully online. Students who had completed university courses online, were asked the number of courses. One student had completed 12 courses fully online, the second one course and the third zero courses. Based on this question, it can be stated that only one student had significant experience of online studying before the pandemic started in March 2020.

Questions relating to the practical issues of distance studying sorted out if students had to make acquisitions or purchases to enable distance studying and if they had to make modifications to the learning environment at home. Eight respondents had made purchases or acquisitions, webcam and headphones were mentioned in five of the examples. One student had to buy a new laptop and improve the whole home office area. One student had purchased headphones, PC, monitors, keyboard, mouse, desk, and chair personally, but had used them for working from home also. These purchases had cost the students from 10 to 2000 euros. Only four students had to make

modifications to the learning environment at home. These modifications were acquiring a desk and a chair. One student had to move to a bigger apartment to make peaceful and quiet study environment possible.

Students were asked an open question of what useful support they had received from OAMK during the time of distance studying. Altogether 16 answers were written, here are a few direct quotes:

“Essentially none. Apart from some virtue signaling emails about miscellaneous online study groups.”

“Teachers have been actively asking how are we doing.”

“Instructions to online tools, special arrangements from lecturers to complete exams and courses at home.”

“It has mostly just been figuring things out as they come.”

Due to the diversity of open comments, students' experiences varied based on what they have seen supportive and useful.

When students were asked, on what issues they hope for more support from the university during the time of distance studying, the need for more support varied from paying attention to students' general well-being and mental health to course designs. Eight students left the question without answer and five students had no expectations. Below are listed some comments on the question:

“Greater involvement. Not just slideshows and recorded lectures. Higher attention to the mental health of the students”

“Better communication from the teachers, better understanding of the workload and stress that students are under”

“Understanding. Everyone is very sick of studying at home and a bit of understanding on teachers part would be nice.”

“Mental-health and general well-being, it feels like the teachers are out of touch sometimes, and the workload can be overwhelming.”

“Some more understanding from teachers regarding workload and distance studying. Although this has improved already, there is still ways to go.”

“Better structure to courses that are done completely online to suit distance learning environment without sacrificing the learning objectives.”

4.3 Experiences of distance learning

Next in the survey, students were asked to rate their experience of distance studying. Six propositions were stated, where students answered on a scale of 1-5 and not sure, where 1 stands for strongly disagree and 5 = Strongly agree. Purpose of the first statement was to discover, how students experience their learning environment at home. In an earlier question, it was discovered that all the respondents are studying from home due to COVID-19.

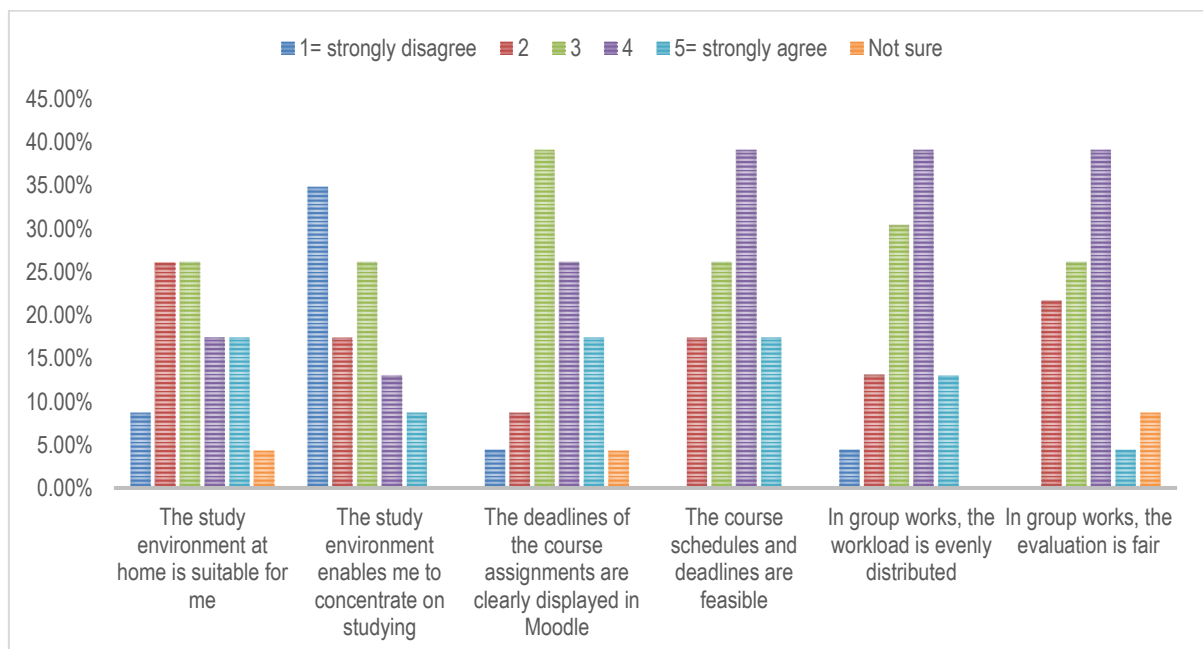


CHART 5. Statements of distance studying in the survey

As seen in Chart 5, The first statement “The study environment at home is suitable for me” shared opinions the most, since 34,8% answered with a scale one or two, 26,1% using 3 and 34,8% using the scale 4 or 5. 4,3% were not sure if their study environment was suitable. In the second proposition, “The study environment enables me to concentrate on studying”, over half of the respondents answered using the scale 1 or 2. Therefore, over half of the respondents experienced, that the study environment at home does not enable them to concentrate on studying very well.

Last four propositions were made about course deadlines, schedules and groupworks. Over half of the respondents agreed at some level on facts “The deadlines of the course assignments are clearly displayed in Moodle” and “The course schedules and deadlines are feasible”. Almost half of the respondents agreed at some level, that in groupworks the workload is evenly distributed. 17,5% of the respondents answered using the scale 1 or 2, which states that they did not agree with the statement. Almost half of the respondents felt that in group works, the evaluation is fair while fifth of the respondents did not see the evaluation that fair.

Question 15 was open ended question, where students were asked if they had suggestions on how groupworks are done best in distance learning. The purpose was to gather information and best practices of fair and effective ways to perform groupworks and distribute the workload. Altogether 18 open responses were submitted by the respondents. The proposal that occurred in more than six comments, was that students should be able to form their groups by themselves. Forming student-oriented groups was seen important for ensuring a group cohesion, where students get to work with other students who share a common goal and motivation. Some students do not take part into the conversations or perform their tasks in acceptable level. It was recognized that communication between group members is essential for completing tasks. For communication to happen especially in distance group working, it requires activity from each member of the group.

“Divide and conquer with people you know you can trust to do their part. Random groups are a coinflip.”

“It demands activity from each member of the group. Especially in distance studying because many times you don't see your group members face-to-face at all. This has proven to be a real problem when some members don't carry their weight. It is harder to "call out" a member of the group when you haven't seen them in person. I believe that the schools could help out by providing actual teaching in groupwork skills, because obviously even at the university level, some students are lacking those skills.”

“Although it is important to learn to work with a variety of people, letting students decide groups during distance studying is important. This is because there is no common contact point, campus, between randomized groups. Sometimes you get in contact with the individuals, sometimes it turns out they are not even participating in the course.”

In addition to choosing your group members, it was seen beneficial to regularly meet with your group via Zoom or a Teams meeting, where the team has a possibility to discuss about the assignment, see the progress made and ensure that everybody is doing their part. Meetings require the attendance of each group member and ensuring this attendance the members should be able to trust other students who they work with. Short descriptions of the group meetings were advised to be uploaded to a WhatsApp group, where those who are not present in the meeting, can catch up on things. Splitting tasks into smaller parts and setting deadline to those parts as well was seen effective.

“Regular meetings via zoom etc., having tasks that are easy to divide between multiple people. Online meetings are great also since people usually do not come late.”

“Split tasks, after everyone has done their part join forces and make the final report.”

On the contrary, based on the suggestions students should have the possibility to form groups by themselves. Students can form groups where the level of performance is collectively agreed upon. Ongoing conversation and active participation of the group members is essential for a pleasant experience to the whole group. The possibility to choose your own group members was seen important to ensure that everyone does their part by the given deadline. When group members are not seen physically, it is harder to trust people to do their parts and on the other hand harder to kick them out of the team, if they have not been seen in person.

In question 16, respondents were asked to rate their experience of communication distance studying. Different propositions were stated, and students got to place their answers using Never, Rarely, Sometimes, Usually, Always.

As visualized in Chart 6 of the results to question 16, vast majority of the respondents found it easy to communicate digitally always or usually, but only less than half stated they actively participate during the online teaching sessions selecting ‘Usually’ or ‘Always’. Also, the majority still felt that students can ask questions in online lessons, but only less than half felt that they got usually clear

answers from teachers when asking questions online. About half of the respondents said, that they dare to express their need for extra support to the teacher in online courses never or rarely. Almost third of the respondents felt that they dare to do this sometimes. Only a few respondents felt they can usually or always express their need for extra support.

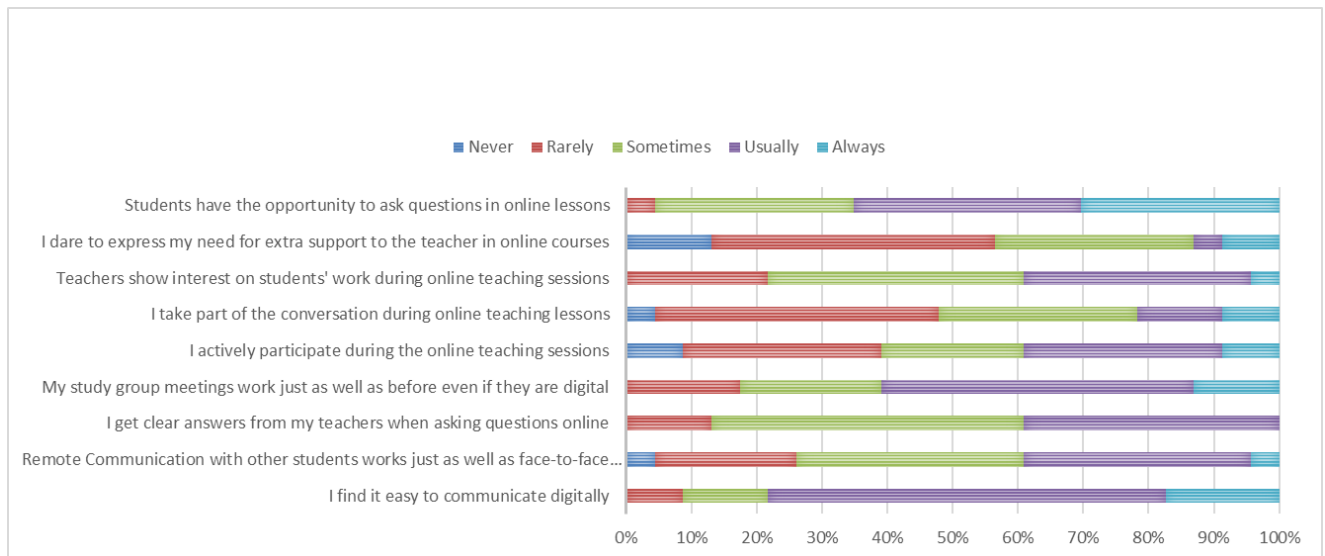


CHART 6. Rating the level of communication in distance studying

4.4 Motivation

Question 17 included propositions about the respondents' motivation. Respondents had propositions stated and they had to choose from five different options which best described the effect on their motivation. The options to choose from were 'Significantly reduces my motivation', 'Usually reduces my motivation', 'Does not affect my motivation', 'Usually increases my motivation' and 'Significantly increases my motivation'.

Based on the answers, it seems that the students answering the survey are motivated of learning new things but also achieving a good grade. A large number of tasks simultaneously usually reduces the motivation of with 65,2% of the respondents. 54,6% of the respondents stated, that if they need to take more responsibility for the progress of their studies, it usually increases or even significantly increases their motivation.

Peer pressure by other students and groupworks were not seen as motivating as individual tasks given by the teachers. Still, 52,2% of the respondents stated that studying in a group usually increases their motivation. Studying in a group does not necessarily mean doing group works but might be considered as getting together to study with others. With 52,1% of the respondents distance studying in general either significantly reduces or usually reduces their study motivation. 30,4% felt that distance studying does not affect their study motivation and 17,5% stated that distance studying usually increases or significantly increases their study motivation.

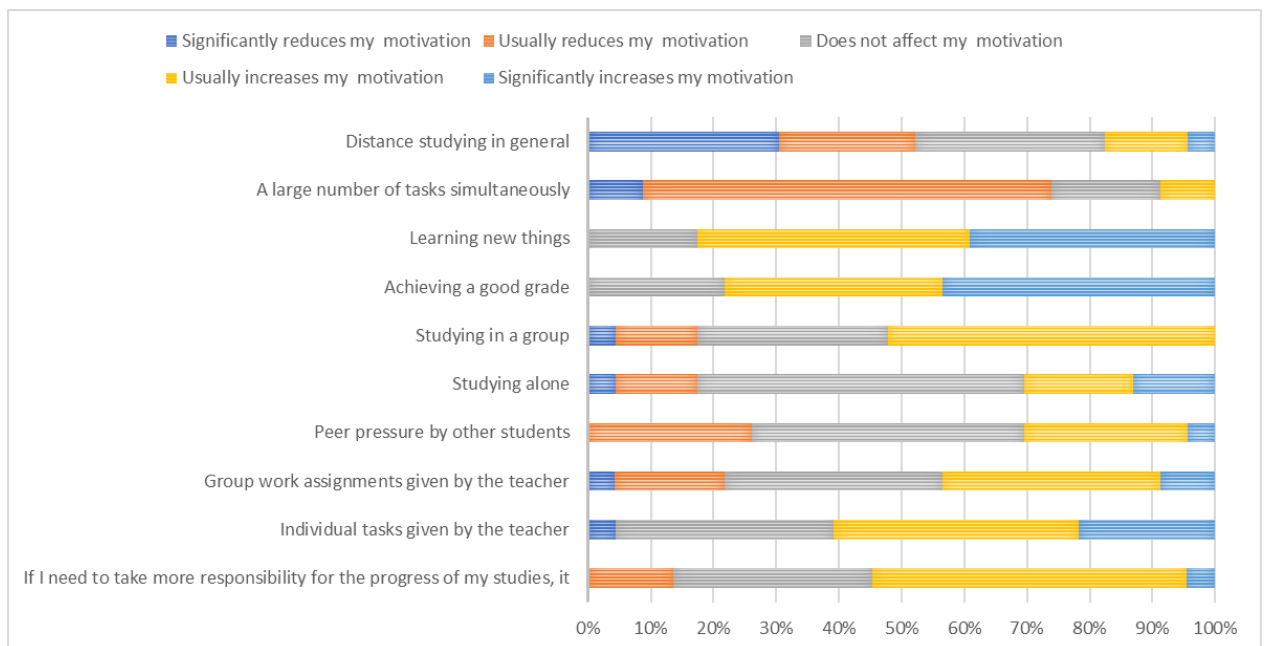


CHART 7. Statements of motivation in the survey

The survey worked dynamically, which enabled respondents to explain in more detail why does distance studying reduce or increase their study motivation. For respondents who found distance studying reducing their motivation, too many distractions were often mentioned.

“It doesn't feel like studying. It's just stuff you don't really like that you have to do at home where you have every distraction possible.”

Lack of social contacts and feeling of being alone were also experienced by the respondents.

“Lack of feedback. Lack of social aspects. Easier to just naturally not care.”

On the contrary, students that found distance studying reducing their study motivation, are facing concentrating problems in their learning environment. Also, communication was seen challenging, and the way teaching is carried out was questioned.

“I cannot concentrate as well as if I could in a proper classroom. Most of the time task instructions are unclear and leave a lot up to you to understand. Rarely teachers give us problems to solve that would be fun to talk about and research. It takes away from motivation when you cannot concentrate the same way as you could in a class and most things are usually very unclear.”

Respondents who found distance studying increasing their study motivation, experienced attending lessons online easy and effective, when there is no need to travel to the campus. Students also felt more comfortable studying in a silent environment and online lessons gave the possibility to view lectures again if something left bothering.

“Attending lessons online is easier and less time-consuming. Recorded lessons are good since you can rewatch them. Presenting via online does not make me so nervous and overall I am more relaxed on Teams/Zoom-lessons.”

In distance studying for learning to happen, it was recognized that course design is important.

“When built correctly, distance studies give more flexibility and therefore better tool to study on my own.”

4.5 Self-examination

In question 20, the students were given propositions describing them as a student. Again, the students were given alternatives Never, Rarely, Sometimes, Usually, Always. As seen in Chart 8, the respondents of this survey had no challenges in returning tasks before deadlines and over half of the respondents had rarely challenges to comply with the schedules. Also, 90,9% of the respondents stated they do their parts of the group works on time Always or Usually.

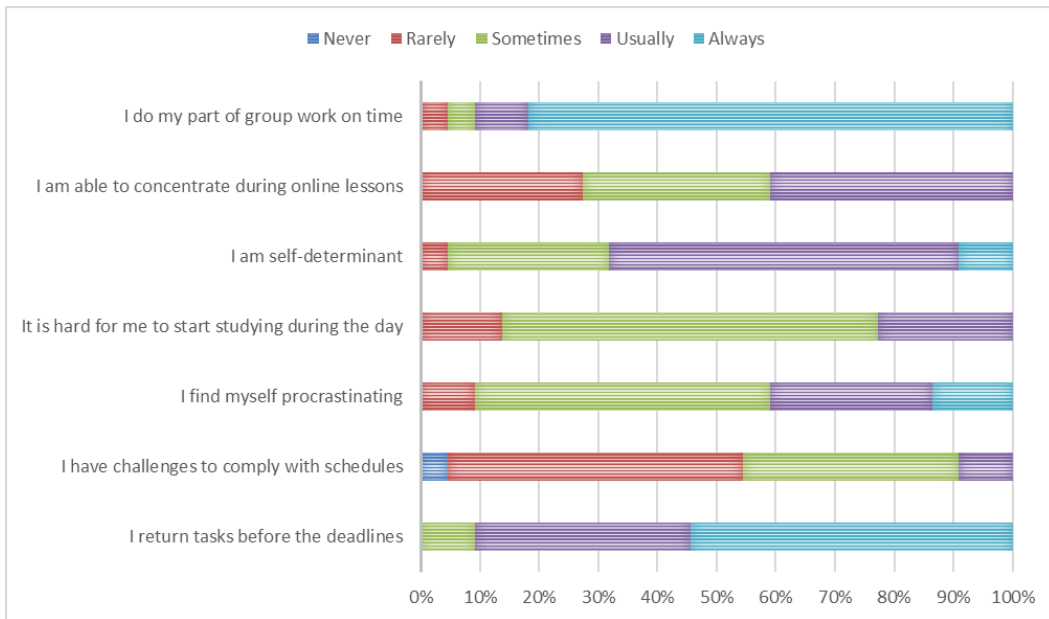


CHART 8. Self-examinations of a student

4.6 Well-being and study ability

Students were also asked three basic questions of their wellbeing in general. On average, the respondents had 7,4 hours of sleep per night and had 5,4 hours of heart rate-enhancing exercise in a week. 78% of the respondents stated that they eat at least sometimes based on the general dietary recommendations. 9% of the respondents never ate based on the recommendations and 13% paid no attention to their eating habits and could not therefore comment on the question.

Questions about study ability were to discover, in which areas and issues students are facing problems in more detail. Some were feeling indifference, and only motivation was to graduate and move on in life. Finding the balance with other aspects of life was also found challenging, when balancing between work, hobbies, and other parts of life.

“Caring about this degree and the grades I receive are no longer relevant. Just want to graduate and move on.”

“I often find myself procrastinating and sometimes it gets difficult to balance between school, work and other life.”

Some experienced, that online lessons create the possibility to distraction better and had noticed the consequences of not focusing have to be dealt with later.

“It's harder to focus on online lessons, because there's more distraction and no immediate consequences to not paying attention to the teacher.”

“I procrastinate more often than before and read less.”

Respondents were also given a list of topics affecting study ability, where they had the possibility to choose 0-5 topics where they were facing challenges. As shown in Chart 9, vast majority of the respondents were having concentrating problems. Over half of the respondents had problems with procrastination and half of them difficulties with the learning environment. Almost half of the respondents were having problems with depression and anxiety. In addition, quarter of respondents had insomnia of some level. Teaching techniques were mentioned by every fifth of the respondents. Study skills, life-management skills, orientation to studies, study community and problem-solving ability were all mentioned by few respondents.

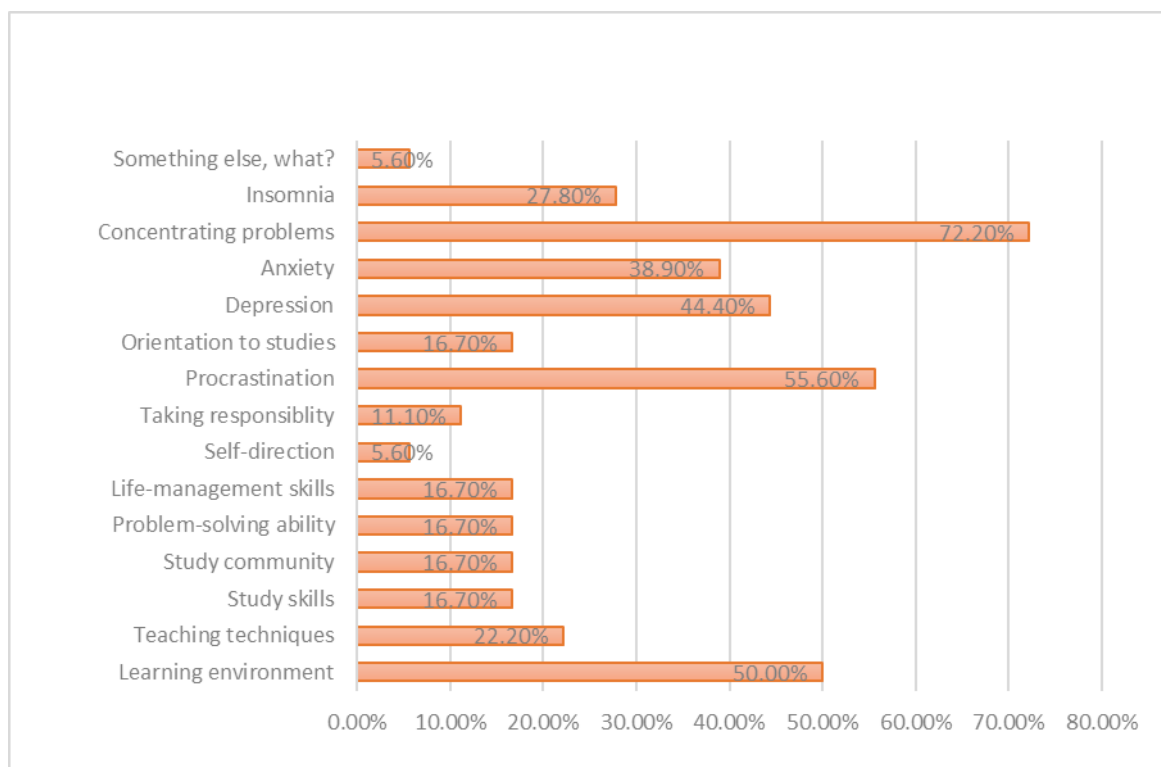


CHART 9. Challenge areas in study ability

The best practices student had adopted during distance studying concerned time management, physical breaks and organizing recommendations.

“Taking short walks during the day, stretching, and standing while listening to lectures. This is one more reason why I like distance learning since you usually wouldn’t have the nerve to do these at school.”

“I have organized my schoolwork in folders because there is so much material we have to download. Having a folder for each period and each course makes easier to find the material for the course.”

5 DISCUSSION

Whether student experiences the learning environment suitable or not, it is much up to the student. Some wish for a classroom and fellow students around them, to get into the right mood and atmosphere for studying while others like to stay in their home and be able to adjust the environment for them. As discussed in chapter 2, identifying biggest distractors for oneself is essential in creating a peaceful and productive learning environment.

In questions concerning the groupworks and distribution of tasks, respondents experienced those statements differently. It might be, that those who are not so active in groupworks and do not do their parts that diligently, see no problem in the implementation. Based on the self-examination statements, the respondents of this survey appear to be dedicated to their studies, since a big majority did their parts of group projects on time. The quality of the group projects was not assessed in the survey but based on personal experiences some students face challenges even with doing their parts on time, not to mention the quality.

Most respondents were hoping that students could form their groups by themselves. As discovered in chapter 2, for collaborative learning to happen, every individual must take responsibility of their parts. Commonly accepted goals will help to achieve previously set learning objectives for the groupwork. It is easier to work with students you know and with whom one is familiar with. The themes for successful online group working were in line with the presented PICCA method. Group members need to be present, interaction between the members is needed, consistency with weekly group meetings was advised. It was also discovered that the respondents were slightly more motivated of individual tasks rather than group works. In individual tasks, the responsibility lays with oneself only and self-determinant students may find that motivating since there is no need to mind others progress.

When assessing the results of online communication, many students found it easy to communicate digitally, but only 39% stated they actively participate during the online teaching sessions. Due to the PICCA method, interaction is needed in online classroom on an ongoing basis. Further research could be made of how well the course designs and online lessons are made to support online interaction, if students find it easy to communicate digitally, but still only a few are actively taking part into the conversation. Also, less than half of the respondents felt that they got usually clear

answers from teachers when asking questions online. If more than half are feeling their questions left unanswered often, it would be interesting to find out whether these were returned to later or left unanswered. Topics of these questions also stayed unrevealed. Only a few students felt they dare to express their need for extra support. Students could be encouraged to express their needs and it is up to the atmosphere of online class as well. If there is a feeling of rush and the teacher remains distant, it might be challenging to bring up personal difficulties concerning the studies. As discussed earlier with the PICCA method, the role of the instructor is important when creating a conversational atmosphere to the online classroom. In a safe and understanding environment the difficulties and challenges are easier to bring up in contrast to a classroom where the instructor behaves unprofessionally, and communication leaves a lot open to questions.

It seems that the respondents of the survey are self-determinant students, who are motivated to study, but distance studying period has reduced their motivation to study with most of the students. When the respondents described in more detail, why had their study motivation reduced due to distance studying, the learning environment stood out as the biggest distractor, which reduced the study motivation. Also, the lack of social aspects was mentioned. Due to COVID-19, people cannot meet each other neither at the university nor outside it, so it is important to consider whether this is a general frustration with the situation, or a problem brought about by distance studying.

Challenges with the learning environment are relatively easy to clarify and improve, but it requires effort from the student. Still, even small improvements and efforts to the environment and self-discipline can make the environment much more suitable for studying. There were also students who enjoyed the learning environment at home. Personally, I was able to concentrate much better at home to the online lessons since I did not have to sit on a hard chair in place for long periods of time. Being able to move while listening is empowering for some and distance studying offers great possibilities for taking minor breaks while listening and studying. The respondents seem to have no challenges to comply with their studies and schedules, even though a lot of challenges in study ability were concerned.

It is hard to say, which students chose to participate to the survey. Might be, that the respondents were more active students, who had time to go through the trouble of filling out a survey. Carefree students might have been already celebrating first of May at the time when survey was open and therefore their voice left unheard in the results. Overall, the students seem to be self-determinant and have no challenges of taking responsibility of their own progress, it seems to increase their

motivation. Still, it is alarming to see, how much the students are facing challenges with their study ability. Of course, these challenges were not measured quantitatively, and the scope of these challenges was not examined. Students seem to have information also about the mental health services the university provides, but the occupancy rate of those services remains uncharted. For further studies, it would be interesting to find out, how students have utilized these services and have they been helpful.

Due to the COVID-19, distance working has become the new normal, where meetings are conducted via Zoom, Teams, or other online tools. In some workplaces distance working has been adapted so well that it has seen as a part of the future as well. Attention should be paid to creating the best possible distance studying experience already during one's studies, so that after the graduation distance working will not be challenging. The degree programme of International business prepares students for specialist tasks, where remote working is strongly present during the time of coronavirus and increasingly in the future.

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APPENDIX 1: SURVEY

International Business degree students' perceptions of distance learning

In the first part, you will answer the questions concerning your background.

1. Choose your DIB group


- DIB17sp
- DIB18sp
- DIB19sp
- DIB20sp

2. Study background

Choose the level of your previous studies before entering DIB [programme](#)

- High school
- Vocational college
- Dual qualification
- Bachelor's degree
- Master's degree
- Something else, what?

3. Choose your age

4. Choose your gender

- Male
- Female
- Non-binary gender

5. Choose the estimated amount of ECTS credits you will achieve during the academic year 20-21.

In ECTS 60 credits represent one (1) year of study in terms of the regular semester workload. ECTS credits are allocated to courses and are awarded to students who successfully complete those courses. (OAMK Study guide, 2021).

Valitse

In the second part, you will answer questions concerning your experience of distance learning.

6. Are you currently studying from home due to COVID-19 *

By home in this case is meant the place where you live permanently.

- Yes
- No, I am currently studying from

7. Before the pandemic started in March 2020, had you completed university courses fully online?

- Yes
- No

9. Have you had to make purchases or acquisitions to enable distance studying?

If yes, please describe in more detail. For example headphones.

- Yes
- No

10. How much money you have had to spent on these purchases?

Give an estimated amount in Euros.

11. Have you had to make modifications to your learning environment at home?

The learning environment covers the entire space where your study spot locates. If yes, please describe in more detail. For example, if you've had to set up a quiet space for studying.



- Yes
- No

12. What useful support you have received from OAMK during the time of distance studying?

13. On what issues you still hope for more support from OAMK during the time of distance studying?

14. Please rate your experience of distance studying


Answer the scale of 1-5 and not sure using 1=Strongly disagree and 5 = Strongly agree

	1 	2	3	4	5 	Not sure
The study environment at home is suitable for me *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The study environment enables me to concentrate on studying *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The deadlines of the course assignments are clearly displayed in Moodle *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course schedules and deadlines are feasible *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group works, the workload is evenly distributed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group works, the evaluation is fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What suggestions do you have on how groupworks are done best in distance learning?

16. Please rate your experience of communication in distance studying *

Interactivity and communication is at an important role in successful distance learning. Next you will evaluate how these claims fit to your perspective.

	Never 	Rarely	Sometimes	Usually	Always
I find it easy to communicate digitally *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remote Communication with other students works just as well as face-to-face communication *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get clear answers from my teachers when asking questions online *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My study group meetings work just as well as before even if they are digital *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively participate during the online teaching sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take part of the conversation during online teaching lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers show interest on students' work during online teaching sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dare to express my need for extra support to the teacher in online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have the opportunity to ask questions in online lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Choose which option best describes your study motivation in general

	Significantly reduces my motivation	Usually reduces my motivation	Does not affect my motivation	Usually increases my motivation	Significantly increases my motivation
If I need to take more responsibility for the progress of my studies, it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual tasks given by the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work assignments given by the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer pressure by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving a good grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A large number of tasks simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distance studying in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Why does distance studying reduce your study motivation?

19. Why does distance studying increase your study motivation?

20. Choose which option best describes you as a student

	Never	Rarely	Sometimes	Usually	Always
I return tasks before the deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have challenges to comply with schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find myself procrastinating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is hard for me to start studying during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am self-determinant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to concentrate during online lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do my part of group work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this part, you will answer a few questions concerning your life-management skills and wellbeing.

22. How many hours on average do you sleep per night?

0

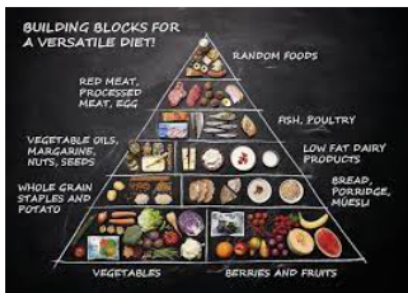
0 14

23. How many hours a week on average do you do heart rate-enhancing exercise?

0

0 14

24. Due to the general dietary recommendations, how would you describe your eating habits?



- I always eat based on the recommendations
- I often eat based on the recommendations
- I sometimes eat based on the recommendations
- I never eat based on the recommendations
- I don't pay attention to my nutrition and therefore don't know how well it responds to the recommendations

In the last part, you will evaluate your study ability. Study ability affects the progress of studies in addition to study results and the wellbeing of a student and the study community.

25. Have you noticed permanent challenges in your study ability? Please describe.

Study ability assesses the students' ability to work. The ability to study affects how well your studies go and how you cope.

26. In which areas are you facing challenges in your study ability?

You can choose 0-5 topics. Please describe in the text field above challenges that are not listed and further comments.

- | | | |
|--|--|--|
| <input type="checkbox"/> Learning environment | <input type="checkbox"/> Teaching techniques | <input type="checkbox"/> Study counselling |
| <input type="checkbox"/> Study skills | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Study community |
| <input type="checkbox"/> Problem-solving ability | <input type="checkbox"/> Communication skills | <input type="checkbox"/> Life-management skills |
| <input type="checkbox"/> Self-direction | <input type="checkbox"/> Taking responsibility | <input type="checkbox"/> Procrastination |
| <input type="checkbox"/> Orientation to studies | <input type="checkbox"/> Depression | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Concentrating problems | <input type="checkbox"/> Insomnia | <input type="checkbox"/> Something else, what? <input style="width: 50px; height: 20px;" type="text"/> |

Valitse enintään 5 vaihtoehtoa

Valitut vaihtoehdot: 0

◀▶

27. Have you adopted new methods during the pandemic to support your study ability? If yes, please describe further.

28. Have you adopted new learning techniques during the pandemic? If yes, please describe further.

29. Feel free to leave comments and feedback on the textbox.