

# Chapter 7

## Dynamics of Managing the Teaching–Learning Process Online: An Approach Study Applied to the Portuguese Higher Education System Post COVID–19

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### ABSTRACT

*The present chapter aims to explore the dynamics of the online teaching-learning process management. The study is applied to the Portuguese university and poly-technic education system (teachers and students), during the Covid-19 pandemic period, using a properly structured questionnaire. As the method, the statistical treatment of the data collected in the sample for the study and respective analyzes of statistical tests applied. The authors used MAXqda© and SPSS©. The results indicated that majority of students consider the main difficulty to be the interaction teachers and students, on other hand, teachers mentioned that the use of synchronous communication is the most difficult aspect of manage in this teaching modality. These*

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*findings suggest that the opinions of students and teachers regarding the challenges faced during online teaching tend in the opposite direction. Although the integration of information and communication technologies in education is currently on the agenda of educational institutions.*

## **INTRODUCTION**

The present chapter aims to explore the dynamics of the online teaching-learning process management: challenges, strategies and opportunities, a study applied to the Portuguese university and polytechnic education system (Teachers and Students), during the Covid-19 pandemic period, using a properly structured questionnaire. As the method, the statistical treatment of the data collected in the sample for the study and respective analyzes of statistical tests applied, we used MAXqda© and SPSS©. The results indicated that majority of students consider the main difficulty to be the interaction teachers and students, on other hand, teachers mentioned that the use of synchronous communication is the most difficult aspect of manage in this teaching modality. These findings suggest that the opinions of students and teachers regarding the challenges faced during online teaching tend in opposite direction. Base on the finding from qualitative analysis, our goal was identifying the factors that significantly influence participants' experiences with online learning. The results show that despite the challenges and weaknesses by the participants, their participation of online teaching is positive, and several strengths have been identified. It was also found that the opinions of students and teachers do not always converge in same direction, which suggest the experience of distance learning was not experienced in the same way by both groups. The results of factors influencing teacher's experiences during online teaching, and there were clear differences in teaching method preferences. Students showed a preference for distance learning, whereas teachers favored face-to-face classes.

Although the integration of Information and Communication Technologies in education is currently on the agenda of educational institutions, it seems to be difficult to understand technological progress and the network society, exclusively based on existing learning theories. As a kind of response to this need, the notion of connectivism emerged. Connectivism deals with knowledge as something distributed in a network of connections.

According to Khadka et al. (2023), digitally mediated education is part of a new educational ecosystem that has greatly contributed to the reconceptualization of teaching and learning processes. Although it is often associated with technological rationality, the concept of internet-mediated education applied to different contexts of practice reflects the polysemy that characterizes it. In fact, there are different

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