

Face-to-face versus distance learning: Perception of the academic community at ESTeSL

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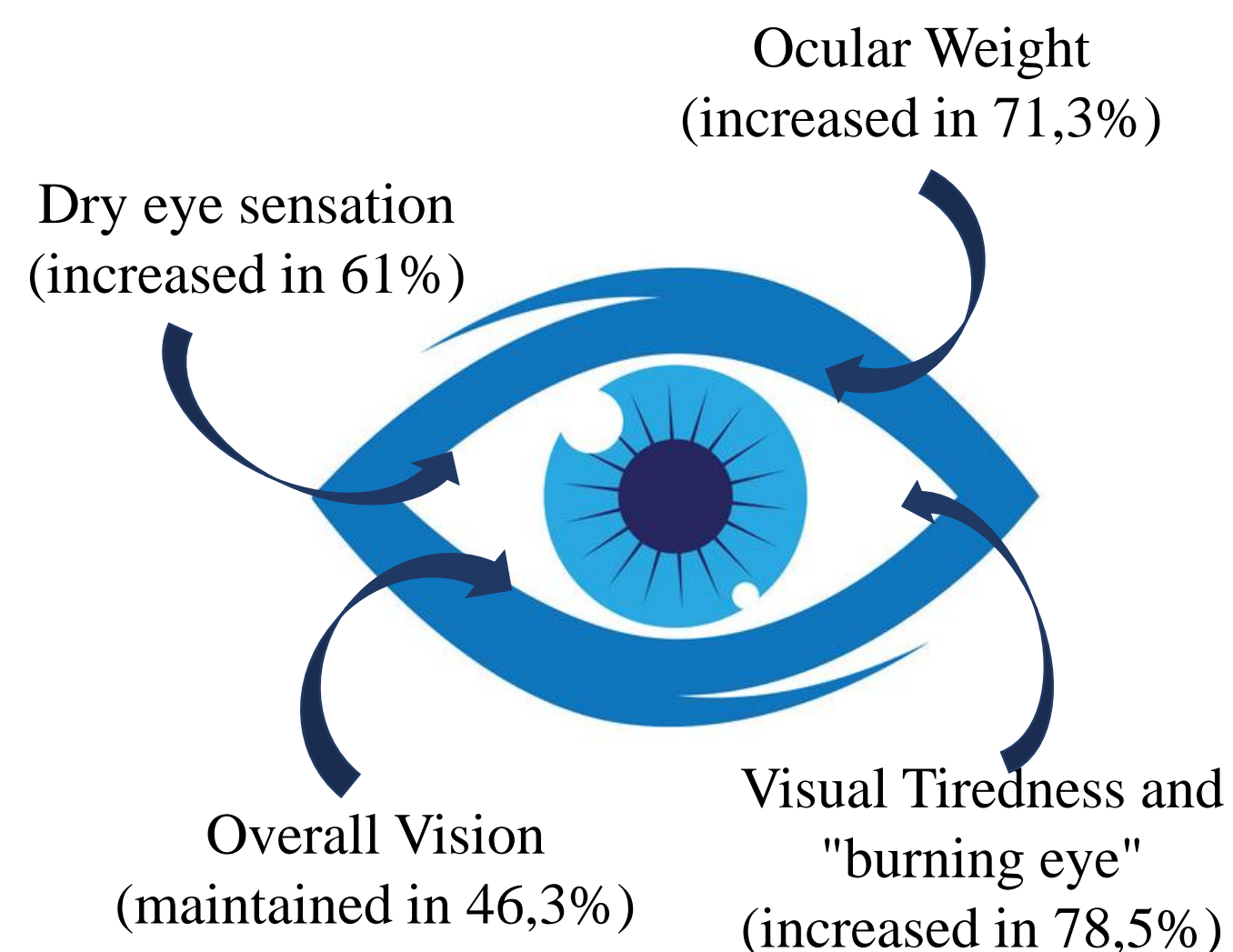
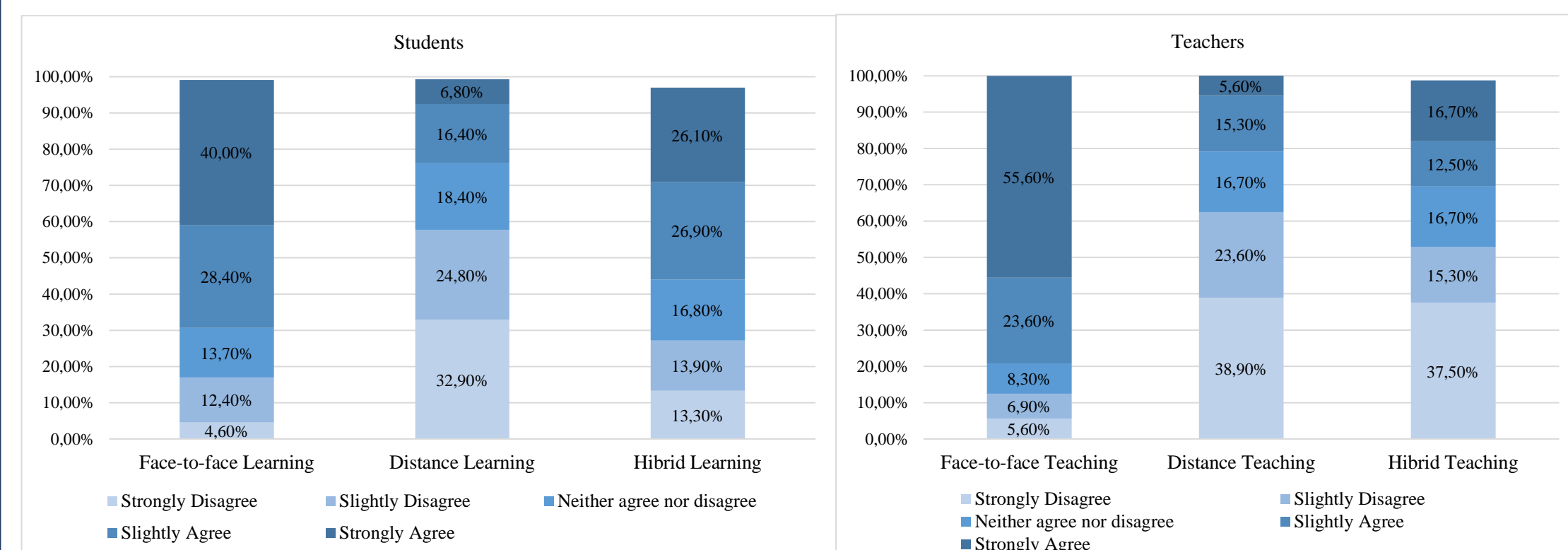
Introduction: Facing the pandemic situation of COVID-19, which reached Portugal in 2020, higher education institutions needed to adapt, transitioning from face-to-face learning to distance emergency learning, and therefore, in online format.

Objectives: To analyze the academic community's perception from a higher school of health facing the learning transition, focusing mainly on the preference and satisfaction for the type of learning, adaptation difficulties, motivation, changes in emotional states, academic performance, acquired skills and visual changes.

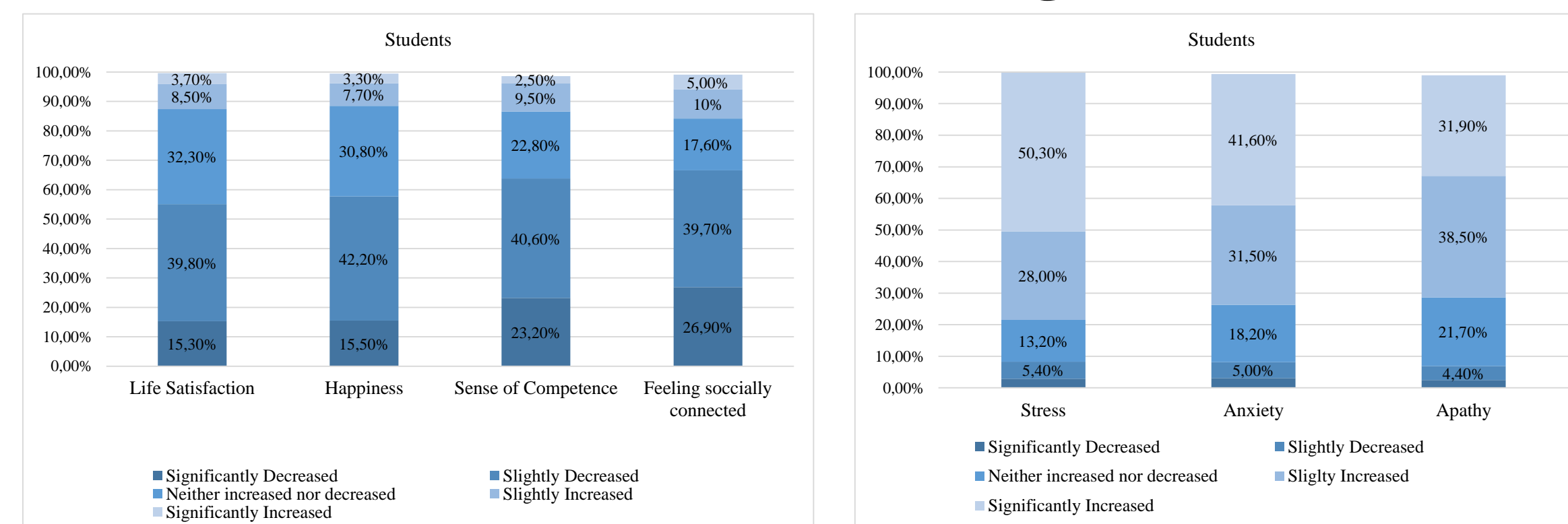
Methodology: A descriptive research was conducted by applying an online questionnaire, which was adapted from the article "College students' use and acceptance of emergency online learning due to COVID-19"⁴, with the previous permission from the author, Dr^a. A. Patricia Aguilera-Hermida, to use it. The data were analyzed using IBM SPSS Statistics version 26.

Results: In a total of 517 answers from students and 119 from teachers, both showed a preference for face-to-face learning and teaching, 40.4% (n=207) and 55.6% (n=40) respectively. Furthermore, 43.9% (n=207) of the students and 33.3% (n=21) of the teachers felt difficulties in adapting to the practical classes, with 29.3% (n=143) of the students and 32.8% (n=22) of the teachers reporting greater satisfaction with theoretical classes.

Distribution according to preferred learning method



Student's emotional states during the transition to distance learning



Discussion: From the results, a preference for face-to-face learning and an insatisfaction with distance learning was observed, particularly in practical classes due to difficulties in adaptation. Leading to an intensification of negative emotional states and a decrease in motivation, actively impacting the students' school learning performance. Physical and visual well-being were also negatively influenced, often associated with increased stress and long periods of work in front of the computer.

Conclusion: We conclude that the academic community's perception of this transition wasn't the most positive, with an insatisfaction with emergency distance learning on account of all the changes it caused in their daily lives. Which in turn influenced their physical and emotional well-being, as well as their visual health, due to prolonged exposure to electronic devices.

Keywords: COVID-19; Distance Emergency Learning; Higher Education; Student Perceptions; Faculty Perceptions; Emotional State; Satisfaction

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