LOCAL RESPONSE
TO ONLINE TEACHING

Poland

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Acknowledgements

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Background

This country report is part of the intellectual output 2 "Strategies and practices regarding online teaching at the local level" aiming at providing comparable evidence-based local data from partner universities on different challenges faced during online teaching.

Methodology

The data was collected with a questionnaire distributed online to students of SGH Warsaw School of Economics and other Higher Education Institutions (HEIs) in Poland. The questionnaire (attached) was translated into the Polish language. It was available for respondents online for two months in the Spring of 2021. During that time, we collected 103 responses from students.

Key Findings

- Students considered remote learning to be an appropriate answer for the crisis caused by the pandemic. At the same time, many of them felt alienation and lacked contact with their peers. Students of the first years and BA level have experienced these limitations the most.
- Students were administered similar means of learning during the pandemic. While they were asked more than before to search for information, or perform individual or group assignments, only rarely they had an opportunity to develop their practical skills.
- Students generally declared to have high digital competences, especially in the fields that enable them active participation online, both in classes an in the virtual environment. Simultaneously they declared to know less about issues related to their online presence, such as publishing data about themselves online, privacy, or data protection.
- Research classes or research modules comprised only a limited part of the curriculum of students in our research sample. In fact, three out of four respondents declared not to have such classes during the last academic year.
- Students who prepared their degree thesis used mostly surveys if conducing their own research. Other methods of conducting social research were much less frequently used. At the same time students did not feel confident in conducting social research.

Key Recommendations

- Remote learning focusing on research design should be planned in such a manner as to provide students with the access to online resources, not only as recipients of the content, but also as co-creators of tools and resources in the courses (e.g. practical activities and research proposals).
- Remote learning should be improved particularly in the field of activisation and integration of students: firstly, by showing them space – platforms with information about research methods, research, research tools, and procedures. Secondly, by showing them where and how they can find examples of research tools and completed research. Thirdly, by providing them with space for common work and discussion.
- Additional classes/modules focusing on online research, online methods and tools should be included in the study programmes in the future. HEIs should provide access (platforms, moodle, clouds) to social research methodology resources and – especially – access to tools and research databases that could be analysed and used (as examples for online work) by students. At the same time, it is worth considering introduction of didactic (interactive) tools that would allow students to work virtually on their research projects, research activities, in consultation with the group and lecturers.

1 Introduction

1.1 Background

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

1.2 Objectives

The objectives of this research are:

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

2 Methodology

2.1 Research Questions

The research questions to be answered by this research report are:

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

2.2 Instruments

The final instrument used was generated using the previous experience of partner universities, but also previous measurements used for assessing research competencies (Swank & Lambie, 2016; Visser-Wijnveen, van der Rijst, & van Driel, 2016). The questionnaire was originally written

in English, amended by partners, and then translated into local languages for better use in partner countries (see Appendix 1). The dimensions that were included in the final version focused on:

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

2.3 Sample

The basic socio-demographic characteristics of students who provided answers to the questionnaire are presented in the table below:

Table 1: Socio-demographic characteristics of the sample

Characteristics		Number of respondents
Gender	Male	37
	Female	65
	Other	1
Type of HEI	SGH	64
	Other HEI	39
Fields of study	Finance and Accounting	30
	Global Business, Finance and Governance	8
	Management	7
	Quantitative Methods in Economy	10
	Other	48
Level of studies	BA	60
	MA	39
	Other	3

It should be noted that in Poland experience related to distance learning for the majority of university students began in March 2020. Only a small group of Polish students had

classes using the methods and techniques of distance learning prior to the SARS-Cov-2 virus pandemic.

2.4 Data Collection

The questionnaire has been active for 2 months from 15.05 to 15.07.2021. Within this time, we have collected 103 completed responses from the students. The method was convenience sampling.

[The questionnaire was translated into Polish and published on MS Forms platform](). The link has been distributed to two groups of students: BA and MA degree students from the SGH Warsaw School of Economics and other students who study at Polish HEIs. In the case of SGH, it had been possible to use formal and informal means to reach out to the students, e.g. the link to the questionnaire has been distributed via SGH internal Newsletter. However, most of the results had been obtained via social media, especially Facebook invitations posted on diverse student groups. The data was collected by the project team.

In the survey questionnaire, the respondents were informed about the ethical issues related to the participation in this research. All respondents who completed the questionnaire agreed to participate in the study. The respondents were informed that the research results in the form of aggregated data would only be used for dissemination purposes in the form of reports, academic articles, and conference presentations. Participation in the study was voluntary. The respondents had the option to omit the question they did not want to answer. The respondents could also finish the survey at any time without any consequences. The questionnaire did not contain any sensitive or controversial questions.

The data has been generated from MS Forms and exported to Excel format. It has been analysed in Excel.

2.5 Limitations

The study has several limitations related to the sample and the tool. The sample is a convenient one, so by no means the results could be generalised onto the whole population. Moreover, the sample is skewed and includes more students from SGH than from other HEIs. The questionnaire has been administered through FB groups. Therefore, it was not possible to control who has actually filled in the questionnaire. Another limitation for the study has been the research tool. The questionnaire has been considered a long one according to the feedback received from some of the respondents. The average time to complete it has been over 15 minutes. An additional limitation was the time of the pandemic and the general fatigue of students with this type of online research. Many students did not complete the questionnaire due to the large number of questions

addressed specifically to this target group. It should also be noted that remote education can create inequalities related to the limited Internet access. We were unable to reach out to students who had been excluded due to lack of Internet access (poor, limited Internet connection).

Although there are limitations to the study, it can be considered an exploration of how research methods are taught at Polish HEIs.

3. Results

In the following section, we present the results from the study. We have decided to present the frequencies as the size and type of the sample does not allow any more advanced quantitative analysis. The results were grouped into four subsections, which present **general perception of remote learning; digital skills; formal and informal research classes**.

3.1. General perception regarding remote learning

3.1.1. Perception regarding remote learning

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

Table 2: Distribution regarding the respondents' perception of remote learning

	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree	*N*
The study process organised in this way facilitates learning	13.6%	26.2%	16.5%	22.3%	21.4%	103
It creates a higher workload	13.6%	20.4%	23.3%	32.0%	10.7%	103
It is a good solution in a crisis, but training should fully return to face-to face after the end of the pandemic	11.8%	16.7%	13.7%	32.4%	25.5%	102
It creates alienation from the study process	8.7%	10.7%	4.9%	35.9%	39.8%	103
It creates emotional burden	18.4%	17.5%	13.6%	22.3%	28.2%	103
It hinders to see the whole study process	10.8%	11.8%	9.8%	28.4%	39.2%	102

The findings show that a large proportion of respondents think that remote learning is a good solution in a crisis, but training should fully return to face-to-face teaching after the end of the pandemic (32.4% of respondents agree and 25.5% of respondents strongly agree). The findings revealed also that most of the students indicate that remote learning creates alienation from the study process (35.9% of respondents agree and additional 39.8% of respondents strongly agree) and it hinders to see the whole study process (28.4% of respondents agree and 39.2% of respondents strongly agree).

Our study confirms the findings of other studies in terms of how digital learning has been perceived, namely: that alienation is a significant challenge, especially for the first year students (Guadix et al. 2020), who had limited opportunities to meet other students, and that remote learning can be considered as a crisis response, but cannot substitute in-person teaching. At the same time, blended learning, i.e. combination of remote and in person teaching has been considered to be at least as efficient as a fully in person mode (Jiang et al. 2021).

The same data with socio-demographic information is presented below.

Table 3: Distribution of remote learning perception by university (count)

University	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree	Total
The study process organised in this way facilitates learning						
SGH	6	21	11	15	11	64
Other	8	6	6	8	11	39
Total	**14**	**27**	**17**	**23**	**22**	**103**
It creates a higher workload						
SGH	9	17	13	21	4	64
Other	5	4	11	12	7	39
Total	**14**	**21**	**24**	**33**	**11**	**103**
It is a good solution in a crisis…						
SGH	10	10	7	21	16	64
Other	2	7	7	12	10	38
Total	**12**	**17**	**14**	**33**	**26**	**102**
It creates alienation from the study process						
SGH	7	6	2	23	26	64
Other	2	5	3	14	15	39
Total	**9**	**11**	**5**	**37**	**41**	**103**
It creates emotional burden						
SGH	9	12	8	16	19	64
Other	10	6	6	7	10	39
Total	**19**	**18**	**14**	**23**	**29**	**103**
It hinders to see the whole study process						
SGH	8	5	6	19	25	63
Other	3	7	4	10	15	39
Total	**11**	**12**	**10**	**29**	**40**	**102**

Comparing to students from other HEIs, students at SGH consider remote learning to create lower workload, but at the same time higher emotional burden.

Table 4: Distribution of remote learnig perceptions by degree programmes (count)

Degree programmes	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree	Total
The study process organised in this way facilitates learning						
First-cycle studies	6	18	13	11	12	60
Second-cycle studies	7	7	3	10	8	35
Long-cycle studies	1	1	0	2	1	5
Other	0	1	1	0	1	3
Total	14	27	17	23	22	103
It creates a higher workload						
First-cycle studies	9	13	13	20	5	60
Second-cycle studies	5	7	8	12	3	35
Long-cycle studies	0	1	2	0	2	5
Other	0	0	1	1	1	3
Total	14	21	24	33	11	103
It is a good solution in a crisis…						
First-cycle studies	6	10	8	18	17	59
Second-cycle studies	6	6	3	12	8	35
Long-cycle studies	0	1	1	2	1	5
Other	0	0	2	1	0	3
Total	12	17	14	33	26	102
It creates alienation from the study process						
First-cycle studies	5	4	2	20	29	60
Second-cycle studies	3	5	3	14	10	35
Long-cycle studies	1	2	0	1	1	5
Other	0	0	0	2	1	3
Total	9	11	5	37	41	103
It creates emotional burden						
First-cycle studies	7	12	5	16	20	60
Second-cycle studies	8	6	8	6	7	35
Long-cycle studies	3	0	0	1	1	5
Other	1	0	1	0	1	3
Total	19	18	14	23	29	103
It hinders to see the whole study process						
First-cycle studies	7	4	3	19	27	60
Second-cycle studies	4	7	5	9	9	34
Long-cycle studies	0	1	1	0	3	5
Other	0	0	1	1	1	3
Total	11	12	10	29	40	102

Source: generated by the authors

Students of the first-cycle studies evaluate remote learning more negatively than students of the second-cycle studies. While these groups do not differ in their perception of the workload and both agree that remote learning is a good solution to the crisis, the first-cycle students (BA level) consider remote learning as creating aliennation and emotional burden, and making it hard to actually learn. The second cycle students are more likely to combine studies with work, and already gained studying experience at the BA level. These two factors might explain this difference.

3.1.2. Activities necessary during the remote learning process in comparison to in-person learning

Students were asked to indicate to what extent the activities mentioned in the questionnaire (e.g. read materials send by teacher) were necessary during the remote learning process in comparison to in-person learning. The findings are shown in Table 5.

Table 5: Distribution regarding the activities necessary during the remote learning process in comparison to in-person learning

	Less than before	Just like it was before…	More than before	Hard to say	*N*
Read the materials send by teacher	9.7%	37.9%	49.5%	2.9%	103
Look for various additional information (different from what the teacher recommended)	9.7%	37.9%	45.6%	6.8%	103
Prepare independent works in the form of reports, essays, or other written work	1.0%	19.6%	72.5%	6.9%	102
Prepare group works in the form of reports, essays, or other written work	8.7%	19.4%	65.0%	6.8%	103
Acquire digital competencies	0.0%	16.5%	76.7%	6.8%	103
Prepare presentations	6.8%	35.0%	50.5%	7.8%	103
Develop practical work	35.9%	31.1%	11.6%	21.4%	103
Communicate with other group members	43.7%	22.3%	23.3%	10.7%	103
Contact lecturers	35.0%	27.2%	28.2%	9.7%	103

Source: generated by the authors

The vast majority of respondents (76.7%) reported that during the remote learning process they were more obligated to acquire digital competencies than before. The findings displayed in table 5 show also that majority of the students (72.5%) were obligated to prepare more independent work in the form of reports, essays, or other written work than before. In terms of in-group communication, the findings revealed that most students (43.7%) indicated that they had communicated less with other group members during the remote learning process in comparison to in-person learning.

Moreover, students were more frequently asked to prepare presentations, but more seldom had to prepare practical work. As the matter of fact, two out of three students did not develop practical work more than before the remote learning began. It might, therefore, indicate that students were mostly asked to search for information online and to complement the knowledge received in remote learning, but it has not been sufficiently translated into practical skills.

The same data with socio-demographic information is presented below.

Table 6: Distribution of the activities necessary during the remote learning process in comparison to in-person learning by university (count)

University	Less than before	Just like it was before…	More than before	Hard to say	Total
Read the materials send by teacher					
SGH	4	24	33	3	64
Other	6	15	18	0	39
Total	10	39	51	3	103

	Less than before	Just like it was before…	More than before	Hard to say	Total
Look for various additional information (different from what the teacher recommended)					
SGH	5	23	30	6	64
Other	5	16	17	1	39
Total	10	39	47	7	103
Prepare independent works in the form of reports, essays, or other written work					
SGH	0	9	50	5	64
Other	1	11	24	2	38
Total	1	20	74	7	102
Prepare group works in the form of reports, essays, or other written work					
SGH	4	9	47	4	64
Other	5	11	20	3	39
Total	9	20	67	7	103
Acquire digital competencies					
SGH	0	8	51	5	64
Other	0	9	28	2	39
Total	0	17	79	7	103
Prepare presentations					
SGH	5	24	29	6	64
Other	2	12	23	2	39
Total	7	36	52	8	103
Develop practical work					
SGH	20	19	9	16	64
Other	17	13	3	6	39
Total	37	32	12	22	103
Communicate with other group members					
SGH	27	12	16	9	64
Other	18	11	8	2	39
Total	45	23	24	11	103
Contact lecturers					
SGH	20	17	18	9	64
Other	16	11	11	1	39
Total	36	28	29	10	103

Source: generated by the authors

The type of activities carried out by students during remote learning seems to be similar across HEIs. However, students of SGH declared that they had to prepare more independent and group projects in comparison to students from other HEIs. At the same time, students from other HEIs were more often asked to prepare presentations.

Table 7: Distribution of the activities necessary during the remote learning process in comparison to in-person learning by degree programme (count)

Degree programme	Less than before	Just like it was before…	More than before	Hard to say	Total
Read the materials send by teacher					
First-cycle studies	4	21	32	3	60
Second-cycle studies	5	14	16	0	35
Long-cycle studies	1	2	2	0	5
Other	0	2	1	0	3
Total	10	39	51	3	103
Look for various additional information (different from what the teacher recommended)					
First-cycle studies	5	20	29	6	60
Second-cycle studies	4	16	14	1	35
Long-cycle studies	1	2	2	0	5
Other	0	1	2	0	3

Total	10	39	47	7	103
Prepare independent works in the form of reports, essays, or other written work					
First-cycle studies	0	8	46	5	59
Second-cycle studies	1	8	24	2	35
Long-cycle studies	0	3	2	0	5
Other	0	1	2	0	3
Total	1	20	74	7	102
Prepare group works in the form of reports, essays, or other written work					
First-cycle studies	6	8	40	6	60
Second-cycle studies	3	8	23	1	35
Long-cycle studies	0	3	2	0	5
Other	0	1	2	0	3
Total	9	20	67	7	103
Acquire digital competencies					
First-cycle studies	0	6	47	7	60
Second-cycle studies	0	9	26	0	35
Long-cycle studies	0	1	4	0	5
Other	0	1	2	0	3
Total	0	17	79	7	103
Prepare presentations					
First-cycle studies	4	17	32	7	60
Second-cycle studies	2	15	18	0	35
Long-cycle studies	0	4	1	0	5
Other	1	0	1	1	3
Total	7	36	52	8	103
Develop practical work					
First-cycle studies	23	14	10	13	60
Second-cycle studies	11	15	2	7	35
Long-cycle studies	1	3	0	1	5
Other	2	0	0	1	3
Total	37	32	12	22	103
Communicate with other group members					
First-cycle studies	25	11	14	10	60
Second-cycle studies	14	10	10	1	35
Long-cycle studies	3	2	0	0	5
Other	3	0	0	0	3
Total	45	23	24	11	103
Contact lecturers					
First-cycle studies	20	14	17	9	60
Second-cycle studies	13	10	11	1	35
Long-cycle studies	1	3	1	0	5
Other	2	1	0	0	3
Total	36	28	29	10	103

Source: generated by the authors

It seems that the activities demanded from students were similar regardless of the cycle of study. However, our data suggests that the first-cycle students were more likely to be asked to prepare independent projects and develop practical work compared to the second-cycle students.

3.2. Digital skills

3.2.1. Level of digital skills self-evaluation

To gain an in-depth understanding on the general perception and attitude towards remote learning process, respondents were asked to self-evaluate their level of digital skills. The findings are presented in table 8.

Table 8: Distribution regarding the level of digital skills self-evaluation

	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree	N
I know how to manage online files (download, save, upload)	0%	0%	0%	16.5%	83.5%	103
I know how to use shortcut keys	0%	4.9%	6.8%	25.2%	63.1%	103
I know how to open a new tab in my browser	0%	0%	0%	2.9%	97.1%	103
I know how to complete online forms	0%	0%	0%	9.7%	90.3%	103
I know how to adjust privacy settings	0%	5.9%	6.9%	28.7%	58.4%	101
I know how to connect to a WIFI network	0%	0%	0%	3.9%	96.1%	103
I know how to connect to an online platform (Zoom, MsTeams, Google classroom etc.)	0%	0%	1%	10.8%	88.2%	102
I can easily find the information I need on a website	0%	1.0%	2.9%	29.1%	67.0%	103
I can easily navigate through the tools included in different online platforms (Zoom, MsTeams, Google classroom etc.)	0%	1.0%	4.9%	32.0%	62.1%	103
I know which information I should and shouldn't share online	0%	1.0%	4.9%	31.1%	63.1%	103
I know when I should and shouldn't share information online	0%	1.0%	6.8%	30.1%	62.1%	103
I am careful about my comments and behaviours while I am online	0%	1.0%	0%	20.6%	78.4%	102
I know how to create a video	1.9%	6.8%	14.6%	26.2%	50.5%	103
I know how to create an infographic	4.9%	17.5%	15.5%	25.2%	36.9%	103
I know how to design a website	33.0%	30.1%	10.7%	18.4%	7.8%	103
I feel confident putting content I have created online	6.9%	15.7%	27.5%	33.3%	16.7%	102

Source: generated by the authors

Respondents rated their basic digital skills quite high, especially those skills that are essential for active participation in remote teaching. A majority of students feels confident about finding relevant information on the web, privacy settings, or general internet awareness. The skills that are least prevalent among students include advanced abilities

such as creating an infographic or a website. These skills are not essential for effective remote learning.

Socio-demographic information is presented below.

Table 9: Distribution of the level of digital skills self-evaluation by university (count)

University	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree	Total
I know how to manage online files (download, save, upload)						
SGH	0	0	0	7	57	64
Other	0	0	0	10	29	39
Total	0	0	0	17	86	103
I know how to use shortcut keys						
SGH	0	4	2	17	41	64
Other	0	1	5	9	24	39
Total	0	5	7	26	65	103
I know how to open a new tab in my browser						
SGH	0	0	0	0	64	64
Other	0	0	0	3	36	39
Total	0	0	0	3	100	103
I know how to complete online forms						
SGH	0	0	0	5	59	64
Other	0	0	0	5	34	39
Total	0	0	0	10	93	103
I know how to adjust privacy settings						
SGH	0	5	4	18	36	63
Other	0	1	3	11	23	38
Total	0	6	7	29	59	101
I know how to connect to a WIFI network						
SGH	0	0	0	2	62	64
Other	0	0	0	2	37	39
Total	0	0	0	4	99	103
I know how to connect to an online platform (Zoom, MsTeams, Google classroom etc.)						
SGH	0	0	0	7	56	63
Other	0	0	1	4	34	39
Total	0	0	1	11	90	102
I can easily find the information I need on a website						
SGH	0	1	1	21	41	64
Other	0	0	2	9	28	39
Total	0	1	3	30	69	103
I can easily navigate through the tools included in different online platforms						
SGH	0	0	3	21	40	64
Other	0	1	2	12	24	39
Total	0	1	5	33	64	103
I know which information I should and shouldn't share online						
SGH	0	1	3	21	39	64
Other	0	0	2	11	26	39
Total	0	1	5	32	65	103
I know when I should and shouldn't share information online						
SGH	0	1	5	20	38	64
Other	0	0	2	11	26	39
Total	0	1	7	31	64	103
I am careful about my comments and behaviours while I am online						
SGH	0	1	0	11	52	64
Other	0	0	0	10	28	38
Total	0	1	0	21	80	102

I know how to create a video						
SGH	1	5	9	18	31	64
Other	1	2	6	9	21	39
Total	2	7	15	27	52	103
I know how to create an infographic						
SGH	2	13	8	18	23	64
Other	3	5	8	8	15	39
Total	5	18	16	26	38	103
I know how to design a website						
SGH	23	23	7	9	2	64
Other	11	8	4	10	6	39
Total	34	31	11	19	8	103
I feel confident putting content I have created online						
SGH	6	12	20	21	4	63
Other	1	4	8	13	13	39
Total	7	16	28	34	17	102

Source: generated by the authors

Students have generally similar level of digital skills. Students from other HEIs than SGH seem to have more advanced knowledge in terms of designing a website or feeling confident about putting the content they created online.

3.3. Formal research classes/modules

3.3.1. Research class/module in the previous academic year

Respondents were asked to think about a specific research class they took during the last academic year (2020-2021) or about any specific research content/module covered in any other class in the previous academic year, while studying online. Next, the respondents were asked to indicate whether they had or had not completed such a class/module in the previous academic year. Three-quarters (75%) of all respondents indicated that they had not completed any research class/module in the previous academic year. Students of SGH more frequently than other students indicated no research class in the previous academic year.

3.3.2. Name of the class(es) respondents were referring to

Respondents were asked to indicate what was the name of the class(es) they are referring to (open question). These include: Sociology (8), Social research methods and techniques (2), Qualitative research methods (2), as well as Quantitative research methods, Social research, Survey methods, Methodology of social sciences, Data analysis, Advanced statistics, Statistics, Online human resource management, Methodology of psychological research, Media research methods, Econometric methods,

Training in the diagnosis of employee potential, Methods of analysis in special economy, Methodology of linguistic research, Applied economics (each 1).

3.3.3. Modules/content respondents were referring to

Respondents were asked to indicate what modules/content they are referring to (open question). The most frequent answers were: Social research methods (4), followed by Quantitative analysis, Qualitative analysis, Qualitative research in social sciences, Exercises in statistics, Social Sciences module, Individualism and collectivism in the academic environment, Diagnosing work, Sociology, Analysis, Advertising on social media (each 1).

3.3.4. Perceptions of the identified classes/modules

Respondents were asked to rate the level of agreement with statements about their perceptions regarding identified class/modules. The findings are shown in Table 10 (below).

Table 10: Distribution regarding the respondents' perception of identified classes/modules

During the class/module…	Strongly disagree	Disagree	Hard to say	Agree	Strongly agree	N
My understanding of the most important concepts used in social science research area has increased	4%	8%	12%	48%	28%	25
My understanding about the steps of the research process has increased	4%	12%	0%	32%	52%	25
My understanding about research methods has increased	4%	12%	4%	40%	40%	25
I feel that I am confident in using specific techniques for data analysis (e.g. specific software or computer applications) regardless of the grades I received	20%	16%	32%	12%	20%	25
I became more interested about research in general	12%	4%	16%	44%	24%	25
There were sufficient opportunities to talk with researchers about their scientific research	28%	32%	16%	12%	12%	25
I got the opportunity to hear about current recent developments in the field	24%	4%	36%	20%	16%	25
I was introduced to the research carried out by my teacher	20%	16%	16%	24%	24%	25
I was introduced to the research carried out by the institution/university	28%	20%	12%	16%	24%	25
My teacher encouraged me to look for alternative explanations for the research results	20%	16%	24%	16%	24%	25

Through research class (content), I became more enthusiastic about my field of study	20%	12%	12%	40%	16%	25
Examples between research and practice were given	8%	8%	8%	44%	32%	25
I learned what type of studies have been carried out in my field of study	33,3%	4,2%	16,7%	20,8%	25%	24
I learned how research can be used in my field of study	20%	8%	12%	28%	32%	25
I think that what I learnt will be useful in other classes as well	4%	12%	8%	36%	40%	25
I think that what I learnt will be useful in my career, upon graduation	8%	16%	12%	36%	28%	25
I think that no graduate of my field of study will need all these information for being a good professional in the field	16%	24%	24%	16%	20%	25
My teacher encouraged me to carry on my own research	16%	12%	8%	40%	24%	25
The teacher has provided course assignments (e.g. readings, homework, quizzes) on a regular basis	20%	24%	8%	16%	32%	25
The teacher has given me individual feedback on my performance on assignments	40%	4%	16%	20%	20%	25
The teacher has informed me on what exams will look like in this situation	0%	0%	0%	16%	84%	25
Examinations online were more difficult for me	16%	32%	36%	12%	4%	25
Overall, the teachers carried out their instruction adequately	0%	4%	4%	64%	28%	25
In general, I am satisfied with the research classes/modules taken remotely	8%	8%	16%	40%	28%	25

Source: generated by the authors

Generally, the respondents indicated that during the identified research classes/modules completed in the previous academic year, their knowledge of conducting social research has increased. 52% of respondents strongly agree that during the class/module their understanding about the steps of the research process has increased and 32% of respondents agree with that statement. However, many respondents do not feel fully confident in using specific techniques for data analysis (e.g., specific software or computer applications). Only 12% of respondents agreed that they feel confident in using specific techniques for data analysis, and 20% strongly agreed with that.

3.4. Informal research classes/modules

3.4.1. Informal research classes/modules in the previous academic year

Respondents were asked if apart what is offered in their school curricula, they are engaged in individual learning by attending webinars, presentations, (intensive) summer/winter schools. The findings illustrate that the vast majority of respondents (89%) have not engaged in individual learning.

3.4.2. Name of informal research class/module/lesson

The question (and two next ones) was directed to the respondents who answered "yes" in the previous question. Respondents were asked to indicate what is the name of the informal research class/module/lesson they are referring to (open question). Respondents gave 8 different answers to this question including: Creating online survey, Webinars on mergers and transitions, Preventing money laundering, Psychological webinar, Research in correctional facility, Introduction to psychology, Various types of webinars related to financial reporting and auditing; Perinatal care for women.

The results show that the respondents mainly participated in webinars. Various answers were indicated, not necessarily consistent with the essence of the question.

3.4.3. Content covered by the identified informal research class/module/lesson

Respondents were asked to indicate what content the informal research class/module/lesson they attended had covered. The answers included: Creating online survey, Economic analysis of law, Preventing money laundering, Psychological webinar, Mergers and acquisitions, Introduction to psychology and Psychological content. The answers are varied and significantly coincide with the answers in the previous question.

3.4.4. Entities offering informal classes/modules

Last question in section D of the questionnaire. Respondents were asked to indicate what entity offered the research class/module they have participated in during the previous academic year. Informal research classes/modules respondents were attending in the previous academic year were offered mainly by the respondents' home universities (5 indications), followed by other universities and professional bodies (4 indications each).

3.5. Research competencies

3.5.1. Level of competencies

Respondents were asked to rate their level of competency in performing the mentioned in the questionnaire research behaviour (1 – not competent; 5 – highly competent). Results are showed below.

Table 11: Distribution regarding the level of research competencies

	1	2	3	4	5	*N*
Identify relevant theories in literature	11.2%	11.2%	32.7%	30.6%	14.3%	98
Recognize gaps in knowledge about the researched topic	17.5%	19.6%	28.9%	27.8%	6.2%	97
Generate meaningful research inquiry areas	7.2%	17.5%	36.1%	28.9%	10.3%	97
Identify frameworks from a published article	7.2%	9.3%	24.7%	35.1%	23.7%	97
Construct a rationale of a study	4.1%	12.4%	29.9%	39.2%	14.4%	96
Construct quantitative research question	12.4%	10.3%	29.9%	29.9%	17.5%	97
Grounding quantitative question in theory	16.7%	16.7%	25.0%	29.2%	12.5%	96
Understand epistemological assumptions	32.3%	25.0%	27.1%	9.4%	6.3%	96
Identify appropriate quantitative data collection procedures	18.8%	15.6%	25.0%	28.1%	12.5%	96
Implement quantitative data collection procedures	21.5%	14.0%	21.5%	33.3%	9.7%	93
Operationally defining variables	34.0%	14.9%	17.0%	22.3%	11.7%	94
Select data collect instruments	8.4%	22.1%	22.1%	32.6%	14.7%	95
Identify threats to validity in quantitative study	21.5%	18.3%	21.5%	31.2%	7.5%	93
Use appropriate statistical techniques	19.1%	23.4%	17.0%	30.9%	9.6%	94
Interpret quantitative results	13.8%	6.4%	28.7%	34.0%	17.0%	94
Construct qualitative research question	13.8%	16.0%	25.5%	31.9%	12.8%	94
Ground research question in the literature	18.3%	20.4%	20.4%	29.0%	11.8%	93
Paradigmatic assumptions and research goals	8.6%	17.2%	24.7%	35.5%	14.0%	93
Identify qualitative data collection procedures	22.8%	13.0%	32.6%	19.6%	12.0%	92
Implement qualitative data collection procedures	25.8%	15.1%	30.1%	18.3%	10.8%	93
Address threats to trustworthiness	14.9%	20.2%	27.7%	26.6%	10.6%	97
Use appropriate analytical tools	14.9%	20.2%	22.3%	29.8%	12.8%	94
Interpret qualitative results	9.7%	16.1%	26.9%	30.1%	17.2%	93
Know research ethics	20.2%	18.1%	21.3%	26.6%	13.8%	94
Implement research ethics	25.5%	19.1%	18.1%	24.5%	12.8%	94
Know authorship processes	19.1%	17.0%	25.5%	27.7%	10.6%	94
Describe implications of the results	14.9%	12.8%	37.2%	25.5%	9.6%	94
Write an article/report based on my research	18.1%	8.5%	21.3%	29.8%	22.3%	94
Use appropriate reference style	9.6%	16.0%	18.1%	28.7%	27.7%	94
Present results (oral presentation)	6.4%	12.8%	27.7%	27.7%	25.5%	94
Compare findings with literature	8.5%	17.0%	30.9%	25.5%	18.1%	94
Identify limits of own results	11.7%	17.0%	28.7%	29.8%	12.8%	94

Source: generated by the authors

Students feel most competent in finding relevant literature, presenting results, using appropriate reference style, constructing a rationale of a study, writing a research report, as well as interpreting results. They feel less competent when it comes to understanding epistemological assumptions, operationally defining variables, implementing qualitative data collection procedures, or implementing research ethics. In other words, students are keener on the technical part of research, but feel less secure when it comes to study design.

Table 12: Distribution of level of competencies by university (count)

University	Level of competencies					
	1	2	3	4	5	Total

Identify relevant theories in literature						
SGH	4	7	24	20	4	59
Other	7	4	8	10	10	39
Total	**11**	**11**	**32**	**30**	**14**	**98**
Recognize gaps in knowledge about…						
SGH	7	15	18	15	3	58
Other	10	4	10	12	3	39
Total	**17**	**19**	**28**	**27**	**6**	**97**
Generate meaningful research inquiry areas						
SGH	3	13	25	14	3	58
Other	4	4	10	14	7	39
Total	**7**	**17**	**35**	**28**	**10**	**97**
Identify frameworks from a published article						
SGH	2	4	16	28	8	58
Other	5	5	8	6	15	39
Total	**7**	**9**	**24**	**34**	**23**	**97**
Identify appropriate quantitative data collection…						
SGH	10	10	17	15	5	57
Other	8	5	7	12	7	39
Total	**18**	**15**	**24**	**27**	**12**	**96**
Implement quantitative data collection procedures						
SGH	14	6	16	16	4	56
Other	6	7	4	15	5	37
Total	**20**	**13**	**20**	**31**	**9**	**93**
Operationally defining variables						
SGH	19	10	10	11	5	55
Other	13	4	6	10	6	39
Total	**32**	**14**	**16**	**21**	**11**	**94**
Select data collect instruments						
SGH	5	15	13	19	4	56
Other	3	6	8	12	10	39
Total	**8**	**21**	**21**	**31**	**14**	**95**
Identify threats to validity in quantitative study						
SGH	11	11	11	19	3	55
Other	9	6	9	10	4	38
Total	**20**	**17**	**20**	**29**	**7**	**93**
Use appropriate statistical techniques						
SGH	10	18	9	15	3	55
Other	8	4	7	14	6	39
Total	**18**	**22**	**16**	**29**	**9**	**94**
Interpret quantitative results						
SGH	8	4	18	18	7	55
Other	5	2	9	14	9	39
Total	**13**	**6**	**27**	**32**	**16**	**94**
Construct qualitative research question						
SGH	5	7	19	20	4	55
Other	8	8	5	10	8	39
Total	**13**	**15**	**24**	**30**	**12**	**94**
Ground research question in the literature						
SGH	9	11	16	15	3	54
Other	8	8	3	12	8	39
Total	**17**	**19**	**19**	**27**	**11**	**93**
Paradigmatic assumptions and research goals						
SGH	5	10	15	20	4	54
Other	3	6	8	13	9	39
Total	**8**	**16**	**23**	**33**	**13**	**93**
Identify qualitative data collection procedures						
SGH	11	8	20	11	3	53
Other	10	4	10	7	8	39

Total	**21**	**12**	**30**	**18**	**11**	**92**

<table>
<tr><td colspan="7">Implement qualitative data collection procedures</td></tr>
<tr><td>SGH</td><td>14</td><td>9</td><td>18</td><td>9</td><td>4</td><td>54</td></tr>
<tr><td>Other</td><td>10</td><td>5</td><td>10</td><td>8</td><td>6</td><td>39</td></tr>
<tr><td>Total</td><td>24</td><td>14</td><td>28</td><td>17</td><td>10</td><td>93</td></tr>
<tr><td colspan="7">Construct a rationale of a study</td></tr>
<tr><td>SGH</td><td>2</td><td>7</td><td>18</td><td>25</td><td>6</td><td>58</td></tr>
<tr><td>Other</td><td>2</td><td>5</td><td>11</td><td>13</td><td>8</td><td>39</td></tr>
<tr><td>Total</td><td>4</td><td>12</td><td>29</td><td>38</td><td>14</td><td>97</td></tr>
<tr><td colspan="7">Construct quantitative research question</td></tr>
<tr><td>SGH</td><td>7</td><td>7</td><td>19</td><td>18</td><td>7</td><td>58</td></tr>
<tr><td>Other</td><td>5</td><td>3</td><td>10</td><td>11</td><td>10</td><td>39</td></tr>
<tr><td>Total</td><td>12</td><td>10</td><td>29</td><td>29</td><td>17</td><td>97</td></tr>
<tr><td colspan="7">Grounding quantitative question in theory</td></tr>
<tr><td>SGH</td><td>6</td><td>13</td><td>15</td><td>17</td><td>6</td><td>57</td></tr>
<tr><td>Other</td><td>10</td><td>3</td><td>9</td><td>11</td><td>6</td><td>39</td></tr>
<tr><td>Total</td><td>16</td><td>16</td><td>24</td><td>28</td><td>12</td><td>96</td></tr>
<tr><td colspan="7">Understand epistemological assumptions</td></tr>
<tr><td>SGH</td><td>17</td><td>18</td><td>15</td><td>4</td><td>3</td><td>57</td></tr>
<tr><td>Other</td><td>14</td><td>6</td><td>11</td><td>5</td><td>3</td><td>39</td></tr>
<tr><td>Total</td><td>31</td><td>24</td><td>26</td><td>9</td><td>6</td><td>96</td></tr>
<tr><td colspan="7">Address threats to trustworthiness</td></tr>
<tr><td>SGH</td><td>5</td><td>11</td><td>18</td><td>16</td><td>5</td><td>55</td></tr>
<tr><td>Other</td><td>9</td><td>8</td><td>8</td><td>9</td><td>5</td><td>39</td></tr>
<tr><td>Total</td><td>14</td><td>19</td><td>26</td><td>25</td><td>10</td><td>94</td></tr>
<tr><td colspan="7">Use appropriate analytical tools</td></tr>
<tr><td>SGH</td><td>7</td><td>14</td><td>17</td><td>14</td><td>3</td><td>55</td></tr>
<tr><td>Other</td><td>7</td><td>5</td><td>4</td><td>14</td><td>9</td><td>39</td></tr>
<tr><td>Total</td><td>14</td><td>19</td><td>21</td><td>28</td><td>12</td><td>94</td></tr>
<tr><td colspan="7">Interpret qualitative results</td></tr>
<tr><td>SGH</td><td>3</td><td>10</td><td>20</td><td>17</td><td>5</td><td>55</td></tr>
<tr><td>Other</td><td>6</td><td>5</td><td>5</td><td>11</td><td>11</td><td>38</td></tr>
<tr><td>Total</td><td>9</td><td>15</td><td>25</td><td>28</td><td>16</td><td>93</td></tr>
<tr><td colspan="7">Know research ethics</td></tr>
<tr><td>SGH</td><td>8</td><td>13</td><td>13</td><td>15</td><td>6</td><td>55</td></tr>
<tr><td>Other</td><td>11</td><td>4</td><td>7</td><td>10</td><td>7</td><td>39</td></tr>
<tr><td>Total</td><td>19</td><td>17</td><td>20</td><td>25</td><td>13</td><td>94</td></tr>
<tr><td colspan="7">Implement research ethics</td></tr>
<tr><td>SGH</td><td>11</td><td>14</td><td>11</td><td>15</td><td>4</td><td>55</td></tr>
<tr><td>Other</td><td>13</td><td>4</td><td>6</td><td>8</td><td>8</td><td>39</td></tr>
<tr><td>Total</td><td>24</td><td>18</td><td>17</td><td>23</td><td>12</td><td>94</td></tr>
<tr><td colspan="7">Know authorship processes</td></tr>
<tr><td>SGH</td><td>10</td><td>9</td><td>15</td><td>16</td><td>5</td><td>55</td></tr>
<tr><td>Other</td><td>8</td><td>7</td><td>9</td><td>10</td><td>5</td><td>39</td></tr>
<tr><td>Total</td><td>18</td><td>16</td><td>24</td><td>26</td><td>10</td><td>94</td></tr>
<tr><td colspan="7">Describe implications of the results</td></tr>
<tr><td>SGH</td><td>7</td><td>8</td><td>21</td><td>14</td><td>5</td><td>55</td></tr>
<tr><td>Other</td><td>7</td><td>4</td><td>14</td><td>10</td><td>4</td><td>39</td></tr>
<tr><td>Total</td><td>14</td><td>12</td><td>35</td><td>24</td><td>9</td><td>94</td></tr>
<tr><td colspan="7">Write an article/report based on my research</td></tr>
<tr><td>SGH</td><td>9</td><td>6</td><td>11</td><td>19</td><td>10</td><td>55</td></tr>
<tr><td>Other</td><td>8</td><td>2</td><td>9</td><td>9</td><td>11</td><td>39</td></tr>
<tr><td>Total</td><td>17</td><td>8</td><td>20</td><td>28</td><td>21</td><td>94</td></tr>
<tr><td colspan="7">Use appropriate reference style</td></tr>
<tr><td>SGH</td><td>2</td><td>9</td><td>13</td><td>18</td><td>13</td><td>55</td></tr>
<tr><td>Other</td><td>7</td><td>6</td><td>4</td><td>9</td><td>13</td><td>39</td></tr>
<tr><td>Total</td><td>9</td><td>15</td><td>17</td><td>27</td><td>26</td><td>94</td></tr>
<tr><td colspan="7">Present results (oral presentation)</td></tr>
<tr><td>SGH</td><td>3</td><td>7</td><td>17</td><td>17</td><td>11</td><td>55</td></tr>
</table>

Other	3	5	9	9	13	39
Total	**6**	**12**	**26**	**26**	**24**	**94**
Compare findings with literature						
SGH	3	12	19	17	4	55
Other	5	4	10	7	13	39
Total	**8**	**16**	**29**	**24**	**17**	**94**
Identify limits of own results						
SGH	5	11	13	22	4	55
Other	6	5	14	6	8	39
Total	**11**	**16**	**27**	**28**	**12**	**94**

Source: generated by the authors

It seems that students of SGH declare slightly lower level of competence in research comparing to other students, especially in areas related to generating meaningful research inquiry, implementation of quantitative data collection procedures, operationally defining variables, selecting data instruments, using statistical techniques, interpretation of results, grounding research questions in the literature and paradigmatic assumptions and research goals. They declare higher competence in addressing threats to trustworthiness.

Table 13: Distribution of level of competencies by degree programmes (count)

Level of competencies	First-cycle studies	Second-cycle studies	Long-cycle studies	Other	Total
Identify relevant theories in literature					
1	7	4	0	0	11
2	7	3	1	0	11
3	16	14	1	1	32
4	18	9	1	2	30
5	7	5	2	0	14
Total	**55**	**35**	**5**	**3**	**98**
Recognize gaps in knowledge about the researched topic					
1	10	6	1	0	17
2	10	8	0	1	19
3	17	9	1	1	28
4	13	11	2	1	27
5	4	1	1	0	6
Total	**54**	**35**	**5**	**3**	**97**
Generate meaningful research inquiry areas					
1	5	2	0	0	7
2	11	5	0	1	17
3	19	14	2	0	35
4	13	11	2	2	28
5	6	3	1	0	10
Total	**54**	**35**	**5**	**3**	**97**
Identify frameworks from a published article					
1	4	3	0	0	7
2	4	4	0	1	9
3	18	6	0	0	24
4	20	13	1	0	34
5	8	9	4	2	23
Total	**54**	**35**	**5**	**3**	**97**

Construct a rationale of a study					
1	3	1	0	0	4
2	7	5	0	0	12
3	16	11	1	1	29
4	20	14	3	1	38
5	8	4	1	1	14
Total	**54**	**35**	**5**	**3**	**97**
Construct quantitative research question					
1	8	3	1	0	12
2	7	3	0	0	10
3	15	13	0	1	29
4	16	9	2	2	29
5	8	7	2	0	17
Total	**54**	**35**	**5**	**3**	**97**
Grounding quantitative question in theory					
1	10	5	1	0	16
2	7	9	0	0	16
3	17	5	1	1	24
4	14	10	2	2	28
5	6	5	1	0	12
Total	**54**	**34**	**5**	**3**	**96**
Understand epistemological assumptions					
1	21	7	1	2	31
2	14	9	1	0	24
3	11	13	2	0	26
4	4	4	0	1	9
5	3	2	1	0	6
Total	**53**	**35**	**5**	**3**	**96**
Identify appropriate quantitative data collection procedures					
1	12	5	1	0	18
2	9	5	1	0	15
3	12	11	0	1	24
4	16	7	2	2	27
5	5	6	1	0	12
Total	**54**	**34**	**5**	**3**	**96**
Implement quantitative data collection procedures					
1	14	6	0	0	20
2	9	3	0	1	13
3	10	10	0	0	20
4	16	11	2	2	31
5	5	3	1	0	9
Total	**54**	**33**	**3**	**3**	**93**
Operationally defining variables					
1	19	10	2	1	32
2	10	4	0	0	14
3	9	7	0	0	16
4	10	8	1	2	21
5	5	4	2	0	11
Total	**53**	**33**	**5**	**3**	**94**
Select data collect instruments					
1	6	2	0	0	8
2	13	7	0	1	21
3	11	9	1	0	21
4	18	9	3	1	31
5	5	7	1	1	14
Total	**53**	**34**	**5**	**3**	**95**
Identify threats to validity in quantitative study					
1	11	7	2	0	20

2	10	5	1	1	17
3	11	9	0	0	20
4	17	10	1	1	29
5	4	2	1	0	7
Total	**53**	**33**	**5**	**2**	**93**

Use appropriate statistical techniques

1	10	7	0	1	18
2	13	7	1	1	22
3	10	5	1	0	16
4	16	10	2	1	29
5	4	4	1	0	9
Total	**53**	**33**	**5**	**3**	**94**

Interpret quantitative results

1	6	1	1	1	9
2	9	4	1	1	15
3	15	9	1	0	25
4	16	11	1	0	28
5	7	7	1	1	16
Total	**53**	**32**	**5**	**3**	**93**

Know research ethics

1	13	3	2	1	19
2	11	5	0	1	17
3	12	8	0	0	20
4	11	13	1	0	25
5	6	4	2	1	13
Total	**53**	**33**	**5**	**3**	**94**

Implement research ethics

1	15	6	2	1	24
2	11	6	0	1	18
3	13	4	0	0	17
4	9	13	1	0	23
5	5	4	2	1	12
Total	**53**	**33**	**5**	**3**	**94**

Know authorship processes

1	10	5	2	1	18
2	12	4	0	0	16
3	16	7	0	1	24
4	12	12	2	0	26
5	3	5	1	1	10
Total	**53**	**33**	**5**	**3**	**94**

Describe implications of the results

1	9	4	1	0	14
2	8	3	0	1	12
3	19	12	3	1	35
4	16	7	0	1	24
5	1	7	1	0	9
Total	**53**	**33**	**5**	**3**	**94**

Write an article/report based on my research

1	10	6	1	0	17
2	4	3	0	1	8
3	10	8	2	0	20
4	18	8	1	1	28
5	11	8	1	1	21
Total	**53**	**33**	**5**	**3**	**94**

Use appropriate reference style

1	5	1	2	1	9
2	10	5	0	0	15
3	11	6	0	0	17

4	16	11	0	0	27
5	11	10	3	2	26
Total	**53**	**33**	**5**	**3**	**94**
Present results (oral presentation)					
1	4	2	0	0	6
2	6	5	0	1	12
3	15	10	1	0	26
4	15	10	1	0	26
5	13	6	3	2	24
Total	**53**	**33**	**5**	**3**	**94**
Compare findings with literature					
1	6	2	0	0	8
2	10	5	0	1	16
3	18	10	1	0	29
4	11	10	1	2	24
5	8	6	3	0	17
Total	**53**	**33**	**5**	**3**	**94**
Identify limits of own results					
1	7	3	1	0	11
2	9	5	0	2	16
3	16	10	0	1	27
4	15	12	1	0	28
5	6	3	3	0	12
Total	**53**	**33**	**5**	**3**	**94**

Source: generated by the authors

Students on BA level feel generally less competent when it comes to their research abilities, especially when it comes to the design and interpretation of research results.

3.6. The use of social research methodology in the diploma theses

3.6.1. Diploma thesis preparation

The respondents were asked to indicate whether they are in the process of preparing their diploma theses. 33% of the respondents (34 persons) were working on their diploma theses when participated in the study, including 10 students of SGH and 24 from other universities.

3.6.2. Methodology employed

The respondents were asked to indicate what methodology they had employed in their theses. Findings are presented below.

Figure 1: Distribution regarding the methodology employed (*N*=39)
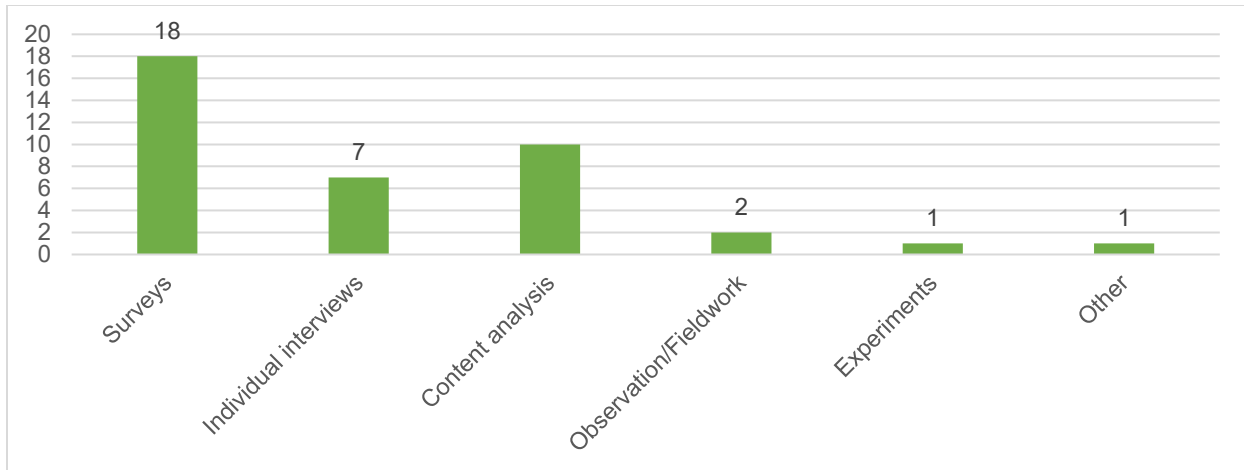
On the basis of the collected data it can be concluded that the survey method is the most popular among students preparing their diploma theses (18 persons indicated this method). It also seems to be the most convinient method in the COVID-19 era. Many students relied on questionnaires distributed online in order to collect data for their degree papers. It is also possible to use online other methods of research, yet surveys seem to be the easiest and usually demand less effort from the respondents compared to e.g. an interview.

3.6.3. Self-confidence in pursuing methodology

The respondents were asked to rate their level of self-confidence in pursuing the methodology (1 – not confident at all to 5 – highly confident). The results are presented below.

Figure 2: Distribution regarding the level of self-confidence in pursuing methodology (*N*=32)
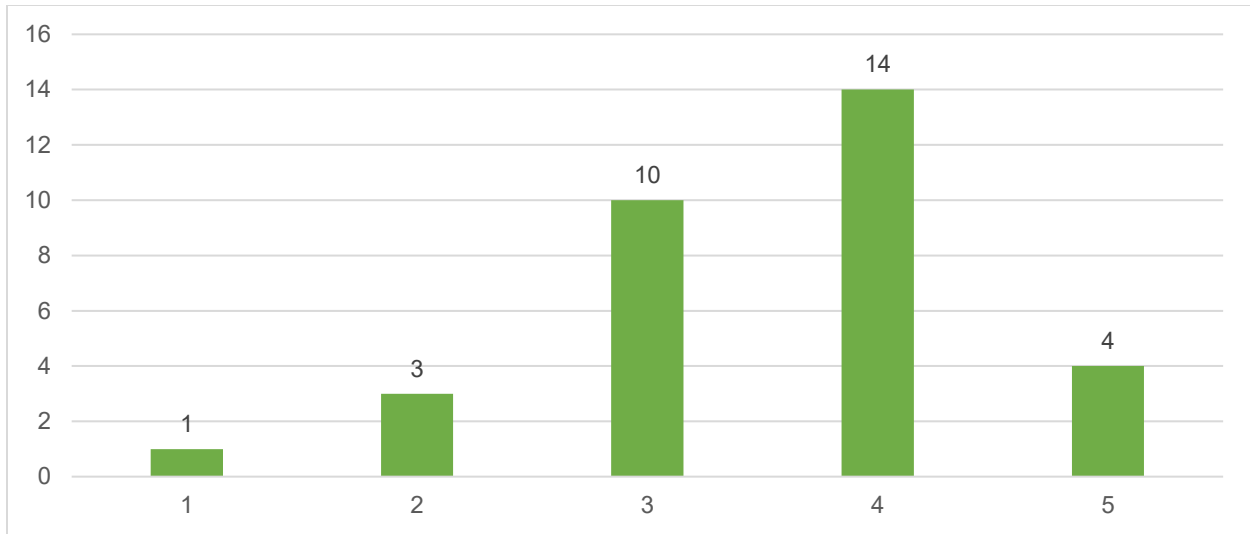
The respondents most often indicated that their self-confidence in pursuing methodology is at level 4 (14 indications).

3.6.4. Conducting research

The respondents were asked to indicate how they had conducted the empirical research. Findings are presented below.

Figure 3: Distribution regarding the method of conducting the empirical research (*N*=28)
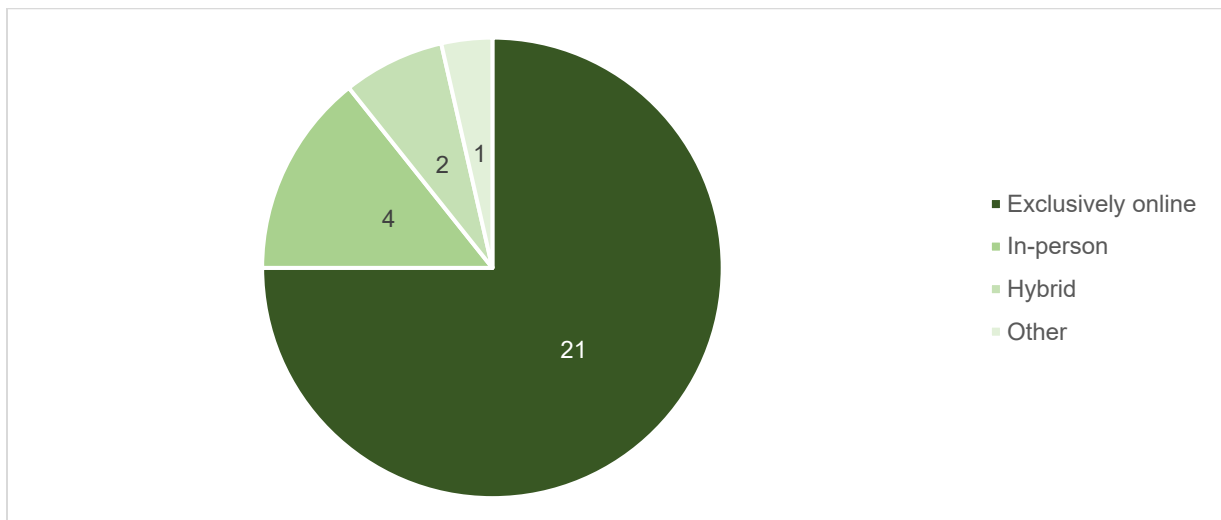
The vast majority of respondents indicated that they had conducted their research exclusively online (21 indications). Again, it seems that administering online questionnaires appears to be the simplest way to collect data, and the pandemic made it even easier.

3.6.5. Supervisor support

The respondents were asked to indicate how much support they received from their supervisor (1 – not at all, 5 – a lot). Results are presented below.

Figure 4: Distribution regarding the level of supervisor support (*N*=33)
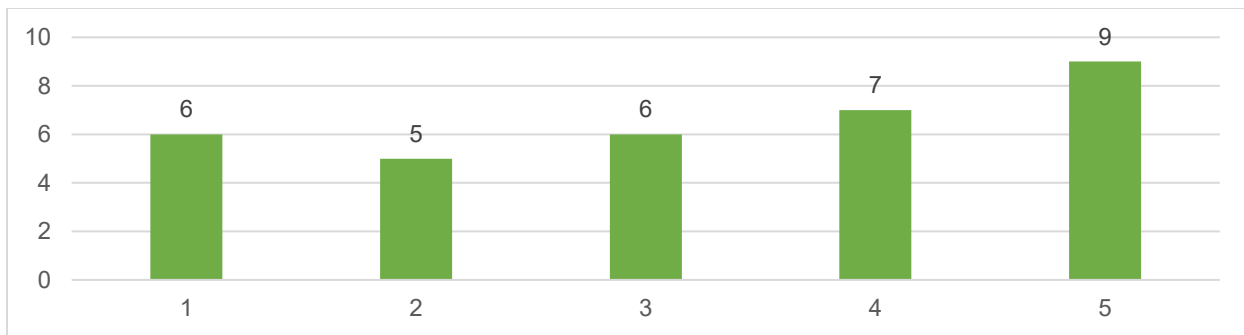
The supervisor support varied with some students conducting the research on their own, while others benefitting from the support of the supervisor. The size of the sample and design of the research tool make it impossible to make any further conclusions.

3.6.6 Peers/colleagues' support

The respondents were asked to indicate how much support they received from their peers/colleagues (1 – not at all, 5 – a lot). Results are presented below.

Figure 5: Distribution regarding the level of peers/colleagues' support (*N*=33)
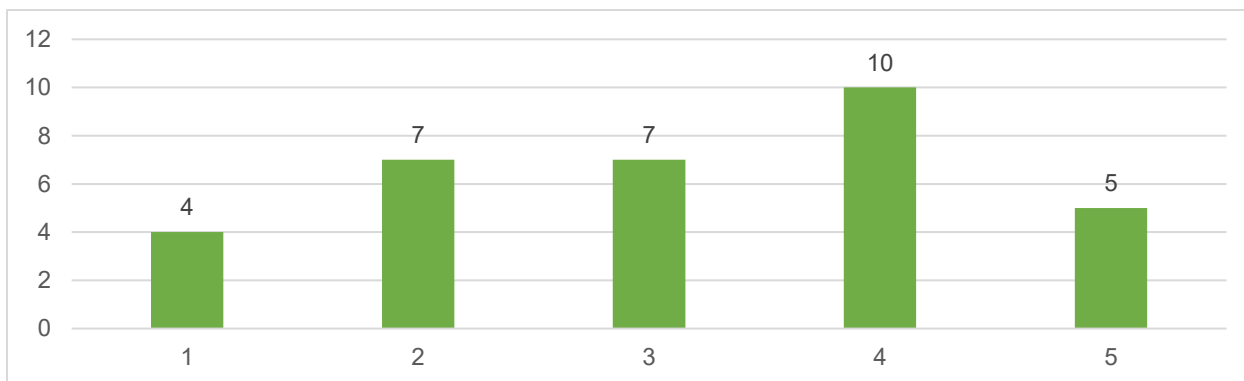
The level of support from colleagues is similar to the level of support by the supervisors. In most cases the level of support from the colleagues was comparable to the level of support from the supervisor.

3.6.7. Self-confidence in social research upon graduation

The respondents were asked to rate their level of self-confidence in social research in case they will have to carry research on their own after graduation (1 – not confident at all to 5 – highly confident). The results are presented below.

Figure 6: Distribution regarding the level of self-confidence in social research upon graduation (*N*=32)
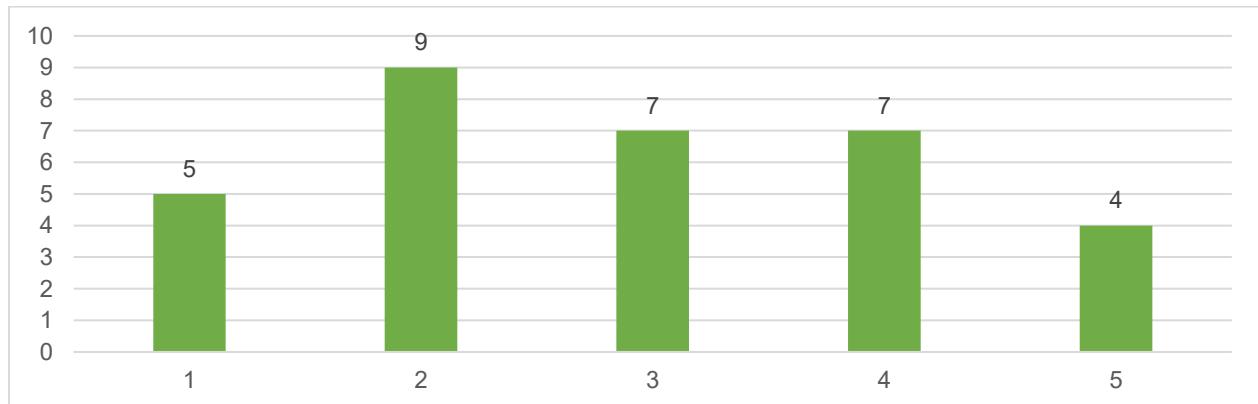
The findings revealed that respondents are not fully confident in their ability to conduct social research. Most of them consider their skills of conducing social research rather low. Unfortunately, in this case our data does not allow us to draw any further conclusions, but this finding definitely needs more investigation.

3 Discussion and Recommendations

Disscussion

Based on the research results, a conclusion can be drawn that students recognise remote learning as an adequate response to the crisis caused by the pandemic and an important opportunity to continue their education. With the experience of using online tools and social platforms, the students entered the world of remote education with skills and competencies they had acquired earlier. Remote learning at the university thus became their crucial path to the world both in terms of knowledge acquisition and communication with individuals who provide this knowledge.

At the same time, the study showed that many students did not feel comfortable in this form of remote education (see also: Centrum Doskonalenia Edukacji Medycznej, 2020). The respondents reported missing contact with their peers and feeling alienated. Importantly, the greatest number of respondents declaring these negative experiences was among first year students and BA students. It is a group of young people who did not have the opportunity to socialise and integrate within university walls because of the pandemic. The pandemic deprived them of the traditional places and spaces of integration and direct formal and informal communication. The results further reveal that remote learning did not contribute to the acquisition of practical skills by the students. We can conjecture that they primarily refer to internships, traineeships, visitations, study visits and implementation of research, all of which became physically impossible during the pandemic – impossible to implement in the field due to the restrictions. Moreover, workshops and practical classes were conducted online and so required different skills and tools from both lecturers and students. Even though the students were asked to search for information and do individual or group assignments more frequently, they rarely had an opportunity to develop practical skills.

Another important aspect addressed by the respondents involved digital competences. We were able to collect important data about digital competences of the students in this section of the study. The results show that all respondents are at a similar level of digital competences necessary and at the same time sufficient for remote learning (see also: Długosz & Foryś 2020). In the self-assessment section of the level of digital competences necessary for effective remote learning, the respondents generally declared to have high competences in this area. They referred here both to the skill of searching for suitable information online, privacy settings or awareness of their presence on the Internet. The majority of students declared to have such competences particularly in areas that enabled them to actively participate in online classes and the virtual environment. Importantly, the students also declared to have less knowledge about issues connected with their presence on the Internet, and so relating to data protection, privacy, and the ethics of publishing various personal information about them. A smaller group of respondents had advanced skills required for creating infographics or building websites.

The first subsection of the report presents a general perception of remote learning. The results show that students believe distance learning to be a good solution in a crisis. Thanks to access to the Internet, knowledge, and computer/tablet skills, based on various programs enabling online communication and knowledge acquisition, universities were able to continue providing academic education. However, we also have to bear in mind psychological factors, including personality factors (see: Długosz 2020). The majority of the respondents declared that education should be implemented face to face after the pandemic has ended. At the same time, blended learning was considered by the respondents to be at least as effective as full in person mode.

When asked to list disadvantages of distance learning, the majority of students indicated alienation from the learning process and increased difficulty of understanding the entire learning process. Alienation is a big challenge, especially for first-year students who have had limited opportunities to meet other students and staff face-to-face. Additionally, the results show that distance learning can be considered a crisis response but cannot replace personal learning. Studying online cannot replace social interactions connected with the daily reality of studying within university walls. These interactions allow students not only to acquire knowledge, but also to have a broader experience of studying (using library resources, participating in seminars and academic conferences, cultural events, and student life).

The study confirmed that second-cycle students are more likely to combine studies with paid work. What is important for understanding their context: they have learning experience at the undergraduate level (including research implementation, preparation of empirical diploma theses).

In the section *Activities necessary during the remote learning process in comparison to in-person learning*, the majority of respondents reported to have been more obligated to acquire digital competences in the process of remote learning than earlier.

During academic classes conducted online throughout the pandemic, the majority of students were (to a greater degree than in normal study mode) obligated to prepare more self-directed/unassisted assignments such as reports, essays or other written assignments. It required more computer workload and more time devoted to preparing these assignments. Due to various other limitations and responsibilities as well as housing conditions, it was not easy for many students.
The students stressed that they were asked (more often than before the pandemic) to prepare presentations (search for information and present it), less so than to prepare practical tasks (practical competences in daily relations in various institutions). This situation resulted from a number of restrictions such as lack of possibility to do practical

tasks in the field. In non-pandemic conditions, these tasks would have been done with experts who could show and explain how to implement various activities in practice, how to use certain tools, etc.

The study did not show significant differences regarding assignments for students given by lecturers. They were similar regardless of the cycle of studies. However, compared to MA students, BA students stressed more often that they were asked to prepare self-directed/unassisted assignments and practical tasks for the classes.

As far as group communication is concerned, the majority of replies suggested that the students communicated less with other group members in the process of remote learning as compared to studying in non-pandemic conditions (within the university walls).

Regarding the section on formal research classes/modules conducted online during the pandemic, the results indicate that the majority of the respondents did not complete any such modules during the academic year. Students at the SGH Warsaw School of Economics reported an absence of research classes in the previous academic year implemented online more frequently than other students. As we stressed before, it could result from pandemic-related restrictions and a lack of possibility to practice and then implement research activities in the field.

Regarding the respondents' research competencies, the students are keener on the technical and theoretical part of research but feel less secure when it comes to study design, implementation of qualitative data collection procedures, or implementation of research ethics. BA students feel less competent at research skills than MA students, particularly in research design and data interpretation.

The above data indicates that the respondents' research competences are not complete, and that the students do not feel comfortable and safe when it comes to conducting research. This important issue is worth exploring in the future in order to examine what the students' research competences look like now (connected both: with field research and online research).

Furthermore, the study shows how social research methodology is used in diploma theses of the respondents. Students indicated what methods were used in their papers. Survey method (defined as a comfortable method in the era of COVID-19) dominated among replies. It is worth mentioning that this method (without larger additional workload) enabled the students to conduct online research in similar conditions to a non-pandemic reality (of course, we must bear in mind ethical issues and issues connected with the respondents' online safety).

The respondents mostly indicated that their confidence in conducting research to be at level 4 on a 5-level scale. It reveals that they are confident in the area they were trained in. However, conducting research in the era of the pandemic was another matter. The respondents reported to have conducted the majority of empirical research online. In this sense, the pandemic contributed to the popularisation of empirical research conducted on the Internet. It is also a subject worth exploring in the future both in terms of training students to conduct such research and tools used to conduct online research in an ethical way.

After analysing the respondents' replies concerning their confidence in conducting social research after graduation, we conclude that they are not completely confident about their competencies in this area. The majority of them declared to have low competencies in conducting post-graduate social research. This perception can result from a number of factors, one certainly being the restrictions in conducting research caused by the pandemic. However, we also have to bear in mind the form and character of methodology classes (theoretical, practical, mixed) in which students participate.

As for the supervisors' support in methodology classes and research activities, the respondents indicated diversified level of support. Some students conducted their research on their own, others benefited from their supervisors' support. Additionally, they indicated support from their classmates. However, the level of support from classmates is similar to the level of support from supervisors (in most cases the level of support was comparable).

The study reveals a broad spectrum of diverse experiences of students connected with their participation in online education as well as experiences connected with training to conduct and conducting research in the course of their studies.

Based on the data collected, we prepared crucial recommendations that can be useful in the process of introducing changes to improve didactic offer, including methodological offer connected with training students to conduct social research.

Recommendations

The research results indicate that the students considered remote learning to be an appropriate response to the crisis caused by the pandemic and consider it as opportunity to continue their education. The subject we have addressed requires further research. We recommend further studies both among students and lecturers (see also: Długosz &

Foryś 2020; Centrum Doskonalenia Edukacji Medycznej, 2020) exploring the following issues:

- forms of research teaching and online research tools used;
- opinions about e-learning platforms used by universities for teaching research methodology and opinions about the needs in this area;
- opinions about other tools used for teaching research online and about needs in this area;
- organization of classes on research methodology;
- quality of teaching resources concerning online research methodology;
- support offered by universities to students and lecturers in terms of training/education about research methods, implementation of research and access to research tools.

The data on preparation of students and young people about to commence their studies in the area of digital competences required for active participation in remote education and virtual university life, and usage of resources gathered for this study allows us to recommended that courses should be designed and students trained in the area of safety on the Internet, protection of personal data, responsibility and ethics of publishing online of various data, privacy and data protection (including personal data).

In the context of the above, it is recommended that information about online resources (open educational resources) should be provided to university staff and students, including educational platforms (free platforms and applications as well as online tools for online studies and learning), e-textbooks, and open access resources such as online courses, course books, tests, exercises, free textbooks, video lectures, and other academic e-resources. Examples of such resources include:

- "(…) Open Science Library (Biblioteka Otwartej Nauki) – Polish open library of academic publications in the area of humanities;
- Open the book (Otwórz książkę) – a digital collection of academic books by Polish researchers representing different fields of knowledge;
- CeON – a repository of the Open Learning Centre providing access to various academic resources (…);
- Digital National Library of Poland POLONA (Cyfrowa Biblioteka Narodowa POLONA) – provides access to archival photographs, digitalised old drawings, prints, etc. (…);
- Open Resources (Otwarte Zasoby) – a catalogue of open resources, from images and resources of the national heritage to lesson plans and e-textbooks;
- Pomeranian Digital Library (Pomorska Biblioteka Cyfrowa) – provides access to publications whose legal protection has expired (…)"[1].

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[1] Ministerstwo Edukacji i Nauki, *Rekomendacje MNiSW dotyczące kształcenia zdalnego*, 13.03.2020, https://studia.gov.pl/aktualnosci/rekomendacje-mnisw-dotyczace-ksztalcenia-zdalnego/ (accessed 1.09.2021).

Based on the research results the following recommendations are made:

Rec. 1: micro-level (teachers and students): Remote learning focusing on research design should be designed so that students can have access to online resources, not only as recipients of the content, but also as co-creators of tools and resources in the courses (e.g. practical activities and research proposals).

Rec. 2 mezzo-level (HEIs): Remote learning should be improved, particularly in the field of activating and integrating students. Firstly, providing access to spaces – platforms with information about research methods, research, research tools, and procedures. Secondly, showing students where and how they can find examples of research tools and completed research. Thirdly, giving students space for common work and discussion.

Rec. 3 micro-level (teachers and students): Further classes/modules focusing on online research and online methods and tools should be implemented in the future. Universities should provide places (platforms, moodle) containing social research methodology resources and especially access to tools and research databases that could be analysed and used (as examples for online work) by students. At the same time, it is worth considering the use of didactic (interactive) tools that would allow students to work virtually on their research projects, research activities, in consultation with the group and lecturers.

Rec. 4 macro-level (educational policy): Creating a universal open access platform for all universities with links to sources, tools, and completed research.

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5 Appendices

5.1 Questionnaire [in Polish language]

Nauczanie zdalne w kontekście badań społecznych - zaproszenie do badania

Szanowni Państwo! Drogie Studentki! Drodzy Studenci!

Kwestionariusz stanowi część projektu finansowanego ze środków programu Erasmus+ Navigating Social Worlds: Toolbox for Social Inquiry (2020-1-PL01-KA226-HE-096356), w który zaangażowani są partnerzy z pięciu państw europejskich (Estonia, Litwa, Łotwa Polska i Rumunia). Wszystkie instytucje partnerskie zwrócą się do studentów i studentek w swoich krajach z prośbą o wypełnienie kwestionariusza. Kwestionariusz jest anonimowy, a wyniki w postaci zagregowanych danych będą wykorzystywane wyłącznie do celów ich rozpowszechniania w formie raportów, artykułów naukowych i/lub prezentacji konferencyjnych. Udział w badaniu jest dobrowolny – może Pan(i) pominąć pytania, na które nie chce Pan(i) odpowiadać, jak również zakończyć ankietę w dowolnym momencie bez żadnych konsekwencji. Będziemy jednak bardzo wdzięczni za udzielenie odpowiedzi na wszystkie pytania. Udział w badaniu może nie przynieść Pani/u bezpośrednich korzyści, ale nam pomoże dowiedzieć się więcej i poszukać rozwiązań usprawniających proces nauczania – na tym zależy nam najbardziej.

W razie pytań odnośnie do badania prosimy o kontakt z koordynatorem projektu z ramienia Szkoły Głównej Handlowej w Warszawie – dr hab. Katarzyną Górak-Sosnowską (kgorak@sgh.waw.pl).

Więcej informacji o projekcie na stronie Zakładu Bliskiego Wschodu i Azji Środkowej - https://ssl-kolegia.sgh.waw.pl/pl/KES/struktura/ISM/struktura/ZBWiAS/Strony/projekt4.aspx.

Serdecznie dziękujemy za poświęcony czas!

Wypełniając ankietę wyrażasz zgodę na udział badaniu.

Ankieta składa się z 7 sekcji.

Metryczka

1. **Płeć**
   a) Kobieta
   b) Mężczyna
   c) Inne …

2. **Poziom studiów**
   a) Licencjackie
   b) Magisterskie
   c) Inne …

3. **Rok studiów**
   a) 1
   b) 2
   c) 3
   d) Inne …

4. **Uczelnia …**

5. Kierunek …

A. Ogólne postrzeganie zdalnego nauczania

6. **Pomyśl o procesie zdalnego uczenia się w ostatnim roku akademickim (2020-2021). Oceń, w jakim stopniu zgadzasz się z następującymi stwierdzeniami:**

Proces zdalnego uczenia się:	Zdecydowanie się nie zgadzam	Raczej się nie zgadzam	Trudno powiedzieć	Raczej się zgadzam	Zdecydowanie się zgadzam
Ułatwia naukę					
Powoduje większe obciążenie pracą					
To dobre rozwiązanie w sytuacji kryzysowej, ale nauczanie powinno w pełni powrócić do formy stacjonarnej po zakończeniu pandemii.					
Tworzy wyobcowanie od procesu studiowania					
Stanowi emocjonalne obciążenie					
Utrudnia odbiór całego procesu studiowania					

7. **W porównaniu do nauki stacjonarnej, w jakim stopniu poniższe czynności są niezbędne podczas procesu zdalnego uczenia się:**

	Mniej niż wcześniej	Tak samo jak przed rozpoczęciem nauki zdalnej	Bardziej niż wcześniej	Trudno powiedzieć
Czytanie materiałów przesłanych przez wykładowcę/wykładowczynię				
Poszukiwanie różnych dodatkowych informacji (innych niż zalecane przez wykładowcę/wykładowczynię)				
Przygotowywanie prac w formie raportów, esejów lub innych prac pisemnych				
Przygotowywanie prac grupowych w formie raportów, esejów lub innych prac pisemnych				
Zdobywanie umiejętności cyfrowych				
Przygotowywanie prezentacji				
Rozwijanie umiejętności praktycznych				
Komunikowanie się z innymi członkami grupy				
Kontaktowanie się z wykładowcą/wykładowczynią				

B. Samoocena umiejętności cyfrowych

8. **Jak oceniasz swoje kompetencje w stosunku do następujących czynności:**

	Zdecydowanie się nie zgadzam	Raczej się nie zgadzam	Trudno powiedzieć	Raczej się zgadzam	Zdecydowanie się zgadzam
Wiem jak zarządzać plikami w internecie (pobieranie, zapisywanie, wysyłanie)					
Wiem jak używać klawiszy skrótu					
Wiem jak otworzyć nową kartę w mojej przeglądarce					
Wiem jak uzupełniać formularze internetowe					
Wiem jak dostosowywać ustawienia prywatności					
Wiem jak połączyć się z siecią WIFI					
Wiem jak połączyć się za pośrednictwem platform internetowych (Zoom, MsTeams, Google classroom itd.)					
Z łatwością odnajduję na stronach internetowych informacje, których potrzebuję					
Potrafię z łatwością poruszać się po narzędziach dostępnych w różnych platformach internetowych (Zoom, MsTeams, Google classroom itd.)					
Wiem jakie informacje powinienem i nie powinienem udostępniać online					
Wiem kiedy powinienem i kiedy nie powinienem udostępniać informacji online					
Jestem ostrożny w swoich komentarzach i w zachowaniu online					
Wiem jak stworzyć video					
Wiem jak stworzyć infografikę					
Wiem jak stworzyć stronę internetową					
Czuję się pewnie podczas zamieszczania online stworzonych przez siebie treści					

C. Formalne przedmioty/moduły badawcze

Niektóre uczelnie w swoich programach nauczania oferują konkretne przedmioty metodologiczne (np. metody badawcze w naukach społecznych, analiza ilościowa, analiza jakościowa) lub proponują określone treści badawcze i metodologiczne prezentowane w ramach innych przedmiotów (np. w ramach przedmiotu Socjologia są zajęcia z metod badań społecznych). Pomyśl o konkretnym przedmiocie metodologicznym z Twojego programu nauczania, w którym uczestniczyłaś/eś w ostatnim roku akademickim (2020-2021) lub o jakimkolwiek konkretnym temacie/module badawczym, który zrealizowałaś/eś na innych zajęciach w poprzednim roku akademickim podczas nauki online. Jeśli brałaś/eś udział w więcej niż jednym przedmiocie badawczym lub zrealizowałaś/eś więcej niż jeden temat/moduł badawczy w ciągu poprzedniego roku, pomyśl o ostatnim z nich (np. odbywającym się w ostatnim semestrze).

9. Czy miałaś/eś taki przedmiot, albo temat na zajęciach?

a) Tak
b) Nie

10. **Jaką nazwę nosił przedmiot, do których będziesz się odnosić?** (pytanie otwarte)

11. Do jakiego tematu/modułu będziesz się odnosić? (pytanie otwarte)

12. Oceń, czy zgadzasz się z poniższymi stwierdzeniami, myśląc o przedmiocie/ modułach wskazanych w pytaniu 4 lub 5. Podczas realizowania przedmiotu/tematu:

	Zdecydowanie się nie zgadzam	Raczej się nie zgadzam	Trudno powiedzieć	Raczej się zgadzam	Zdecydowanie się zgadzam
Zwiększyło się moje rozumienie najważniejszych pojęć wykorzystywanych w obszarze badań nauk społecznych					
Zwiększyło się moje rozumienie etapów procesu badawczego					
Zwiększyło się moje rozumienie metod badawczych					
Czuję się pewnie podczas stosowania określonych technik analizy danych (np. właściwego oprogramowania lub aplikacji komputerowych) niezależnie od otrzymanych ocen					
Ogólnie stałem się bardziej zainteresowany badaniami					
Było wystarczająco dużo okazji, aby porozmawiać z badaczami o ich badaniach naukowych					
Miałem okazję usłyszeć o ostatnich wynikach badań w tym obszarze					
Zostałem wprowadzony w badania prowadzone przez mojego nauczyciela					
Zostałem wprowadzony w badania prowadzone przez instytucję/uczelnię					
Mój nauczyciel zachęcił mnie do szukania alternatywnych wyjaśnień wyników badań					
Dzięki zajęciom (tematom) badawczym stałem się bardziej entuzjastycznie					

nastawiony do mojego kierunku studiów				
Podano przykłady wykorzystania badań w praktyce				
Dowiedziałem się, jakie badania są prowadzone w ramach mojego kierunku studiów				
Dowiedziałem się, jak można wykorzystać badania naukowe na moim kierunku studiów				
Myślę, że to, czego się nauczyłem, przyda się też na innych zajęciach				
Myślę, że to, czego się nauczyłem, przyda się w mojej karierze po ukończeniu studiów				
Myślę, że absolwent mojego kierunku nie będzie potrzebował tych wszystkich informacji, aby być dobrym profesjonalistą w swojej dziedzinie				
Mój nauczyciel zachęcał mnie do prowadzenia własnych badań				
Nauczyciel regularnie wyznaczał zadania (np. lektury, prace domowe, testy)				
Nauczyciel udzielił mi indywidualnej konsultacji na temat wyników moich zadaniach				
Nauczyciel poinformował mnie, jak będą wyglądały egzaminy w obecnej sytuacji				
Egzaminy online były dla mnie trudniejsze				
Ogólnie rzecz biorąc, nauczyciele właściwie podeszli do nauczania				
Ogólnie rzecz biorąc, jestem zadowolony z przedmiotów/tematów badawczych odbytych zdalnie				

D. Nieformalne zajęcia badawcze

Niektórzy studenci, oprócz tego, co jest oferowane w ich programach nauczania, podejmują indywidualną naukę poprzez uczęszczanie na różne webinaria, odczyty, (intensywne) letnie/zimowe szkoły.

13. **Czy podczas ostatniego roku akademickiego brałaś/eś udział w takich przedmiotach/zajęciach badawczych?**
    a) Tak
    b) Nie

14. **Jaką nazwę nosił przedmiot/moduł/temat?** (pytanie otwarte)

15. **Jaki treści obejmował?** (pytanie otwarte)

16. **Kto był organizatorem zajęć/modułu?**
    a) Moja uczelnia
    b) Inna uczelnia
    c) Instytut badawczy
    d) Organizacja branżowa
    e) Inne …

E. Poziom kompetencji

17. **Pomyśl o swoich umiejętnościach wykonywania każdego wskazanego poniżej działania w ramach procesu badawczego i zakreśl liczbę po prawej stronie odpowiadającą Twojemu poziomowi rozwoju danej kompetencji. Jeśli nie masz żadnego doświadczenia z którymś działaniem, zaznacz „brak kompetencji" (1- brak kompetencji; 5 - wysokie kompetencje).**

	1	2	3	4	5
Identyfikowanie właściwych teorii w literaturze					
Rozpoznawanie luk badawczych w danym temacie					
Tworzenie przedmiotu badania					
Rozumienie struktury artykułu naukowego					
Konstruowanie racjonalnego uzasadnienia dla badania					
Konstruowanie ilościowych pytań badawczych					
Osadzenie pytania ilościowego w teorii					
Rozumienie założeń epistemologicznych					
Identyfikowanie odpowiedniej procedury gromadzenia danych ilościowych					
Wdrożenie procedury gromadzenia danych ilościowych					
Operacyjne definiowanie zmiennych					
Wybór narzędzia do zbierania danych					
Identyfikowanie zagrożeń dla ważności w badaniu ilościowym					
Wykorzystanie właściwych technik statystycznych					
Interpretowanie wyników ilościowych					
Konstruowanie jakościowych pytań badawczych					
Osadzenie pytania badawczego w literaturze					
Założenia paradygmatyczne i cele badawcze					
Identyfikowanie procedury gromadzenia danych jakościowych					
Wdrożenie procedury gromadzenia danych jakościowych					
Ocena zagrożeń wiarygodności badania					
Wykorzystanie właściwego narzędzia analitycznego					
Interpretowanie wyników jakościowych					
Znajomość etyki badawczej					
Wdrożenie etyki badawczej					
Znajomość procesów dotyczących autorstwa					
Charakteryzowanie następstw wyników					
Przygotowanie artykułu/raportu na podstawie własnych badań					
Wykorzystanie właściwego stylu bibliograficznego					

Prezentowanie wyników (ustna prezentacja)					
Porównywanie wyników z literaturą					
Identyfikowanie ograniczeń własnych badań					

F. Badania (społeczne) w pracy dyplomowej

Studenci ostatniego roku studiów zobligowani są do napisania i złożenia/obrony pracy dyplomowej w ramach egzaminu kończącego studia.

18. Czy piszesz obecnie pracę dyplomową?
 a) Tak
 b) Nie

19. Jaką technikę badawczą zastosowałaś/eś w swojej pracy? (zaznacz wszystkie pasujące)
 a) Ankiety
 b) Wywiady indywidualne
 c) Grupy fokusowe
 d) Analiza treści
 e) Obserwacja/praca w terenie
 f) Eksperymenty
 g) Inny …

20. Jak pewna/y siebie byłaś/eś w stosowaniu tej metodologii?

1	2	3	4	5

21. Jak przeprowadziłaś/eś badania empiryczne?
 a) Wyłącznie online (np. kwestionariusz wysyłany online, wywiady online itp.)
 b) Osobiście
 c) Hybrydowo
 d) Inne …

22. Jak dużo wsparcia otrzymałaś/eś od swojego promotora?

1	2	3	4	5

23. Jak dużo wsparcia otrzymałaś/eś od swoich rówieśników/kolegów?

1	2	3	4	5

24. Jeśli po ukończeniu studiów będziesz samodzielnie prowadzić badania społeczne, na ile pewnie się w tym czujesz?

1	2	3	4	5

5.2 List of tables

5.3 List of figures