



# STUDENTS' PERSPECTIVES ON SYNCHRONOUS VS. ASYNCHRONOUS DISTANCE LEARNING IN SECONDARY AND HIGHER EDUCATION

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# INTRODUCTION

- Digital transformation of education;
- COVID-19 → global shift to DE;
- DE- roots in previous century;
- Rapid adoption of online tools;
- Need for long-term evaluation.



# INTRODUCTION

## Purpose of the study

- Examine both DE formats;
- Compare experiences of secondary vs. university level students;
- Identify effective self-regulation practices;
- Inform about the future of DE.

# LITERATURE REVIEW

- Barnard et al. developed the Online Self-Regulated Learning Scale (OSLQ);
- Kirmizi researched self-regulating strategies; the participants were successful in the Goal Setting and Metacognition strategies.
- Murphy et al. investigated synchronous and asynchronous DE; the participants preferred the asynchronous form.
- Perveen concluded that the blend of synchronous and asynchronous forms of DE is better for English language acquisition.
- Perveen, Lyn & Gao, and Clouse concluded that hybrid formats are most effective, and balanced synchronous–asynchronous integration is recommended.

# METHODOLOGY

## Aims of the research

- To measure strategy use in both DE types;
- To identify the preferred format per level;
- To compare 6 subfields (Goal Setting, Environment Structuring, Task Strategies, Help-Seeking, Time-Management, Self-Evaluation);
- To suggest recommendations for future integration.

# RESEARCH QUESTIONS

1. Which type of distance education—synchronous or asynchronous—is favoured by students in secondary education?
2. Which type of distance education—synchronous or asynchronous—is favoured by students in higher education specializing in English language studies?
3. Which subfields of self-regulated learning strategies are preferred by high school and university students?

# PARTICIPANTS

- ❖ 90 high-school students from Slavco Stojmenski High School in Stip, Republic of North Macedonia;
- ❖ 90 university students from three Universities:
  - Faculty of Philology at Goce Delcev University in Stip, Republic of North Macedonia;
  - Faculty of Languages, Culture and Communication at South East European University in the Republic of North Macedonia;
  - Anglistics Department at Sinergia University in the Republic of Srpska

# INSTRUMENTS

- ✓ Based on OSLQ (Barnard et al.), two adapted questionnaires for synchronous and asynchronous DE;
- ✓ Quantitative method;
- ✓ 5-point Likert scale;
- ✓ Six subfields.

# RESEARCH PROCEDURE

- One instrument → two DE questionnaires;
- Mixed distribution (print + Google Forms);
- Mean values calculated per subfield & DE format;
- Comparison: secondary vs. university level students.

# RESULTS OF THE SECONDARY SCHOOL STUDENTS

- Highest ranked subfield: *Environment Structuring* (>3.5 synchronous & asynchronous);
- High: Help-Seeking, Self-Evaluation;
- Moderate: Task Strategies, Time Management;
- Most used strategy “Finding a comfortable study place” for both formats;
- Preference: *Synchronous* (3.56 > 3.41);
- Younger learners → value real-time support from teachers and peers.

# RESULTS OF THE UNIVERSITY STUDENTS (SYNCHRONOUS FORM)

- Highest rank subfield: *Environment Structuring* (all universities);
- Moderate: Task Strategies;
- Low use: Self-Evaluation strategies;
- Total mean value: 3.45;
- Most used strategy: “Finding a comfortable study place”;
- Differences across institutions are minor.

# RESULTS OF THE UNIVERSITY STUDENTS (ASYNCHRONOUS FORM)

- Highest ranked subfield: *Environment Structuring*
- Lowest: *Time Management* (all universities)
- Total mean: 3.51
- Most used strategy: “Knowing the most efficient study place.”
- Preference: Asynchronous > synchronous

# DISCUSSION

- Secondary students → rely on immediacy → prefer the synchronous form;
- University students → favor flexibility → prefer the asynchronous form;
- Environment Structuring is dominant across all contexts;
- Task-Strategies and Help-Seeking have the lowest score;
- Similarities with previous studies in both levels of education.

# CONCLUSION

- DE is now a permanent educational component;
- Students value flexibility + controlled study environments;
- Hybrid models offer the strongest outcomes;
- Need to strengthen digital learning strategies instruction & course design;
- Preparing for digital-native generations.

**THANK YOU FOR YOUR ATTENTION!**

**DO YOU HAVE ANY QUESTIONS?**