

Article

# Higher education challenges faced by professors and students after first online semester

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**Abstract:** The study presents an analysis of the perceptions and experiences of both professors and students during the transition to online learning amid the COVID-19 pandemic. Key findings indicate a degree of consistency in the structure of online courses, with an emphasis on the importance of interaction between professors and students, highlighting the enduring significance of face-to-face contact in education. While course materials generally supported learning objectives, concerns regarding online assessment fairness and accuracy were noted. For students the preference for face-to-face courses was evident, but some expressed a preference for online learning. Digital communication platforms played a crucial role, with Zoom being widely adopted in the institution where the research was made. Professors faced higher workloads and technical challenges, while students adapted by dedicating more time to studying. Common consequences for students and professors included increased stress and workload, decreased teaching quality, and reduced interaction (among students and professor-students) with unique challenges for both groups. This study offers valuable insights for improving the online learning experience and highlights the importance of adaptability in the digital age.

**Keywords:** higher education; online learning; COVID-19 pandemic; educational challenges;

**Classification-JEL:** I21; I25

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## INTRODUCTION

The COVID-19 pandemic was a challenge for the entire world and caused problems at all levels. If we move forward from the negative aspects and seek to find the solutions adopted to survive this tough period innovative people and businesses give a lot of examples of good practices. Education was one of the most challenging areas taking into consideration the restriction and the responsibility for the next generation of people in society. Looking forward a few innovative higher education institutions were able to adapt and conquer the difficult times to ensure their students' safety and knowledge. In an article published in 2023, Alenezi mentioned that higher education leaders often have four key objectives in mind: (1) enhancing the learning environment for students, (2) improving operational efficiency, (3) expanding computer capacity for cutting-edge research and (4) promoting educational innovation. These goals are increasingly achieved through digital transformation strategies (a topic that has been brought up more frequently in the past years). Digital libraries and search engines provide access to vast research resources, while educational innovation benefits from technology's ability to free up time and resources for creative teaching approaches. Additionally, technology contributes to cost reduction through cloud-based systems, e-learning, digital resources, and more, making quality education more accessible, especially for under-resourced institutions (Alenezi, 2023). In another article, the authors mention that the COVID-19 pandemic has served as an impulse for educators and universities to expand the use of emerging technologies such as extended reality (XR) and artificial intelligence (AI) progressively. It also states that the pandemic has fast-paced the ways tertiary education transmits knowledge and builds expertise. Additionally, it suggests that the momentum brought about by the pandemic is expected to make using these resources one of the online higher educational preferences in the future (Rangel-de Lázaro & Duarte, 2023).

If we look at Romania, the country where the research was conducted, the COVID-19 pandemic had a significant impact on education and children in Romania, causing profound changes in the way of learning and socialization. School closures and the shift to online schooling have negatively affected students, especially those from disadvantaged backgrounds, who have had difficulty accessing education and felt a lack of social interaction. The pandemic has highlighted the need for a rapid adaptation of the education system to such crises and

the importance of ensuring the necessary resources and support for pre-university students. (Miron, 2021). The necessity of adaptation and ensuring the resources could be extended to the other levels of education taking into consideration the lack of funding from Romanian education (Bulat & Miron, 2023).

The National Commission of Romania for UNESCO mentioned in one of their brochures published between 2020-2023 the benefits of the pandemic as being: (1) Rapid digitization: The pandemic has accelerated the integration of information technologies in the learning process, which has led to a profound reform of the educational system. (2) Increasing students' emotional maturity: Students were faced with assuming roles and responsibilities that, before the pandemic, they would not have considered. (3) Involvement of parents in the education of children: The situation has led parents to look at school activities in a new light and to participate more actively in the education of their children. (National Commission of Romania for UNESCO, 2021).

In the past 12 years, Romania's educational landscape has undergone profound transformations, impacting its entire system. This transformation has been driven by various factors, including frequent changes in leadership within the Educational Ministry, unpredictable legislative alterations, limited financial resources, an outdated curriculum ill-suited to contemporary demands, human resource constraints, and the disruptive influence of the COVID-19 pandemic. These challenges have led to instability, inefficiency, and increased disparities within the educational environment. To thrive in a competitive global context, the Romanian educational system must prioritize the development of knowledge workers while addressing these pressing issues, including funding, legislative stability, and alignment with the evolving educational landscape (Bulat & Miron, 2023).

## METHODOLOGY

To obtain relevant data and carry out the analysis of the online courses a questionnaire was developed consisting of 25 questions (questionnaire available in Appendix 1), which was intended for both professors and students. The target group of the research included both professors and students from a higher education institution, thus providing a comprehensive perspective on the experiences and perceptions related to the conduct of online courses. The questions were designed to cover a wide range of aspects of online course delivery, such as course

design, course interaction, course content, technical support provided, preference between online and face-to-face courses, and communication within the online courses. For most questions/affirmations Likert Scale was used and respondents expressed their agreement or disagreement (1- Strongly disagree, 5- Strongly agree) only for a few question intervals were used to offer an easy way of answering for the respondents. The questionnaire was distributed through an online platform (Google Forms), to allow for efficient completion and facilitate data collection. This included parameters such as age, gender, level of education and the faculty of origin of the respondents. The aim was to identify relevant trends and patterns in the responses obtained. Research question: How did the transition to online learning during the COVID-19 pandemic impact professors' and students' perceptions and experiences?

## RESULTS

Following the assessment of the responses obtained from the questionnaire addressed to both professors and students, the results provide details of their perceptions and experiences regarding the transition to online learning during the COVID-19 pandemic. In this study, 50 professors and 57 students offered answers from a comprehensive university in Romania and the results can't be generalized for the entire institution. The study was conducted right after the pandemic started in 2020. The results provide an assessment of how participants perceive the structure of online courses, the level of interaction, the difficulties encountered, and their preferences regarding the learning environment. For the *course design* the analysis of the responses for the affirmation "All online courses taught by me have a consistent structure so that the navigation does not change from one online course to another. / I prefer that all online courses follow a consistent structure so that the navigation does not change from one online course to another", both professors and students perceived that the structure of online courses remained constant from one course to another. This aspect was confirmed in significant proportions, with 52.63% of students and 40% of professors giving their consensus. To the affirmation "Online courses require more preparation time than face-to-face courses. / Online courses require more study time than face-to-face courses." 62% of the professors Strongly Agreed that they needed more time to prepare for the online courses, while students 33,33% Strongly Agreed and 19,30% Agreed, the distribution between professors

and students it's a bit different but both thought that they needed more time to prepare for an online class. For the *course interaction*, the affirmation "My online courses are set up to allow students to interact with classmates. / My online courses are set up so that I can interact with my classmates", both professors (28%) and students (42.11%) indicated that they effort tried to organize the courses in such a way that the interaction between them was easy to achieve. The perception of the interaction between professors and students in the online environment was assessed through the affirmation "The quality of the discussions in my online courses is high. / The quality of the discussions in my online courses is high." and was positively evaluated by both sides. For the affirmation "I believe that interaction between professors and students is essential for online learning. / Interaction between professors and students is essential for online learning." a significant percentage, 77.19% of students and 66% of professors considered this interaction essential for the learning process. This finding suggests that, despite the transition, the importance of face-to-face contact remains crucial in the educational environment. A study from 2022 highlights that reduced face-to-face contact during emergency online delivery led to decreased student engagement and motivation, impacting performance negatively in the educational environment (McKenna, Horton, & Kopittke, 2022).

For course content the *quality of course material and online assignments*. For the affirmations "The lecture material in my online courses is valuable for course discussions. / The lecture material in my online courses is valuable for course discussions. / The materials in my online courses support the course objectives." both students and professors, indicated that professors provide course materials that support course objectives (35.09% students, 64% professors) and professors choose tasks that help students understand the content (35.09% students, 64% professors). However, to the affirmation "The assignments in my online courses help students fully understand the course content. / The assignments in my online courses help me fully understand the course." a percentage of 21.05% of students do not think that the assignments they receive help them fully understand the content of the online courses. The answers to the knowledge assessment affirmation "Online exams provide an accurate assessment of student knowledge of course content. / The exams in my online courses provide an accurate assessment of my knowledge of the course content." were divided, both from students and professors. There are opinions that online assessment can correctly assess knowledge (29.82%

students, 34% professors), but there are also concerns about the fairness and accuracy of this process (29.82% students, 34% professors).

For *technical support provided*, both professors and students had a very divided opinion the affirmation they answered is “The technical support hours offered by the online support technicians (Mon – Fri, 8:00 - 17:00) meet my needs.” Around 45% of the students and professors Agreed or Strongly agreed that the technical support met their needs while 22,81 of the students and 34% of the professors offered a 3 on the scale from 1 to 5 and the rest went with Disagree or Strongly disagree.

For preference between *online and face-to-face courses*, 19.30% of students mentioned that they prefer online courses (answer to the affirmation “I prefer online classes more than face-to-face classes”) 45,61% of the students and 52% of the professors Strongly disagree, this indicates that the face-to-face courses were preferred at the beginning of the pandemic. To the affirmations “I think students learn more in online classes than in face-to-face classes. / I think I learn more in online classes than in face-to-face classes.” most students (45.61%) and professors (52%) indicated a preference for face-to-face courses over online ones. To the affirmation “Online classes are more difficult than face-to-face classes.” Around 35% of the respondents Strongly Agreed on the difficulty of the online classes. Here it’s worth mentioning that the percentage of professors is higher on the Agree (40%) while the of students drops to 12,28%, we can affirm that for the professors the beginning of the online courses and the transition involved more work into finding new approaches for the new online form of their courses.

For *communication within the online courses* digital communication and collaboration platforms were used in the educational environment immediately after the outbreak of the pandemic and were identified with the help of the question “During the online courses, which applications/platforms did you use?”, the results were:

- Moodle was used by approximately 36% of professors and 43.86% of students, indicating that it is a platform significantly used by both groups.
- Microsoft Teams was used to a lesser extent, with around 10% of professors and 36% of students opting for this platform.
- Personal email was preferred by a small percentage of professors (5.26%), while it was used by a significant proportion of students (71.93%), suggesting that they preferred to use their personal e-mail for communication.
- Facebook and WhatsApp were used in significant proportions by both professors (22% and

14.04%, respectively) and students (42.11% and 38.60%, respectively) to keep in touch and communicate.

- Cisco products, possibly referring to WebEx or other Cisco communication tools, were used by approximately 30% of both faculty and students.
- Zoom stands out as the most popular platform in both groups, with 76% of professors and 92.98% of students using this platform for communication and distance learning.
- Skype was used by 20% of professors and 15.79% of students.
- Google Classroom was used to a lesser extent, with only 6% of professors and 19.30% of students opting for this platform.

To the affirmation “Students feel more comfortable participating in online course discussions than in face-to-face discussions. / I feel more comfortable participating in discussions in online courses than in face-to-face discussions.” Only a small percentage of professors and students indicated that students felt comfortable participating to discussions during the inline courses, the majority preferred the face-to-face courses. To the affirmation “I feel that I know my students better because of email communication. / I feel that I know my professors better because of email communication.” over 50 % of the students and professors disagreed or strongly disagreed highlighting that the email wasn’t an ideal channel to communicate.

Analyzing the results of this questionnaire, it can be concluded that both professors and students felt the transition to online learning during the pandemic in a similar way. However, there is variability in perceptions and preferences, from course structure and online interaction to knowledge assessment and learning environment preferences. This evaluation provides important insight into educational experiences during the pandemic and can serve as a basis for continuous improvement of the online learning process.

Overall, the answers show that the pandemic has had a significant impact on communication and collaboration habits in the educational environment, prompting professors and students to adopt and use digital platforms to facilitate distance learning and communication. Zoom was the preferred platform for most respondents, standing out as an essential tool for education in the context of the pandemic. It is important to note that percentages indicate usage, not necessarily preference or effectiveness of platforms.

Comparing the perceptions and difficulties experienced by students and professors (with the help of the question “In your opinion, what were the main difficulties encountered during the online



courses?") regarding the transition to online learning at the beginning of the pandemic, fewer students (19.30%) reported that they had no difficulties compared to professors (26.00%). Professors were more affected by the increased workload during the transition to online learning. The challenges in using online platforms were a bit different, with about 22.00% of professors and about 19.30% of students stating that they had difficulty using online learning platforms. About 20.00% of professors experienced difficulties related to the lack of a high-performance computer, while only about 7.02% of students had the same problem. Approximately 26.32% of professors reported difficulty installing platforms or applications, while only approximately 12.00% of students experienced the same challenge. However, the difference is not large, indicating adaptation among both categories. A significant difference is observed for the workload assessed with the help of the following closed questions "Before the pandemic, I used the computer for academic purposes per week:/ During the week I use the computer for academic purposes:", with approximately 71.93% of professors reporting a higher workload compared to approximately 48.00% of students. results indicate that professors faced higher workloads and more significant technical difficulties compared to students in the transition to online learning at the beginning of the pandemic. These differences probably reflect the specific demands of their roles in online teaching and learning.

The pandemic has had a significant impact on how professors use computers in their work environment. Before the pandemic, a significant number of professors did not spend much time on these devices, with about 12% of them reporting that they use computers between "four to seven hours". However, during the pandemic, this percentage dropped almost to zero. On the other hand, there is a significant increase in the percentage of professors who use computers "25+ hours" after the pandemic, from about 2% before it to 76%. This shift shows a significant transition towards intensive use of technology and computers, perhaps in the context of online teaching and other distance work activities. In conclusion, the results indicate that the pandemic caused a significant change in professors' computer use behavior, suggesting that they had to adapt quickly to the new demands of the online learning environment and remote work. This adaptation to technology has become essential to support the continuation of the educational process in a virtual environment, highlighting the importance of flexibility and the ability to effectively use digital tools in education.

The students and their learning habits were affected by the pandemic as well. Before the pandemic, a significant percentage of students (36.84%) stated that they studied less than three hours, but after the outbreak of the pandemic, this percentage dropped to "0.00%". This change suggests that the pandemic has led most students to devote more time to studying, reflecting an adaptation to the new circumstances. There is also a significant increase in the number of students devoting more time to learning (more than four hours) after the outbreak of the pandemic. For example, the percentage of students who studied "four to seven hours" increased significantly from 5.26% before the pandemic to 28.07% after its outbreak. The "25+ hours" category also saw a significant increase, from 3.51% before the pandemic to 28.07% after. These changes signal that during the pandemic the students devoted more time to studying and participating in longer learning sessions. This may indicate an adaptation of students to the new demands of online learning and may suggest an increased effort to improve their academic performance during the pandemic.

The last question of the questionnaire allowed the respondents to mention the consequences felt as a result of the changes adopted during the pandemic period ("What are the consequences felt by you caused by the changes adopted during the pandemic?"). Common points between the two categories of respondents (professors and students) include:

- Fatigue and stress: Both professors and students report increased stress as a result of the transition to online learning.
- High workload: Both categories of respondents complain about the increased workload, which can be caused by additional tasks, projects, and assignments during the online learning period.
- Decrease in the quality of teaching: Both professors and students notice a decrease in the quality of teaching in the online environment, with the lack of direct contact and face-to-face interaction.
- Lack of communication and reduced interaction: Both groups feel a lack of direct communication with peers and professors, as well as reduced social interaction.

The feedback from both professors and students highlights several common challenges faced during the transition to online learning amid the pandemic. Fatigue and stress have emerged as shared experiences, reflecting the mental and emotional toll this shift has taken on both educators and learners. Additionally, the high workload reported by both groups underscores the increased demands placed on them, often resulting from additional assignments

and projects. The COVID-19 pandemic raised a series of difficulties for the professors. Some of the most mentioned ones are the challenge of organizing online laboratories and other activities that usually are a lot easier to conduct in a face-to-face class. The evaluation of the students raised some difficulties as well considering that some professors had different methods of evaluation that required to be changed to facilitate an online evaluation. The teaching act had to suffer as well since some students didn't feel comfortable intervening during the online classes or they lacked the initiative to be involved in the activities and decreased interest. Because of the difficulty of transmitting the information (sometimes in writing) the professors find it more difficult to coordinate bachelor's and master's theses. Students had difficulties that materialized especially in the higher volume of tasks, projects, and homework. Sometimes they felt that the professors had a wrong perception of how the online classes should be which caused increased stress levels. The negative aspects of online classes had effects on their physical health resulting in fatigue and eye problems. The lack of face-to-face communication and personal socialization (students mentioned that they lack face-to-face contact and socialization with professors and colleagues). These differences reflect professors' and students' unique perspectives on the online learning experience during the pandemic. Professors focus on difficulties in teaching and assessing effectively, while students face challenges in managing academic tasks and adapting to an online learning environment.

## CONCLUSIONS

The analysis of the responses obtained from both professors and students regarding the transition to online learning during the COVID-19 pandemic reveals valuable insights into their perceptions, experiences, and challenges. This assessment sheds light on several key aspects of online education. Both professors and students generally perceived the structure of online courses to be consistent across various courses, highlighting a degree of standardization in the online learning experience. Additionally, both groups emphasized the importance of interaction between professors and students, with a majority considering it crucial for effective learning. This underscores the enduring significance of face-to-face contact in the educational environment, even in the era of online learning.

Furthermore, the assessment of course materials and online assignments showed that both professors and students largely believed that these components supported course objectives and aided in comprehension. However, there were concerns about the fairness and accuracy of online assessments, suggesting room for improvement in this area. Regarding learning environment preferences, most of both professors and students expressed a preference for face-to-face courses over online ones, although a notable percentage of students did indicate a preference for online courses. The questionnaire also provided insights into the adoption of digital communication and collaboration platforms during the pandemic. Zoom emerged as the most widely used platform, indicating its importance in facilitating online education and communication.

However, it's essential to note that usage percentages do not necessarily indicate platform preference or effectiveness. When comparing the challenges faced by professors and students during the transition to online learning, it became apparent that professors reported a higher workload and more significant technical difficulties. This disparity likely reflects the unique demands of their roles in online teaching and learning.

Additionally, the pandemic brought about significant changes in both professors' and students' computer usage habits and study hours. Professors increased their computer usage substantially, adapting to the demands of online teaching, while students dedicated more time to studying, indicating an adaptation to the new circumstances.

Finally, common consequences reported by both professors and students included increased fatigue and stress, a higher workload, decreased teaching quality in the online environment, and reduced communication and interaction. However, there were distinct differences in their experiences, with professors highlighting difficulties in organizing practical activities and coordinating research projects, while students expressed concerns about professors' engagement in online teaching and the impact on their physical health.

Going back to the research question "How did the transition to online learning during the COVID-19 pandemic impact professors' and students' perceptions and experiences?" a conclusion is that the transition to online learning during the COVID-19 pandemic has had a significant impact on the perceptions and experiences of both professors and students. Overall, the study found that while there were some similarities in their experiences, there were also notable differences in their perspectives and preferences. Professors reported increased

workload and technical difficulties during the transition, while students expressed concerns about the quality of teaching, increased workload, and decreased communication and interaction. Despite these challenges, both groups recognized the importance of interaction and engagement in the online learning environment. The findings highlight the need for ongoing support and professional development and the importance of designing online courses that encourage meaningful interaction and support student learning.

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## APPENDIX 1

1. All online courses taught by me have a consistent structure so that the navigation does not change from one online course to another. / I prefer that all online courses follow a consistent structure so that the navigation does not change from one online course to another.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
2. My online courses are set up to allow students to interact with classmates. / My online courses are set up so that I can interact with my classmates.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
3. I believe that interaction between professors and students is essential for online learning. / Interaction between professors and students is essential for online learning.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
4. The quality of the discussions in my online courses is high. / The quality of the discussions in my online courses is high.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
5. The lecture material in my online courses is valuable for course discussions. / The lecture material in my online courses is valuable for course discussions.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
6. The materials in my online courses support the course objectives.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
7. The assignments in my online courses help students fully understand the course content. / The assignments in my online courses help me fully understand the course.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
8. Online exams provide an accurate assessment of student knowledge of course content. / The exams in my online courses provide an accurate assessment of my knowledge of the course content.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
9. The technical support hours offered by the online support technicians (Mon – Fri, 8:00 - 17:00) meet my needs.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
10. I think students learn more in online classes than in face-to-face classes. / I think I learn more in online classes than in face-to-face classes.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
11. I prefer online classes to face-to-face classes.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
12. Students feel more comfortable participating in online course discussions than in face-to-face discussions. / I feel more comfortable participating in discussions in online courses than in face-to-face discussions.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
13. Online courses require more preparation time than face-to-face courses. / Online courses require more study time than face-to-face courses.  
Strongly Disagree 1 2 3 4 5 Strongly Agree
14. Online classes are more difficult than face-to-face classes.
15. Strongly Disagree 1 2 3 4 5 Strongly Agree I feel that I know my students better because of email communication: / I feel that I know my professors better because of email communication:  
Strongly Disagree 1 2 3 4 5 Strongly Agree
16. During the online courses, which applications/platforms did you use?  
Google Classroom, Skype, Zoom, Cisco, WhatsApp, Facebook, Personal Email, Microsoft Teams, Moodle, Other.
17. In your opinion, what were the main difficulties encountered during the online courses?  
Installing some platforms and applications, I don't have a performant PC/laptop, Using the e-learning platforms, A huge amount of tasks, I haven't had difficulties.
18. During the week I use the computer for academic purposes:  
Less than 3 hours, 4-7 hours, 8-11 hours, 20-25 hours, 25+ hours
19. Before the pandemic, I used the computer for academic purposes per week:  
Less than 3 hours, 4-7 hours, 8-11 hours, 20-25 hours, 25+ hours



20. What are the consequences felt by you caused by the changes adopted during the pandemic? (Open question)
21. What is your gender?  
Male, Female
22. What is your age?  
18-24, 25-34, 35-44, 45-54, 55 and above
23. For how long have you worked in your organization? / What is your level of studies?  
Less than 1 year, 1-3 years, 4-6 years, over 6 years  
Bachelor's degree, Master's degree, PhD
24. I am part of the Faculty:
25. Feedback