

Abstract

The analysis of the educational policy in relation to online education takes into account major decisions that have a direct impact on all those involved in taking these decisions and, of course, on how they become functional. Underlying the study is a personal approach of subjects who are more or less affected by the general condition caused by the pandemic, but only some have taken into account that there are cases where students' access to education is oppressed but which can attend classes online. The objective of the research study was to establish a basis for a legislative proposal in the field of education regarding the inclusion of the option to choose the way of access to education, in the classical system or online, according to its particularities. Following the possibility of adopting an online education, the for it and against opinions have also arisen, and have led to the natural question of whether this system can be considered a possible, viable option to continue education, regardless of the motivation for major force or not. The questionnaire method was approached whereby subjects could give their own opinion about the online education system. In the context of the pandemic, the results of the survey and virtual discussions conducted on social media about the opinions of online learning have been divided: some believe that they have succeeded it, by effectively organizing learning using digital tools, others have noticed about the problems they have faced on a daily basis. The fact is that the situation created was an extraordinary one and the state created can mean a new start for the entire education system.

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