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The Role of Educational Videocasts Technique on Enhancing EFL University Students' Accomplishments and their Attitudes Towards Learning English

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Aabstract

Videocast is one of the instructional tools that facilitates students' participation in using the language due to its flexibility in presenting educational content. Videocasts resemble podcasts, but they combine image features which include films, presentations, or picture animations that improve learning. Videocast in a learning environment is a pedagogical instrument that contains the production, sharing, distribution, or streaming of video-based information to meet instructional objectives. Since attitudes are considered important determinants in English language learning, it is important to shed light on attitudes toward learning English by using videocasts technique. The current study aims to examine the impact of educational videocast in enhancing university students' performance and their attitudes towards learning English as a Foreign Language (EFL). The study design is a quasi-experimental. The validation sample of this research comprised (80) students of the Second year enrolled in the academic year 2022-2023, in English department of College of Education of Women, Tikrit University. They were divided into two groups, experimental and control with (40) students for each group. The data is gathered by using two instruments: a post-test to measure students' performance and a scale to measure students' attitude. The researcher follows the "suggested version of the Attitudes towards Digital Educational Technologies (DETs) Scale for University Students (ATDETS-US)". This scale consists of behavioral, emotional, and cognitive subscales. Using Cronbach's Alpha confirms the internal consistency as well as reliability of the subscales of the ATDETS-US. The results reveal that: 1) There are statistically significant differences between the mean scores of the experimental group (78. 59) with a standard deviation of (11.77) and control group (64. 17) with a standard deviation of (12. 68) . 2)The study shows that there are positive attitudes towards vediocasts. 3) By bridging conventional with modern technology instruction, we can find that learning through videocast fosters dynamic of educational experience and make more flexible in language learning, underscoring the pedagogical value of videocast instruction.

Keywords: Attitudes, Enhancing, English Learning, Performance, Technique, Videocasts.

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المستخلص:

يعدّ البث المرئي أحد الأدوات التعليمية التي تسهل مساهمة الطلاب في استخدام اللغة بسبب مرونته في تقديم المحتوى التعليمي. البث المرئي يحاكي البث المرئي البث الصوتي ولكنه يجمع بين ميزات الصورة التي تشمل الأفلام أو العروض التقديمية أو الرسوم المتحركة التي تعمل على تعزيز التعلم. يعد البث المرئي في بيئة التعلم أداة تربوية تحتوي على إنتاج أو مشاركة أو توزيع أو بث المعلومات القائمة على الفيديو لتلبية الأهداف التعليمية. ونظرًا لأن المواقف من اللغة تعدّ محددات مهمة في تعلم اللغة الإنجليزية، فمن الضروري تسليط الضوء على تلك المواقف تجاه تعلم اللغة الإنجليزية باستخدام تقنية البث المرئي. تهدف الدراسة الحالية إلى دراسة دور تقنيات البث المرئي التعليمي في تحسين أداء طلاب الجامعات ومواقفهم تجاه تعلم اللغة الإنجليزية كلغة أجنبية *(EFL)*. تصميم الدراسة هو شبه تجريبي حيث تتكون عينة التحقق من هذا البحث من (٨٠) طالبة في المرحلة الثانية من المسجلين في العام الدراسي ٢٠٢٢-٢٠٢٣، في قسم اللغة الإنجليزية بكلية التربية للبنات، جامعة تكريت. قُسّم الطالبات إلى مجموعتين، مجموعة تجريبية واخرى ضابطة بواقع (٤٠) طالبة لكل مجموعة. تم جمع البيانات باستخدام أداتين: اختبار بعدي لقياس أداء الطلاب ومقياس لقياس مواقف الطلاب. يتبع الباحث النسخة المقترحة من "مقياس المواقف تجاه تقنيات التعليم الرقمية (*DETs*)لطلاب الجامعات *(ATDETS-US)*" هذا المقياس يتكون من المقاييس الفرعية المعرفية والعاطفية والسلوكية. يؤكد استخدام معامل ألفا كرونباخ الاتساق الداخلي وموثوقية المقاييس الفرعية لمقياس *(ATDETS-US)* . كشفت النتائج عن أن: ١) هناك فروق في درجات المجموعة التجريبية (٧٨,٥٩) بانحراف معياري (١١,٧٧) والمجموعة الضابطة (٦٤,١٧) بانحراف معياري (١٢,٦٨) لصالح المجموعة التجريبية. ٢) تظهر الدراسة أن هناك مواقف إيجابية تجاه البث المرئي. ٣) من خلال ربط التعليم التقليدي بالتكنولوجيا الحديثة، يمكننا أن نجد أن التعلم من خلال البث المرئي يعزز ديناميكية التجربة التعليمية ويجعلها أكثر مرونة في تعلم اللغة، مما يؤكد القيمة التربوية لتعليم البث المرئي.

الكلمات المفتاحية: المواقف، التعزيز، تعلم اللغة الإنجليزية، الأداء، التقنية، البث المرئي

1. Introduction

In language learning contexts, the educational videocasts, as an interesting and versatile tool, have great significance due to their ability to enrich EFL instruction. The educational videocasts serve as authentic language exposure, foster students perception, and meet the diverse needs of students and their learning styles. Most researchers assert that technology can be used effectively as an educational medium and a cognitive tool. Bruce and Levin (2001) affirm that technology in the classroom may be more beneficial as it helps create instructional materials and makes cooperation easier between the instructor and students. Ferlazzo & Sypnieski (2012) mention that using technology in learning and teaching has a significant impact on language learning because it is considered an important issue in learning a second language. According to Colker, 2011; Itayem, 2014; Leis, 2013, ICT is becoming a mainstream pedagogical tool in which there is raising interest in utilizing technology in various educational settings. Additionally, technology users' attitudes are considered an important indicator because attitudes may impact the way people utilize technology and what will they do in the future in this regard. For this reason, attitudes should be assessed.

2. Problem of the study

The problem of the current study can be summarized in terms of learning English as a Foreign Language (EFL) in Iraqi universities continues to rely on traditional teaching methods, e.g., textbook-learning and teacher-lectures. These methods often fail to engage students effectively or meet their diverse learning needs. Particularly in language learning, where exposure to authentic language use and context is important. Therefore, the use of videocasts materials such as films, educational clips, and recorded dialogues has been considered in educational contexts as a powerful tool for enhancing language learning by providing visual and auditory stimuli.

3. Aims of the study

This study aims to fill this gap by investigating how the incorporation of videocasts into EFL instruction affects university students' language performance (in terms of listening, reading and writing) and their attitudes toward English learning.

4. Significance of the study

This research holds both theoretical and practical significance. In term it provides empirical data on the effectiveness of videocasts as a pedagogical tool and supporting the integration of technology and multimedia into language education. The current study is expected to be valuable to:

1. Teachers of English as a foreign language who are required to integrate technology with methods of teaching or create instructional materials using technology.
2. EFL researchers who are seeking for various strategies for teaching English language effectively and to enrich the educational settings.
3. EFL students by enhancing their performance in English language university students' performance and attitudes.

5. Questions of the Study:

Today, technology is crucial to our daily life, and it is considered a basis for growth and development. This is due to the fact that technology has greatly simplified and sped up our work. Every area of our everyday lives is affected by technology to some extent, one of which is the education sector. So it is fundamental to posit the following questions:

1- What is the effect of using educational videocasts on students' performance in EFL?

2- What are the students' attitudes towards using educational videocasts in learning English?

6. Related Previous Studies:

A. Covill, D., & Gill, D. (2008)

Using Podcasts and Videocasts to Complement Traditional Teaching Methods

The study aimed to explore the use of podcasts and videocasts to create an engaging environment for the students, supplement traditional teaching methods through using podcasts and videocasts. As well as, assess the potential of videocasts as an instrument for teaching and student assessment in engineering education. Tools that used in data collection include, podcasts: audio recordings of lectures made with devices like Dictaphones and microphones and videocasts: video recordings of

lectures using Camtasia studio, integrating audio, slide presentations, and webcam footage. Also Virtual Learning Environments (e.g., Blackboard) used to share podcasts, videocasts, and facilitate interactive activities like blogs. The sample of the study: students and instructors in engineering and product design programs at the University of Brighton. Engineering students engaged in learning through online resources and students assessed through videocast assignments to demonstrate proficiency in Computer-Aided Design. The results of the study discover that podcasts and videocasts offered flexibility and supported students who faced time constraints or missed lectures. Podcasts and videocasts were effective in supporting traditional teaching methods, accommodating various learning styles, and fostering a reflective and collaborative learning environment.

B. Loera-Varela et. al. (2018)

Using Video-Lessons to Improve the Quality of Teaching: A Workshop

The study aimed to explore the effect of video recordings as a tool for evaluating and improving the quality of teaching. It emphasized the importance of videos in capturing classroom interactions and using them to reflect on and improve pedagogical practices. To analyze video data, the researchers use the observation as a tool for collecting data. Specific methodologies and standards such as: TIMSS video protocols and CLASS framework were applied to assess teaching performance. The study used a diverse sample of classrooms across different educational systems and settings including comparative studies. The most prominent results that appeared in the study was: Videos were effective in identifying teaching strengths and weaknesses, providing a mirror for teachers to reflect on their practices. Teachers reported videos as beneficial for self-assessment and professional growth. Comparative video studies, such as those inspired by TIMSS, revealed significant pedagogical differences across countries and informed approaches for teaching reform.

C. Verch, A., & Nissen, E. (2020)

The Role of Video in the Flipped Language Classroom

The study aimed to examine the roles videos play in flipped language classrooms and investigate whether flipped language class designs align with established definitions of flipped classrooms beside determine whether videos are a necessary component of such classrooms. Tools that used in data gathering include written

descriptions: corpus of 52 descriptions from second-language (L2) teachers' flipped classroom designs, in addition to Willis' framework (1983) used for analyzing video roles in language learning. As well as analysis grid developed to assess video use and classroom settings. The sample was secondary school L2 teachers. The sample size: 52 flipped classroom settings, including planned (untested) and reported (tested) scenarios from various sources. The results of the study reveals that effective integration of videos in flipped designs requires teacher training to focus on aligning video use with pedagogical goals. Moreover, further research is needed to evaluate the impact of flipped classroom designs on student outcomes and to refine video use strategies.

7. Discussion of Previous Studies:

The previous three studies participate with the present study in investigating the effect of using videocasts in different classroom environments. The first study aims to use videocasts to supplement traditional teaching methods. The second study aim to explore the effect of video recordings as a tool for evaluating and improving the quality of teaching. The third study examine the roles videos play in flipped language classrooms and investigate whether flipped language class designs align with established definitions of flipped classrooms beside determine whether videos are a necessary component of such classrooms. While the present study aims at examine the impact of educational videocast techniques on enhancing university students' performance and their attitudes towards learning EFL. The sample of the present study is female University students who are at the second stage of the academic year 2022-2023, derived from English department of College of Education of Women, Tikrit University. The instruments of the present study are differing from those three previous studies, they are test and questionnaires. The current study adds new contribution to the field of education due to its practical significance. In term it provides empirical data on the effectiveness of videocasts as a pedagogical tool and supports the integration of technology and multimedia into language education.

Table (1): Comparison between the current study and previous studies

	Covill, D., & Gill, D. (2008)	Loera-Varela et. al. (2018)	Verch, A., & Nissen, E. (2020).	The current study
Sample	students and instructors in engineering and product design programs at the University of Brighton.	The study used a diverse sample of classrooms across different educational systems and settings.	The sample was secondary school L2 teachers. The sample size: 52 flipped classroom settings, including planned (untested) and reported (tested) scenarios from various sources.	The sample of this study comprised (80) students of the Second year enrolled in the academic year 2022-2023, in English department of College of Education of Women, Tikrit University.
Instrument	Tools that used in data collection include: podcasts to assist and promote learning, also they used to assess student learning.	the researchers use the observation as a tool for collecting data	Tools that used include written descriptions: corpus of 52 descriptions from second-language (L2) teachers' flipped classroom designs, in addition to Willis' framework (1983) used for analyzing video roles in language learning. As well as analysis grid developed to assess video use and classroom settings.	The data is gathered by using two instruments: a post-test to measure students' perfprmance and a scale to measure students' attitude.
Results	The study discover that podcasts and videocasts offered flexibility and supported students who faced time constraints. Podcasts and videocasts were effective in supporting traditional teaching methods and fostering a collaborative learning environment.	Videos were effective in identifying teaching strengths and weaknesses, providing a mirror for teachers to reflect on their practices.Videos are beneficial for self-assessment and professional growth. Comparative video studies revealed significant pedagogical differences across countries and informed approaches for teaching reform.	The results of the study reveals that effective integration of videos in flipped designs requires teacher training to focus on aligning video use with pedagogical goals. Moreover, further research is needed to evaluate the impact of flipped classroom designs on student outcomes and to refine video use strategies.	This research adds new contribution to the field of education due to its practical significance. In term it provides empirical data on the effectiveness of videocasts as a pedagogical tool and supports the integration of technology and multimedia into language education.

8. Methodology

In the present study, Quasi- Experimental Design is Demanded, namely the design of a "Non-Randomized Control Group Pretest- Posttest Design". The groups of the Second year enrolled in English department of College of Education of Women, Tikrit University students are chosen.

9. Instruments Construction

The first instrument is a posttest which is utilized to measure students' performance, while the other instrument is a scale which is utilized to measure students' attitudes towards learning English as a Foreign Language (EFL). The posttest and questionnaire are concerned with measuring subject matters in textbook through integrating these subject with videocasts technique. The experimental group was introduced to videos that included several educational conversations, cultural contexts, and instructional clips related to learning English language. A test was built in relation to the behavioral objectives and contents of the subject in textbook. It

consisted of four questions and is scored out of one hundred. The questionnaire is a five-point scale item requiring students' respondents to indicate whether they agree, disagree, and so on.

10.The Posttest

The posttest is used to discover the results, where performance test was administered to measure students' academic performance. The experimental group engaged with educational videocasts that included various instructional clips. Activities were designed to combine videos into the skills encompass: listening, reading, and writing tasks. In order to improve learning second language, contextualized language inputs are provided from videocasts, which make learning more interactive and enjoyable as well as boosting a positive learning settings. An achievement posttest has 5 questions, where the first question consists of 5 items, the second and third questions consist of 5 items and the fourth question is compositions.

11.The Scale

The scale of "attitudes towards digital educational technologies (DETs) for University students (ATDETS-US)" was adapted. This scale includes the behavioral, emotional and behavioral subscales. Likert method has been adopted with this scale. The answers were organized in a five-point strongly agree, agree, partially agree, disagree and strongly disagree. The investigation included the answers of the student's attitudes towards learning English through using technology. Emotional Subscale involves12 items aimed at identifying the feelings of learners in relation to digital technologies. Cognitive Subscale involves12 items aimed at identifying the knowledge of learners regarding the possibilities of digital technologies in higher education. Behavioral Subscale involves12 items aimed at assessing how learners master digital devices and technologies in the process of studying at a university, see appendix (1).

12.Validity of the Instrument

Face Validity

Face validity, a test is called to have face validity if it measures what it is supposed to measure (Hughes, 2003). The posttest and questionnaire are presented to the jury members who have been consulted to validate the items. The members of

a jury have confirmed the appropriateness of the posttest in addition to the questionnaire to evaluate what it seeks to measure with 100% of agreement.

Content Validity of the Instruments

Content validity is the degree to which elements of an assessment instrument are relevant to and representative of the targeted deconstruct for a particular assessment purpose (Haynes et. al.,1995). As shown in the tables below:

Table (2): Blueprint of the Post Test and Scale

Test Section	Objective	Content/Skills	Question Type	No. of Items	Weight (%)
Achievement Test	To measure academic performance in EFL areas				
1. Vocabulary	Assess vocabulary acquisition	Words/phrases introduced via videos	Multiple choice, fill-in-the-blank	5	15%
2. Grammar	Evaluate grammar understanding	Grammar rules taught through videos	Multiple choice, sentence correction	5	15%
3. Listening	Test listening and comprehension skills	Audio/video-based questions	True/False, multiple choice	5 (1-2 clips)	20%
4. Writing	Test writing skills	Write a paragraph/essay based on video themes	Short essay	1 (task)	25%
Attitude Scale	To evaluate students' attitudes towards learning English through videocasts				
1. Likert Scale	Understand motivation, engagement, and preferences	Statements on students' perceptions	Likert scale (1–5)	36	25%
Total				52 items	100%

Table (3): The Domains of the items of the Post Test

No. of Q.	Major areas	Understanding 20%	Application 40%	Analyzing 20%	Synthesizing 20%	Total Rubric component
Q1	Recognizing and choosing the correct answer	5	8	5	7	25%
Q2	Link the sentences	10	5	5	5	25%
Q3	Correct the False sentences	10	5	5	5	25%
Q4	Write a paragraph/essay	6	6	7	6	25%

As Hughes (2003) mentioned that a test is considered content validity just when the content reflects a representative sample of the subject. An achievement test has been constructed which consists of four questions and is scored out of (100).

When the correlation coefficient is equal or greater than to 'r' table, the item is considered valid. At significance level of 5% (α = alpha = 0.05), for N = 330 with df = N –1 = 330 – 1 = 329, r table is 0.109. The tables below are shown the validity criteria

Table (4): The Specification of the Scale

No. domains	Subscale	Items
1	Emotional Subscale	12 items
2	Cognitive Subscale	12 items
3	Behavioral Subscale	12 items

Table (5): The Criteria of Item Validity

R	Interpretation
0.80 < r < 1.00	Very High
0.60 < r < 0.79	High
0.40 < r < 0.59	Average
0.20 < r < 0.39	Low
0.00 < r < 0.19	Very Low

According to the Ebel (1972) criterion in accepting the items whose correlation coefficient is increased to 0,19 it is found that all the correlation coefficients are statistically significant at the significance level 0.05. The Table (6) shows the correlation coefficients between each item of the scale and the total degree of the scale.

Table (6): Item Correlation Coefficients with the Total Score of the Scale

Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient
1	0.22	13	0.54.	25	0.62
2	0.39	14	0.26	26	0.29
3	0.43	15	0.23	27	0.34
4	0.33	16	0.52	28	0.21
5	0.28	17	0.44	29	0.45
6	0.25	18	0.36	30	0.40
7	0.41	19	0.32	31	0.25
8	0.56	20	0.27	32	0.35
9	0.48	21	0.56	33	0.55
10	0.60	22	0.24	34	0.42
11	0.46	23	0.30	35	0.47
12	0.38	24	0.37	36	0.66

Pilot Study

Pilot study is conducted at 11th February 2023. The pilot study has been aimed to guess the time required for answering whole the items in the test and scale as well as to see whether whole the questions are clear. The pilot study has showed that the time needed to answer the all items is (55 m.), the response time on the scale is (25 minutes).

13.Reliability of the Posttest

Fraenkel et al. (2012) said that the reliability as the "consistency of the scores obtained". The similar achievement test has been applied to the pilot sample of (15) learners. To find the reliability of the achievement posttest, Alpha Chronbach has been used to measure internal consistency. The acquired result of Alpha Cronbach formula is (0. 84); which is considered suitable.

14.Reliability of the Scale

The reliability of the questionnaire has been computed after applying the Alpha Cronbach formula, where it gets an equivalent average of (0.91). It was considered appropriate. Alpha-Cronbach formula tests how closely a group of items are

associated with each other. Cronbach's Coefficient value varies from (0) to (1). As shown in the table (7):

Table (7): Internal Consistency by Using Alpha-Cronbach Formula

Alpha-Cronbach	Internal Consistency
> 0.90	Very highly reliable
0.80–0.90	Highly reliable
0.70–0.79	Reliable
0.60–0.69	Marginally/minimally reliable
< 0.60	Unacceptable low reliability

In order to get the reliability of the scale, SPSS has been used 26.0 to find out whether or not the scale is reliable. As shown in the table (8):

Table (8): Reliability of the Scale

Al-pha-Cronbach	Alpha-Cronbach Based on Standardized Items	No of the Items
.815	.815	43

Table 8 shows that Alpha Cronbach value is 815 and it is assumed that the scale is highly reliable according to Alpha Cronbach internal consistency in Table 7.

15. Analysis of Results & Discussion

In order to answer the first question of the current study, the following question is verified, (What is the effect of using educational videocasts on students' performance in EFL?). The results of the statistical analysis by using t-test for two independent groups have shown that the mean scores or students' performance level of the control group is (64. 17) with a standard deviation of (12. 68) with the mean scores of the experimental group is (78. 59) with a standard deviation of (11.77).

The t-test formula for two groups has been utilized, to know the differences between the mean scores of the two groups. The computed t-value is (3.85) which consider bigger than the "tabulated t-test value" which is (2.00) at a "level of significance" of (0.05) and a "degree of freedom" of (78). This reveals that there are

important statistically differences among the experimental group and the control one. As shown in table (9):

Table (9): The Experimental and Control Groups in the Students' Performance Post Test

Croups	NO.	Mean	Stand	T-value		D.F	L.S
				Computed t-value	Tabulated t-value		
Experimental	40	78. 59	11.77	3.85	2.00	78	0.05
Control	40	64. 17	12. 68				

In order to answer the second question of the current research, the following question is verified, (What are the students' attitudes towards using educational videocasts in learning English?) The questionnaire of students' attitudes towards using videocasts is applied to the (80) students aims to find out their attitudes towards using the videocasts technique in English language learning. The questionnaire requires the students to respond to a number of statements and react to the items successfully.

The statistical analysis has shown the results where the mean scores for students' attitudes of the control group is 69.45 with a standard deviation of 14.02 with the mean score of the experimental group is 85.75 with a standard deviation of 12.09, as shown in table (10):

In order to know the differences among the mean scores of these groups, the "t-test formula for two independent groups" has been used. The "computed value" is 2.85 which is bigger than the "tabulated t-test value" which is 2.00 at a "level of significance" of 0.05 and a "degree of freedom" 78. This indicates that there are important statistically differences and the students have a positive attitude towards learning English by using technology. As shown in Table (10):

Table (10): The Experimental and Control Groups in the Students' Attitudes Post Scale

Croups	NO.	Mean	Stand	T-value		D.F	L.S
				Computed t-value	Tabulated t-value		
Experimental	40	85.75	12.09	2.85	2.00	78	0.05
Control	40	69.45	14.02				

16.Discussion of Results

It is clear from the results regarding the two questions built in the previous tables (9) and (10) that there are statistically significant differences between the two groups of experimental and control in the students' performance test and the students' attitude scale in the post-test in favor of the experimental group, and this indicates the effect of using the educational videocasts compared to the conventional method. In spite of the differ of the dependent variables of the current study with those dependent variables of the previous studies, the results of the current study complement the results of previous studies and it aliens with Covill & Gill study (2008).

In line with this (Kay, 2012) explains that videocasts combine visual and auditory elements, which can capture students' attention more effectively than traditional lectures. This is also supported by the results of this study which is learning English through using educational videocasts, in which most students fail to perform their achievement due to they rely heavily on traditional paper lectures.

Lloyd & Robertson (2012) report that the advantages of using educational videocast is reflected in flexibility in learning and accessibility, where students can access content anytime and anywhere, allowing for self-paced learning and review of difficult concepts. This statement is in line with the main goal for this study which is using of educational videocasts in learning English language with the aim of improving the students learning experience. The results of this aim are clearly evident through students' responses to the scale.

17.Conclusions

The results of the present study highlight the multi-benefits of incorporating videocasts into EFL teaching and learning. The current study has come up with some conclusions, which are:

a. The findings underscore the effective role of videocasts techniques on improving students' achievements, retention of information and enhance active learning by making abstract concepts tangible.

b. The study shows that there are positive attitudes towards videocasts.

c. By bridging conventional with modern technology instruction, we can find that learning through videocast fosters dynamic of educational experience and make more flexible in language education.

d. One of the advantages of educational videocast, it provides a chance for students to review the content of lessons and gain a clearer understanding of topics at any time they prefer.

e. Videocasts assists students in problem-solving, having knowledge, as well as it facilitates several learning processes.

f. Sharing and discussion educational videocasts among students encouraged collaborative learning and enriching the learning experience.

g. Students find the experience of using videocast material to be interesting, relevant, beneficial and motivating in class.

18.Recommendations

a. Based on the above conclusions, the researcher recommends the importance of instructors depend on novel techniques in teaching English.

b. Revise the syllabus of curriculum and reconstruct the textbooks.

c. Implementing training courses for instructors to enhance their skills and experiences in using modern techniques. Providing as much as possible modern equipment that help implement techniques.

Appendix (1)

No.	Subscales	strongly agree	agree	partially agree	disagree	strongly disagree
	Emotional Subscale					
1	I like that there are modern digital devices and technologies that can					
2	I have a negative attitude towards the possibility of using digital devices and technologies in seminars, even for educational purposes.					
3	I am pleased that digital devices and technologies can be used to pass certifications and exams.					
4	I have a positive attitude towards the opportunities provided by social networks and instant messengers for discussing various issues related to education.					
5	I am glad that in social networks you can find out the news of student life.					
6	I have a negative attitude towards the use of multimedia presentations in the educational process.					
7	I like that there is now an electronic form for submitting homework.					
8	I like that digital technologies can be applied to seminars and workshops online.					
9	I have a positive attitude to the possibility of receiving remote consultations from teachers and supervisors.					
10	I am pleased with the opportunity to attend online lectures in the academic disciplines of my field of study.					
11	enjoy getting to know the possibilities of new digital educational technologies.					
12	I am glad that now there is an opportunity to take online courses in areas of interest to me on educational platforms and in other universities.					
1	**Cognitive Subscale**					
2	I am familiar with the principles of using digital devices and technologies in seminars for educational purposes					
3	I am new to the rules for submitting homework electronically					
4	I am aware of the schedule of remote consultations with teachers and supervisors					
5	I have an idea about the features of new digital educational technologies					
6	I know the main possibilities and limitations of the use of modern digital devices and technologies in the educational process					
7	I understand that the use of digital devices and technologies in assessments and examinations has its advantages and disadvantages					
8	I am aware of the advantages and disadvantages of discussing various educational issues and problems in social networks and instant messengers					
9	I know well how to use social networks to find out the news of student life.					
10	I am not familiar with the basic rules and principles of creating and using multimedia presentations in the educational process					
11	I have an understanding of the advantages and disadvantages of using digital technologies to conduct seminars and workshops online					
12	I have a good idea of the pros and cons of online lectures in the academic disciplines of my field of study					
	Behavioral Subscale					
1	I constantly use social networks in order to find out the news of student life					
2	I have extensive experience in creating and using multimedia presentations in the educational process					
3	I often encounter difficulties in seminars and workshops held online					
4	It is difficult for me to absorb the material in online lectures in the academic disciplines of my field of study					
5	I have already taken or am ready to take an online course in the field of interest to me on external educational platforms or in other universities in the near future					
6	I constantly use digital devices and technologies in the process of studying at the university					
7	I have experience passing certifications and passing exams at a university using digital devices and technologies					
8	I often discuss educational issues and problems on social networks and instant messengers					
9	I prefer to submit my homework in electronic form rather than in "paper" form.					
10	I often consult with teachers and supervisor through digital technologies					
11	I constantly master and apply new digital educational technologies					
12	I often use digital devices and technology in seminars for educational purposes					

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