

## **Appendices**

### **Appendix 1**

Due to time and resource constraints, the survey may not include all the possible demographic groups or educational contexts. Additionally, methodological limitations, such as the use of a survey in lieu of direct observation or interviews, may affect the depth of analysis. In terms of complexity, it should be noted that factors such as technological infrastructure, availability of teaching materials and quality of instructions may affect the survey results, but this will not be directly analysed as part of this study.

### **Appendix 2**

The development of digital technologies and their impact on education have been the subject of numerous studies. Research on the impact of collaboration in online environments indicates a positive correlation with academic achievement, or peer interaction intensity positively correlating with learning process effectiveness (Karakose et al., 2022; Saliba, 2023).

### **Appendix 3**

C. Dweck identified two main types of achievement goals: mastery-oriented goals and performance-oriented goals, which affect motivation and educational performance in different ways.

### **Appendix 4**

The publication by A.J. Martina shows the analysis conducted on the impact of the COVID-19 pandemic on the motivation and commitment of university students. This study found that isolation, social constraints, and remote learning during the pandemic were associated with lower levels of intrinsic adaptive motivation and engagement, and higher levels of extrinsic maladaptive motivation and engagement (Martin, 2023, p. 167–176).

### **Appendix 5**

The analysis of the survey sample was based on a comparison of data collected in two periods (2020 and 2022). The characteristics of the respondents in the context of various demographic and educational criteria in the two periods were:

1. Gender: In 2020, women accounted for 60.80% of the sample ( $N = 394$ ), while in 2022, their share increased to 69.92% ( $N = 825$ ). Men accounted for 39.20% ( $N = 254$ ) and 30.08% ( $N = 355$ ) of the study population, respectively.

2. Age: In 2020, the largest age group was 20-22 (35.34%,  $N = 229$ ), while in 2022, students aged 20-22 were the dominant group (51.61%,  $N = 609$ ).
3. Year of study: In 2020, the largest group was students with extensive study experience (3rd and 4th years of studies, 36.89%,  $N = 239$ ), which is in contrast to 2022, when the largest group were students with little experience (1st year of studies, 46.70%,  $N = 551$ ).
4. Form of study: In 2020, full-time students accounted for 54.78% ( $N = 355$ ) of the sample, while in 2022, their share increased to 66.95% ( $N = 790$ ).
5. Remote class attendance: In both the years of the survey, the vast majority of students showed high attendance at remote classes (above 75–89.05% in 2020,  $N = 577$ ; and 90.76% in 2022,  $N = 1071$ ).
6. Remote learning equipment: In both study periods, the vast majority of respondents had exclusive access to equipment necessary for remote learning (94.60% in 2020,  $N = 613$ ; 94.66% in 2022,  $N = 1117$ ).

The consistently high attendance in remote classes and exclusive access to equipment indicate the stability and effectiveness of the presented educational model in the sample.