Before the COVID-19 crisis, it could be said that the Distance Learning approach played a supporting role; it has now assumed a central rule, and, in human relations terms, the faculty and the students are getting ‘on the job training.’ During these pandemic times of COVID-19, institutions of higher education had to close their doors, to stop in-person teacher. In to keep educating, these institutions chose to use DL, and to continue educating. Most higher education institutions had not previously mastered the intricacies of DL, even though the COVID-19 crisis forces the paradigm shift with unexpected speed.

The goal of the study is to understand what students and professors think about this approach, to have a feeling of the kinds of problems that are to be addressed so that the efficiency and the interactivity of the traditional teaching process are not negatively impacted. Four topics that could present an interesting ‘story’ about DL became the pillars of the study; effectiveness, interactivity, feasibility and the future of DL, respectively.

This study presents results obtained from a Mind Genomics experiment with both students and professors of different group-ages, genders and stated reasons why distance learning is relevant to the respondents, i.e., the participants in the Mind Genomics experiment. The underlying theoretical framework is the narrative persuasion theory, which divides the message into logically different components; for whom; under what circumstances; how; and when does each message achieve optimum effect.
Results show that 37% of respondents (the value of intercept) are inclined to use the distance learning in absence of any other information about elements. This is a rather encouraging result. In general, most of students and professors, 49.41% of them, use distance learning for the reason any time and everywhere learning. This result reinforces the idea that 37% of respondents are in favor of this learning paradigm in absence of any other information. Next, 27.06% of respondents use distance learning for Learning through tutorial services. Learning while working is the least appreciated reason, 23.53%.

Results show that based on their statistical relevance the four pillars/groups considered for this study are ordered as follows: The perspective of distance learning as a learning approach is evaluated with the value of 3. The effectiveness pillar is evaluated with the value of 2.75. The interactivity pillar is evaluated with the value of 2.5. And last, the feasibility pillar is evaluated with the value of 0.25.

The element that had the highest evaluation from respondents in the study was distance learning platforms push students towards rational thinking evaluated with the value of 5. Students evaluate this element with a value of 6 and all professors excepting the ones of group age 35 – 44, agree. Professors of age 45-54 evaluate this element with 14. Instead, professors of age 35-44 years old don`t think that distance learning platforms push students towards rational thinking. Males evaluate this item very high, with value of 10 and are more favorable than females that evaluate this item with 3. Regardless of the value, both male and female think that distance learning will push students to be more rationale during their studies.

The results obtained from this study independently from age group, gender and reasons for, demonstrate that the most significant issues derived from students and professors’ distance learning experience are that:

- distance learning platforms push students towards rational thinking;
- distance learning is more appropriate for people that have a job;
- distance learning platforms should provide interaction as in the classroom;
- distance learning is more an individual learning approach.

Meaning, that when these questions are introduced into the vignette at least an additional 4-5% of the respondents rate positively distance learning approach in addition to the autonomous evaluation of the approach. Any attempts to create new DL tools or to further improve the existing ones, must take into account the abovementioned points.