

MEETING OF THE SEE TEACHER EDUCATION  
AND TRAINING NETWORK

(SEE TET NETWORK)

PRESENTATION OF GUIDELINES ON  
ON-LINE AND BLENDED TEACHING  
AND LEARNING

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# INTRODUCTION

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- Whole school approach to digital transformation
  - School leadership
  - Teachers
  - Students
  - Blended vs. Online teaching and learning
  - Cooperation with parents
- Framework for organization of online and blended learning






# ONLINE VS BLENDED TEACHING

- **Online teaching** is a type of education that is exclusively implemented through digital technologies and the Internet. The teacher creates a stimulating environment for learning, leads and directs the work of students, learning is performed through various activities, the student takes greater responsibility for his learning, a high degree of flexibility and individualization in learning is enabled.
- **Blended teaching** is a flexible approach to the implementation of teaching that involves a combination of schoolwork and online teaching. During blended teaching, teachers and students are not obliged to be in direct contact during the entire duration of educational work, but the ratio of face-to-face and online teaching is planned concerning the given context (e.g., the type of the subject, needs, and age characteristics of students, etc.).



# WHOLE SCHOOL APPROACH TO DIGITAL TRANSFORMATION IN ERI SEE COUNTRIES

- Core principles, tools, concepts, and approaches to digital education discussions at national and regional level is needed.
- Highly recommended concept for the successful integration of digital technologies in ERI SEE countries – **whole school approach to digital transformation.**
- Result:
  - ✓ creation of a safe and quality online and blended learning environment
  - ✓ positive students' achievements
  - ✓ increased students' satisfaction



# ROLE OF SCHOOL LEADERSHIP IN ORGANIZING ONLINE AND BLENDED LEARNING

## CHALLENGES

- Educational systems are encouraging the mirroring of the traditional organization of teaching in the online environment.
- Health
- Economic
- Educational
- Wellbeing

## SOLUTION

- Single school LMS for the whole school
- Video-conferencing tool (e.g., Zoom, MS Teams)
- LMS administration
- Asynchronous learning
- Weekly plan
- Synchronous events via communication tools



# ROLE OF TEACHERS IN ORGANIZING ONLINE AND BLENDED LEARNING

- Teacher is obliged to establish online classroom and divide it into weeks.
- Online classroom should contain:
  - interactive learning materials
  - mandatory and additional tasks
  - deadlines
- Weekly communication with students – both **synchronously** and **asynchronously**.
- *Formative online assessments* with critical feedback to students.
- *Summative assessments* – final test.
- **Flipped classroom** – help students reach higher levels of learning goals.



# ROLE OF STUDENTS IN ORGANIZING ONLINE AND BLENDED LEARNING

Main characteristics of students' **online learning environment at home**:

- Digital device (computer) to study (do homework)
- Internet connection
- Quiet place to study
  
- Participation in **asynchronous communication** on the *online forums* and **synchronous communication** via *video-conferencing tools (e.g., MS Teams, Google Meet, Zoom)*.
- *Control over learning*
- *Self-pacing*



# TRADITIONAL VS BLENDED VS ONLINE TEACHING AND LEARNING

- Comparison of *traditional*, *blended*, and *online* learning.
- Post-COVID-19 – blended learning should stay as a preferable way of teaching and learning.
- Utilization of the IT infrastructure:
  - School LMS Platform
  - Video-conferencing tools (e.g., MS Teams, Google Meet, Zoom)





# COOPERATION WITH PARENTS

- Development of digital education strategies and specific measures for disadvantaged groups.
- Work more closely with families in the areas such as:
  - online safety
  - student well-being
  - structuring time for learning activities at home
  - student workload
  - self-regulatory learning
  - emotional support to students
- Schools should use digital technologies to share information and encourage parents to support their child's academic achievement and participate in school-related activities.
- Frequent online communication (e.g., email, instant message, video-conference) between teachers and parents.



# FRAMEWORK FOR ORGANIZATION OF ONLINE AND BLENDED LEARNING

- School-level
- School leaders
- Teachers
- Students

### **School-level**

- ❑ The school installed a single School Learning Management System platform (e.g., Moodle) and it is used by all teachers and students to support asynchronous teaching and learning, and asynchronous communication among teachers and students;
- ❑ The school uses a video-conferencing tool (e.g., MS Teams, Google Meet, Zoom) to support synchronous communication among teachers and students;
- ❑ There is a school staff member responsible for the administration of the school's LMS and for the IT technical support;
- ❑ The school assures data protection for teachers and students;
- ❑ The school has a sufficient number of digital devices available for teachers to use from home during the online teaching;
- ❑ The school has a sufficient number of digital devices available for disadvantaged students to use from home during the online teaching;

## **School leaders**

- ❑ School leaders encourage teachers to exchange experiences on the application of digital technologies in teaching at time intervals that depend on the individual needs and competencies of teachers, as well as the duration of distance learning (e.g. every ten days);
- ❑ School leaders provide support to teachers for the implementation of online and blended education;
- ❑ School leaders organize regular online meetings with team members (Teachers' Council, Class Council) and the Parents' Council;
- ❑ School leaders monitor the implementation of online and blended education, and report to the regional educational offices;
- ❑ School leaders promote blended learning in the post-COVID-19 pandemic since it can offer more personalized and highly efficient learning experiences for students.

## Teachers

- ❑ Teachers have access to digital devices for the realization of online teaching;
- ❑ Teachers have internet access;
- ❑ Teachers create teaching materials and learning activities and share them via the School LMS platform;
- ❑ Teachers communicate with students predominantly asynchronously, in written form, via the School LMS platform;
- ❑ Teachers inform their students about the rules and channels for synchronous communication;
- ❑ Teachers have a medium or high level of digital competencies according to the Digital Competence Framework for Teachers;
- ❑ Teachers apply digital technologies to encourage collaboration among students;
- ❑ Teachers encourage students to apply digital technologies in interdisciplinary projects;

## Students

- ❑ Students have access to a digital device;
- ❑ Students have internet access;
- ❑ Students are informed about the learning support sources (e.g., TV classes);
- ❑ Students are involved in online teaching and actively learn within the School's LMS platform;
- ❑ Students can communicate with teachers and peers asynchronously via the School LMS platform and synchronously via video-conferencing tools;
- ❑ Students are participating in the peer assessment activities;
- ❑ For students who do not have access to a digital device and the Internet, materials for testing knowledge in paper form and teacher feedback are provided.
- ❑ Students from vulnerable groups are provided with additional support for over bridging the digital gap.



# THANK YOU FOR YOUR ATTENTION!



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