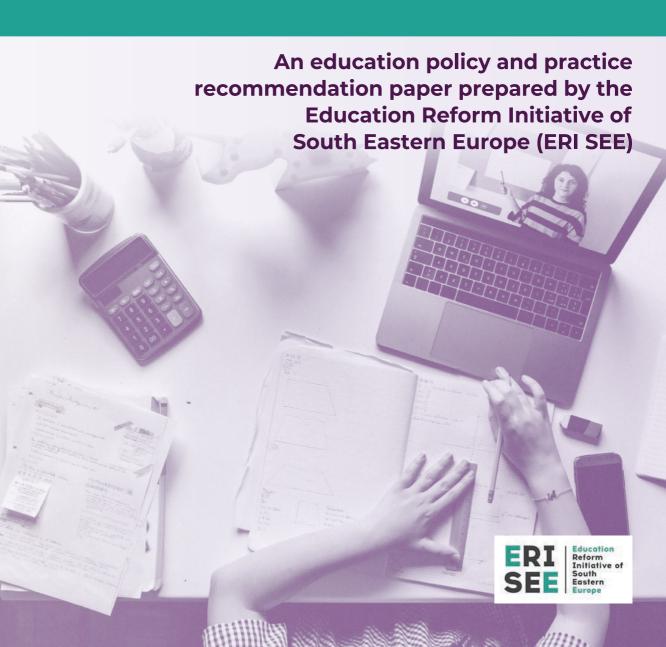
# WHOLE SCHOOL APPROACH TO ONLINE AND BLENDED TEACHING AND LEARNING

Recommendations for ERI SEE members





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### **EXECUTIVE SUMMARY**

he potential of digital technologies for the overall improvement of the quality of education is significant, but only if technology is wisely chosen and used efficiently, with the appropriate pedagogical approaches. Since digital technologies do not represent a solution to all educational problems, the cost-effectiveness of any education technology-related initiatives or developmental actions should be analysed before the implementation, in order to avoid the waste of usually scarce resources available for the education sector.

To reach the full potential of digital technologies, education actors already work hard to gain digital competencies, spend more time in self-reflection, focus on long-term planning and development, engage in discussion with peers, students, and available experts. Yet, the need for development is still there as teachers report that they need additional professional development opportunities to gain new knowledge and skills for the use of digital technologies within the educational practices (OECD, 2019). Digital transformation requires organisational, pedagogical, and technological changes that should often be discussed and properly understood by all stakeholders. Also, digital transformation bears certain risks, particularly in relation to the issues of safety, that should be recognised and addressed on time and continually. The COVID-19 crisis reinforced such needs and opened new questions for educational actors. Having all this in mind, ERI SEE has initiated the development of the Whole school approach to Online and Blended Teaching and Learning: Recommendations for ERI SEE member states to support policymakers, practitioners, researchers, and other educational actors to discuss approaches and solutions that emerged from the last twenty years of practice in online teaching and learning, boosted by the current COVID-19 pandemic.

## GLOSSARY OF TERMS

Digital education is a term that refers to two different but complementary areas of educational policy — one includes measures aimed at developing digital competencies of teachers (employees in education) and students, while the other includes the pedagogical application of digital technologies to improve the quality of teaching and learning.

Distance education is a special formal educational process organized through different media (correspondence school, radio, television, Internet) during which the teacher and the student do not share the same physical space.

Online teaching is a type of education that is exclusively implemented through digital technologies and the Internet. It is the most efficient and the most modern type of distance education. 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.).

Learning management system is specialized software used for planning and implementation of an active teaching process in an online environment, in which the interaction of all actors is provided, as well as the conditions for assessing student achievement. The teaching planning process within the learning management system includes, among other things, creating digital teaching content, adding educational resources, designing learning activities (tasks, workshops, forums) that provide feedback, encourage peer learning, and provide a transparent formative and summative assessment of students' achievements.

Digital device is a common term for a computer, laptop, tablet, or smartphone.

Asynchronous learning activities are educational activities, discussions, and assignments that engage students in learning at their own pace, on their own time. Asynchronous learning allows students to access materials, ask questions, and practice their skills at any time that works for them.

Synchronous learning activities are educational activities that take place in real-time, where a group of students is engaged in learning simultaneously. Synchronous learning requires simultaneous attendance at scheduled meetings or lectures.

Digital competence is a set of knowledge, skills, attitudes, and values that enable independent and safe use of digital technology in different contexts (entertainment, communication, learning, active participation in society, etc.). Digital competencies are complex, they are upgraded to a set of existing competencies (linguistic, mathematical) and are described in special documents intended for different target groups, e.g., digital competence of students, digital competence of teachers, digital competence of citizens.

#### IT — Information Technologies

Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process. Usually, it is used to understand student learning needs and monitor academic progress, and where necessary, adjust teaching. It typically involves qualitative feedback and is commonly contrasted with summative assessment, which seeks to monitor educational outcomes.

Self-assessment tools are instruments that assist professionals in evaluating the effectiveness of their performance and help them determine what improvements are required.

# WHOLE SCHOOL APPROACH TO DIGITAL TRANSFORMATION

igital transformation of schools is an inevitable process and presents a moving target as technology constantly evolves. On the other hand, the core principles, tools, concepts, and approaches to digital education, that can help to improve teaching and learning processes, remain stable over time. Discussions about those core principles, tools, concepts, and approaches to digital education that are based on science should be raised nationally and regionally until they become common knowledge of all stakeholders in the education sector.

One of the concepts that are highly recommended for the successful integration of digital technologies into teaching and learning processes is a whole school approach to digital transformation. The approach is comprehensive and promotes development in respect to all aspects of school life, taking into account: leadership and decision-making, policies and codes of conduct, teaching and learning, assessment practices, curricula, infrastructure, hardware and software solutions, teaching methods, and resources, teacher to teacher and teacher to student relationships, teacher professional development, development of digital competences of teachers and students, extracurricular activities and links with the community.

The whole school approach to digital transformation should result in a creation of a safe and quality online and blended learning environment. Engaging the whole school in creating such an environment will influence student achievements positively and increase their satisfaction.

Schools in the ERI SEE member states can use the SELFIE tool that is based on the whole school approach (https://schools-go-digital.jrc.ec.europa.eu) to reflect on their digital development. SELFIE was launched by the European Commission to support schools on the use of digital technologies for teaching and learning (European Commission, 2019). It is a self-reflection tool that consists of a series of reflection questions and statements for school leaders, teachers, and students from upper primary, secondary, and vocational schools. Once participants have replied to the statements, the school receives a detailed report with insights as to how technology is being used. It can help identify gaps and start a discussion in the school and form the basis for a school development plan. Towards the end of 2020, a new questionnaire on online and blended learning has been added to the SELFIE, offering an additional roadmap to schools on how to organise online and blended learning during the pandemic.

Focusing on some of the main prerequisites for quality online and blended learning within the framework of the whole school approach, the roles of school leaders, teachers, students, and parents are discussed further.

# 1.1. The role of school leadership in organizing online and blended learning

The practices that are observed in some of the ERI SEE countries now are showing that educational systems are encouraging the mirroring of the traditional organization of teaching in the online environment. In some economies, when some form of a lockdown is imposed, Ministries of Education are sending instructions to schools by which teachers are obliged to teach in real-time via video-conferencing tools, in accordance with the traditional school timetable. The duration of this form of school hours varies from 30 to 45 minutes per school hour. The positive side of this *ad hoc* solution is that the school assures the provision of live teacher-students contact which deploys a minimum level of teachers' digital competence. However, the negative side of this solution is related to the:

- ► health issues (5-6 hours per day of screen time only for attending school hours and probably the same time for studying and doing homework is too much sitting time even for elder students).
- economic issues (the need of each child to have its digital device in a fixed time slot, the necessity of access to fast broadband internet connection at home),
- educational issues (absence of digital learning materials, lack of learning activities and written communication on the school LMS platform, lack of opportunities for self-regulation in learning, lack of differentiated, individualized, and personalized instruction, keeping digital competencies of teachers and students at the lowest level), and
- wellbeing issues (changes are imposed to family dynamics and not enough free time is available for rest and relaxation).

By insisting on the mirroring of traditional teaching forms in the online space, educational systems are limiting the schools to organize flexible and quality online and blended teaching and learning, as well as to provide the stimulating regulatory framework for future development.

One of the main organisational changes that are needed as a prerequisite for successful online and blended learning is the **decision of school leadership** to use **one School Learning Management System platform for the whole school**, to be used by all teachers and all students. School Learning Management System (LMS) refers to a specialised software (platform) that includes several functionalities aiming to support course administration, communication, online publishing, and assessment (Johannesen et al., 2012). The teacher uses LMS to create an online learning environment by adding interactive learning materials that are being developed to stimulate and engage student's learning (e.g., lessons with text, pictures, graphs, videos, embedded questions & answers) and learning activities that stimulate interaction (e.g., discus-

sion forums, challenging tasks, wiki spaces) for students to work on to successfully complete the course. Typical LMS's that schools in ERI SEE economies are using is Moodle.

The school leadership should provide strong support for online and blended teaching and learning and lead the change in the organization of schoolwork and technology-enhanced teaching, learning, and communication. So, the school leadership must be aware that successful online and blended teaching and learning takes place within a single school platform for online learning, in the educational virtual space used by all teachers and students, which is available 24 hours a day, seven days a week, 365 days a year. And in the context of traditional teaching, this online space presents an added value and a professional extension of the school walls. Overall, it is much-needed support for face-to-face learning and must become an integral part of a student's educational experience in the 21st century.

School leadership must choose an LMS responsibly and carefully, based on its functionalities. The functionalities to look for are:

- ▶ functionality that allows re-use of established online classrooms (next school year, teachers can enrol new students, without the need to re-create teaching content and learning activities from scratch). This is the only way for teachers to effectively use their time and revise existing content thus raising the quality of online teaching over time and developing their own digital and pedagogical competencies;
- functionality that enables learning analytics (detailed monitoring of students' activities and achievements within the system which enables timely formative and fair summative assessment);
- functionality that enables organized exchange of high-quality teaching materials from the national level to the school and horizontally between schools and teachers (downloading and installing whole courses, teaching content, and activities);
- features that make the system completely secure (data is stored on a local server, there is no hidden collection of user data, no advertising and possible misuse of data);
- functionality that enables assessment of students, both formative and summative.

Administering a school platform for online and blended learning is a crucial prerequisite for its full use in the school. The school management should appoint a person to perform the function of an administrator. If that person is a teacher, the school leader should consider the scope of work he/she should do (opening online classrooms and assigning them to teachers, enrolling/dropping out students, providing less technical assistance to other teachers and professional associates, etc.). In line with the importance of this function, it would be best for the administrator of the school platform for online learning to be formally recognized and adequately evaluated. In case there are

no conditions for such a solution, the school leadership should look for ways to release the administrator from additional obligations.

For the school management to be able to ensure the quality of online learning, it is necessary to have a good understanding of its asynchronous nature. During online classes, all students study the educational content provided by their teachers and participate in planned learning activities. Unlike a traditional school (face-to-face learning), learning happens at a time when it suits students best. The learning tasks and activities in which students participate have a clearly defined deadline (which applies to everyone). However, this does not mean that all students have to learn at the same time. Unlike a traditional school hour, learning online is learning at your own pace. In other words, students can independently study material posted on the internet and then test the acquired knowledge. This makes the LMS system an effective learning environment. This paradigm shift makes it easier for families with more members and the lack of digital devices to organize family dynamics in a way that increases the efficiency of the child's learning and reduces the psychological pressure on other family members. Students can access teaching materials and discussions as many times as they feel they need. This is especially beneficial for those students who need more time to think about a material or task before continuing their learning. Within the school's online space, they can make educational contact with their teachers and seek help and support. They can also interact with their peers in the educational context, primarily through written asynchronous communication aimed at a deeper understanding of the studied teaching content. In addition to written educational interaction within the school platform for online learning, teachers and students should also have synchronous meetings using selected communication tools (e.g., MS Teams, Google Meet, Zoom).

In accordance with the above, it is extremely important that school principals embrace the fact that the time frame in the online space cannot be a school hour or a working day. The smallest time frame in the online space that ensures the quality of learning is the school week. Specifically, this means that the school management, in cooperation with professional associates and teachers, should:

- ▶ On each Friday, create and deliver a **weekly plan (WP)** of educational activities to students of all grades and classes. The WP should include the following information:
  - ▶ the date and time of the knowledge tests for specific subjects planned for the upcoming school week (in most educational systems, students already have a plan of all exams at the beginning of the semester, so this activity does not require the special engagement of management and teachers);
  - > dates and times of synchronous activities such as conference meetings of teachers with students (once a week for 30 minutes for each of the subjects that are represented in a traditional school with two school hours per week or a

maximum of twice a week for subjects represented with more than two school hours per week);

- ▶ Class community (meeting of a class teacher with the whole class);
- Parents-Teacher meeting.
- ▶ Deliver information to TEACHERS AND PROFESSIONAL ASSISTANTS at least two weeks in advance about the date and time of synchronous events such as:
  - > a session of the teachers' council, class councils, and professional assets at which, among other things, the success of the process is reviewed and experiences on the implementation of online and blended teaching are exchanged;
  - > student parliament meetings at which student representatives, among other things, present proposals for improving the organization of online and blended teaching;
  - meetings of parents' councils at which parents' representatives, among other things, present proposals for improving the organization of online and blended teaching;
  - school board meeting, etc.

Teachers and professional associates should know about these meetings at least two weeks in advance so that they can plan their other regular obligations. These synchronous activities are also conducted using the selected conference tool (e.g., MS Teams, Google Meet, Zoom). Thus, a key role in the process of establishing online teaching, and later blended teaching, is played by leaders at the national level, as well as school principals who need to have an understanding of where and how digital technology can improve education, what investments are justified and meaningful, what is the role and responsibility of teachers, how to encourage employees to continuously learn from examples of good practice and nurture a culture of exchange and cooperation, as well as what obstacles should be removed through a discussion of the risks and benefits of the digital society. The most important thing is that all stakeholders understand that the described process is not complicated and impossible to implement. On the contrary, the process can be implemented extremely fast with the necessary organizational steps, instructions, improved dialogue, and the belief that the overall capacity for online and blended teaching will increase during the time.

#### 1.2. The role of teachers in organizing online and blended learning

To achieve its professional mission in the online space, the teacher is obliged to establish its online classrooms within the school LMS. Each online classroom should be divided into weeks and each week should contain the following:

- interactive learning materials:
  - ▷ lessons with selected teaching contents that reflect the most important characteristics of the studied topic and built-in questions that ensure the understanding of the teaching content through programmed feedback. Many studies on online teaching and learning show that video lessons should last up to 10 minutes. Students who study online do so on several occasions during smaller periods during the day (up to an hour each). Therefore, online teaching should be divided into smaller parts that students can manage. If the teacher is not careful, it can overload the student and thus thwart the process of knowledge construction and the development of self-regulation in learning;
  - p quizzes that allow students to self-evaluate how well they have mastered the basic level of the presented content;
  - ▶ links to digital textbooks with clear instructions on which elements of a digital textbook should be used and in what way;
- ▶ mandatory and additional tasks (for remedial or supplementary learning) that activates students and contribute to the construction of knowledge (e.g., online forums in which the teacher asks intriguing questions that encourage students to communicate, expressing opinions and views in writing) and result in deeper reflection and a better understanding of the subject;
- clearly stated time (deadline) by which mandatory and additional tasks must be completed.

The teacher prepares the weekly educational content considering the workload of the students (for a subject represented with one school hour per week, the weekly workload should not exceed 45 minutes in total. This time is dedicated to learning on the school LMS platform. Teaching and learning dynamics in an online environment require less time than in the classroom setting (approximately, 45 minutes of traditional time spent in the classroom translates into 20-25 minutes of the asynchronous online engagement, therefore 45 minutes in the online space is time spent for both, learning activities and online homework). Important remark: Students-Teacher live meeting (synchronous online engagement) is not included in the mentioned 45 minutes workload.

At the beginning of each school week (or even better at the end of the previous one), students must receive clear instructions on what is expected of them, what to work on within the school LMS. Hence, the teacher has to schedule activities weekly and state the expectations — what students should complete by the end of that week and possibly what they should prepare for the next week.

During the school week, students are learning mostly asynchronously through interaction with learning materials and discussions with peers, guided by a teacher. The teacher is dedicated to interaction with students, through written communication (monitors what students write on the forums, guides discussions, reviews assignments, and provides feedback). The teacher in the classroom supervises the work of the students. He does the same in the online space, with the difference that he does not give his comments at the same time when the student posted them, but asynchronously, on time, but at his/her own pace. The teachers' focus is on building a dynamic learning community through collaboration. By initiating discussions on forums, assigning stimulating tasks, and providing timely feedback, the teacher contributes to the cognitive development of its students. The interactivity of the environment encourages the development of students' logical and critical thinking. Online space allows teachers to deliver differentiated, individualized, and personalized instruction more effectively, as well.

Online teaching also includes "live" contact between students and teachers (weekly synchronous communication with a duration of 30 minutes). The desirable dynamics of these meetings, which take place via video-conferencing tools, is once a week for school subjects represented in the timetable with one or two school hours per week or twice a week at the most for school subjects with more than two hours per week. The teacher should dedicate this time to mentoring, strengthening social ties, and supporting students (educationally and emotionally).

The role of teachers in the process of assessing student achievement in the online space is especially important. Assessment is the process of gathering information about what students know, or what they have learned during their online educational experience. If the school responsibly approaches the application of the school LMS, there will be a clear trace of everything that the students did, and the teacher will, as well as the competent advisory and inspection services, have a complete insight into the work of each of them.

Formative assessments take place during online learning and are used to determine how well a student constructs knowledge using available teaching materials and participating in planned activities. It is best for formative assessment to be regular, consistent, and to provide critical feedback to students.

Summative grades in the online environment are equated with the final test of knowledge and measure what the student has learned after completing a certain area/topic. Students' summative assessments confirm to the teacher how much available resources and designed activities support the achievement of learning outcomes. Teachers are reporting that cheating is quite common in a digital environment. If the teacher is concerned about the fairness of assessment in the online

environment, it is recommended to test students' knowledge through tests that contain non-googleable open-ended questions and/or online testing via video-conferencing tools. Peer assessment should be used as well — teachers should consider it as a new dimension of (peer) learning and use the assessment results to identify areas for improvement and ensure that the available resources and activities meet the learning needs.

Among many endeavours to explore ways to effective teaching and learning in class-rooms, the **flipped classroom** is conceived as an opportunity to help students reach higher levels of learning goals (such as problem-solving and critical thinking skills). The flipped classroom is a form of blended learning that includes three elements: (1) moving most lecturing tasks out of class, (2) use of class time for active and social learning activities, (3) requiring students to complete pre- and/or post-class activities to fully benefit from in-class activities (Wang, 2017).

Obviously, flipped classroom concept is a good example of blended teaching and learning practice. By moving lecturing and basic level assignments and tasks in the online environment, a teacher is using technology to give students an opportunity to learn at their own pace and to create quality time in the classroom. In the classroom, a teacher can actively work with students — the more one-to-one time between him/her and students is available, the more collaboration time between students possible because students are coming to school prepared.

Also, the flipped classroom can be used in a blended learning environment where students who are introverted or shy share their ideas and learn from others using discussion forums where conversations that were started in class can continue well after the class ends.

#### 1.3. The role of students in online and blended learning

There are three main characteristics of students' online learning environment at home that need to be addressed, discussed, and improved over time if found inappropriate: a digital device (computer) to study (do homework) at home, an internet connection at home, and a quiet place to study at home.

Students are obliged to study the teaching materials set by the teacher at the school LMS platform, to do the obligatory tasks, to participate in the asynchronous communication on the online forums, as well as in the synchronous communication via video-conferencing tools (e.g., MS Teams, Google Meet, Zoom).

Another possible role of students that should be practiced is **peer assessment**. Peer assessment, enhanced with the use of technology (i.e., LMS), puts students in a position to review and evaluate each other's work. Such activity gives each student the opportunity to, while assessing someone else's work, recall their knowledge and then

communicate their feedback in a consistent and structured way, pointing out ways to improve. The peer assessment process has a highly positive impact on learning in an online environment.

For students, an extremely important benefit that comes from online learning is the development of self-regulation in learning. To be successful, students must learn to plan their time and take responsibility for their learning. The teacher is there to support them through well-conceived online resources and both asynchronous and synchronous activities along the way.

School LMS platform provides opportunities for online and blended learning, where students have greater control over learning, which makes learning self-paced. Compared to the conventional learning process, where students usually learn in a group by sitting in the same room with the teacher or other students, the online and blended learning process is usually designed for studying by sitting in front of the computer and the students are given control over learning elements. These two features, self-pacing, and control over learning are providing new opportunities for schools.

#### 1.4. Traditional vs Blended vs Online Teaching and Learning

For a better understanding of traditional, blended, and online learning it is recommended to consult Table 1.

Table 1. Comparison of traditional, blended, and online learning

		<b>Traditional</b> classroom	<b>Blended</b> teaching and learning	<b>Online</b> teaching and learning
At school	Teacher	<ul> <li>▶ Presenting new learning materials (lectures)</li> <li>▶ Giving assessments</li> </ul>	<ul> <li>Facilitating discussions</li> <li>Answering questions</li> <li>Guiding students through applied learning activities and higher-order thinking tasks</li> <li>Giving feedback (formative and summative assessment)</li> </ul>	N/A
	Students	<ul><li>Taking notes</li><li>Following guided instructions</li></ul>	<ul> <li>Receiving support from a teacher while participating in applied learning activities and doing higher-order thinking tasks</li> </ul>	N/A

Table 1. Comparison of traditional, blended, and online learning (continued)

		<b>Traditional</b> classroom	<b>Blended</b> teaching and learning	<b>Online</b> teaching and learning
At home	Teacher	N/A	► Recording and sharing lecture (interactive lesson, test) on the school LMS platform	<ul> <li>Recording and sharing lecture (interactive lesson, test) on the school LMS platform</li> <li>Facilitating forum discussions, answering questions</li> <li>Creating applied online learning assignments and higher-order thinking online tasks and monitoring their success</li> <li>Giving feedback (formative and summative assessment)</li> <li>Based on the student's achievements, choosing the theme and organizing a live meeting with students</li> </ul>
	Students	► Doing homework	<ul> <li>Watching/listening to lectures and doing tests on the school LMS platform before coming to class</li> <li>Preparing questions to ask the teacher/peers</li> </ul>	<ul> <li>Watching/listening to lectures and doing tests on the school LMS platform</li> <li>Participating in forum discussions</li> <li>Doing assignments and tasks</li> <li>Participating in a live meeting with teacher and peers</li> </ul>

In 21st Century, blended learning is an integral part of traditional education (Institute for Education Quality and Evaluation, 2021). Blended learning is widely regarded as an approach that combines the benefits afforded by traditional and online learning components (Rasheed et al., 2020). Thus, after COVID-19, blended learning should stay as a preferable way of teaching and learning. On a regular basis, teachers should provide digital teaching materials via the School LMS Platform to ensure more meaningful classroom time. That time can be used for more collaboration among students, project-based learning, deepening knowledge, and solving more complex tasks.

#### 1.5. The cooperation with parents

The research repeatedly confirms that the education level of parents, their socio-economic status and attitudes, the influence of the home environment are among the best predictors of children's educational achievement. The COVID-19 pandemic revealed that parents' involvement and support in the education of their children played a much more important role than expected in mitigating learning loss. Many disadvantaged groups were unable to continue work and learning during the lockdown and there are frequent discussions on widening inequalities in education and training. Assuring participation among families from vulnerable groups who are more at risk of education inequalities is not an easy task. Thus, the development of digital education strategies and specific measures for disadvantaged groups in new given circumstances are needed more than ever before.

In the meantime, schools should foster their compensatory function into learning loss of all students and concerning the needs of 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, and 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. The policy and practice should strategically go into the direction of developing schools as organisations that systematically involve all parents, especially those who are most disadvantaged, in the school community.

Good and frequent communication between teachers and parents during online and blended can be crucial for students' success. Teachers can share students' academic progress based on observations, testing data, assignments, and tasks. On the other hand, teachers can learn from parents about students' strengths, needs, behaviours, and learning styles. So, parents and teachers are partners while creating the best strategies to support students' learning.

Seeking support from a teacher through phone, email, and messaging will help build strong relationships and trust between parents and teachers. Especially important for parents is to receive guidance on how to create a convenient learning environment at home. Because of the various distractors in a household, parents might need a little assistance in getting their child's learning environment suitably set up into a calm, learning-friendly space.

# FRAMEWORK FOR ORGANIZATION OF ONLINE AND BLENDED LEARNING

s a result of discussions on the roles of school leaders, teachers, students, and  $oldsymbol{eta}$  parents for organization of quality online and blended learning, the following Framework was developed. To be efficient and easy to use, the Framework is structured as a checklist.

#### 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; ☐ The school replaces classical weekly timetable based on 45 minutes of school hours with a weekly working plan; The weekly working plan should fully reflect a flexible nature of blended and online learning with deadlines included; ☐ The weekly plan of activities includes a schedule of synchronous students-teacher meetings and knowledge tests;
- The school reviews the success of the online and blended education and introduces corrective measures in time intervals that depend on the individual needs and competencies of teachers, as well as the duration of distance learning (e.g., once every two weeks);

☐ The school delivers a weekly plan of activities to students at the end of the current

or at the beginning of the next school week;

	The school cooperates with local self-government units, crisis headquarters, and centres for social work;
	The school conducts SELFIE assessments at least once a year to self-reflect and evaluate its digital capacity.
Sc	hool 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.
Те	achers
	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 pro-

jects;

	Teachers create activities in the digital environment that, in students, encourage the development of self-regulation in learning;
	Teachers use digital technologies to enable students to practice peer assessment and provide meaningful feedback;
	Teachers apply digital technologies to enable students to reflect on their learning (students' e-portfolio);
	Teachers apply digital technologies for an individualized approach to students' educational needs;
	Teachers are aware that teaching materials and learning activities from the school's LMS platform will have their meaningful place in traditional teaching
	Teachers organize online homeroom classes;
	Teachers have regular meetings with their colleagues to discuss the weekly workload, ways to assess student's knowledge, to share what they've noticed while mentoring students, etc;
	Teachers have the basic knowledge needed for psycho-social support to students in crisis situations;
	Teachers organize online Parent-Teacher meetings.
St	udents
	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.

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