

EXPERIENCES AND ATTITUDES ABOUT DISTANCE LEARNING

Initial findings from the survey carried out with school
directors, teachers and parents

July 2020

Prepared by: Reactor – Research in action

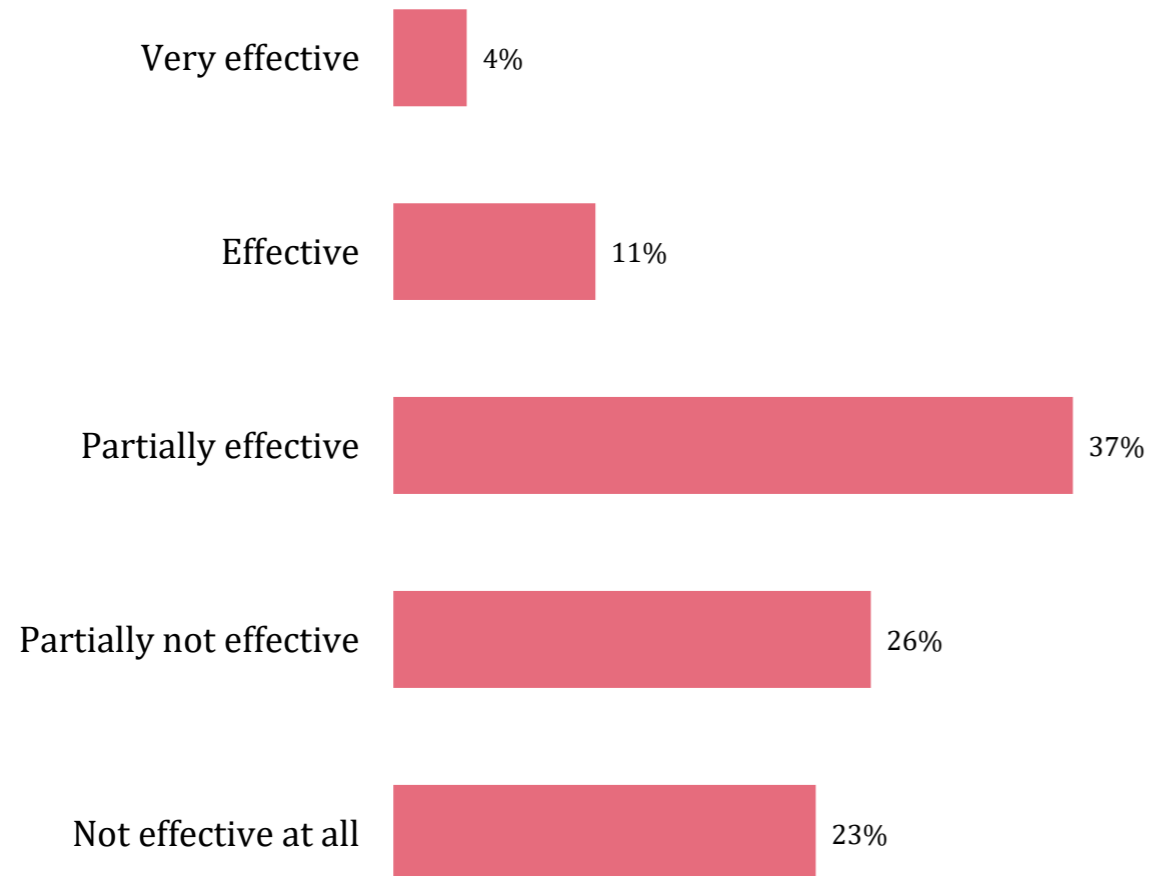
Sample structure:

Respondents	Total	Urban	Rural	Women	Men	Primary education	Secondary education
Directors	209	60%	40%	55%	45%	174	35
Teachers	6362	60%	40%	80%	20%	4631	1731
Parents	3394	88%	12%	84%	15%	/	/
Total	9965						

Perception about distance learning

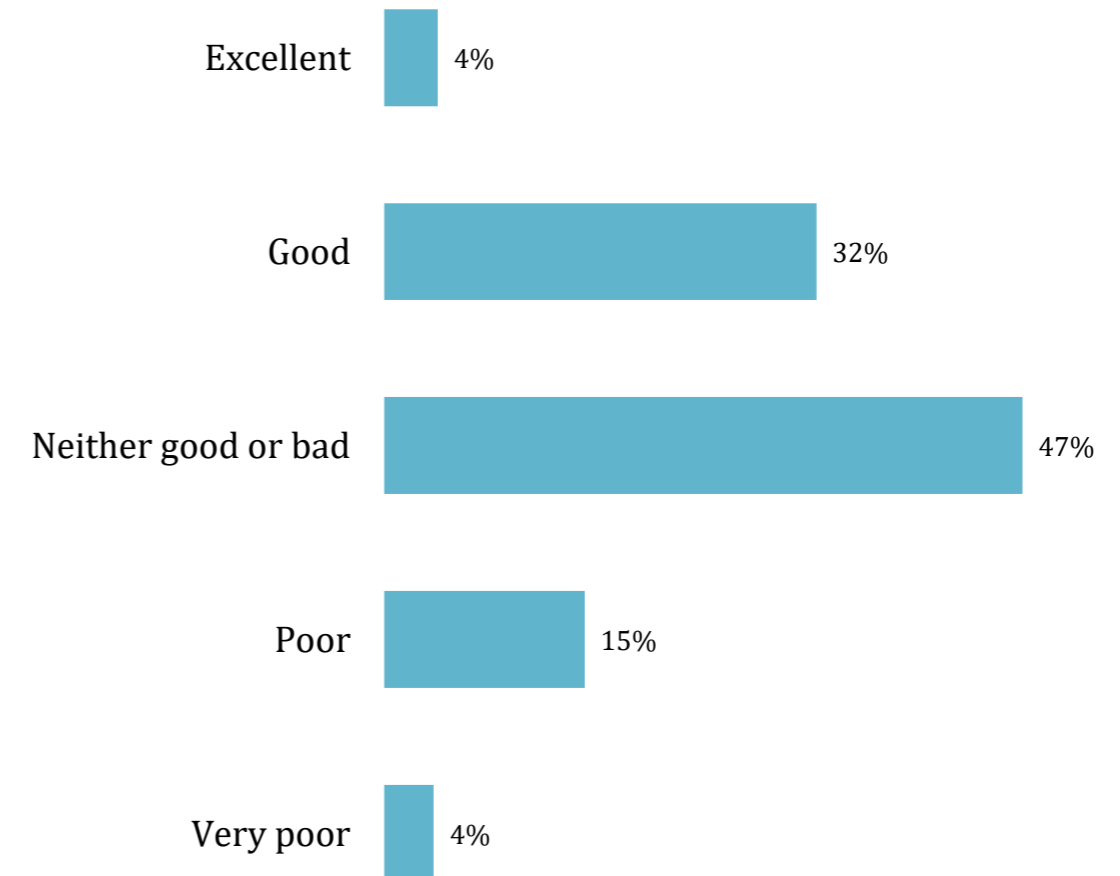
Parents

Q: Overall, to which extent do you think that home schooling was effective?



Directors

Q: Overall, how would you evaluate the experience with the organization of distance learning?

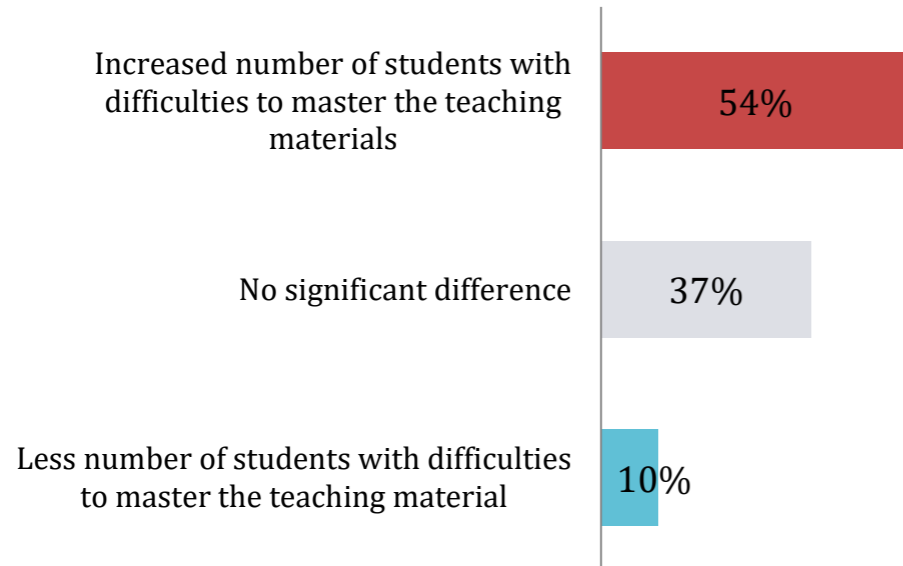


Teachers' perception about students

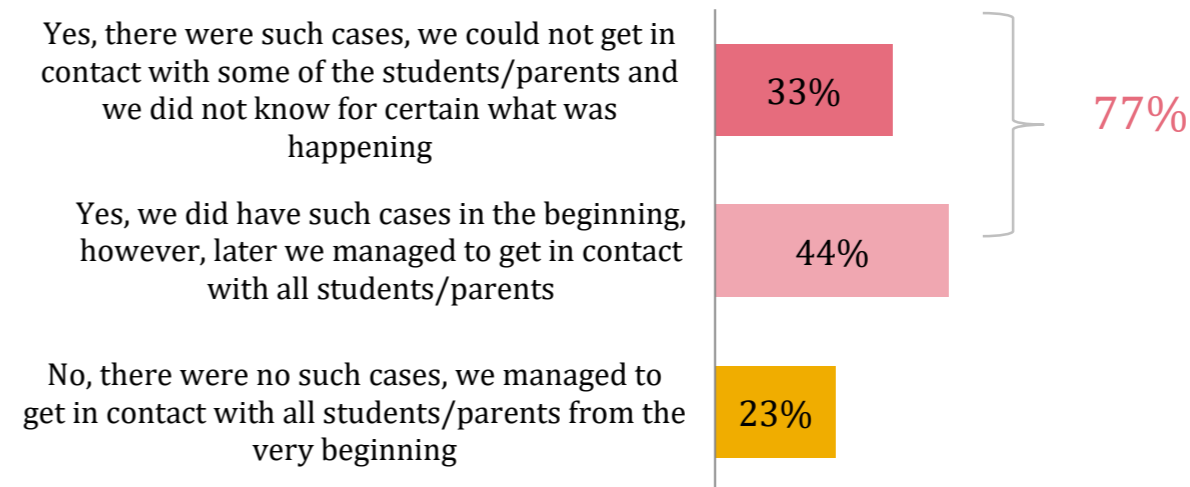
More than half of the teachers think that the number of students with difficulties to master the teaching material has increased.

During the distance learning, there were cases of students (or parents) with whom the school had difficulties to make contact, and this situation was encountered by 77% of the teachers.

How would you personally evaluate the home schooling compared to the period when classes were held at school?



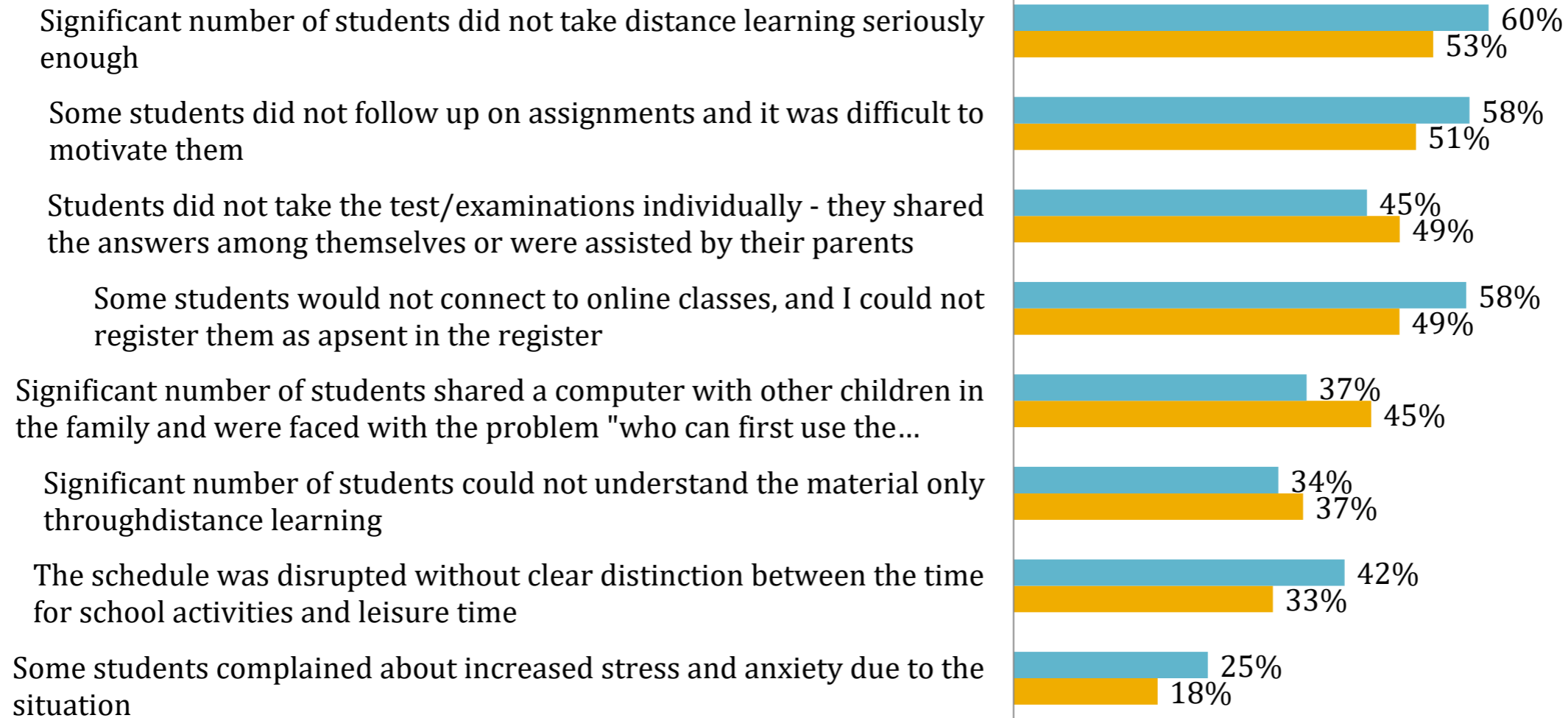
Were there any students and/or parents that the school could not get in contact during the distance learning?



Survey - database of answers provided by primary and secondary school teachers, total number of answers, N=6362

Difficulties encountered by teachers

■ secondary school ■ primary school



Source: Survey - database of answers provided by primary school teachers, total number of answers, N=4631; - database of answers provided by secondary school teachers, total number of answers, N=1731

Difficulties encountered by teachers

- More than half of the teachers faced difficulties with **demotivation and irregular attendance by students**. On one hand, use of **digital technologies** imposes a problem related to **insufficient access**, especially in students who either do not have a computer or share the computer with other family members, and on the other hand, it allows some of the students to „**make do with**“ and **get assistance from parents or fellow students during tests and examination**.

QUOTATIONS FROM PARTICIPATING TEACHERS IN FOCUS GROUP DISCUSSION

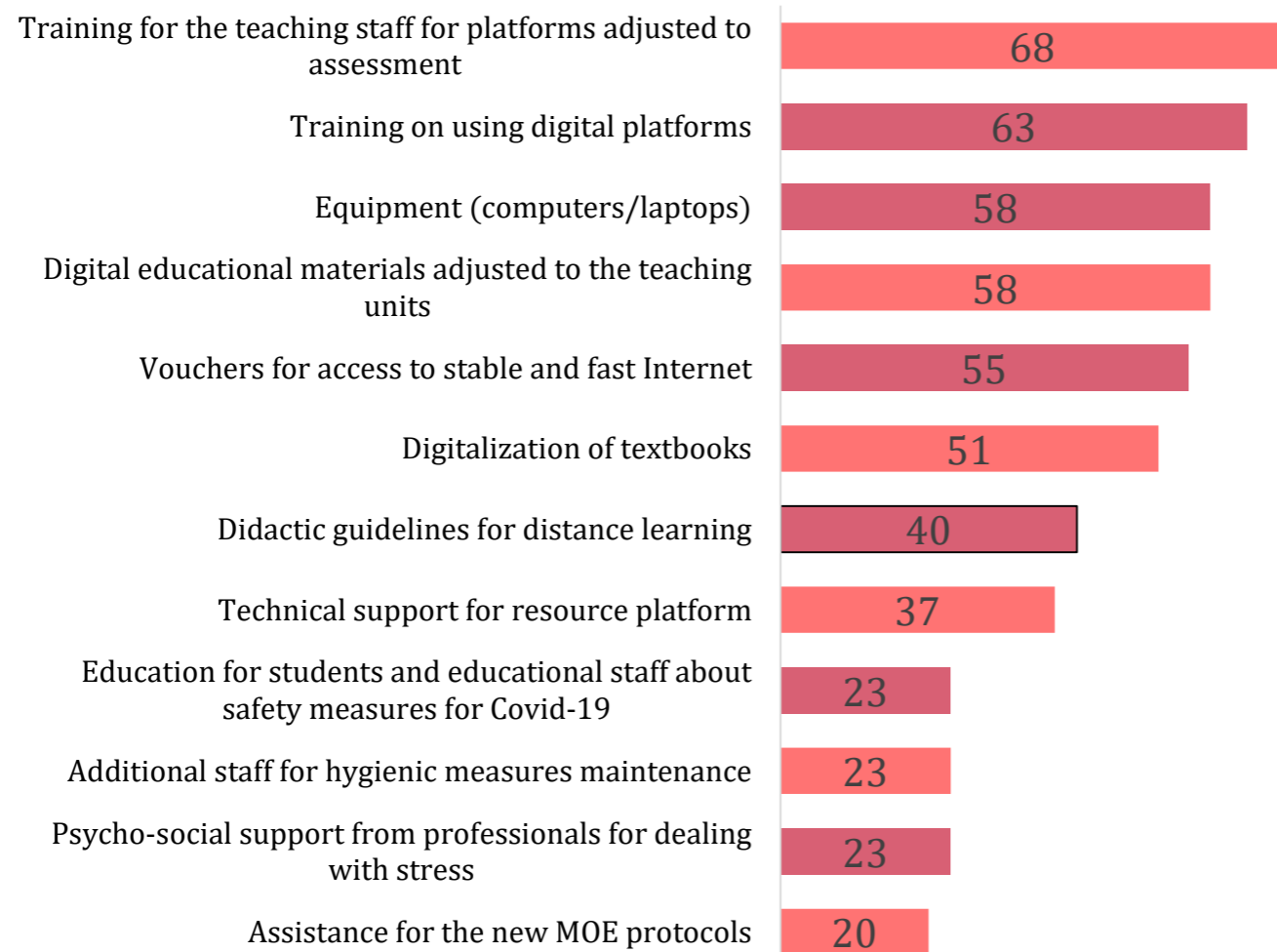
- „At the beginning, children found it amusing, however, as weeks passed by, we saw some apathy in them, and at the end they were exhausted (...) they hardly waited for it to be over (teacher in secondary school- gymnasium)“*
- „They received assistance from parents, and out of 14 children, only two or three of them worked independently (teacher in 1-5th grade)“*
- „We live in a rural area, and we have problems with electronic communication even under normal conditions [not to mention the current situation]. (teacher in 5-9th grade)“*
- „In my view, even if 5% of the children do not have devices, that is a huge number of children. (secondary school teacher)“*

Source: Survey –database of answers provided by primary school teachers, total number of answers, N=4631; - database of answers provided by secondary school teachers, total number of answers, N=1731

Considerations how to organize the instruction as of September 2020

Directors

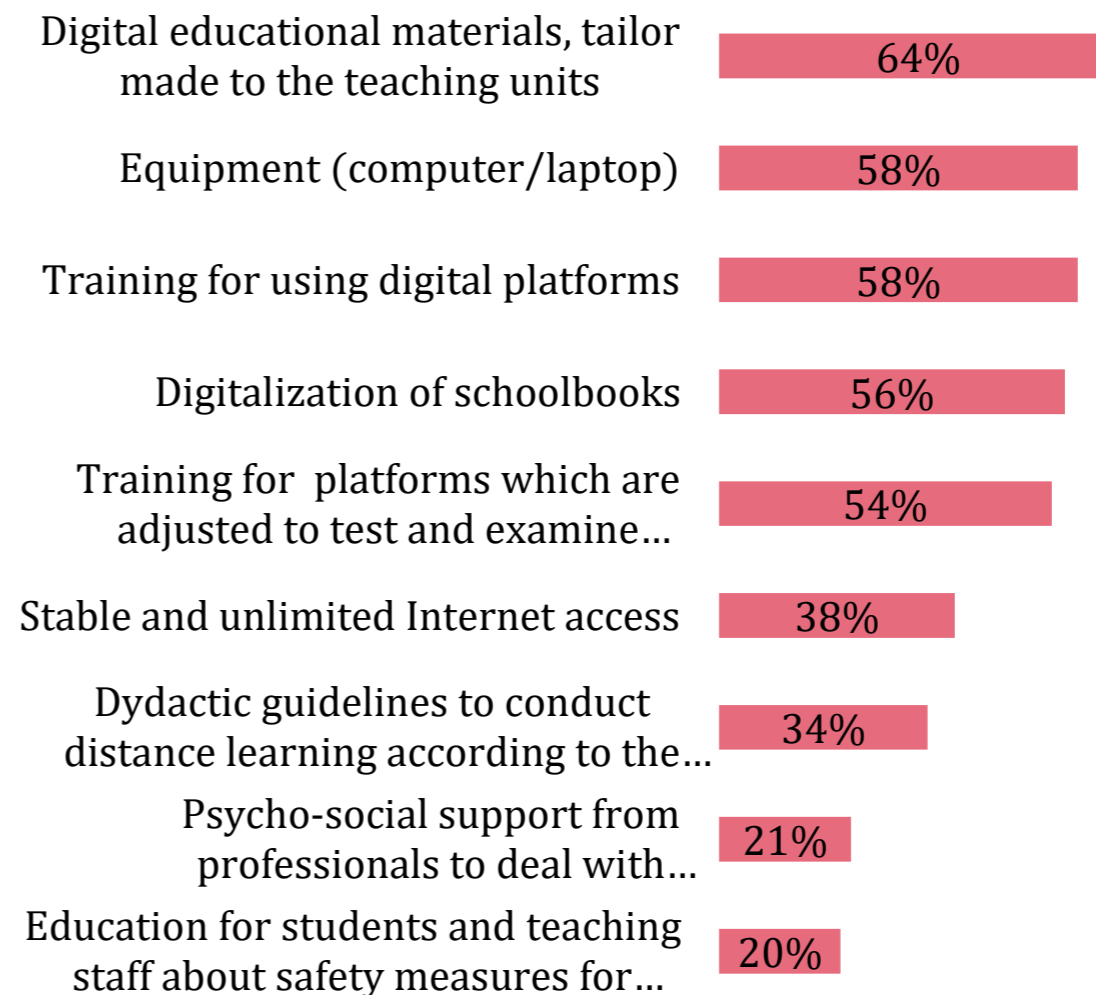
Given your experiences so far, what support will be needed for realization of instruction as of September?



%

Teachers

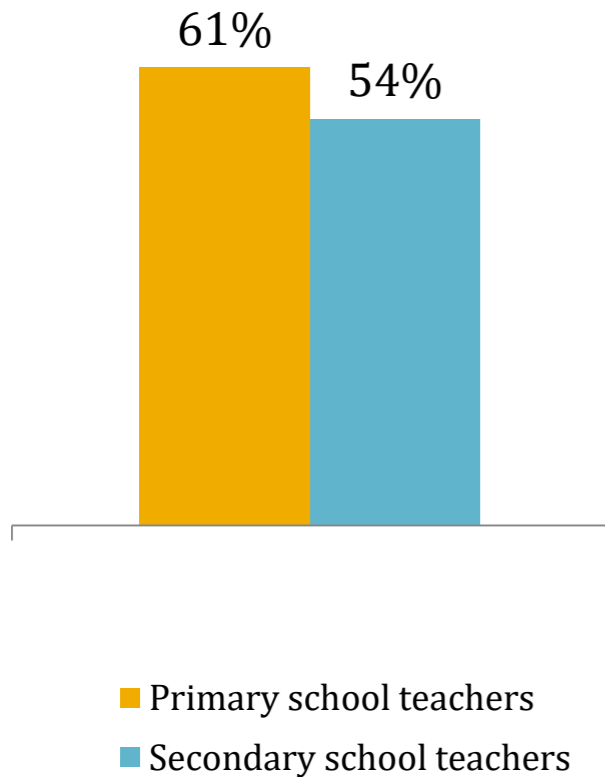
What support do you personally need if you have to proceed with distance learning in the next school year?



Access to equipment and technical support

Teachers

Need for technical support to realize the classes



Source: Survey - database of answers provided by primary school teachers, total number of answers, N=4631; - - database of answers provided by secondary school teachers, total number of answers N=1731

Access to equipment

Over half of the teachers have limited access to equipment for realization of distance learning – significant number of them share a computer or laptop with other family members or use obsolete devices, and small percentage of them do not possess computers at all.

Additionally, significant part of them (42%) have Internet problems or Internet access is limited.

Internet access

We do have computer/laptop, but, I have to share it with other family... 41%

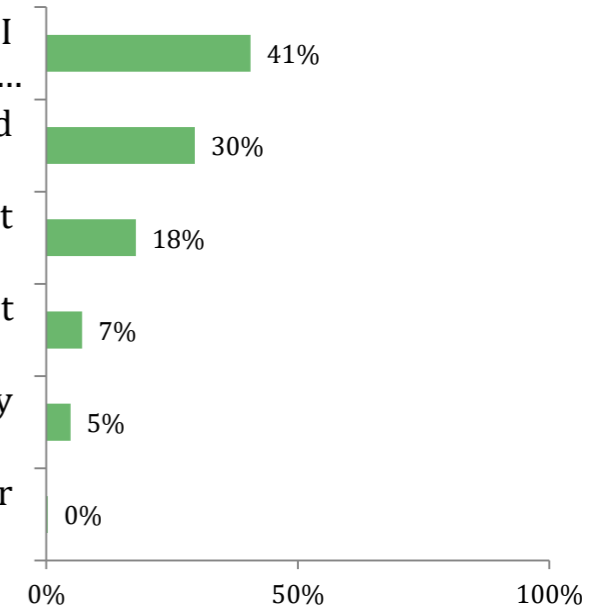
I have my own computer/laptop and it works well 30%

I have an old computer/laptop and it does not work well 18%

I have official computer/laptop and it works well 7%

I do not have computer/laptop, I only used phone/table 5%

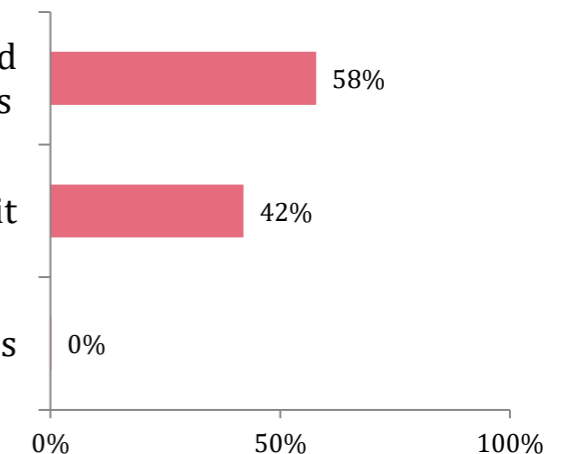
I do not possess any equipment for distance learning 0%



Yes, I have stable, fast and unlimited Internet access 58%

I have Internet access, but there are problems and/or it is limited access 42%

No Internet access 0%



Survey - database of answers given by primary and secondary school teachers, total number of answers, N=6362

BALANCING THE OBLIGATIONS: personal obstacles that parents/custodians faced during home schooling

Q: Which of the listed difficulties did you face as parent/custodian during home schooling? (Several answers)

■ I did not have enough time to commit to learning with my child/children due to work obligations



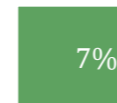
■ For certain subjects, I (or other family members who helped) had difficulties to help with the lessons



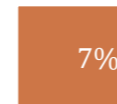
■ I did not have enough time to commit to learning with my child/children due to household errands (cooking, cleaning, buying food, etc).



■ I had to rely on help from older children, because I could not cope with Internet platforms or work on computer



■ I had no one to rely on, and I found it hard to use Internet platforms or other communication channels with teachers



■ Other difficulties



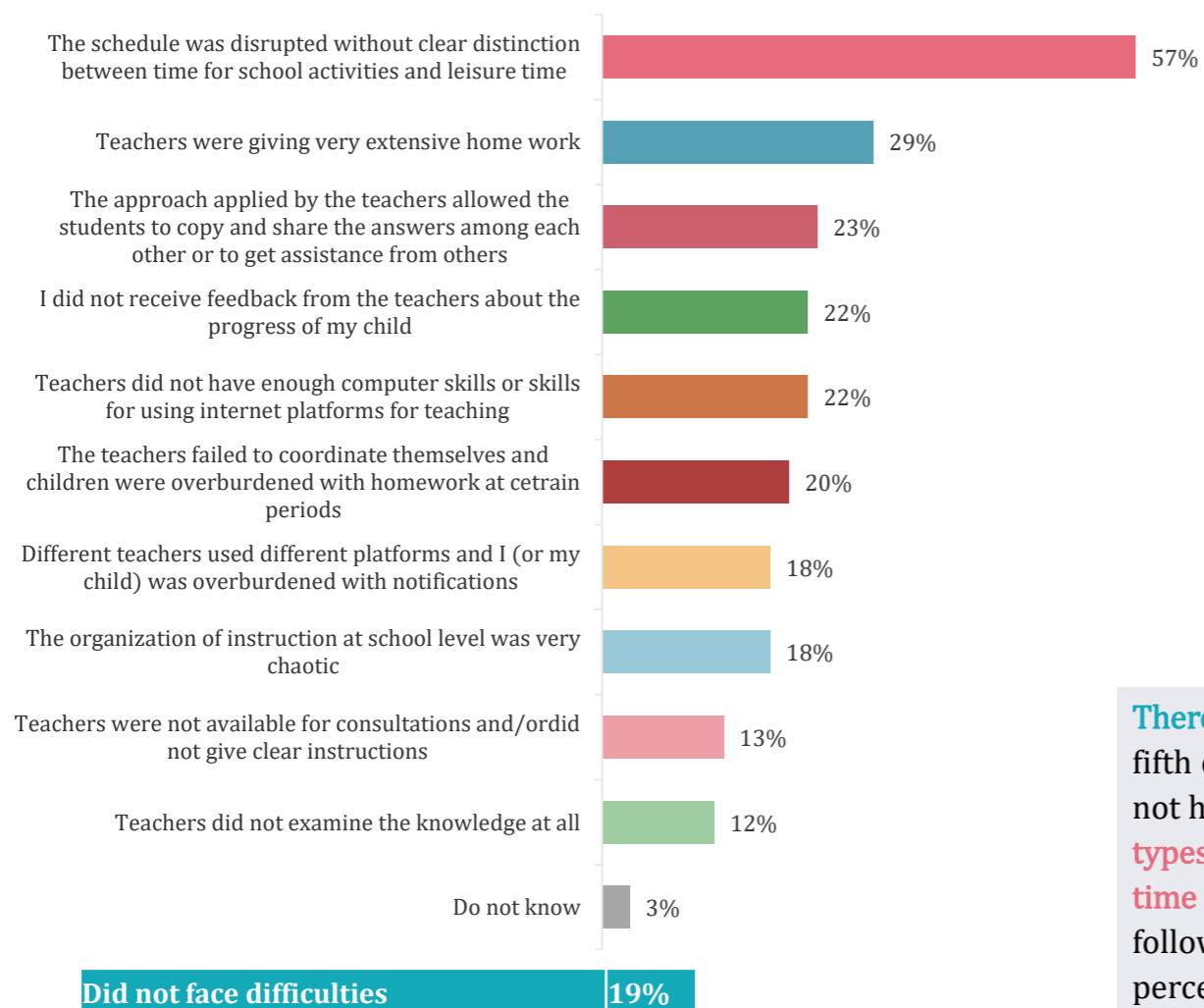
Under „Other difficulties”, the parents usually mention problems included in the other parts of the questionnaire – of technical nature (old computer, lack of sufficient number of computers, poor Internet connection...) or extensive material that they need to master together with the children in a very short period of time

Source: online survey, database of answers given by parents of primary school children, total number of answers, N=3394

Realization of instruction (5)

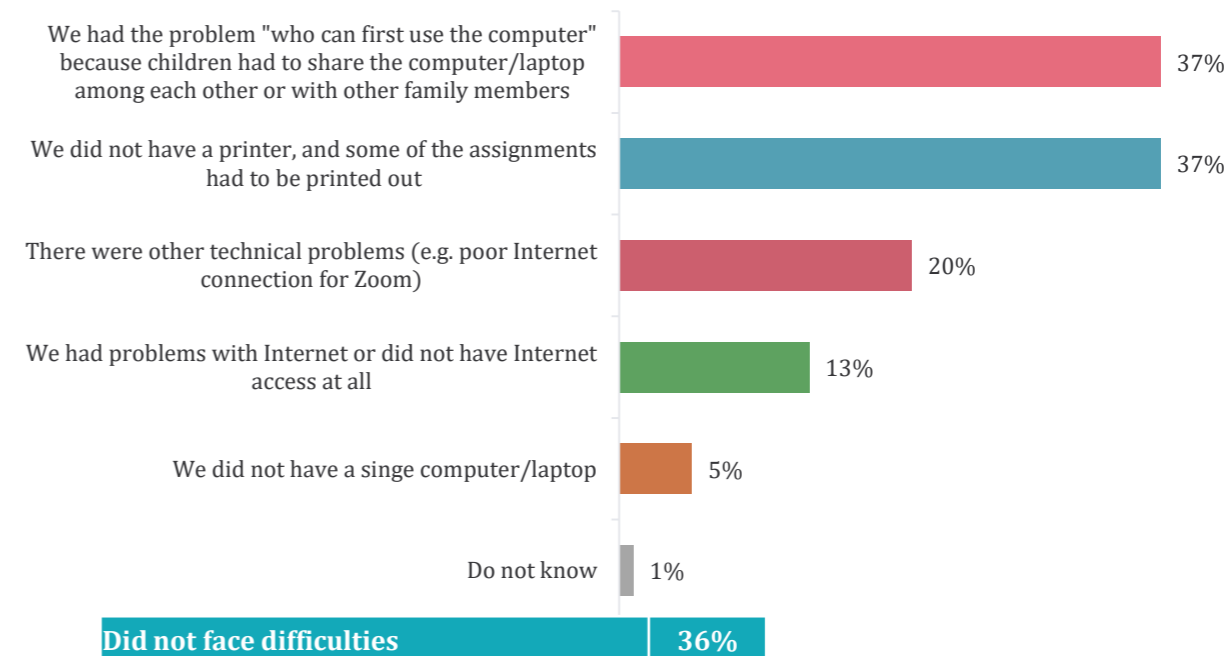
Organizational and technical difficulties

Q: Which of the listed difficulties related to the ORGANIZATION OF INSTRUCTION OR WORK OF TEACHERS did you face...?



Source: database of answers given by parents of primary school children, total number of answers, N=3394

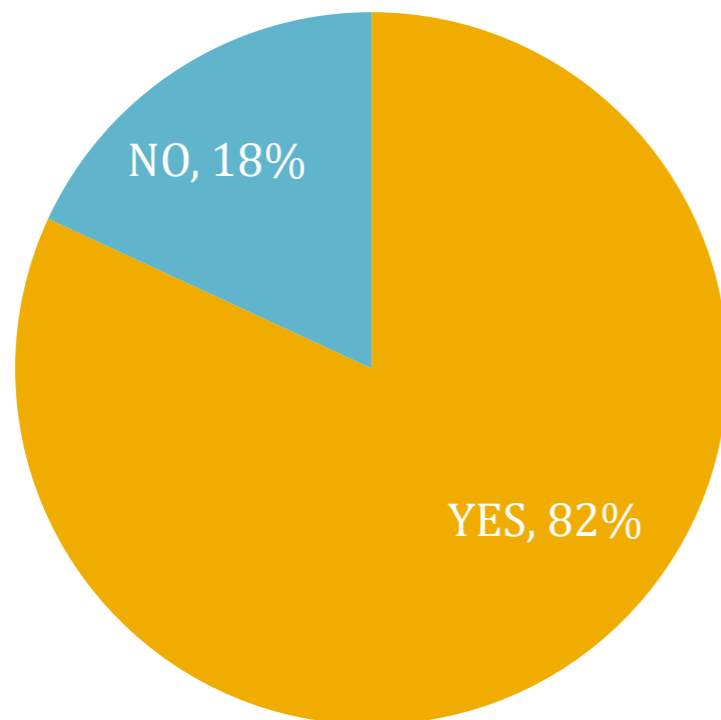
Q: Which of the listed difficulties did you face as parent in relation to ACCESS TO EQUIPMENT OR TECHNICAL PROBLEMS...?



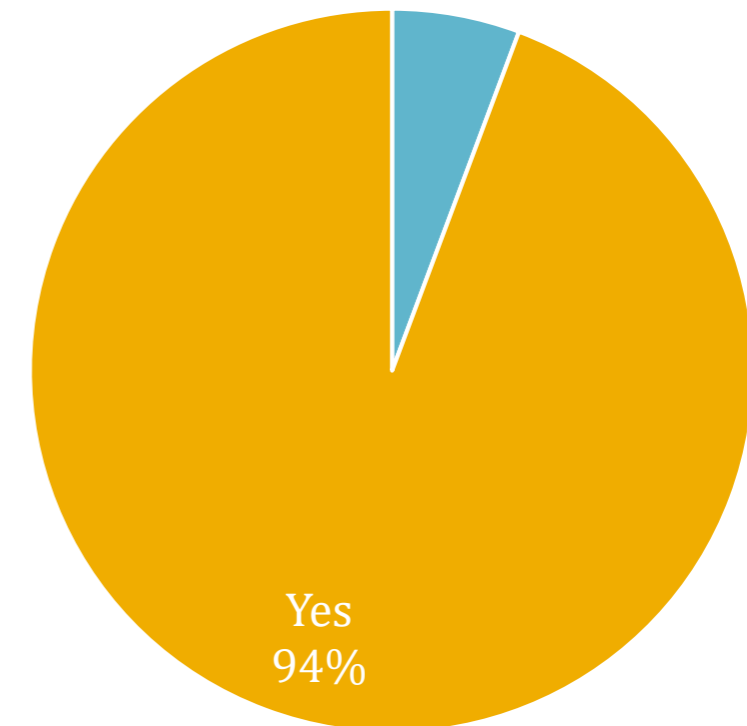
There is significantly lower number of parents who said that they did not face difficulties at all – only one fifth of them did NOT face difficulties for the realization of the instruction, and 36% stated that they did not have any technical problem/difficulties regarding the access to equipment. All other reported various types of difficulties, and the most common are: time organization and lack of clear distinction between time for school and other activities (57%) and lack of technical equipment (computer, printer, etc.) to follow the teaching and do home assignments. Other reported difficulties, although stated by lower percentage of parents, are essential and need to be taken into account because of their impact on students' achievements and mastering the material.

Considerations about organization of instruction as of September 2020

Should MoES adapt one national web-platform, which with certain adjustments can be used by all schools for online teaching and testing?

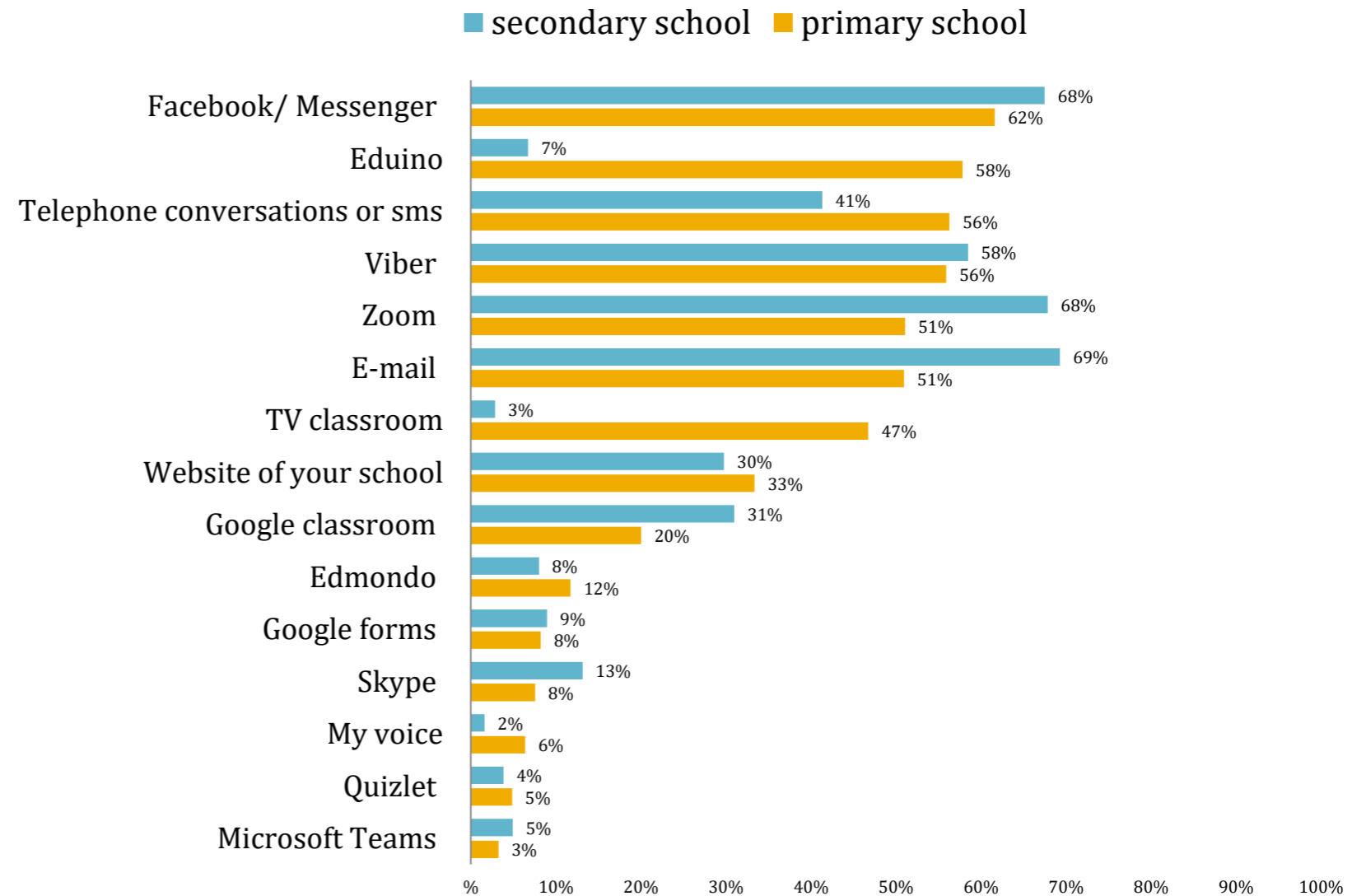


Should MoES adapt one national web-platform (e.g. such as e-diary or Eduino) which can be used with certain adjustments?



Platforms for communication and teaching

- Primary school teachers most often use the following platforms for communication with students and sharing the teaching materials: **Facebook/ Messenger** (62%), **Eduino** (58%), **telephone conversations or sms** with students/parents (56%), **Viber** (56%), **Zoom** (51%), **E-mail** (51%) and **TV-classroom** 47%.
- Secondary school teachers most often use the following platforms for communication with students and sharing the teaching materials: **E-mail** (69%), **Zoom** (68%), **Facebook/ Messenger** (68%), **Viber** (58%), **telephone conversations or sms** with students/parents (41%).

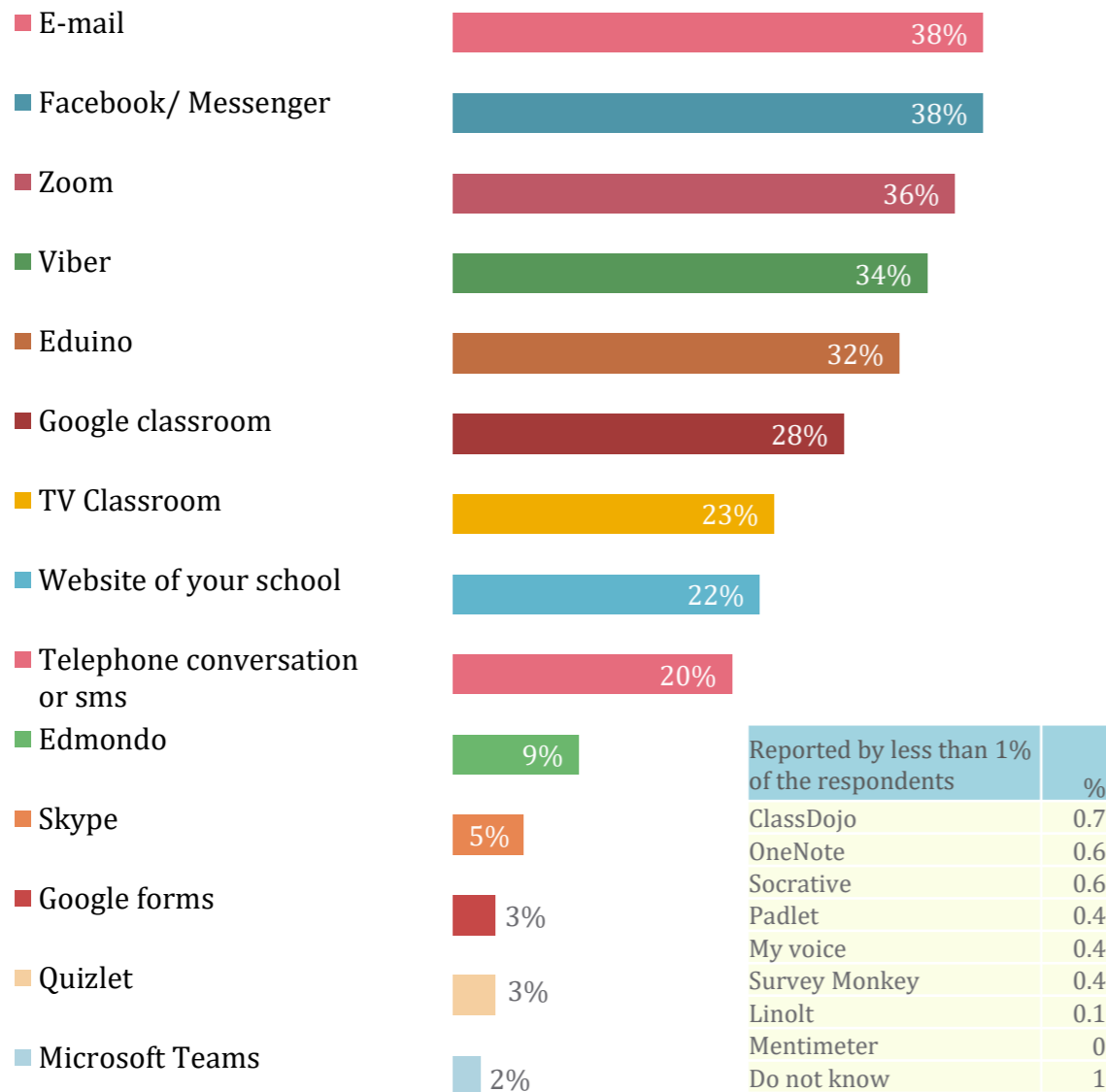


Source: Survey –database of answers given by primary school teachers, total number of answers, N=4631; -database of answers given by secondary school teachers, total number of answers, N=1731

*The following platforms are represented with less than 2% : Linolt, Mentimeter, ClassDojo, Socrative, Survey Monkey, OneNote and Padlet.

Platforms for communication and instruction-

Q: Which of the following platforms or channels did the teachers use with your child and you to communicate and do the teaching ?

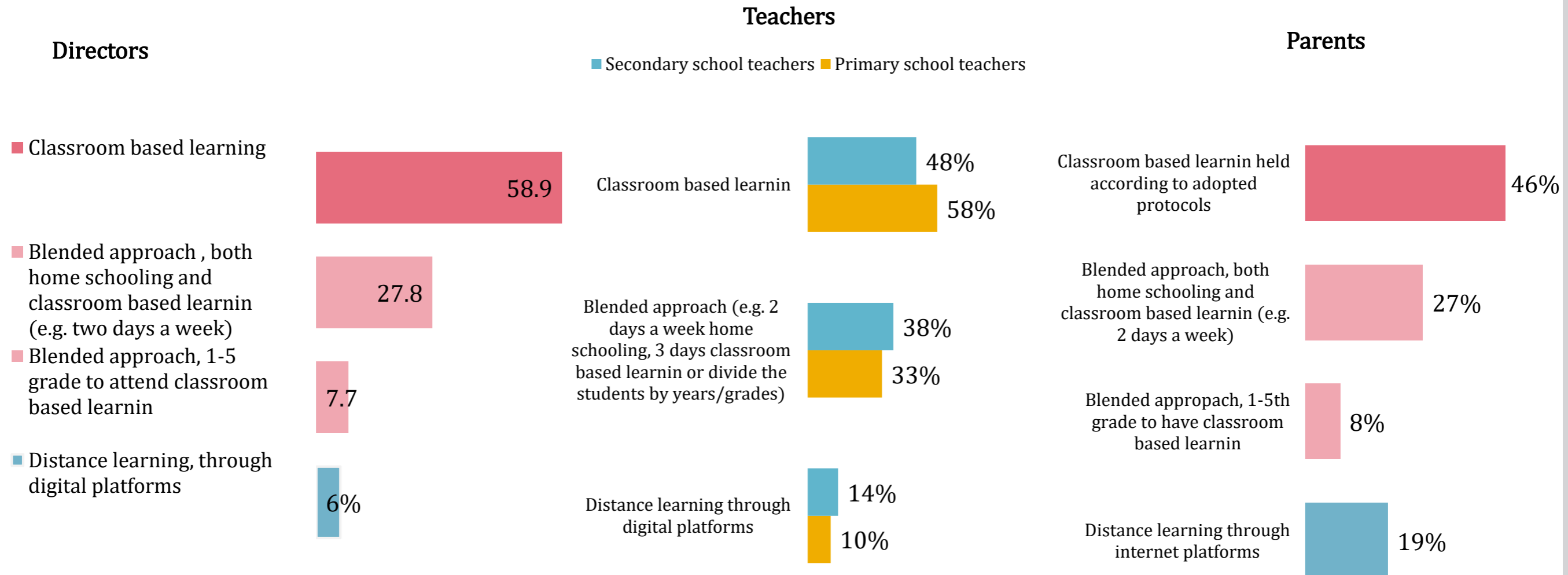


- According to parents, most commonly used platforms for communication with students and sharing the teaching materials are: **E-mail** and **Facebook/ Messenger** (38% respectively). Then follow: **Zoom** (36%), **Viber** (34%) and **Eduino** (32%), **Google Classroom** (28%) and **TV Classroom** (23%), whereas **telephone conversation or sms** with students/parents is another way of communication used by around 20% of the teachers, according to parents' perception.
- Other platforms are less frequently mentioned, however, some of them, such as *Quizlet, Edmondo, Microsoft Teams* were indicated as useful, interesting and used by secondary school teachers_ (*qualitative finding*)
- Note:** it is worth noting that parents' perception about using the platforms may vary from the perception of teachers and directors, which is also the case with the perception about other questions, for 2 reasons:
 - Various sample structure for parents, as well as
 - Various personal evaluation and perception depend on many factors, and are also based on the memories about events and experiences older than 1 month (which can for certain impact the retrieval of memory, and therefore experience measurement always includes short time references, which could not be applied in this case.)

Source: database of answers given by parents of primary school children, total number of answers, N=3394

Considerations about organization of instruction as of September 2020

How would you like the teaching to be realized as of September?

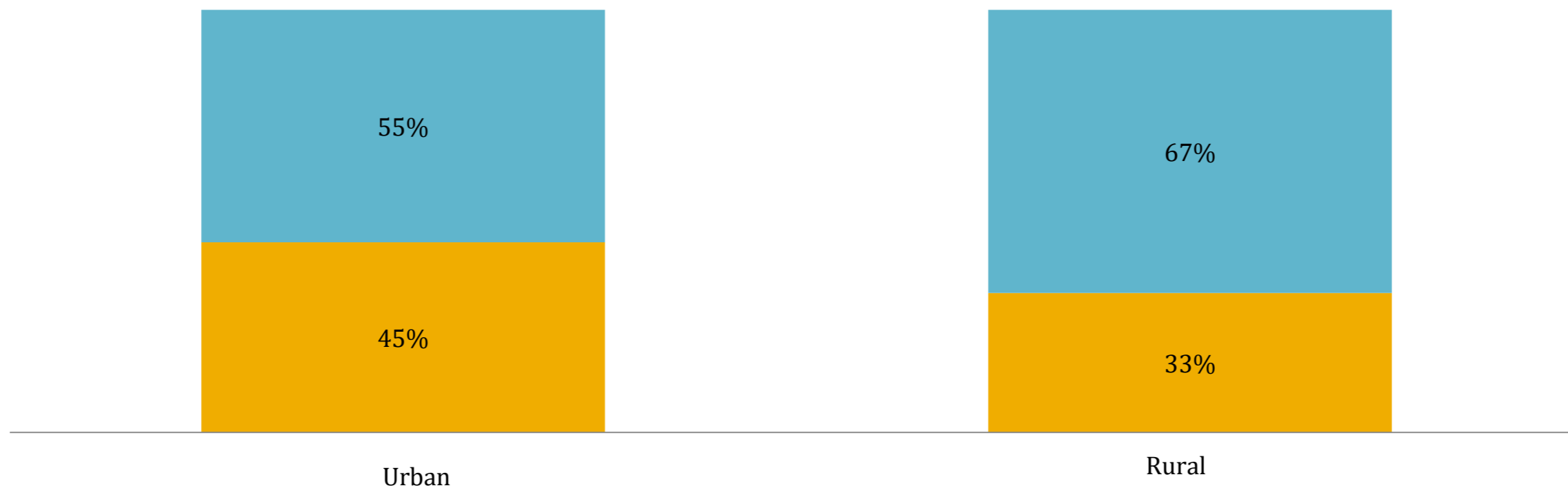


Considerations about organization of instruction as of September 2020

Are there conditions in your school to ensure the physical distancing measures?

Yes

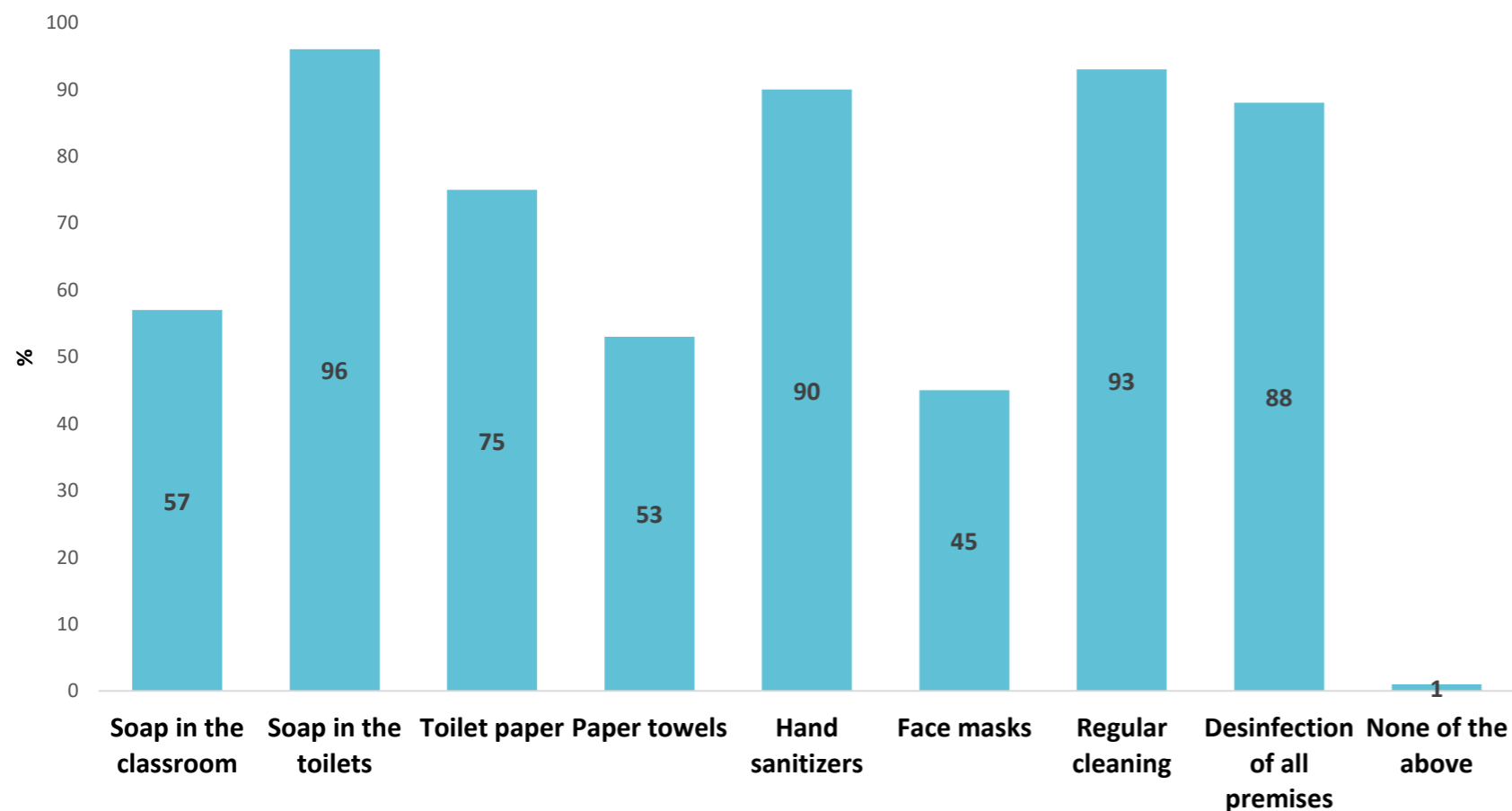
No



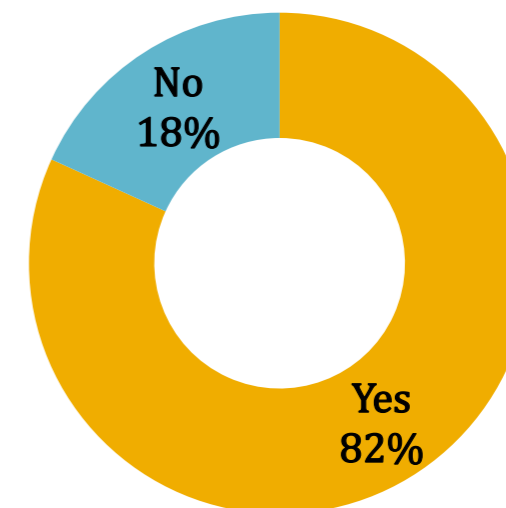
Considerations about organization of instruction as of September 2020

- 94% of school directors think that there are conditions to ensure hygienic measures in their schools. There are no significant differences among respondents from urban and rural areas.

Do you have any of the following items available at your school or can they be easily procured in sufficient quantities as of September?



Coordination with the local self-government and other municipal schools



Conclusions:

- Over half of the teachers think that the number of students who faced difficulties in mastering the teaching material has increased.
- Almost 77% of the teachers could not get in contact with students in certain periods during the distance learning.
- Majority of the teachers require training on using educational technology.
- Almost half of the parents, school directors and teachers opt for continuation of classes at school, compared to a combined teaching model or distance learning.
- More than half of the school directors think that their schools have the conditions to ensure safe physical distancing at their schools.
- Majority of (>84%) school directors think that their schools have the conditions for ensuring the hygienic measures in their schools and are well coordinated with the local self-government.

