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# Planiraj. Osnaži se. Poduči onlajn.

Danijela Đukić-Ćosić\*

Farmaceutski fakultet Univerziteta u Beogradu, Moodle Mreža Srbije

\* U saradnji sa Milošem Bajčetićem, Mirjanom Senić, Milanom Stančićem i timom StudES projekta

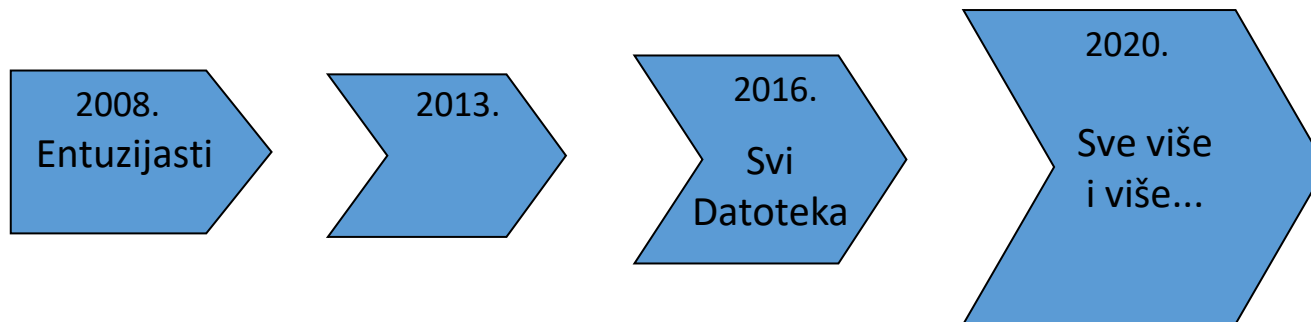
# Moodle na Farmaceutskom fakultetu Univerziteta u Beogradu

StudES

2f0qE2



- Dugogodišnja “skromna” primena...



- Od repozitorijuma materijala do kolokvijuma i polaganja ispita; obuka nastavnika “Na Moodle o Moodle”
- Moodle aktivnosti za izgradnju transferzalnih veština\*, prvenstveno kritičkog mišljenja i stava studenata, ali i moći ubeđivanja u odnosu na prisustvo hemikalija u našem okruženju

\*predstavljeno na konferenciji Digitalno obrazovanje 2021



✓ Pretvorimo ograničenja u mogućnosti



ERASMUS+ K2 program: *"Effective teaching for student engagement & success in digital learning environment" / Podsticajna nastava za aktivno učenje i uspeh studenata u onlajn okruženju (StudES)*

# ✓ Realizatori projekta



Univerzitet u Beogradu, Srbija (nosilac projekta)

<http://bg.ac.rs/en/university/university.php>



**Rukovodilac projekta:**

prof. dr Anđelija Malenović, Univerzitet u Beogradu – Farmaceutski fakultet



Centar za e-Learning na AGH Univerzitetu nauke i tehnologije, Krakov, Poljska

<https://www.agh.edu.pl/en/>

Univerzitet u Mariboru, Slovenija

<https://www.um.si/en/Pages/default.aspx>



Vremenski period trajanja projekta: 24 meseca (01.03.2021-28.02.2023)

## ✓ Ciljevi



Razvoj **plana** za formiranje **podsticajnog okruženja** za učenje u digitalnom okruženju;

Razvoj **zajedničkog programa obuke** za **sticanje kompetencija univerzitetskih nastavnika za izvođenje nastave u digitalnom okruženju**, fokusirano na aktivno učenje studenata i njihov uspeh;

Razvoj **standarda kvaliteta i smernica za nastavu i učenje u digitalnom okruženju**.



✓ Potrebe nastavnika u uslovima onlajn nastave\*

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# Teachers' needs in online teaching

Results of the survey from Poland, Serbia and Slovenia, May 2021

AGH UST Centre of e-Learning



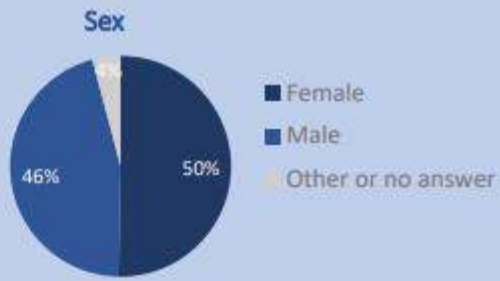
**Target group:**  
University teachers from Poland, Serbia and Slovenia who taught in an online environment during the pandemic Covid-19



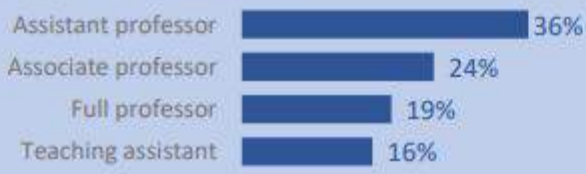
**Data-collection dates:**  
6th -25th of May

Total amount of respondents: 511

## Who are the respondents?



### Academic title\*



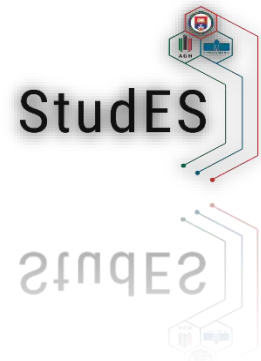
### Field of science\*



\*Most represented

\*Rezultati anketnog upitnika

✓ Koja je od sledećih uloga najbliža vašem odnosu sa studentima?

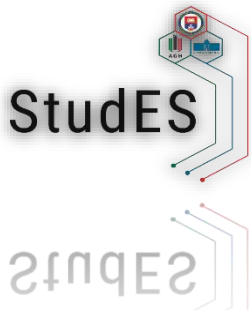


## Relationships with students

Most of the respondents describe their relationship with student as a GUIDE (59%). There are some differences between countries. 72% teachers from Poland and 67% teachers from Slovenia feel as guides, while for 43% Serbia's educators the closest role is being masters.



✓ Kako se nosite sa nastavom u onlajn okruženju?

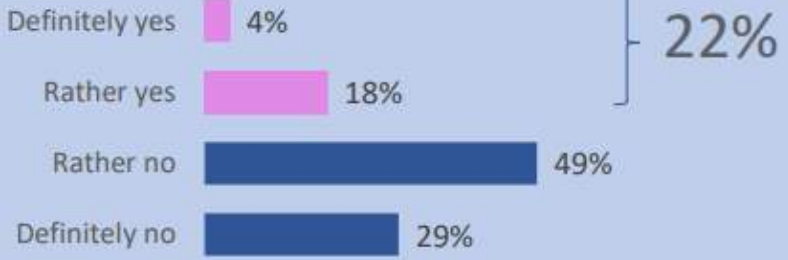


### Difficulties with online teaching

More than one out of five teachers consider online teaching as difficult. They mainly mentioned a lack of direct contact with students and activating students.



Is teaching online difficult for you?



Lack of direct contact with students

*„There is no direct contact with students, I can't see their reactions and adjust my teaching.”*

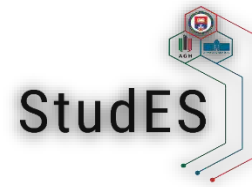


Activating students

*„The most difficult part of online teaching is in motivating students to actively take part in discussions, ask questions and carefully follow the lecture.”*



# ✓ Zastupljeni načini rada u onlajn nastavi



## Forms of teaching employed in online courses

“Emergency pedagogy” is a term that describes how many teachers adapted to online teaching. The Covid-19 pandemic forced educators to transfer their courses to a digital environment instantly. Some teachers adapted their traditional way of teaching and materials to the online version without changing the curriculum or the methodology. Unfortunately after one year of teaching in a digital environment there is not a big change „emergency pedagogy” still exists.



70%  
Live stream lectures\*



57%  
Providing students with assignments\*\*



42%  
Sharing materials for independent reading or watching\*\*

63%  
No gamifications



25%  
No students’ work in pairs or groups

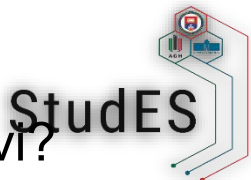


20%  
Very little or no initializing discussions in written or spoken



κοινωνικού  
+ Επιστήμης  
από τη

✓ Kako ocenjujete svoje veštine u onlajn nastavi?



### How teachers assess their skills in online teaching?



4,3

Feeling comfortable about using LMS platforms\*

4,2

Sending explicit and precise messages\*

4,2

Organizing own work\*



3,4

Creating community around online course\*

3,4

Reading emotions from written messages\*

3,5

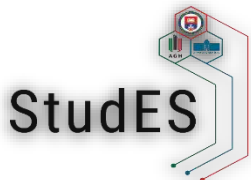
Preparing good quality audio/video materials\*



\* Average on the scale 1-5, where 1 means „very bad” and 5 – „very good”



# ✓ Šta dalje?



## What's next?

According to the survey, university teachers need to develop their digital competencies especially in the 3 following areas: improving contact between teachers and students in a digital environment, activating students and modifying open license digital resources to create materials for their courses.

### SOME OF THE DIGITAL COMPETENCIES OF EDUCATORS THAT NEED SUPPORT



Initializing discussions in written or spoken form



Creating community around online course



Setting up collaboration activities



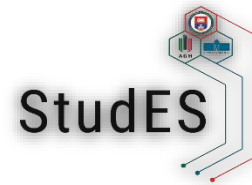
Using gamification



Modifying open license digital resources



✓ Kako?



## StudES Roadmap for the Enhancement of Digital Readiness in Higher Education



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## Planiraj.

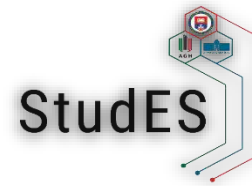
Razvojem plana za formiranje podsticajnog okruženja za učenje u digitalnom okruženju





✓ A dalje?

Razvoj zajedničkog programa obuke za sticanje kompetencija univerzitetskih nastavnika za izvođenje nastave u digitalnom okruženju, fokusirano na aktivno učenje studenata i njihov uspeh



Osnaži se.



Podučí onlajn.

✓ <https://www.linkedin.com/company/74518673>

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https://www.linkedin.com/company/erasmus-studes-project



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## Erasmus StudES Project

Higher Education

Effective teaching for student engagement and success in digital learning environment

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### About us

The Project StudES was approved in March 2021 for co-funding by ERASMUS+ K2 programme Cooperation for innovation and the exchange of good practices (KA226 — Partnerships for Digital Education Readiness) following the Call 2020 round 1.

✓ <https://studes.studije.rect.bg.ac.rs/>



A screenshot of a web browser displaying the homepage of the Studes website. The browser's address bar shows 'https://studes.studije.rect.bg.ac.rs'. The website has a dark blue header with navigation links: 'Home', 'About', 'Partners', 'News', 'Output', and 'Contact'. A search icon is on the right. The main content area features a large photograph of a grand, multi-story building with arched windows and a central entrance. Overlaid on the photo is the text 'Welcome to Studes' in a large, white, serif font. Below this, the tagline 'Effective teaching for student engagement &amp; success in digital learning environment' is displayed. In the bottom left corner, there is a small logo for the Erasmus+ Programme of the European Union. Navigation arrows are visible on the left and right sides of the main image area.



✓ Nacionalni tim za realizaciju projekta



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