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## ***Experience of Primary School Teachers and Subject Teachers with Distance Learning due to the Corona Virus Pandemic (COVID-19)<sup>2</sup>***

### **Extended summary**

The definitions of distance education have been changing over time, and the content of those definitions has largely depended on the technologies used to provide distance education and learning. With the rapid development of the Internet and personal computers, as well as different kinds of platforms for online learning and tools for creating online content, distance learning has gained new dimensions. The most important characteristic of the contemporary distance education is the change of the students' position – a student, although physically separated from the teacher and other students, can easily communicate and cooperate with them. Content displaying during distance learning teaching can be synchronous and asynchronous. Modern technologies largely support the synchronous display of the content, which takes place in real time, and where two-way communication between teachers and students is possible. Teaching via television is still relevant, primarily owing to the fact that most households have a TV and watch television.

By the decision of the Ministry of Education, Science and Technological Development, on March 17, 2020, the direct teaching in schools was interrupted and distance teaching was introduced. In such conditions, distance learning was realized on several fronts: as teaching

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on television and through various learning platforms. The entire educational system and its participants were placed in a completely new and unknown situation in which they had to react promptly in an adequate way and continue with the realization of the educational process. Six days a week, specially prepared and adapted educational content for primary and secondary school students was broadcast on the Public Media Service (RTS) channel. For primary school students, these educational contents included processed teaching units of selected subjects, in accordance with the accepted curriculum. Along with the broadcasting of classes on television, teachers were obligated to establish the necessary communication with students or their parents, in order to provide additional instructions for learning after the broadcast of television educational content. Teachers tracked students' progress by receiving their products and homework via email, communication applications (usually Viber), and the selected online platforms.

The aim of this study was to determine the experiences of teachers regarding the implementation of distance learning – the teachers' satisfaction with the quality of teaching, their experience with examinations and when using different educational platforms and other tools for communication with students, as well as the type of material which was distributed to students. The sample consisted of 534 teachers who work in regular primary schools in the territory of the AP Vojvodina, with an average age of 52 and an average of 20.44 years of work experience. For the purposes of this study, a questionnaire *Opinions and experiences of teachers on distance learning during the state of emergency in the Republic of Serbia*, was created. This questionnaire consists of 36 units, and for the purpose of writing this paper, 4 units were used – the units that relate to assessing the quality of the classes on TV, the method and specifics of checking the comprehension of teaching content during distance learning, assessing the usefulness of certain communication applications, as well as the unit regarding the teaching materials/contents that were used during the implementation of distance learning.

The results indicate that the teachers generally have a positive view of the teaching that was realized through television and of the organization of teaching, but they believe that the organization and quality of the classes should improve in the future. Teachers observed that lower grade children find it easier to watch educational programme on TV, which may be the result of the discrepancy in the complexity of teaching material between upper and lower grades, as well as the help parents are able to provide to younger children during their learning process. Furthermore, the teachers monitored the students' progress, kept notes, but reported that they were not sure whether the students were doing the tasks independently. As the most useful means of communication with students and parents, teachers singled out Viber, followed by an email. The most common type of the material distributed to students is textual material that contains additional learning content, followed by various links to other materials and websites, video material, textual exercise materials, photographs, schemes and illustrations, and various types of presentations.

**Keywords:** distance learning, teaching via TV, Viber, Moodle, Google classroom

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