“Teaching & Learning During COVID-19: What Do You Need?”

4th ASEF Young Leaders Summit Leadership in Action Project
MAIN PREMISE

• The idea behind the project was to shift from the usual position of demanding something from someone and instead approaching the three main stakeholders in education with a question which could change a lot of things in our education systems for the better, when asked with true interest: what do you need?

• Before we demand something of someone, we must first ask what they need in order to be able to do what we are asking of them. And this is true even without a pandemic. The COVID-19 situation only highlighted the need for this.

2 APPARENT ISSUES IN EDUCATION

• mental health of both students and teachers is a definite prerequisite for quality teaching and learning + not enough emphasis has been placed on its role in the education process

• many students, especially those with special educational needs and those from disadvantaged backgrounds, require more support in developing basic learning skills such as time management or task organisation

KEY QUESTIONS

• What does empathy in the teaching & learning environment look like?

• How can we build up a peer-to-peer support system for students, teachers and parents?
Project Summary

- 5 online workshops for teachers (in Croatian)
  - more than 400 applicants
- 4 online workshops for parents (in Croatian)
  - over 160 applicants
- 2 meetings of a teacher support group for the workshops for
- a survey about the needs of teachers across ASEM countries, with answers by 181 teachers from 37 countries
- a Digital Toolbox, on ASEF’s e-learning platform, which will contain recordings in Croatian, video lessons and materials from all 9 workshops in English, as well as written summaries for each topic in Italian and Khmer
"WHAT DO YOU NEED?"

Live online workshops in Croatian

Parents

Teachers

Teacher Survey

Digital Toolbox
Workshops: information and feedback
Workshops

• FOR TEACHERS:
  • The connection between socio-emotional competences and teaching
    (Svea Kučinić, the project Navigator)
  • What is burnout, how to prevent it, and how to deal with it?
    (Ivana Pikić Jugović, PhD., Centre for Educational Research and Development's Institute for Social Research)
  • Stress-management in the workplace - customised for the school environment
    (Mateja Marinić, educational rehabilitator & psychotherapist in training)
  • Cooperation-based teaching models
    (Jelena Perak, Forum for Freedom of Education)
  • How to select and conduct age-appropriate mental-health related/self-care activities for students in the classroom
    (Ivana Kurtov, mindfulness trainer and social pedagogue)

• FOR PARENTS:
  • The difference between a lazy child and an unmotivated child and why it matters
    (Svea Kučinić, project Navigator)
  • How does a child’s emotional well-being influence their capacity to learn?
    (Svea Kučinić, project Navigator)
  • How to build trust and cooperation with children when it comes to learning?
    (Sanja Radić Bursać & Lucija Lamešić, Educational Counselling Centre within the University of Zagreb’s Faculty of Education and Rehabilitation Sciences’ Centre for Rehabilitation)
  • What are learning difficulties, how do they affect learning, and what are the rights of kids with learning difficulties in the education system?
    (Svea Kučinić, project Navigator)
Which set of workshops did you attend?

73 responses

Workshops for teachers: 70 (95.9%)
Workshops for parents: 8 (11%)
Did you attend the workshops live on Zoom or did you watch the recording(s) (no matter how many you attended)?
73 responses

- All workshops live: 31.5%
- Some workshops live, some recorded: 47.9%
- Just recordings: 20.5%

How would you rate the overall usefulness of the workshops you attended?
73 responses

- 0 (0%)
- 1 (0%)
- 2 (0%)
- 3 (0%)
- 4 (15, 20.2%)
- 5 (58, 79.9%)
For teachers: which workshop(s) did you find to be the most useful?
71 responses

- The connection between socio-emotional competences and teaching: 18 (25.4%)
- What is burnout, how to prevent it, and how to deal with it? (30 responses): 29 (40.8%)
- Stress-management in the workplace - customised for the school: 33 (46.5%)
- Cooperation-based teaching models (14.10.2021): 15 (21.1%)
- How to select and conduct age-appropriate mental-health related: 53 (74.6%)

For teachers: which workshop(s) did you find to be the least useful?
70 responses

- The connection between socio-emotional competences and teaching: 5 (7.1%)
- What is burnout, how to prevent it, and how to deal with it? (30 responses): 3 (4.3%)
- Stress-management in the workplace - customised for the school: 3 (4.3%)
- Cooperation-based teaching models (14.10.2021): 14 (20%)
- How to select and conduct age-appropriate mental-health related: 2 (2.9%)
- None: 52 (74.3%)
Would you be interested in participating in similar workshops and projects in the future?
71 responses

- Yes: 91.5%
- No: 8.5%
Feedback forms in Croatian - teachers

- 791 replies for 5 workshops
- Individual grading and feedback for each workshop
- 39.5% watched live, 60.5% watched the recording
- Average grade = 4.69
Feedback forms in Croatian - parents

- 99 replies for 4 workshops
- Individual grading and feedback for each workshop
- Average grade = 4.78
Teacher Survey
• **RESEARCH AIM**
  - to hear directly from teachers living and working in ASEM countries about their experiences and needs during the COVID-19 pandemic, in order to gain a better understanding of the types of support that they think need to be provided in the future to ensure a higher quality of the education process for everyone

• **7 SECTIONS**
  - demographic information
  - overall effect of the pandemic on teaching
  - changes in workload
  - familiarity with digital tools
  - support received from school
  - communication during the pandemic
  - learnings from the pandemic

• combined qualitative and quantitative analysis

• detailed results – in the Digital Toolbox
Comparison of scores

Factor scores

Support received from school during COVID-19
Digital Literacy
Challenges faced in teaching during COVID-19
Communication during COVID-19
Positive impact of COVID-19 on teacher skills

Mean score

Asia
Europe
Correlations

Asia

Europe
• workshop recordings in Croatian
• video lessons and materials from all 9 workshops in English
• written summaries for each workshop topic in Italian and Khmer
• open source