



I –nastava: distance learning
Lessons learned and ways
forward

Foreign language teaching experiences in Croatia during the Covid-19 pandemic

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Workshop outcomes:

- To explain three - way organization of distance learning in Croatia,
- To explain the support given to teachers and students by the Ministry of Science and Education and Teacher Training Agency,
- To motivate colleagues to use examples of good practice in their work.



3 ways of organizing distance learning



Lessons broadcasted on national TV channels Škola na trećem

- Young learners – TV programme
- Students aged 11 – 18 - Video lessons broadcasted



Video lessons I-nastava

- Ministry of Education's YouTube channel



Virtual classrooms

- MC Teams, Google classroom

Croatian
Radiotelevision



Croatian Ministry of
Science and Education



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Agency



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Teaching on TV

„Škola na trećem“

- The young learner (age 7-10) TV programme broadcasted on national television channels
- 4 hours daily for each class level
- Subjects: Croatian language, Mathematics, Science, Physical Education, Music and Art
- Programme made according to Croatian National Curriculum
- Teaching scenarios were prepared several days in advance



1. Teaching on TV „Škola na trećem“

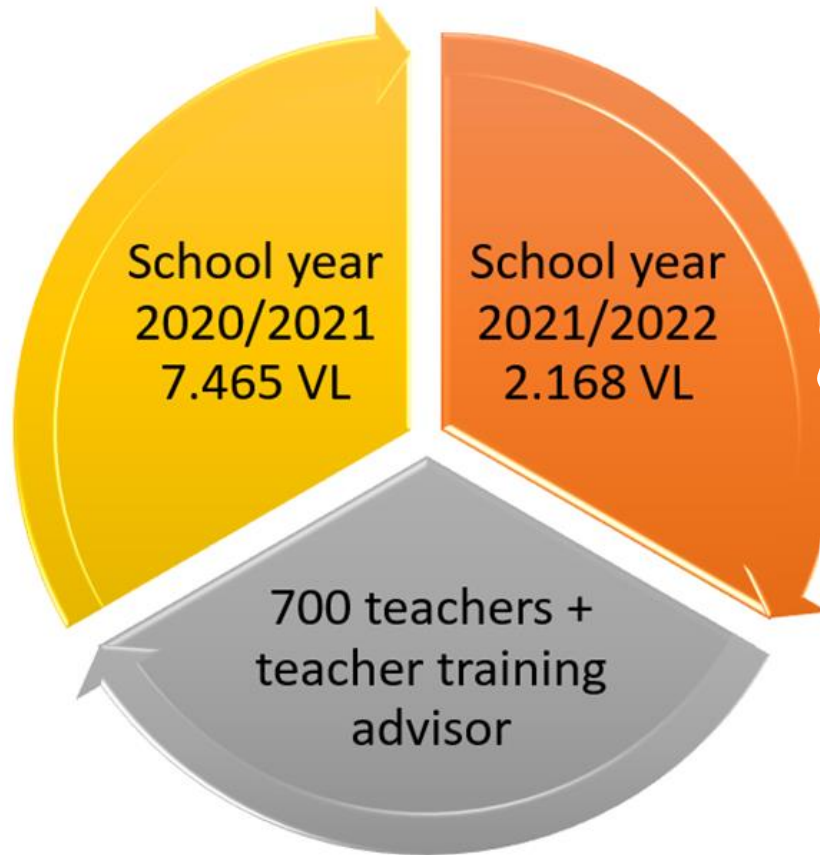
School year
2020/2021

- 680 TV programmes
- 63 experts (teachers and teacher training advisors)

School year
2021/2022

- 161 TV programmes
- 15 experts

2. Video lessons (pupils 11 – 18)



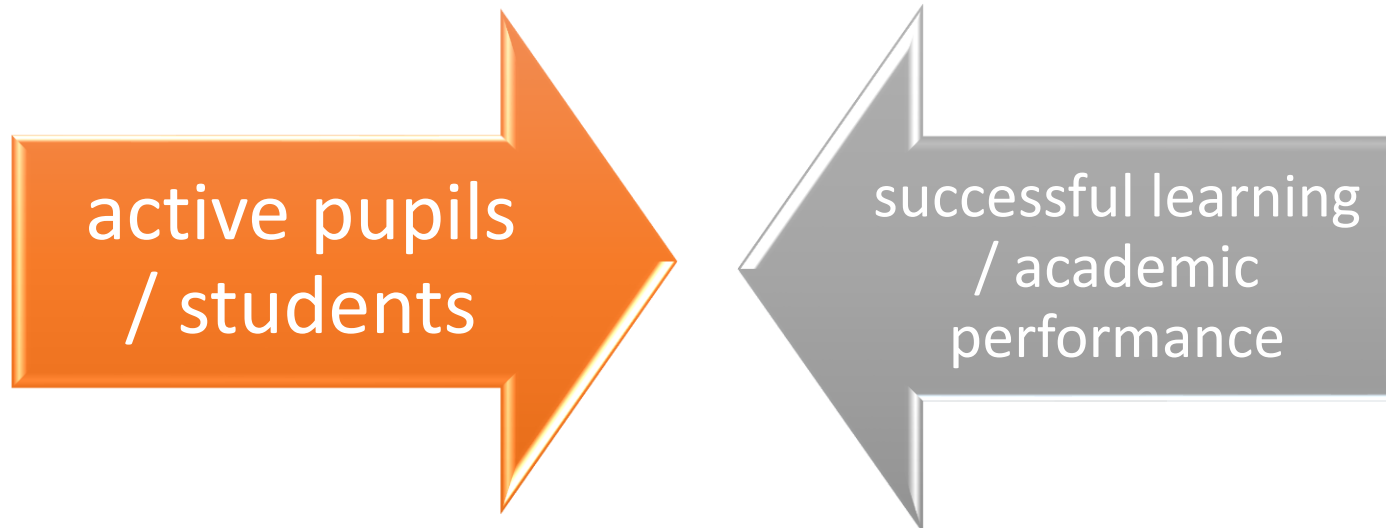
- Video lessons for each subject according to National Curricula
- VL broadcasted on TV
- VL on YouTube channel of Ministry of Science and Education
- VL posted in Virtual classroom
- VL dealing with state Matura (graduation) activities

Designing and developing video lessons

- Power Point presentation (voice, camera) turned into video
- the activity outcomes according to Croatian national curriculum were presented to students at the beginning of each VL
- for French language the outcomes deal with :
 - ✓ communicative competence,
 - ✓ intercultural competence,
 - ✓ language learning autonomy.
- school materials prepared for downloading

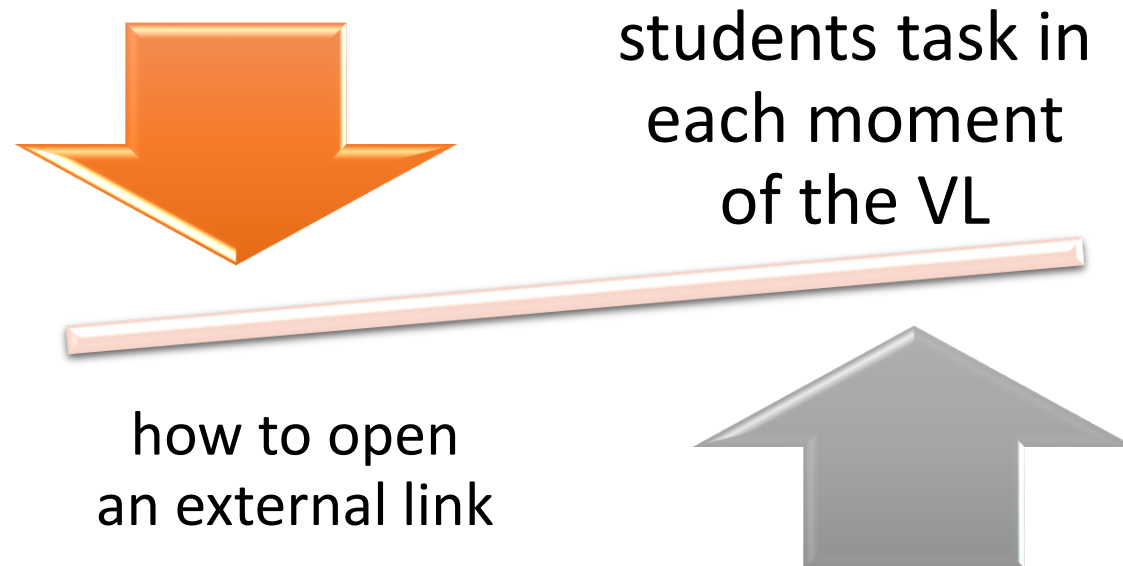
Designing and developing video lessons

- several languages activities always followed by formative assessment activities (for learning and by learning - including self assessment and peer assessment)
- for assessment, different digital tools like: Edpuzzle, MS Forms, Wordwall, LearningApps, Bookwidgets, Genially and Thinglink were used.



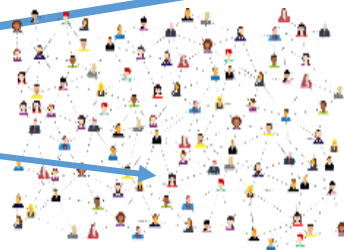
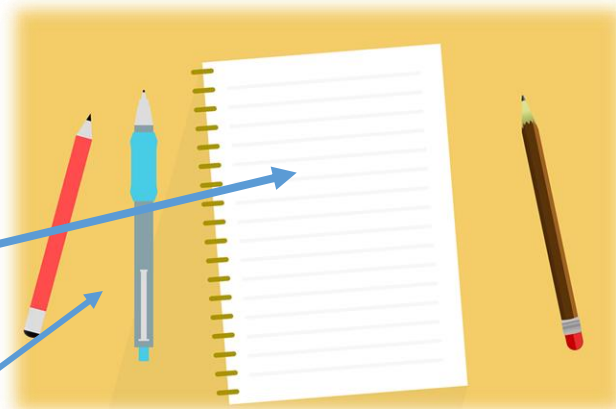
Time and classroom management

- VL begins with teacher's instruction regarding the school materials needed
- Activities and tasks are preceded by clear instructions



Pour cette leçon vous avez besoin

- d'un cahier
- d'un crayon / d'un stylo
- d'un ordinateur / d'un portable
- d'une connexion à Internet



■ Vous pouvez arrêter moment !

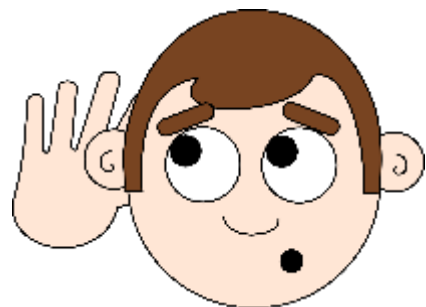


et redémarrer



cette leçon à tout

Upute za rad



Écoutez !



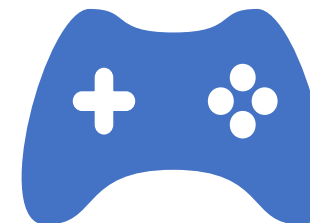
Répétez !



Parlez !



Écrivez !



Jouez !

Lisez !



Coloriez !



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Projekt Podrška provedbi
Cjelovite kurikularne reforme
(CKR)



Projekt je sufinansiran iz Europske unije iz Europskog socijalnog fonda.

Activité 1 : Les magasins

- Ce lien vous permet l'accès direct à l'activité <https://bit.ly/magasins6>
- Scannez ce QR code avec votre smartphone.



- Le quiz : une série de questions à choix multiple.

Appuyez sur



la bonne réponse pour continuer.

Les magasins :



- la boulangerie
- la boucherie
- la pâtisserie
- le magasin de produits laitiers
- la poissonnerie
- le fleuriste
- la librairie
- la papeterie
- la pharmacie
- le magasin de vêtements et de chaussures
- le supermarché
- le marché
- le magasin de jouets



Time and classroom management

- Duration 15 to 20 minutes corresponds to 90 minutes in class (two periods)
- French language 4th grade (10-year-olds) Project: La Fête de la musique



3. Hybrid learning in virtual classrooms

- Virtual classrooms rules

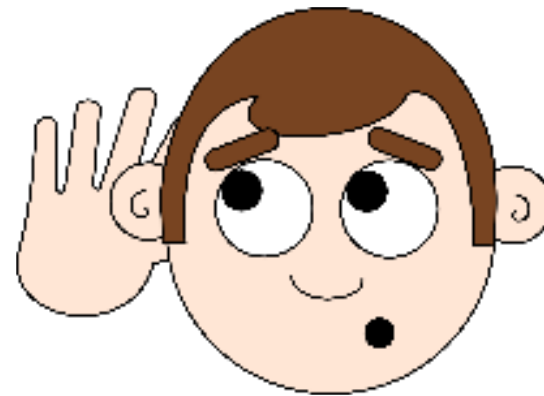


connect on time, turn off your mobile phone, prepare your school materials

use your camera and microphone, turn off your microphone when you're not talking

Hybrid learning in virtual classrooms


- Type of activities (reading, listening, speaking, writing, language mediation)
- Tasks that boosted students activity
- Formative assesement (digital tools)
- Intitutional support given to students (computers, teachers' help using the equipement)



Hybrid learning in virtual classrooms

- Virtual lessons lasted 40 minutes
- Teaching in VC was really challenging but students accepted this way of learning and tried to be as active as they could.
- Platforms provided by the Ministry of Science and education and Croatian Academic and Research Network
MS Teams, Loomen, Google Classroom
- For sign in teachers and students use their AAI identity
- Digital identity
name.familyname@skole.hr

Conclusion - Lessons learned and ways forward

- Interactive lessons made by the aid of different digital tools proved to be effective in developing learning competences but also keeping students active and motivated for language learning in classrooms as well as in virtual classrooms.
 - Teachers in Croatia shifted to online teaching rather quickly, due to well organized teaching and learning platforms, already existed (before the Covid pandemic)
 - Teachers supported each other in different challenges.
 - Teachers shared teaching materials and activities.
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Webography

- <https://www.azoo.hr/najave-i-izvjesca-arhiva/hibridno-ucenje-i-poucavanje-iz-francuskoga-jezika/>
- <https://mzo.gov.hr/news/coronavirus-organisation-of-distance-teaching-and-learning-in-croatia/3634>
- <https://i-nastava.gov.hr/>
- <https://mzo.gov.hr/news/coordinated-research-and-innovation-actions-across-the-eu-to-reinforce-the-fight-against-covid-19/3669>