

## Good practices: Remote schooling / Digital education in the context of the COVID-19 crisis

### General Information

Country / Region of nominating institution	Bulgaria
Nominating institution dealing with the good practice	Ruse University "Angel Kanchev"
Consent for publication (YES / NO)	Yes
Contact data for further possible cooperation (mail / phone)	Prof. Angel Smrikarov, PhD
Webpage (optional)	<a href="https://e-learning.uni-ruse.bg/">https://e-learning.uni-ruse.bg/</a>

### Area of concern

After the outbreak of the COVID-19 crisis, new and creative approaches in education systems had to be found to deal with the situation. Despite the negative consequences, this led to a variety of innovative educational measures useful also for the future.

In this context, we are looking for best practices in the following areas:

- Equal access to education / disadvantaged groups
- Ensuring learning outcomes
- Teacher education and training
- Digital pedagogical resources and online learning platforms
- Funding processes / innovative solutions

Please tick the level of education and implementation that the good practice deals with in the chart below:

Level/type of education		Level of implementation	
Early childhood education	<input type="checkbox"/>	Institutional	<input checked="" type="checkbox"/>
School education	<input type="checkbox"/>	Local	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>	Regional	<input type="checkbox"/>
Vocational education and training	<input type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>	International	<input checked="" type="checkbox"/>

## Description of the good practice

### Title of the good practice

How to organize Distance Learning in conditions of pandemic and social isolation?

**Short introduction of the situation** (who are the recipients/attendees, what means to educate were used, what financial resources were used, etc.) and **the remote schooling / digital education issue** that was dealt with (ca. 100 words)

In order to ensure the quality of the training and the needed level of competence of the university lecturers a technology of conducting of distance learning was developed by the Center for Innovative Educational Technologies of the Ruse University "Angel Kanchev". The technology was tested during the pandemic. The e-learning platform of the e-Learning Shell University, which is its own development - <https://e-learning.uni-ruse.bg/> is used for asynchronous distance learning. The BigBlueButton system is used for synchronous distance learning, which allows the creation of virtual classrooms.

For disciplines such as physics and chemistry, as well as for engineering ones, virtual laboratories were also to be established.

### Measures taken / resolution found / output of the practice (ca. 150 words)

Besides the domestic ones under this technology over 700 academic teachers from Central Asia were trained to use innovative educational technologies. By the beginning of October, they have entered the virtual library nearly 83 thousand times.

The reporting of the teachers' work can be done through specially developed for the purpose electronic forms, in which they fill in information about the conducted classes. If the university e-learning system is used, the information about all conducted educational activities could be extracted automatically from it for the respective lecturer and/or discipline, by using the appropriate reporting forms in this platform.

Reporting on the work of students is done for the certification of the semester (where it exists) and the formation of a real assessment of the discipline. That is why it is recommended to use a unified system of education (University system for distance learning), in which, by appropriate means, can be tracked and reported the presence and activity of students by teachers and administrative bodies of the university. If the e-learning system is integrated with the university management system, it is possible the results of the exams to be automatically transfer.

### Challenges encountered during the implementation of the remote schooling / digital education action (ca. 50 words)

The quality of the training and the needed level of competence of the university lecturers were ensured.

### Transferability: How can the good practice be applied to similar situations in different regions/institutions? (ca. 50 words)

The technology is very adaptable and practically can be apply at any HEI.