

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

General Information

Country / Region of nominating institution	Slovak Republic
Nominating institution dealing with the good practice	Ministry of Education, Science, Research and Sport of the Slovak Republic/National Institute for Education
Consent for publication (YES / NO)	Yes
Contact data for further possible cooperation (mail / phone)	lucia.auxtova@minedu.sk
Webpage (optional)	https://www.ucimenadialku.sk/

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 checked="" type="checkbox"/>	Institutional	<input checked="" type="checkbox"/>
School education	<input checked="" type="checkbox"/>	Local	<input checked="" type="checkbox"/>
Higher education	<input type="checkbox"/>	Regional	<input checked="" type="checkbox"/>
Vocational education and training	<input checked="" type="checkbox"/>	National	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>		

Description of the good practice

Title of the good practice

Comprehensive online platform [We learn from a distance](https://www.ucimenadialku.sk/)

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)

As an example of good practice developed during the school closure, on 24 March 2020, the Ministry of Education, Science, Research and Sport of the Slovak Republic introduced a new complex online platform for distance learning <https://www.ucimenadialku.sk/> (“We learn from a distance”), which was created in cooperation with a variety of education stakeholders. The platform includes distance learning resources and tools as well as information on the organisation of the school year, recommendations, guidance, counselling and support for school management, teachers, professional staff, learners and parents. Specific guidance on educating disadvantaged children and teaching in minority languages is also provided. The use of particular tools is a choice of education institutions.

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

The portal proved to be a successful one-stop shop for schools, teachers, professional staff and parents offering a wide range of digital learning tools and materials and providing up to date information, recommendations, guidance, counselling and support. On its first day of its operation, the newly launched portal noticed enormous interest from teachers and parents. During the first day, it was visited by 119 602 visitors and the number of views of its individual pages was at the level of 588 678 views. The most visited were online resources that teachers can use in the application of distance education, current changes in the organization of the school year, but often sought were also recommendations for assigning online tasks, etc. More than 250 incentives were delivered also from the side of parents, teachers, and establishers of school institutions or NGOs. The current situation shows us the need to focus on strengthening the possibilities for distance learning, developing comprehensible digital learning infrastructure, tools and methodologies as well as advancing teachers’ and students’ digital competences.

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

The main difficulties were encountered in the area of inclusion and access to digital learning, especially for marginalised children. We try to gather and analyse the experiences, and reflect on how to modernise and innovate our education system to make it more responsive and flexible towards future opportunities and challenges. The school closure reminded us of the importance of the societal interaction of children in schools, as well as the face-to-face contact between teachers and learners. Moreover, the crisis highlighted the need to explore the full potential of quality digital education and flexible mobility formats.

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

With the spread of the Covid-19, countries on a global scale are implementing emergency plans to slow down and limit the spread of the virus. Different forms of online education and education resources are appeared and should be mobilised. Online platforms share key characteristics, such as the use of information and communication technologies to facilitate interactions between users. Online education platforms are redefining the purpose of e-learning because they are an improvement over contemporary learning and teaching methods. And, the fact that some platforms provide offline content means no one is left behind because even those who do not have adequate access to the web can still learn something new.