



ESEC

Extending Social Educators Competences

"Communicating in the education of COVID-
19 pandemic time"

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As learning shifts from the “teacher-centered model” to a “learner-centered model”, the teacher becomes less the sole voice of authority and more the facilitator, mentor and coach—from “sage on stage” to “guide on the side”. The teacher’s primary task becomes to teach the students how to ask questions and pose problems, formulate hypotheses, locate information and then critically assess the information found in relation to the problems posed.

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Using technology to facilitate any kind of social interactions. In these days a cutting edge compilation of technologies gives unlimited opportunities to communicate on many levels:

Cloud services;
The Internet of Things;
Big Data;
Artificial intelligence and robots;
5G and 6G platforms.

Most of Polish educators/teachers on almost all levels of education use forms of distance learning in the time of quarantine. The forms of conduct distance learning which have been chosen by educators and teachers are:

- sending tests, work cards or homework assignments;
 - online lessons (video conferencing);
- using e-learning platforms e.g. E-`podręczniki.pl (website of textbooks);
- using dedicated platforms by publishers.

The dominant form of distance learning was sending tests, work cards, homework or other forms that require the student to work individually at home and then send the completed materials to the teacher for checking.

As many as 92.6% of the surveyed students declared that they use this form of remote education. Using e-learning platforms is not a popular solution. 39.1% of respondents declared using this form of distance learning.

A solution that is hardly used in city schools is to use platforms dedicated to school textbooks. Only 6.6% of the surveyed students use this form of distance learning.

Despite the low popularity, this solution offers interesting interactive materials, of which students who use them are satisfied. There were also other popular means and tools:

- recommended links of multimedia helpful materials;
- using popular social media and messenger platform sharing movies on You Tube web;
- recording lectures, classes, speeches and sharing with on the social media;



Recording lectures or lessons by hand, which are then sent to platforms such as YouTube in the form of a film, is also a form of distance learning that some educators/teachers use. Students also indicate that the ability to re-play a lecture or lesson is useful in this solution. External sources are also increasingly used, to which students get access via teacher's internet links (films, radio programs, press articles).

There is recommendation to unify the remote education system within tools to one platform common for all students. In particular, it was pointed - "Microsoft Teams" platform, which offers extensive opportunities for communication, work organization and interactive work with students during online lessons. Appropriate system configuration should be on the school management's side in order to provide all students with comfortable access to lesson materials provided by teachers.



In such context of exploiting strongly ICT, ITI and digital platforms of distance learning, we might ask at this point if ICTs would replace the teacher or student?

The answer supposed to be a negative because in fact, with the introduction of ICTs in the classroom, the teacher's role for example in the learning process becomes even more pivotal. What can and should change is the kind of role that the teacher plays. The role of students, in turn, also expands. And since ICTs can open up the classroom to the outside world, the community can also play a new role in the classroom.