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ONLIFE Empower Hybrid Competences for Onlife Adaptable Teaching in School Education in times of Pandemic

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<https://onlife.up.krakow.pl/>

IO4 at a Glance: Recommendations and Guidelines for School System Bodies

Hybrid teaching and learning: not only an emergency response

Since before the Covid-19, schools' closure or partial closure, the period in which the swift made was not a concern, the necessity for a quick transition to a hybrid model has not been the subject of previous studies. Our innovative report provides a framework and a collection of digital tools that will enable instructors to smoothly transition to a hybrid environment for every disruptive situation, from pandemics induced ones to war contexts or emergent crises.

Structure of our Report

The Report is articulated in an introduction and three sections.

The introduction is aimed at introducing you to our project ONLIFE and the needs we tried to tackle and satisfy with it by presenting the current status quo. The context and background of school education nowadays in the EU are explored and explained in light of the goals and objectives of ONLIFE project. This introductory part is then followed by three sections:

1) Theoretical Framework, 2) Guidelines and 3) Recommendations

The Theoretical Framework section contains:

- *introduction and philosophy of the work aimed at sensitizing School System Bodies*
- *a short explanation of the topic of online learning quality standards and the comparative framework of e-learning quality standards;*
- *a clarification of emerging teaching skills for trainers and teachers in the digital era*
- *an illustration of a framework of an innovative assessment for empowering teaching quality in digital learning environments build-up thanks to the project piloting session among partners' countries*

The Guidelines are contained in the second section of our report and they provide and offer to teachers, trainers and education leaders, structured as follows:

- *didactically implications and best-practice-examples for the use of online and blended learning tools in School Education;*
- *a methodology for assessing online teaching and learning environments in School Education;*
- *List of tools for assessing online teaching and learning environments in SE*

The Recommendations close our work by offering a complete and transversal analysis of previous results of the projects – the Case Studies of IO1, the Training materials and courses of IO2 and the final report of IO3- and define

a) strengths; b) weaknesses; c) risks and threats; d) opportunity; e) strategy for improvement f) elements of attention to promote the quality culture in teaching and in digital innovation for School Education.

Mission and Impact

Our report wants to become a useful tool for improving a school organization's preparedness to deploy a hybrid model and offers useful information to school administration, which will have to decide on teacher training so they can acquire competencies and quickly adjust to hybrid learning processes for their students. Also, the report will help educators in becoming able to collaborate on hybrid learning and online project-based learning monitoring. The Recommendations, moreover, have a great transferability potential: School education authorities (Ministries of Education or Municipalities) in partner nations and abroad will have access to the suggestions, examples, and tools to favor the adaptability of School System Bodies towards hybrid methodologies all of which are ready to be customized to their school systems.