

Silesian customs, Slavic legends in early childhood education

- optional course for students of Early School and Pre-school Education

An example of the transition of traditional university course in the face of a Covid-19 pandemic



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BACKGROUND:

The first confirmed cases of Covid-19 caused by coronavirus were recorded in Poland on 4th of March 2020. Seven days later the academic community was informed about the suspension of teaching. Over time, it turned out that traditional classes should take place in the summer semester 2019/2020 in an online form. There was a need to change the curricula, methods, communication channels and forms of verification of learning outcomes.

Immediately.

COURSE DESCRIPTIONS:

The presented subject is an optional additional course for students who will work as teachers with the youngest elementary school pupils and preschoolers. It is designed to deepen students' knowledge of Slavic roots and customs of Silesia - the region in which most of them will work. It is an element of regional education.

In the traditional form, the classes consist of 15 didactic hours of practical workshop, field work and educational activities in cultural institutions. It is an element of learning in action, experience and through play. These classes have never been conducted online before.

EXAMPLES OF DETAILED TOPICS

- Slavic roots in video sources and posters
- Silesian songs and dances
- Silesian cuisine
- Silesian costumes
- Silesian dialect and legends
- "What does Silesia mean to me?" - creating clips, vlogs, movies

HOW have the activities changed ?

TRADITIONAL

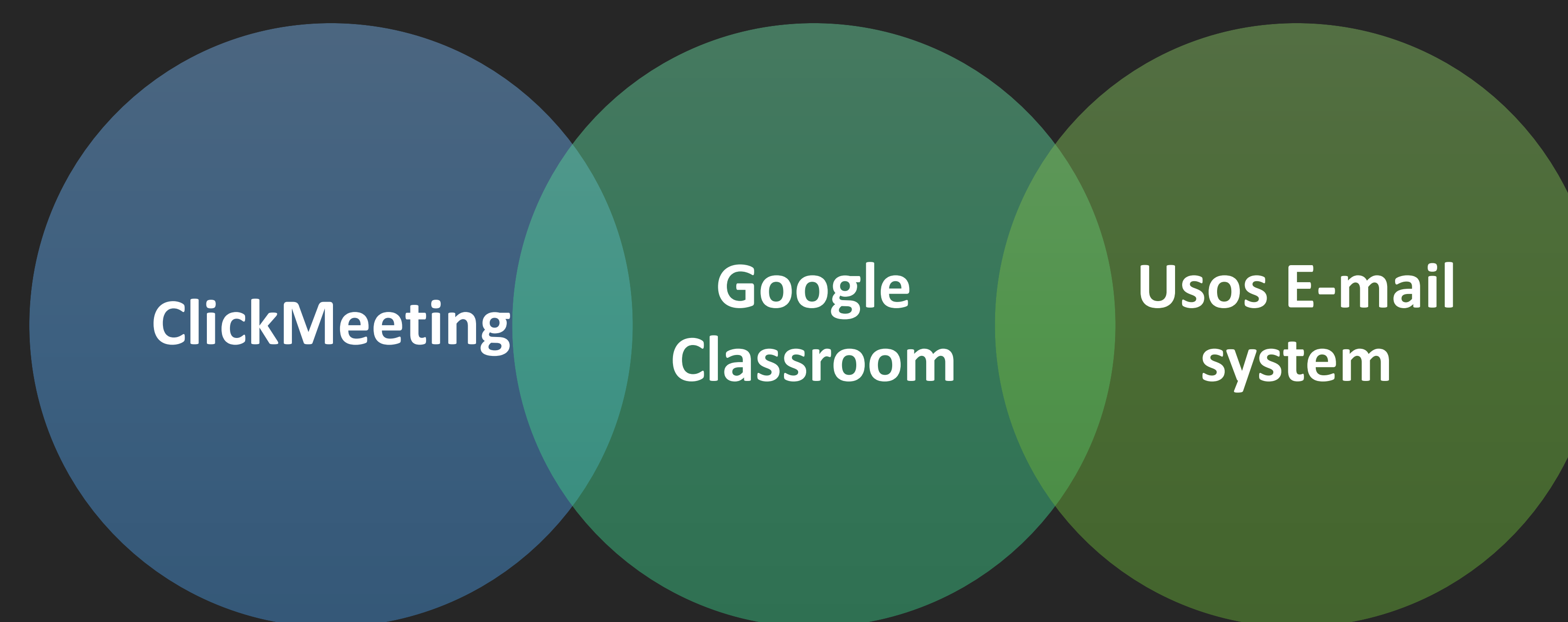
- traditional lessons
- discussions
- singing workshops
- preparing video materials
- contests and quizzes
- mini theater productions
- demonstration of folk costumes
- Silesian cuisine cooking workshop
- visit to the Silesian Museum



ONLINE

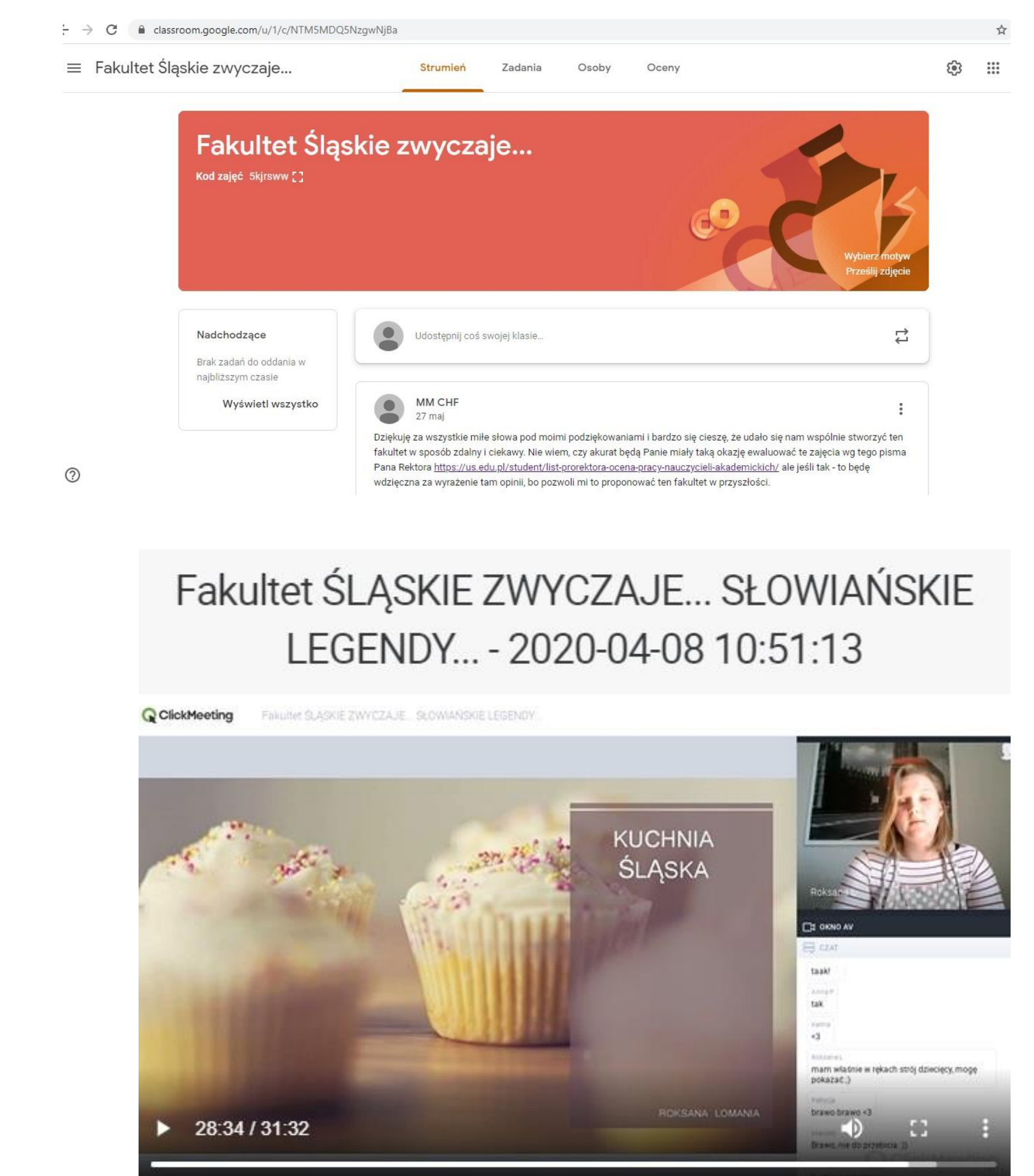
- webinars on the ClickMeeting platform
- online discussions, chats (ClickMeeting, Google Classroom)
- video conferencing and singing together
- audiovisual materials (source analysis, preparation of own clips and digital posters - Lumen5, Canva, YouTube)
- Quizzes (Kahoot)
- Theater productions associated with folk costumes during the webinar (ClickMeeting)
- instructional videos and online recipe for Silesian cuisine
- analysis of audio and video sources related to places, customs and other topics about Silesia and Slavs (YouTube and other sources)

WHAT tools and communication channels did we use?



SYNCHRONOUS AND ASYNCHRONOUS IMPLEMENTATION MODEL

EXAMPLES:



INSTEAD OF CONCLUSIONS:

- All didactic goals were achieved
- The online form forced more engaging cooperation among students
- For most students, the use of some technical tools was a new experience
- Students expressed very positive feedback
- Students emphasized especially that webinars, video conferences and work on an online platform contributed to a higher level of creativity
- The synchronous e-learning model proved to be more effective (webinar, video conferences, active discussions, chats)
- While working online, students prepared films, online theater productions, songs, quizzes, puzzles, digital posters and infographics. Students' works were similar to those created during **traditional** classes in the lecture room.
- Learning outcomes have been verified using online tools

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