Мишљење ученика средњих школа у Србији о предностима онлајн учења током пандемије Covid-19

Engl. transl.: Opinions of high school students in Serbia on the advantages of on-line learning during the Covid-19 pandemic

# Keywords

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* innovative teaching model
* Covid-19 pandemic

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## Sample

The survey comprised 339 high school students from different regions in Serbia (Belgrade, Kragujevac, Sabac, Kraljevo, Uzice, Bajina Basta, Sombor), who attended on-line classes during the state of emergency imposed due to the Covid-19 pandemic (Female=210, Male=128).

## Implications For Educators About

School innovation

## Implications For Policy Makers About

Other

## Implications For Stakeholders About

Researchers

# Abstract

In recent years, there have been numerous studies and pilot-projects both in Serbia and around the world, dealing with on-line learning. This paper analyzes the possibilities of online learning theoretically and empirically. The theoretical section presents an analysis of differences between traditional and on-line learning based on a review of the literature. The empirical study was carried out using a questionnaire distributed through various internet platforms in April 2020. The survey comprised 339 high school students in Serbia who attended on-line classes during the state of emergency imposed due to the Covid-19 pandemic. The data thus collected were processed using qualitative analysis. The aim of the study was to identify the advantages of on-line learning relative to the traditional model of instruction from the perspective of secondary school students, and to offer recommendations for further research and improvements in practice. The results of the study suggest that secondary school students in Serbia recognize the advantages of on-line learning in terms of time efficiency, the possibility to manage the learning process and improvement of the results of the instructional process.

# Outcome

"The results of the study suggest that secondary school students in Serbia recognize the advantages of on-line learning in terms of time efficiency (44.68%), the possibility to manage the learning process (25.08%) and improvement of the results of the instructional process(20.27%)(better availability of teaching materials and monitoring of teaching contents, execution of tasks, communication with teachers; faster receiving feedback from teachers when they have problems with mastering the material, but also after the task is done. " (Vučetić, Vasojević, Kirin, 2020, p. 358)