Fernunterricht während des COVID-19 Lockdown in Österreich (Frühling 2020) KiDiCoTi Nationaler Bericht

Engl. transl.: Remote Schooling during the COVID-19 Lockdown in Austria (Spring 2020) KiDiCoTi National Report

# Keywords

* Covid-19
* remote schooling
* family research
* younger children
* adolescents

# Details

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English

## Authors

Trültzsch-Wijnen C.W.;Trültzsch-Wijnen S.

## Type

Report and working paper

## Publisher

University of Salzburg

## Place

Salzburg

## Topics

* Learning
* Internet usage, practices and engagement
* Literacy and skills
* Other

## Sample

quantitative survey with 510 families with children between 10 and 18 years
qualitative survey with 10 families with children between 6 and 12 years

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Creating curricula with regard to ICT

## Implications For Stakeholders About

Industry

# Abstract

This thematic report is a result of a study that has been conducted in the context of the Kids Digital Lives in COVID-19 Times (KiDiCoTi) research project which was coordinated by the Joint Research Centre (JRC) of the European Commission. It focusses on the situation of emergency remote schooling during the first Covid-19 lockdown in Austria in Spring 2020. The report draws mainly on a quantitative survey with 510 families with children between 10 and 18 years. Additional information on younger children stems from a qualitative survey with 10 families with children between 6 and 12 years. The report informs about how children and parents were dealing with emergency remote schooling and online learning activities.

# Outcome

Technical equipment was a minor problem in Austria, however, 20% of the families had slow internet connections. Children showed a high motivation to participate in remote schooling, many of them realised the importance of digital communication and the need to improve their skills. Digital teaching was common and frequent in secondary schools, but rare in primary schools. Many parents could help their children, but for the future, the demand more support for children and themselves. "About 40% wish psychological support for the child as well as the whole family." (Trültzsch-Wijnen/ Trültzsch-Wijnen, 2020, 5).