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RAPID ADJUSTMENTS OF REMOTE TEACHING OF YOUTH – LESSONS FROM THE PANDEMICS

Abstract

The paper is overviewing ubiquitous digitalisation and its exertion into the educational sphere. Instant transfer into online mode of teaching during the COVID-19 lockdown raised the discussion on the effectiveness of such mode. The analysis of what are the factors that potentially can harm academic progress is done. However, the COVID-19 lockdown showed that criteria of effectiveness can be ignored as less important. That is why there is a need to analyse it and in the result implement the changes into online education that would allow it to resemble the in-class mode as much as possible. In the paper, an exemplary solution is proposed – the design of a language online course. The course is created using the CLIL (Content and Language Integrated Learning) method. So, it covers not only learning of language, but also of content, that is digital hygiene in this case. At the end of the paper expert evaluations of the course design are done.

Keywords: digital media, digital hygiene, online education, online course

Problem overview

The research on adjustments to remote teaching is an issue of great importance for the educational sphere as well as for the field that promotes social change, that is social work. The pandemics was the reason for one of the major disruptions in education for the whole of history and affected all continents (United Nations 2020: 2). It caused the change in the way students were studying: visiting schools was replaced by engagement into online-classes, faces of teachers and classmates were limited to digital images of them and on-going access to education was possible only with availability of the Internet and proper devices.

Obviously, humanity has already met before with contagious infections like this one, but it has never been the case for people to have such an amount of students worldwide as there are currently. Such a spread of education, especially the primary one that gives basic literacy, was at the highest rates. It was achieved through an important increase in government expenditure on education (Roser, Ortiz-Ospina 2016: para. 7). Thus,

when access to schools as for public places had to be limited, it was the reason for an unprecedented disruption for delivery of education.

Other than the change of the medium which transfers education from real-time in-class lectures into device-assisted classes, the shift caused different types of disparities. Among them are reduction of opportunities to study for the most vulnerable (United Nations 2020), having hard time for low-income parents to help children studying (Calarco 2020), enhancements of digital divide problem (Ramsetty, Adams 2020), loss of children protection from food insufficiency (Williams 2020), etc. Obviously, all enumerated problems had to be reactively responded to by coordinational work of social workers, who ensure the satisfaction of students' needs in the vulnerable situations. However, the activity and mobility of social workers were limited and transferred into the remote mode, which contrasts usual face-to-face practices (Cifuentes-Faura 2020).

The way states tried to solve the problem with inability of children to pursue attaining education was the switch to online education mode. To understand if the state's demand on online education implementation (as a temporary measure during COVID) was adequate, there is a need to analyze the results of this measure.

Taking into consideration weaknesses of online-education, together with existing public demand to provide it anyway (pandemic circumstances), there is a conclusion that there is no longer any possibility to refuse the idea of Web-based education. However, online education under any circumstances should substitute in-class one. It comes from the inability of distance learning to provide students with a significant aspect of education, that is a feeling of community and social belonging. It is evidenced that this feature enhances academic performance and promotes the substantial psychological state of students. Additionally, the problematic situations that starve for engagement of social workers are visible the most in school conditions.

However, in the situation when online-education becomes the only solution, a wide topic of discussion appears that is about children's usage of gadgets, media and Internet. This issue becomes up-to-date for social work as it is tightly connected with risky behaviour of children. Referring to Antonio López Peláez and Chaime Marcuello-Servós (2018) the new frontier of social work can be considered e-social work. E-social work responds to new social challenges that appear due to fast technological progress. Technological advancements can put the social work profession under risk of obsolescence or create a driver to adapt for new digital reality. "Adaptation and innovation (...) also entail a profound reflection on the ethical debates surrounding digitalisation and the design of new methods of diagnosis, intervention and evaluation that are respectful of people's dignity and their right to privacy" (Peláez, Marcuello-Servós 2018: para. 11). Thus, the ongoing contribution to the field of social work has to be accompanied with innovative approaches to appearing social issues.

With all this in mind, effort to create an experimental course based on secondary data analysis was made. The results of the research on online education practices together with online-course design can be implemented in the advances of future social policies. The designed course has to contribute for the life betterment of children. It discussed

the necessity to prevent children's inappropriate or unsecure usage of digital devices and internet through teaching digital hygiene. To do so, the decision to teach the parents or significant others of a child was made as a reflection of family systems theory. The choice of parents are not limited to biological parents only, but also to those who take care of a child and can have any impact on their life. Moreover, the course is not limited to the specific age group of the children. The creation of an online course is an experimental product which covers the issue all parents had to deal with, that is digital hygiene. According to Charles Boulet "hygiene is the science that deals with the promotion and preservation of health. In an active sense, hygiene comprises the establishment of conditions and practices that serve to promote or preserve health" (Boulet 2006: 3). Hence, digital hygiene is the organisation of responsible usage of digital devices. This course can be used as the practical measure to prevent risky behaviours on the Web, but the content has to be updated regularly, because of fast-changing conditions of the digital age.

For this research experts from different research fields were engaged in order to assess the quality of the design of the experimental online course. The reflections of experts were structured and collected by filling in the table with answers to the questions on different aspects of the course. Despite the fact that the designed course was not launched and tested on students, logically the subsequent part of the primal stage of the research (design and experts' assessment) can be continued by its testing and, finally, implementation with corrections. Additionally, the description of the course creation can serve as an exemplary template for teachers in future. As for the social workers the course touches the issue of risky digital behaviours and provides recommendations for parents as for the children's use of media. However, there is an option that change in instruction during COVID to online can transform the usual forms of teaching with active social interaction and its purpose wouldn't be achieved because of being unnecessary.

Literature overview – state of the art

The discussion on effectiveness of online education compared to offline is on the agenda for scholars, policy-makers and social workers. The importance of putting our minds on this issue became instant during the lock-down caused by pandemia of COVID-19. Different measures were taken in order to keep such institutions as educational, governmental, private, etc. functional. Going online was one of the crucial solutions.

The question arises: can this change in education affect society and if yes, how? The impact of digitalisation in general was discussed by lots of scholars: D. Boyd (2009), N. Jurgenson (2012), A. Mangen (2019), A. Toffler (1970), Z. Tufekci (2008), etc. In the same time the impact on education was discussed by K. Bergstrand (2013), E. Hargittai (2003), M. Ito (2020), A. Kurpatov (2018), N. Selwyn (2020), etc. Analysing the work of these authors and current forecasts, one tendency becomes visible. Education, as any other aspect of reality, will be tightly bound to technological development. That is

why the role of social work in education has to be go hand-in-hand with technological advancements and take into account the risk discussed further.

Today's youth takes technology as a necessary and an integral part of living. It comes from the fact that they have grown up using technology and computers. Mark Prensky (2001) coined the term 'digital natives' to give definition for this generation of people, who grew up in the digital age. He believes that members of this generation have special abilities to receive and process information, since technology has accompanied them from birth (Prensky 2001: 3). Integrating technology use in the 21st-century classrooms is essential for preparing students to enter a digital world, as employers are seeking employees who are digitally literate and governments need citizens who are not lagged behind in digital skills.

The instant switch to online education had impact not only on students and teachers. So, they are not the only stakeholders to consider about. There were also parents and guardians of students who had to take part in the process of learning. The study on experiences of parents with children during pandemic by Amber Garbe showed that the responsibility of parents for the success of remote teaching increased. Parents had to participate in arrangements of learning routines of their children. This change coincides with the fact that the need to organize children, motivate them, think of hardware issues and be responsible for children's outcomes at studies appeared for many parents. 44% of parents found it as the biggest struggle to balance between employment demands and learner needs. Actively participating in the school life of children required following the materials given by educators. 27% of parents claimed that there were too many materials and resources for learning, that can make it hard to prioritize the most important and needed ones (Garbe, Ogurlu, Logan, Cook 2020: 49).

Basically overviewing problems with organization of online education has to take into account also technical level. This issue was described in Eszter Hargittai's (2003) work on digital divide. She proposed a definition of digital divide that means "the gap between those who have access to digital technologies and those who do not; or the gap between those who use digital technologies and those who do not understood in binary terms distinguishing the 'haves' from the 'have nots'" (Hargittai 2003: 2). Access to internet gives opportunities to extend existing knowledge. Though there is, definitely, stratification when it comes to this opportunity (Hargittai 2003).

There are big discussions and a lot of assumptions of that in future education will fully go online. For example, there is a claim of Andrew Cuomo (state governor of New York) that the COVID lockdown is the "moment of history", when having all the technologies needed, remote education has to be set (Selwyn 2020: 7). Andreas Schleiser, the head of education at the Organisation for Economic Cooperation and Development (OECD), declares that students experienced a new way for education to develop (online) and found it more convenient for themselves: "(...) we are at the point of no return regarding students" (ICEF Monitor 2020). Coursera CEO Jeff Maggioncalda states as well that "the backbone of the learning process will be digital. And then there will be a lot of people that learn online who don't have to go back to campus in order to do it" (Marketplace

2020). So, big resonance was made about education going in the path of online especially after lockdown in 2020. By specification of the constraints of online education, better versions of it can be developed.

According to Ben Williamson (2020) instant switch to online teaching made some discussions on reconsidering old educational style to appear. Among them there is an increasing number of different ideas and solutions to the teaching ways and tools to use for substitution of standard in-class education. Technological solutions for making it easier and as much effective as possible were offered by big companies specialised in educational technologies (EdTech companies). Moreover, “(...) commercial EdTech providers and advocacy organisations have also formed powerful networks and coalitions to highlight and promote EdTech products for use by schools, teachers and parents” (Williamson 2020: 2). The scale of presence of edu-business companies in the sphere of schooling and influence on classrooms increased a lot (Williamson 2020). Interest within big companies in EdTech is not a new tendency, though extension of EdTech got its popularity because of the emergency situation of COVID.

One of the issues that is widely spread, especially in underdeveloped countries, is the access to the Internet. As was stated in Coronavirus and Children Series by experts of UNICEF Innocenti (2020), the state has to supply everyone with equal opportunities (in this case it at minimum is Internet access), particularly when there is a state's requirement to go on with obligatory education. Other issues that were acknowledged about are gender inequalities in Internet access, especially in traditional countries with strongly patriarchal values. For instance, there is an example of a Muslim family with a lot of children, where advantage is given to boys to pursue education. In this situation and with limited availability of computers, access would be given to masculine part of the family most probably. So, the problem of hardware issues and Internet access has to be solved similarly. Obviously, there are a lot of families which have computers at home. However, in the conditions when all family members need a computer at the same time, there is a problem in determining priorities for who needs more (UNICEF 2020).

Centrum Cyfrowe is the organisation that acts towards amplifying civic engagement through digital tools. According to Centrum Cyfrowe (2020) in Polish switch to online education during the pandemic had quite a lot of problems. One of them is the lack of experience of teachers, as only 15% of them had taught on distance before. That is why quality of teaching was low, as the majority of teachers didn't know what kind of other problems they could face. The issues that teachers highlighted after confronting with online teaching were the access to the internet and hardware issues from both sides (teacher's and student's), space organisation at home, contact with parents, significant consumption of time for organisation of the process, etc. (Centrum Cyfrowe 2020).

As any social problem, switching to online education has its favourites and counterparts. For some current crisis situation led to a conclusion that online education is ineffective. In contrast to this statement, Charles Hodges's claims that there is big difference between online learning and the so-called ERT (emergency remote education). ERT is considered to be “a temporary shift of instructional delivery to an alternate delivery

mode due to crisis circumstances” (Hodges, Moore, Lockee, Trust, Bond 2020: para. 13). This alternative mode was online. In the same time, social public and non-governmental organisations are to develop new policies that take into account technological advancements and their impact on the lives. The role of social worker here is to be the bridge between students, identify the problems, propose solutions and present it in the form of recommendations for stakeholders who provide and implement governmental policies. However, application of the best possible measure to pursue the process of education appeared to have a lot of pitfalls. Those problems definitely have to be solved starting from the research of the current state of affairs.

Method (of research/action/analysis)

The research is aimed to analyze emerged situation with process of Web-based education. Secondary data analysis demonstrated that the switch to a different learning environment mode from in-class to online had some constrains. Among them are lower potential to provide students with feeling of community and social belonging, unpreparedness to respond to the digital divide problem, lack of professional training in giving classes online for educators, etc. One more aspect is studied through experimentation with the design of exemplary online course on digital hygiene. This aspect is the gap between in-class and online education in instructional design caused by considerably lower level of systematic implementation in regular practice, which is explained by necessity to find rapid measures to adjust to social isolation.

As stated by Johannes Conrads (2017) in overview of Digital Educational policies in Europe and beyond, implementation of digital education should be done by testing and experimenting. This means that flexibility and reconsideration are crucial features in building policies as changes that are coming are unprecedented. So, it is known that policy implementation is mostly accompanied with goal and objectives-setting, evaluation of effects, but despite this “(...) policy-makers in digital education should be reminded that the greatest improvements to learning are often achieved when learning from mistakes”. Moreover, every change is supposed to be implemented after testing “small-scale pilots” (Conrads 2017: 43). This statement is the justification of using experimental design in the creation of an online course.

When it comes to the place of the designed course in social work, reference should be done to the family systems theory. According to Murray Bowen family as a social system influences behavior and thoughts (Bowen 1978). The designed course has to contribute for the life betterment of children. To do so, the decision to teach the parents or significant others of a child was made. Moreover, even if the course is created with the thought of the children and their media usage, the more research on how to approach young learners has to be made in order to go directly to them.

The experimenting with design as a method allows to check feasibility of proposed practical measures for course creation. Course design is practical implementation of

the different techniques used during teaching process and used as a research method. The method is referred to as design-based research by Feng Wang and Michael Hannafin (2005), “as a systematic but flexible methodology aimed to improve educational practices through iterative analysis, design, development and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories” (Wang, Hannafin 2005: 6). However, the implementation phase of the research is replaced from collaboration with real students to assessment by experts-educators. Ten expert opinions from people with different scientific backgrounds were collected for assessment of the designed online-class. The reflections of experts were structured and gathered by filling in the table with questions on different aspects of the course:

Section 1. General course overview

Assess the relevance of the course for audience chosen.

Assess the design (visual representation) of the course.

How are the community building activities included in the course?

Assess the grading system of the course.

How is the structure of the course?

How do the tools and media formats selected support the course learning outcomes?

Section 2. Content course overview

Assess the potential of the course to make students aware about issues of digital hygiene.

Assess the content of the course.

Assess the tasks provided by course. Would they make students engaged in the process of learning?

Can materials from the course be used by other language teachers?

How are the features of CLIL method visible in the course?

Section 3. Additional assessment

Leave some additional comments about the course or issues not covered in assessment. For the expertise the sample of the first class was demonstrated (Appendix). According to the idea of the digital hygiene topic, the basics are planned to be covered by four classes in general. The program is systematized into the table (Table 1). Experts’ reflections are analysed and can be used to modify the course and systematized into recommendations for future course piloting or creation.

Experimental online course that was designed is based on the CLIL approach. CLIL comes from Content and Language Integrated Learning. This approach suggests learning of the content and language by using other languages. Cenoz, Genesee, Gorter (2014) highlighted that there is no clear separation of how much of language and content in a proportional relationship is to be learned according to CLIL. Also there is discussed the statement that there is no one theory or approach to CLIL (Cenoz, Genesee, Gorter 2014).

For the design of the course the Canva program was chosen. In Canva you can create different types of designs for different documents: presentations, infographics, posters, publications in social media, etc. This internet tool can be used in creation of professional materials as well as for private usage.

The course can be provided on ZOOM, but other media can be used as well. The choice of ZOOM comes from its functionality. There you can find an option to organise group work through using the feature “break-out rooms”. This feature can be used for dividing participants of one group into subgroups and then create virtual rooms for the time needed (5 minutes, 15 minutes, etc.). Teachers can “come in” and observe the work of each subgroup as moderator.

Discussion of findings

As a content part of a designed course the digital hygiene concept was chosen for parents and children. The course is preoccupied with preservation of health in digital space and teaching digital hygiene for children. Though, chances are little that children can be digitally literate with parents that are not. Then, the decision to make the course for parents or guardians of children that have to learn the basics of digital hygiene and collaborate with their offspring on this issue was made. The course can be useful also for social workers/e-social workers who are preoccupied with issues of children’s media usage.

The material of the course is prepared using some notions of cognitive science. Cognitive science is the field where the process of learning and processing of information is studied. According to John Bransford (see Bransford, Brown, Cocking 2000) there are four aspects to which the designer of the course should pay attention: knowing its learner (e.g. slide 23 in Appendix), acknowledging the main thesis or concepts to cover in future (e.g. slides 21, 33 in Appendix), assessment and creation of community within learners (e.g. slides 35, 42 in Appendix). Moreover, during the course thinking processes of both student and expert have to be visible. So, activities are to be designed in a way that students can express their processes of thinking, that will be a good indicator for the teacher of the fact if students understand the material or at which stage they are confused and think in a wrong direction (e.g. slide 12, 23, 34 in Appendix). One more tip is “using contrasting cases as examples” (e.g. Case studies in Table 1). This point has to deal with human’s ability to understand better out of the stories, narratives, as examples of knowledge application in the practice (Bransford, Brown, Cocking 2000).

Judith Boettcher (2007) elaborated ten core principles for designing effective learning environments. Among them one of the principles is that depending on instruction different learning outcomes can be gained (Boettcher 2007). So, for enhancing productivity of the course, there is a need to spot clearly outcomes that are desired to get achieved. For the experimental CLIL course different outcomes were planned to achieve:

- knowledge of “digital hygiene” (e.g. Grammar tenses and facts, Modals and digital hygiene rules, Additional rules etc. in Table 1);
- acknowledging of possible risks of uncontrolled usage of digital devices by children (e.g. Grammar tenses and facts in Table 1);
- giving an overview of principles for parental assistance in defining children screen time (e.g. Gerund or infinitive in Table 1);
- giving basic biological knowledge on learning processes with regard to age (e.g. Grammar tenses and facts in Table 1);
- urging in importance of social interaction as a core factor for developing critical thinking (e.g. Homework 1, Debates, etc. in Table 1);
- proposing alternatives for screen time spent by children (e.g. Case studies in Table 1);
- making parents to put on the agenda reparation measures on children screen time;
- providing instruction in English and at minimum in Polish in order to give the opportunity to learn the language from the content and possibility to go on learning by itself in future, as English is widely spread when it comes to research and specifically ones on digital hygiene;
- giving understanding of peer-learning value for future better attaining of information (e.g. slide 36 in Appendix).

Findings on how well the creation of the online course was done are presented in the form of passages of experts’ reflections.

Assessment of the course relevance for the audience chosen

Six experts (E1, E3, E4, E6, E7, E8) found the course relevant for the target audience chosen. Though, E5 considers that age of children has to be specified, as “some elements of content (see your homework questions) would be different when you have a 3-year-old or a 15-year-old child” (E5). Children’s age is not specified, because it would diminish potential target audience. Additionally, the course is based on a parent’s own choice of attitude to children about their media usage. The relevance of directing children’s behaviour would be present respectfully of its age.

Assessment of the course visual representation (design)

Generally, course designs were assessed as good. Experts appreciated illustrations and colours. Some experts (E6, E7) found theme colours as too dark. Other experts (E5, E8) mentioned that a bigger amount of illustrations would attract more attention.

To conclude, the choice of fonts and contrast techniques were assessed positively. Very dark colours should be avoided in the choice of background/theme colour. It is possible

that some experts found the theme colour as too dark, because of the light transmission of the screen. As well shouldn't be forgotten about the amount of text that is present at one slide. Less text made slides and information more readable and pleasant.

Assessment of the community building activities

For less than half of experts community building tasks were insufficient or difficult to distinguish (E1, E6, E7, E10). E2 suggests reconsidering the tasks 1 and 2 to make them more community building oriented: "(...) Perhaps the other two exercises could be more oriented towards student interaction by for example letting the student who chooses the correct answer and responds to the question pick his/her classmate and ask them the same question (Task 1) or allowing group work (Task 2)" (E2). E8 adds about what can work out as community-building activity with existing technical support: "If you use Zoom to teach online, you could add some competition. Race to be the first to answer a question". Minority of experts assesses community building tasks positively (E3, E9). To conclude, more emphasis has to be made on creation of community building tasks and the way they are transmitted to the students.

Assessment of the course grading system

One third of the experts found the grading system as "well-suited" (E2), "good" (E4) and "clear"(E6). However, E1 stated that it could have been improved with adding the points for other types of tasks. E9 emphasized that "by valuing picture descriptions more than the other activities, the course encourages creativity, practical usage of theoretical knowledge and building social interaction" (E9), which was exactly the aim by giving more points for tasks that evokes creativity. E5 and E10 found the grading system confusing and not clear. This means that the description of the grading system has to be transmitted more clearly as it serves as a tool of external motivation.

Assessment of the navigation and structure of course

Majority of the experts rather agreed that navigation and structure of the course is easy to follow. E8 stated: "(...) the navigation for me is a little difficult to understand" (E8), which means that some corrections have to be made in order to make navigation more intuitive.

Assessment of the tools and selected media formats

Almost all of the experts assessed tools and selected media formats positively. E7 noticed that "the fact that the lesson is conducted online does not take away anything from the experience, as it was tailored for that way of teaching, unlike most courses" (E7). So, it means that the choice of media for the course was done well and as E9 noticed that "using digital devices helps the students to visualize the content better in their minds" (E9). To conclude, the most was done when it comes to the right choice of media and tools.

Assessment of the course potential to aware students about issues of digital hygiene

Every expert agreed that the course has in its content reference to digital hygiene to some extent. It is worth mentioning that the first class sample given for expert's assessment is only one out of four classes that would teach digital hygiene. Being aware of this, E1 noticed that sample-class "seems like a good start regarding learning digital hygiene" (E1). In contrast, E4 remarked that "it doesn't inform students about how to go about ensuring digital hygiene" (E4) and E5 pointed out the lack of "evidence-based advice" (E5), which is true and is planned to be done during next lessons. To conclude, the idea to pursue learning about digital hygiene during next classes had to be presented more clearly.

Assessment of the course content

Experts noticed that the course content is up-to-date. E9 was aware about issues that has to be discussed during a course and that are in a buzz right now: "protection of digital identity, data security and cyberbullying are recently started to be studied" (E9). To conclude, the impression about the course content is despaired, because experts have seen only samples of the first class, judging then the lack of some useful materials on digital hygiene. That is why before giving acknowledgement of the course, a more detailed syllabus has to be attached to avoid misunderstanding.

Assessment of the tasks provided by course

The opinions on tasks provided by the course and if they make students engaged are rather controversial. On the one hand, E1, E4, E6, E7, E9, E10 found the tasks well-suited and believed that they would make students engaged. E9 emphasized that tasks are elaborated in manner that theory can be applied into practice, so language learning goals would be achieved: "The tasks provided for the course are the essentials in language learning" (E9).

On the other hand, E2 and E8 consider that tasks could have been more interactive. E5 suggests using inductive method (from practice to theory), rather than deductive (from theory to practice) in tasks construction. So, the tasks have to be elaborated precisely with thorough consideration about the language level of the target audience.

Assessment of the possibility to use course materials by language teachers in future

Majority of the experts thought that course materials can be used by language teachers in future. In contrast, minority of the experts found the potential to use course materials in future as improbable. One third of the experts noted that course materials can be translated into other languages. So, the course materials have to be elaborated with precision.

Assessment of CLIL-method features visibility

Half of the experts believed that CLIL-method visibility was quite clear. E5 considers that CLIL-method has to be organised in another manner: "True CLIL lesson would probably start with a personal quiz/questionnaire regarding digital media use in which

some more follow-up questions would be needed to be constructed in grammatically correct ways. Also past/present/future tenses would be revised in context of stories and not by filling in the gaps. Actually I was concentrating on the accuracy of tenses rather than the content of the texts” (E5). So, it is suggested to reconsider the course and tasks organisation to reduce excessive attention on the grammar tasks.

Additional comments

As for the additional comments that experts could leave: minority of the experts suggested much thorough proofreading. This, obviously, has to be done by engagement of native-speaker before actual course piloting, as it is unacceptable to have any mistakes during language teaching.

E2 pointed out the mistakes made during calculation of lesson timing: “Timing needs some decent revision: only the exercises (Task 1: 25 min., Task 2: 25 min., and Task 3: 30 min.) – take 80 minutes, not including the grammar explanation part. Moreover, some additional time should also be allowed for the greeting and welcoming of the students as well as setting the homework, which may require some comment on the teacher’s side” (E2). Expert E3 as well pointed out timing, but from the perspective that there was no break and keeping student attention for 75 minutes is quite hard. So, one more conclusion is to make timing clear and inform students about the break during the class.

Conclusion

Sure, lockdown is an unprecedented situation, which has to be dealt with the most optimal measures. As a solution was implemented switch to online mode. It had a lot of side-effects that made students from all the world to lag from the existing educational program. As any social problem, switch to online education has its favourites and counterparts.

Digitalization is encompassing all spheres of lives and among them is education. To replace or to take its piece of cake from traditional in-class education came online mode of instruction. This mode recommended itself as inevitable and salvatory in the conditions of world COVID-19 pandemics. Nevertheless, online education was given a chance to show that it can’t supply students (currently) with conditions of social and community-building. For sure, it gives autonomy and mobility, but it has a lack of something that actually makes the process of learning more efficient and it is social interaction. Thus, an attempt to create some conditions for community-building exercises was done. This attempt was the creation of the design of an experimental online-course. It may seem ironic that online-course’s main content was digital hygiene. The course was reviewed by experts from different academic and cultural backgrounds. The results of expert opinion weren’t univocal, but all of them agreed that the chosen topic for content was up-to-date. In future the experts’ conclusion can serve as a direction for social workers to pay attention for the new appearing risks in children’s usage of digital devices and for the importance to collaborate with parents to prevent risky behaviour

on the Web. In worst case scenario some sections of the course can lose their actuality and new changes will have to be done.

More than that, in order to avoid organisational problems during creation of the course, there shouldn't be very tight time limits, as this can considerably impact on the course's quality and some aspects can be missed. Teachers have to be taught before how to perform classes online, hence qualified in other forms of teaching. Finally, there is a necessity for a systematic approach to the problem from the side of the institutions responsible for the education and social workers when it comes to the aspect of digital hygiene.

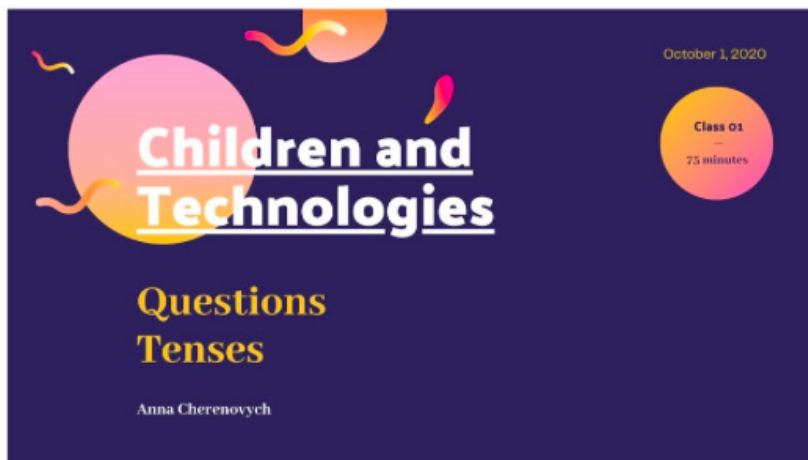
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Appendix. Concise sample of design for the first online course of digital hygiene

8



Source: own elaboration.

Table 1. Five types of question formation

5 Types of Question Formation				
Yes/No Questions	“Five W” Questions	Indirect Questions for polite English	Asking Tag Questions	Asking Negative Questions
<p>Move auxiliary/modal verb to the beginning of sentence:</p> <p>SS: Robin is learning English online. QS: Is Robin learning English online?</p> <p>Put do/does/did if there is no auxiliary/modal verb:</p> <p>SS: 7-year-old Tina played computer game. QS: Did 7-year-old Tina play computer game?</p>	<p>When asking about the subject, replace part of the sentence with What/Who:</p> <p>SS: Robin is learning English online. QS: Who is learning English online?</p> <p>If not asking about the subject, there'll be some word order inversion:</p> <p>SS: Robin is learning English online. QS: How is Robin learning English?</p>	<p>Indirect question is attaching a phrase like “Could you please tell me...” or “Do you know...” before direct question. In indirect question move auxiliary verb to the end:</p> <p>QS: Where is the bookstore? IQS: Do you know where the bookstore is? QS: Where is the bookstore? IQS: Could you please tell me where the bookstore is?</p>	<p>It's used to check or confirm that you've understood something correctly. The basic formula is: [Sentence] + [opposite form of the same verb used in sentence] + [subject pronoun]?</p> <p>SS: Robin is learning English online. QS: Robin is learning English online, isn't he? SS: 7-year-old Tina played computer game. QS: 7-year-old Tina played computer game, didn't she?</p>	<p>You can use a negative question to confirm something you believe to be true. The basic formula is: [Negative verb contraction] + [subject] + [main verb] + [other information]?</p> <p>SS: Robin is learning English online. QS: Isn't Robin learning English online? SS: 7-year-old Tina played computer game. QS: Didn't 7-year-old Tina play computer game?</p>

Yes/No Questions

11

Move **auxiliary/modal** verb to the beginning of sentence:

Robin **is** learning English online.

→ **Is** Robin learning English online?

Put **do/does/did** if there is no auxiliary/modal verb:

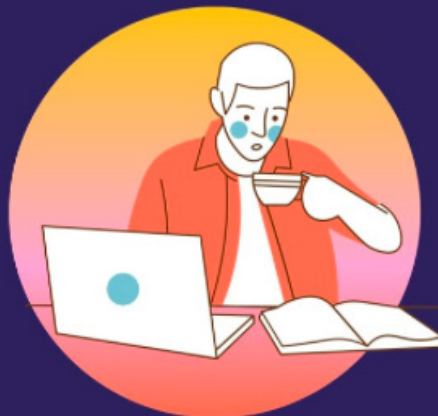
7-year-old Tina **play**ed computer game.

→ **Did** 7-year-old Tina play computer game?

Source: own elaboration.

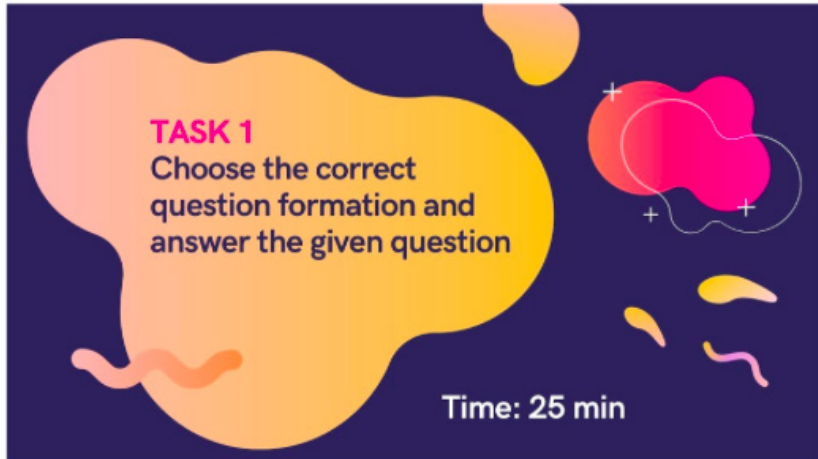
Jack **adores** playing
computer games.

12



Source: own elaboration.

21



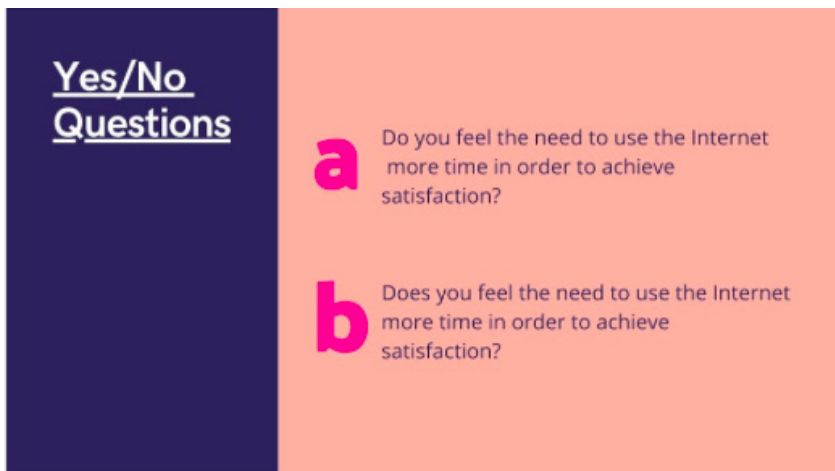
TASK 1
Choose the correct question formation and answer the given question

Time: 25 min

The graphic features a dark blue background with several abstract, organic shapes in shades of orange, yellow, and pink. A large, irregular shape in the center contains the text 'TASK 1' and the instructions. To the right, there are smaller shapes, including a pink one with a white outline and three small white plus signs. At the bottom right, there are three small, curved shapes in yellow, pink, and purple.

Source: own elaboration.

23



Yes/No
Questions

a Do you feel the need to use the Internet more time in order to achieve satisfaction?

b Does you feel the need to use the Internet more time in order to achieve satisfaction?

The graphic is split into two vertical panels. The left panel is dark blue and contains the text 'Yes/No Questions' in white, with 'Yes/No' and 'Questions' underlined. The right panel is a light orange color and contains two questions, each preceded by a large pink letter 'a' and 'b' respectively. The text of the questions is in a dark grey font.

Source: own elaboration.

33

TASK 2

Retype/rewrite sentences
in the correct tense form

Time: 25 min

Source: own elaboration.

34

TENSES AND DIGITAL MEDIA USAGE

Retype/rewrite sentences in the correct tense form (25 min)

Digital devices (tablets, smartphones, and game consoles) _____ an integral part of households and their use can begin at very young ages. **become**
 Digital devices _____, entertainment, convenience, affordability, and portability. **provide**
 Children _____ these devices to play video games, watch videos, communicate, and interact with social media. **use**

The EU Kids Online survey _____ about seven different online risks: 46% of 9-15 year old internet users in Europe _____ at least one risk online, rising from 17% 9-10 year olds to 65% 15-16 year olds. **ask, experience**

I'd say the most important fact anybody who _____ alive today _____ to know about the 21 century is that we _____ hackable animals. **be, need, become**

Recently, the World Health Organization _____ gaming disorder as a mental health condition in the ICD-11. **include**
 An American Common Sense Media survey _____ that three-quarters of teenagers own a smartphone, and 24 percent _____ themselves as constantly connected online. **report, describe**
 Notions of technological addictions and computer addiction _____ previously _____ in England. **study**

The term "affordance" _____ by a psychologist, James Gibson, who _____ to explain how people and animals _____ action based on direct perceptions of the utility of components of their physical environment. **coin, try, take**

... It _____ so commonplace to look up the answer to any question the moment it _____, it can feel like going through withdrawal when we can't find out something immediately. **become, occur**
 We _____ seldom offline unless by choice and it is hard to remember how we _____ information before the internet _____ a ubiquitous presence in our lives. **be, find, become**
 The Internet, with its search engines such as Google and databases such as IMDb and the information stored there, _____ an external memory source that we can access at any time. **become**

Source: own elaboration.

35

GROUP WORK

Time: 30 min

- 1** Describe one picture using Present, Past and Future tenses with your groupmate.
- 2** Present your sentences to the rest of the group.



Source: own elaboration.

42

HOMEWORK

Talk to your child about media usage.

After talk you have to learn:

- what content does your child prefer in the internet
- does your child prefer spending time with digital devices rather than with their friends, parent, etc.
- what does the child think about the allowed time to spend in the internet/ with digital devices (is it enough, too small, too much)

After the talk each participant should write short report using different tenses.



Source: own elaboration.

Table 2. Tasks descriptions of the experimental online course

Number of the class	Task name	Task description	How are the goals of the course covered by the task?
1	Question/ answer (2 points)	Revision for the students of the 5 types of question formation (theory) → After revision of the theory students see two options of the question, where one is grammatically correct, other is not → Students have to choose which option of question formation is correct (practice) → Students are answering the question.	Proposed questions that students answer are connected with questions about their personal and their children's media and digital devices usage. The task gives the teacher an understanding of the current state of affairs of each student, so during the course he/ she can reflect on it. After the course teacher can study how the student's situation or attitude on the issue has changed.
1	Grammar tenses and facts (2 points)	Revision of the theory of most used tenses: Present Simple, Present Continuous, Present Perfect, Past Simple, Past Continuous, Past Perfect, Future Simple (theory) → Students are given facts on media usage of children, its risks and some statistics. Each sentence is missing the correct form of the verb → Students decide which tense form is appropriate for each sentence (practice).	Students are introduced to how digital devices and media usage of children can affect their health, current statistics on the issue. The representation of facts are given in the form of grammar exercise to revise different tenses. Facts that are given come from different scientific papers.
1	Pictures description (3 points)	Students are divided into several groups → Each group are given a picture (children and technologies) → Within a group students have to describe the picture using different revised tenses.	The primary goal of each group task is developing social competences. Given task is created for group grammar revision and turning on creativity. Pictures that are given make students think of the topic of the course.
1	Homework 1 (5+1 points)	Students are given two tasks to make: Homework task 1: Each of the course participants should talk to the child about media usage. They have to learn: what content does your child prefer in the internet; does your child prefer spending time with digital devices rather than with their friends, parent, etc.;; what does the child think about the allowed time to spend on the internet/with digital devices (is it enough, too small, too much). After the talk each participant should write short report using different tenses and be ready to present it in 2nd class. Homework task 2: Students are given more exercises on practicing correct tense forms (see task "Grammar tenses and facts").	Homework task 1: It is created to engage parents or care-givers in the process of correction of children's digital device usage through the learning at first about details. As for the language task practice tense usage and presentation skills. Homework task 2 (see task "Grammar tenses and facts").

2	Homework check 1 (1 point)	Students present the reports of homework task 1 and the rest of the group have to prepare two questions for a presenter.	Task develops presentation skills of a student and revises question formation topics from the first class. It is called to evoke discussion and got to know about different experience of parents/care-givers.
2	Gerund or infinitive (2 points)	Revision for the students of rules when verb is followed by infinitive or gerund (theory) → Students are given text on digital hygiene and parental mediation of children media usage, where appropriate form of the verb is missing → Students are reading the text and filling in verbs in correct forms (practice).	Task acknowledges students on what is digital hygiene and the styles of parental mediation that are proposed to be used by scholars of children media usage to control their activity with digital devices. More than that students are practicing usage of proper verb form.
2	Debates (3 points)	Students are divided into two groups (one talk of pros, other – of cons) → Each student are voting for the topic to debate on (list of topics: smartphones, computers, online-education, technological development) → Each group is given a time to generate as much as possible ideas on the pros/cons of chosen topic.	Task develop social competences and gives time to think deeply and collectively on one of the topics that called the most interest during classes.
2	Homework 2 (5+2 points)	Homework task 1: Each of the course participant should draw together with a child one issue on digital usage and be ready to describe it during a class using verbs that are followed by gerund or infinitive. Homework task 2: Students have to prepare one fact from their experience/internet about risk of uncontrollable usage of digital devices.	Homework task 1: It is created to engage parents or care-givers in the creative process with a child. Homework task 2: While doing the task students can find out individually more useful information on digital hygiene.
3	Modals and digital hygiene rules (2 points)	Revision of modals (theory) → Students are given digital hygiene rules that are missing proper modal verb (practice).	Application of proper modal verbs usage is represented the best through recommendations, rules, necessities etc. The issue that the task covers aims to extend students' knowledge of digital hygiene basics for children.
3	Additional rules (3 points)	Students work individually on generating more rules and recommendations for parents and care-givers using modal verbs for presenting the results.	The task makes students unleash their creativity in elaborating their own attitude to children's digital device usage. Additionally, it practices application of modal verbs.

3	Homework 3 (2+5 points)	Homework task 1: Students are given text about different styles of parental mediation of children's media usage. They have to be ready for answering the questions from the text in 4th class. Homework task 2: Students have to talk to a child taking into consideration rules learnt and text read. After the talk students are preparing a report to present at class 4.	Homework task 1: Text that students are to read is taken from the research of EU Kids Online (organisation of scholars that studies different aspects of children media usage). It gives students scientifically evidenced information that can be applied in their everyday life. Homework task 2: It is created for giving parents or care-givers a necessity for going on collaborating with a child on an issue that has significant influence on different aspects of life.
4	Reflections on reading (1 point)	Teacher evokes discussion about text students read as a homework → Students share their report on talk with a child (see Homework 3).	The task gives a field for a peer-discussion between parents and care-givers, during which new conclusions and solutions can be developed. Teacher as a mediator has to point out findings done.
4	Conditionals (2 points)	Revision of conditionals (theory) → Students are given sentences to fill in with proper conditional form (some sentences contain information about what will happen if not to follow the rules of digital hygiene) (practice).	Task gives students an understanding that conditionals can be used in different life situations. In this case it is continuation of achieving content aim of the course and it is what are the consequences of not following or not knowing the rules of digital hygiene.
4	Case studies (3 points)	Students are divided into four groups → Each group is given one case from life of a child → Four groups are preparing their solutions and recommendations for the case given.	The task is going to check students' ability to apply digital hygiene rules in real life situations. Cases given describe situations that happen from time to time with children of different ages. All the cases are connected with digital device usage.

Source: own elaboration.