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## ONLINE TEACHING IN SERBIA AND THE REPUBLIC OF SRPSKA AT THE COVID-19 OUTBREAK: TEACHERS' EXPERIENCES

*Abstract:* The purpose of this pilot study is to determine the nature, management and quality of experimental forms of online teaching based on the teachers' three-month teaching experience gained in the academic year 2019/20, and to identify the major social, economic and psychological factors that might be related to the way the online teaching as alternate modality was realized in all educational levels in Serbia and the Republic of Srpska at the COVID-19 outbreak. The conducted research involving 283 language and literature teachers was done by using the quantitative and qualitative method, and the survey questionnaire consisting of one open-ended and ten closed-ended questions was the measuring instrument. The responses are analyzed and classified into several categories according to their common denominator. The results highlighted the main challenges the teachers faced while teaching online, pointed to the key limitations of relying on face-to-face teaching as the only accessible delivery mode and provided the relevant insights regarding the directions for further investigations in online teaching in the field of humanities.

*Key words:* COVID-19 pandemic, alternate teaching modalities, online platforms and tools, online teaching challenges, social, economic and psychological factors.

### INTRODUCTION

In the sphere of education, the aggravating socio-economic circumstances caused by the COVID-19 pandemic were reflected in learning loss and exclusion. This has led the education community to explore how to ensure learning continuity, examine the negative implications going beyond the education sphere, and issue recommendations in regard with implementing online education globally. As a result, the definition of the right to education has been expanded and an inclusive change in education delivery has been promoted.

The ongoing crisis deepened pre-existing education disparities that particularly affected the vulnerable groups (i.e. people living in poor or rural areas, refugees, persons with disabilities and forcibly displaced persons) and pointed to the possibility of education disruption next year due to the pandemic's economic impact (UNESCO 2020). OECD issued a report offering plans for maintaining learning continuity – identified as a major challenge – through adopting alternate modalities, which pinpointed principle needs that

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should be tackled, and identified the areas where education systems depending on online education were likely to face more demanding implementation challenges (OECD 2020).

In developing countries such as Serbia and the Republic of Srpska, an overnight transition from face-to-face instruction to experimental form of online teaching made weak spots in their education systems even more dramatic. Teachers' response to adaptation to a newly-acquired teaching environment depended on both external and internal factors, leading to varying degrees of success and commitment on teachers' behalf.

The aim of this study is to determine the nature, management and quality of experimental forms of online teaching based on the teachers' initial three-month experience gained in the academic year 2019/20, and to identify the major social, economic and psychological factors that might be related to the way the online teaching as alternate modality was realized in all educational levels in Serbia and the Republic of Srpska at the COVID-19 outbreak.

### ONLINE TEACHING AS ALTERNATIVE MODALITY IN SERBIA AND THE REPUBLIC OF SRPSKA

Prior to the pandemic, most scholars and researchers across the world agreed that distance learning was more evolving form of learning when compared to traditional, with the focus on the use of ICT, and pointed out its positive aspects such as flexibility, availability, and possibility of achieving different levels of interaction (Conrad 2002; Thorne 2003; Hiltz, Turoff 2005). Conversely, the use of MOOC (massive online platforms) and OER (open education resources) databases was quite limited, and different types of e-learning were practiced mostly at tertiary education level (Juszczuk, Kim 2020: 118). The limited utilization of online resources may be due to the fact that implementation of online tools and platforms in education systems requires systematic approach and proper financial and other support (Castro 2019), while scarce presence of e-learning in educational institutions may stem from realization that teaching in virtual learning environment (VLE) is quite different from traditional classroom instruction (Hoffman 2000: 99), thus requiring more demanding challenges to be examined, such as fair assessment, online course design, etc. (Rapanta, Botturi et al. 2020: 923).

Many authors emphasized a high level of drop-out and failure in distance learning courses in comparison to face-to-face teaching (Park 2007; Hu, Hui 2012), which led to careful examination of various socio-economic and psychological factors affecting successful implementation of distance learning. With the elimination of key economic limitations and basic technical problems, a human factor - a teacher who is "at ease with the equipment, uses the media creatively, and maintains a high level of interactivity with the students" (Sherry 1995: 43) - appears to be vital for effective online course design and management. Moreover, many studies pointed to the importance of social support and integration within the peer group and the educational institution and recognized reduced social interaction as the main cause of drop out and failure in online courses, leading to the feeling of loneliness, isolation, disconnection and lack of (emotional) support on the students' part (Osterman 2000; Mullen, Tallent-Runnels 2006; Liu, Gomez et al 2009; Lee 2012).

Adopting alternate teaching modalities in the Western Balkans' region while taking into consideration the specific needs and limitations of each educational institution demanded

lots of efforts for all stakeholders involved in every branch of education. Educational institutions in Serbia and the Republic of Srpska struggled with the implementation process, as online courses and distance learning programmes in general were rarely existent prior to pandemic (Matijašević Obradović, Joksić 2014; Škobo, Sentov 2020: 394; Lazić, Talić 2021: 348; Škobo 2021: 96). Moreover, there have been no accredited distance study programmes in the field of humanities in Serbia (NEAQA 2021) and the Republic of Srpska (AHERS 2021). Prior to the onset of the pandemic, distance learning programmes often included a foreign language course as a compulsory elective (Škobo, Sentov 2020: 394), which was predominantly conducted via Skype (Milojković 2019), but training in the specific methodology of distance learning teaching was not provided. This led to a heavy workload and demotivation on the teachers' part (Đukić Mirzayantz 2017: 45). Only a small number of researchers in this field addressed the challenges of online foreign language course design prior to the pandemic (Trajanović–Domazet et al 2007; Vukotić, Tanasijević 2012; Đorđević, Radić Bojanić 2014; Tanasijević, Vukotić 2014; Gajić, Maenza 2019). The number of researchers addressing the management and implementation of online literature courses at tertiary and secondary education level has been even smaller (Škobo, Sentov 2020; Škobo 2021). Hence, the effectiveness of distance language learning has been still regarded as a largely unexplored area in this region (Đukić Mirzayantz 2019: 133).

The outbreak of COVID-19 sparked more interest in distance learning in these two countries. The latest research has been focused on acknowledging the urgent need for development of e-learning system, its implications in HE institutions and students' experience and satisfaction with e-learning (Radić, Ristić et al. 2020; Cerović, Mičić et al. 2021; Tanjga 2021), as well as teachers' experience regarding the advantages and disadvantages of online teaching in Serbia and neighbouring countries (Nikolić, Milojević 2020; Jovanović, Dimitrijević 2021). The results obtained from the survey conducted in the Republic of Srpska, dealing with the students' satisfaction with ad-hoc e-learning involving 196 participants, showed that almost 93% of the participants expressed their preference for face-to-face teaching over online teaching as it involved contacts with their colleagues (Tanjga 2021: 4). These results coincide with those obtained from the study focusing on the key disadvantages of online teaching in Serbia and the neighbouring countries, as it positioned social interaction (i.e. a lack of synchronous communication) as the major drawback, along with assessment of students' knowledge and technical problems (Nikolić, Milojević 2020: 7).

## DESCRIPTION OF METHODOLOGY

There were 283 participants in total, 130 of which were language and literature teachers at primary schools, 92 at secondary schools, 5 at private language schools and 56 at private and state-owned universities across Serbia and the Republic of Srpska. The data obtained by the survey questionnaire Google Form comprising of 11 questions administered by an e-mail were processed, analyzed and presented qualitatively and quantitatively. There were 10 closed-ended questions (5 of which included an 'Other, please specify' response option) that supplemented the qualitative data gathered from the open-ended question. The number of open-ended questions is limited to 1 because the researcher expected the teachers to have sufficient focus span to provide thorough and comprehensive answers indicative and resourceful for a qualitative and conclusive discussion.

The first research question focuses on determining the nature, management and quality of online teaching as alternate modality to standard face-to-face instruction from the teachers' perspective. The results are presented in five parts: type of online teaching systems used (1), type of teacher-student interaction (2), lecture attendance (3), online tools used in teaching (4), and the major challenges of online teaching (5).

The second research question focuses on identifying the major social, economic and psychological factors that might be related to the way the online teaching was realized. The responses are analyzed inductively and categorized into groups sharing some common denominator. Most categories are formulated by the researchers based on the characteristics of the teachers' answers – expressing social, cognitive and affective aspect of online teaching as alternate modality.

## PRESENTATION OF THE RESULTS

### Type of online teaching systems

The first question dealing with the type of online platform teachers used is a closed-ended multiple response question with an 'Other' response option. The results are presented graphically (Chart 1):

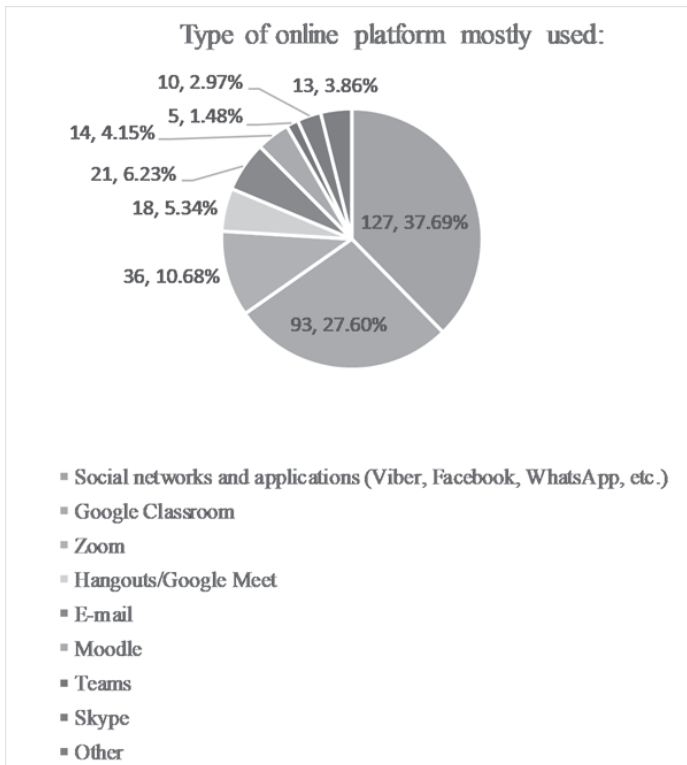


Chart 1. Type of online platform most frequently used by teachers in Serbia and the Republic of Srpska.

The results obtained show that 37.69% (127) respondents used social networks and applications (Viber, Facebook, WhatsApp, etc.), 27.60% (93) used Google Classroom, 10.68% (36) Zoom, 6.23% (21) e-mail, 5.34% (18) Hangouts/Google Meet, 4.15% (14) used Moodle, 2.97% (10) Skype, 1.48% (5) Teams, while 3.86% (13) used did not specify which platform they used.

#### Teacher-student interaction

Questions 2-3 focus on teacher-student interaction and the ways in which it was mostly achieved (*Chart 2*).

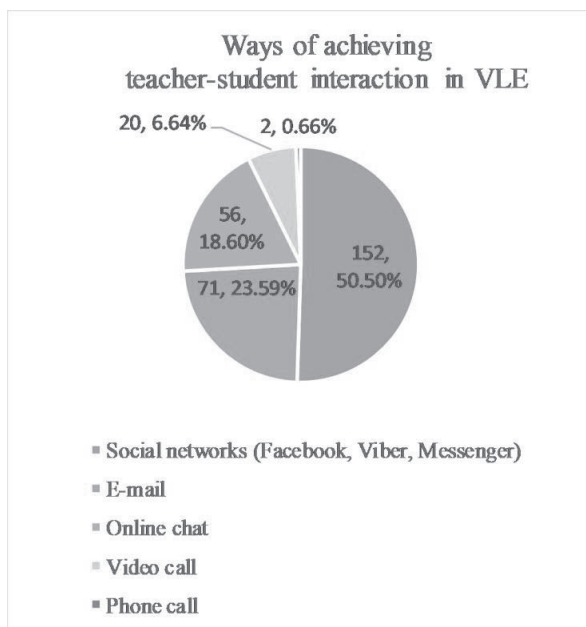


Chart 2. Ways of achieving teacher-student interaction in VLE.

85% (238) expressed their satisfaction with the level of interaction achieved in VLE, while only 15% (42) gave a negative answer. The results also indicated that the most frequent means of achieving teacher-student interaction for 50.50% (152) of teachers was via social networks and applications; 23.59% (71) opted for e-mail, 18.60% (56) used online chat, 6.64% (20) used video call, while less than 1% (2) used phone calls.

#### Lecture attendance

Questions 4-7 deal with the online lecture attendance. Question 4 explores whether switching to online teaching mode led to the fall in the number of students, while Question 5 examines whether a decrease in number of students stemmed from the students' poor technical support/ technical problems (*Chart 3*).

56 % (135) of respondents said that fewer students attended the online classes when the school/university switched to online teaching, while 44% (104) provided

a negative answer. When asked whether a decrease in number of students was due to a lack of technical support, 58% (132) of respondents answered negatively, while 42% (96) gave a positive answer.

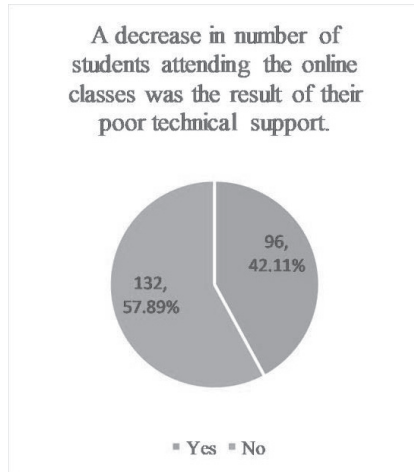


Chart 3. A decrease in number of students attending the online classes was due to their poor technical support fueled by economic factors.

Question 6 deals with the teachers' opinion regarding the students' facing certain consequences for not attending the online lectures regularly, while Question 7 explores whether students should be given open access to video recordings anytime, regardless of justifiability of reasons provided for not taking attendance in real time (*Chart 4*).

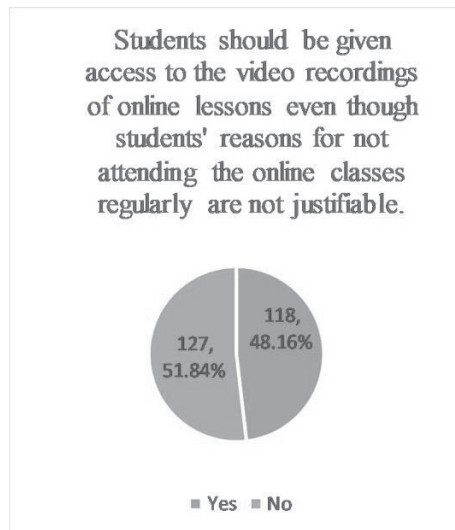


Chart 4. Students should be given access to the video recordings of lectures regardless of justifiability of reasons provided for not taking attendance in real time.

Teachers are unified in their answers regarding the students' facing certain consequences for not attending the lectures regularly, as 88% (216) said they should be sanctioned, while only 12% (29) disagreed; the answers are not that straightforward in regard with providing the open access to the video recordings to students any-time, as 52% (127) disagreed and 48% (118) answered positively. The further analysis of the results obtained regarding Question 7 included examining the responses given by the university professors. The results indicated that all university teachers (56) agreed that students should have a limited access to the video recordings of lectures.

### Online tools used in teaching

Questions 8-10 deal with the online tools aimed at enhancing, developing and nourishing students' language skills. Question 8 focuses on the most frequent type of online tools used (*Chart 5*), Question 9 deals with teachers' satisfaction with the level of presence of online tools used, while Question 10 explores whether the reason for the poor usage of online tools is a lack of proper teacher training/seminars/webinars.

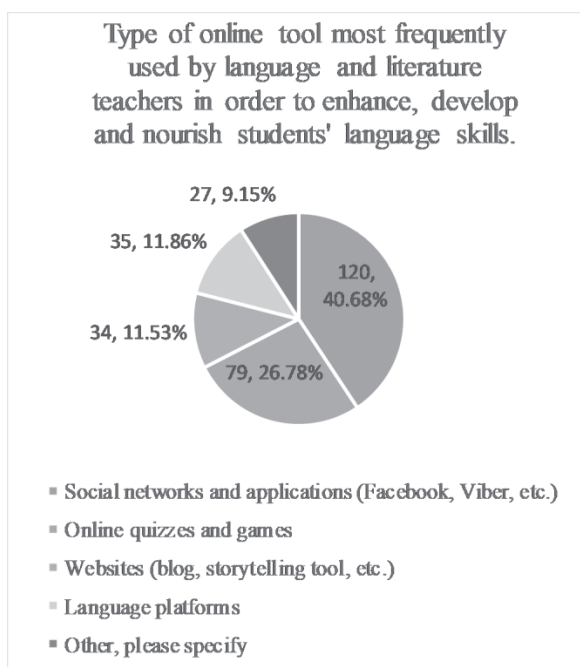


Chart 5. Type of online tool most frequently used by teachers for improving students' language skills.

40.68% (120) of respondents said they mostly used social networks and applications (Facebook, Viber, etc.) for improving and developing students' language skills, 26.78% (79) used online quizzes and games, 11.86% (35) used language platforms,

11.53 % (34) used websites (blogs, storytelling tools, etc.), and 9.15% (27) opted for other online tools (padlet, forum, language platforms, proofreading tools, etc.).

80% (191) expressed their dissatisfaction with the level of presence of online tools for improving the students' language skills, while only 20% (48) gave a positive answer. The results have also shown that 83% (204) of respondents agreed that poor implementation/usage of online tools was due to the lack of proper teacher training courses, while only 17% (42) disagreed.

### Teachers' opinions on challenges of online teaching

Question 11 is an open-ended question that asked teachers to critically reflect upon the challenges of conducting online lectures during the Spring 2020 term; their answers - summarised in *Table 1* - are classified into five categories. The number in brackets refers to the number of teachers using a similar answer/ argument, with the same propositional value, only formulated in different words.

Table 1. Teachers' responses related to challenges regarding the online lectures conducted during the Spring 2020 term in Serbia and Republic of Srpska.

CATEGORIES	TEACHERS' RESPONSES ILLUSTRATING THE MAIN IDEAS
Fair assessment (130)	<ul style="list-style-type: none"> <li>- I was unable to keep track of student' performance and objectively assess their knowledge due to problems regarding proper organization and design of online lectures;/ I was not sure whether they followed the lectures and understood the lecture content, as I could not keep track of their attendance and engagement. I didn't know whether they were really present or just signed in and left. (60).</li> <li>- Students lack of independence in learning and their readiness to cheat; they plagiarised their homework / referred to various e-sources or copied each other's works/ (17) or had their assignments done by someone else (29).</li> <li>- I was forced to go through excessive amount of students' written assignments sent via email/Viber/Messenger which is quite time-consuming and emotionally exhausting, therefore, it affected the quality of the feedback given to students and problematized the assessment. (20)</li> <li>- Students did not have equal economic opportunities. (4)</li> </ul>



Lack of motivation (73)	<ul style="list-style-type: none"> <li>- Students had no desire whatsoever to get engaged (32);</li> <li>- Students did not take online classes seriously; they acted irresponsibly and were not diligent; they did not send their homework on time; they were phoning their presence or skipping classes. (17)</li> <li>- I was stressed out due to a heavy workload. I was emotionally, physically, and psychologically exhausted; it was time consuming; a lot of energy is needed; spending too many hours in front of laptop makes you feel exhausted; it is monotonous. (12)</li> <li>- It was difficult to keep them[students] focused; attention span problems (5)</li> <li>- Adapting to a newly-acquired situation was quite challenging and energy draining; (4)</li> </ul>
Lack of social interaction (68)	<ul style="list-style-type: none"> <li>- Poor teacher-student and student-student interaction in VLE (25)</li> <li>- Lack of face-to-face communication (16)</li> <li>- Lack of non-verbal communication (11)</li> <li>- The atmosphere in the classroom is a more futile ground for discussions and exchange of opinions (9)</li> <li>- Physical absence (7)</li> </ul>
Lack of technical support (65)	<ul style="list-style-type: none"> <li>- Limited resources and different economic opportunities. Many students faced difficult financial situation; they had no computers/phones; there were few children in the family and only one computer/phone; children in rural areas could not access online teaching content and the schools/libraries were closed (31)</li> <li>- Poor internet connection (22)</li> <li>- Deficiencies of the platform used: time limit, frequent updating of software, poor possibilities for pair work/ group work, etc. (11)</li> </ul>
Lack of digital literacy of teachers/students/parents (31)	<ul style="list-style-type: none"> <li>- Teachers/students/parents were not enough digitally literate to adequately approach the newly-acquired situation; economic opportunities dictated digital literacy (19).</li> <li>- Lack of online educational materials and digital textbooks prevented me from proper organization of lectures and/or adapting my educational content to the needs and limitations of the platform used; this made it difficult for students to easily access and acquire the educational content. (9)</li> <li>- Lack of training in regard with dealing with online platforms and tools (3)</li> </ul>

## DISCUSSION

Despite the fact that the scope of the questionnaire is limited to only 1 open-ended and 10 closed-ended questions and that the number of participants represents a relatively small group appropriate for a pilot study, the analysis of the answers given by the respondents points to consistent patterns, which are repetitive throughout the entire corpus, casting light on the nature, quality and management of online teaching based on the teachers' three-month teaching experience, and the key social, economic and psychological factors that might be intrinsically related to the way the online teaching was realized in the period observed.

The results indicate that no proper learning management system (LMS) that allows synchronous e-learning was used by most teachers. This is why the teachers were left to their own devices and capabilities regarding the problems with online class management. Social networks and applications, that should serve only as a supplement to online/traditional teaching, were the first choice for most of the respondents (around 38%). Google Classroom was the second most used platform (around 28%). However, at the time it was used, it only functioned as an asynchronous LMS with no option for integrating a video conferencing application that allows real-time meetings. Less than 14% of teachers used video conferencing systems (Zoom, Skype), while less than 11% used platforms with real-meeting component (Google Hangouts/Meet, Moodle, MS Teams).

The fact that online teaching in general was not realized through LMS is indicative of its predominantly asynchronous nature. This is supported by the analysis of the quantitative data concerning the teacher-student interaction, which shows that the teacher-student interaction was limited to written communication, as it predominantly involved the use of social networks and applications, e-mails and online chat. Hence, the results pointing to teachers' satisfaction with the level of interaction achieved in VLE only apply to this type of interaction. The analysis of the qualitative data supports these results, as it points to a lack of synchronous (oral/face-to-face) and non-verbal communication as one of the major problems the teachers faced.

As of lecture attendance, the analysis of the quantitative data points to a downfall in number of students attending the lectures in VLE. However, poor technical support was not identified as a major reason for the fall in number of students. The analysis of the qualitative data indicates that the lecture attendance in VLE is predominantly determined by psychological factors (limited social interaction and a lack of motivation). Teachers are unified in their answers regarding the students' facing certain consequences for not attending the lectures regularly, but the answers are not that straightforward in regard with providing the open access to the video recordings to students anytime (52% disagreed and 48% agreed). This might stem from the fact that a relatively small number of teachers conducted lectures through constant hosting of real-time meetings that were recorded and made available to students (i.e. mostly teachers working at HE institutions).

The analysis of the quantitative data points to the poor usage of online tools aimed at developing and nourishing students' language skills. More than 40% of teachers used social networks and applications instead of online tools, but the research does not specify the ways in which they were used for this specific purpose. Teachers mostly opted

for more common online tools such as online quizzes and games, while fewer used language platforms, websites or padlets/forums, etc. The results also show that poor usage of online tools in teaching is due to a lack of proper teacher training/seminars/webinars that might provide teachers with some practical knowledge regarding their implementation in VLE. These results coincide with the results obtained from the qualitative data, which point to a lack of digital literacy of teachers and students – mostly reflected in but not limited to their scarce usage of online tools and a lack of teacher training/seminars/webinars – as one of the major challenges the teachers faced.

The analysis of the qualitative data points to the following challenges of online teaching from the teachers' perspective: (1) fair assessment, (2) lack of motivation, (3) lack of social interaction, (4) lack of technical support; and (5) lack of digital literacy of students/teachers/parents.

Psychological factors (lack of motivation and social interaction) – identified as the major challenges the teachers faced – played one of the key roles in determining the nature, management and quality of online teaching for the period observed. A lack of motivation predominantly stems from a lack of human contact in real time, as social interaction activates language learning (Bugarski 1996: 12; Hellerman 2008: 2). Students are inspired to think critically, engage themselves in discussions and debates, exchange their ideas and express their opinions in an atmosphere involving human contact. The analysis of the qualitative data supports the argument that communication in VLE is still being under question when considered from the language teaching perspective (Pu 2020), as they point to reduced teacher-student and student-student interaction and a lack of oral, face-to-face and non-verbal communication in VLE as one of the main challenges the teachers faced.

Short attention span, skipping lessons, phoning presence and belittling the online teaching on students' part support the argument for the importance of support and social integration. Conversely, teachers described this sort of teaching as highly stressful, time consuming, and monotonous, as they faced a heavy workload, which made them feel emotionally, physically, and psychologically exhausted. These results are in compliance with the results of the recent research, which pointed to a workload as one of the most significant stressors regarding the forced conversion to online teaching for more than 600 language teachers across the world (MacIntyre, Gregersen et al. 2020: 7).

A problem of digital literacy should be analyzed within a broader socio-economic context. The results of the qualitative data broaden the quantitative findings by pointing to a wider range of socio-economic factors that might be accountable for a relatively low level of digital literacy of teachers/students: a lack of support in terms of digital materials available, a lack of technical support, limited knowledge of ICT technology due to the limited economic opportunities, and insufficient teacher training practices. However, in order to form an objective opinion regarding digital literacy of teachers, other factors should be examined as well. For instance, this research does not point to teachers' age group as another important factor influencing the level of digital literacy of teachers, so further research needs to be done in regard with widening the scope of reasons lying in the core of a poor use of online tools and ICT by the teachers.

The analysis of the qualitative data points to limited socio-economic opportunities as the major reason for a lack and/or low quality of technical support. Many students

faced difficult financial situation; they had no computers/phones; there were few children in the family and only one computer/phone; children in rural areas could not access online teaching content and the schools/libraries were closed.

The problem of fair assessment – identified as the most frequent challenge faced by the teachers – results from a synergy of all detected socio-economic and psychological implications imposed by the pandemic. The reasons for teachers' inability to evaluate students' knowledge mostly lied in teachers' struggling with online class management: inability to monitor students' performance, inability to track their attendance/students' phoning their presence in VLE, students' tendency to plagiarize their written assignments, excessive workload, the quality of the feedback. Finally, maintaining the effective class management in VLE – conditioned by both socio-economic (i.e. technical support, financial opportunities, digital literacy) and psychological factors (social interaction, oral/face-to-face/non-verbal communication, motivation) – affected the overall quality of teaching and learning in VLE for the period observed.

## CONCLUSION

Despite the fact that this study focused on a moderate group of respondents, which makes the research relatively restricted in its conclusive remarks and final directions for systematic action, the results presented can be used as a solid groundwork for further investigations, which could overcome the limitations in terms of number of respondents, lack of information about the respondents' age, or the way in which social networks and applications were used in developing students' language skills.

The insights gained in this research predominantly include the challenges and drawbacks of online teaching from teachers' perspective and identification of socio-economic and psychological factors that might be related to the way the teaching process was realized in VLE, thus revealing some basic information regarding the nature, management and quality of online teaching during the period observed. These findings can be used when designing courses for future generations of students and for the purpose of comparing and contrasting similar experiences of teachers from other Western Balkans' developing countries (i.e. North Macedonia, Montenegro, Albania), or UN member-state countries of the same region (Croatia, Slovenia).

More comprehensive conclusions in this field should be reached by conducting a research with a greater number of university and language school teachers and a bigger corpus of open-ended questions, including those in regard with students' perspectives, learning outcomes and positive aspects of online teaching. Furthermore, the complex nature of online teaching as alternate teaching modality addressed in this pilot study should be approached from other aspects as well, i.e. from the students' perspective and digital literacy of students as well, pointing to the eventual disparities between the level of their satisfaction and learning outcomes.

This research, however, provided relevant insights regarding the directions for further investigations concerning the improvement of the quality of online teaching in the field of humanities in Serbia and the Republic of Srpska: (1) a need to focus on designing a proper alternative to traditional teaching that will meet the specific needs, limitations and life opportunities of these two countries – that is, designing a distance learning model

with a proper LMS that allows synchronous and asynchronous learning that will be implemented in all education levels; (2) only with a well-developed distance learning system will we be able to focus our research on designing the most convenient type of a blended learning model that combines the best segments of in-school and distance learning and that, as such, is likely to be adopted in the future (European Commission, 2020).

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## НАСТАВА НА ДАЉИНУ У СРБИЈИ И РЕПУБЛИЦИ СРПСКОЈ УСЛЕД ПОЈАВЕ ПАНДЕМИЈЕ КОВИДА 19: ИСКУСТВА НАСТАВНИКА

### РЕЗИМЕ

Негативне последице пандемије највише су се осетиле у образовним институцијама земаља у развоју са ограниченим социо-економским могућностима, а самим тим и ограниченим условима за стварање атмосфере која би традиционалном облику наставе у учионици придодала алтернативне моделе извођења наставе. Циљ ове пилот студије је да утврди природу, ток/начин организације и квалитет експерименталног облика наставе на даљину из перспективе наставника и њиховог тромесечног искуства током летњег полугодшта академске 2019/20 године, и да изолује основне друштвене, економске и психолошке факторе, који би могли бити повезани са начином на који се настава на даљину одвијала на свим образовним нивоима у Србији и Републици Српској уочи избијања пандемије Ковид-19. Спроведено истраживање, које укључује 283 наставника језика и књижевности, заснива се на квантитативном и квалитативном методу и обухвата анализу корпуса упитника сачињеног од 11 питања, од којих је 10 питања затвореног, а једно питање отвореног типа. Добијени резултати су разврстани у 5 категорија и то према: типу платформе за учење на даљину (1), начину успостављања и квалитету интеракције између наставника и ученика/студената (2), посећености наставе од стране ученика/студената (3), степenu коришћења онлајн алата у настави и типу алата за развој, унапређење и подстицање језичких вештина код ученика/студената (4), и конкретном типу изазова и потешкоћа са којима су се наставници суочили (5). Одговори испитаника на питање отвореног типа разврстани су у 5 категорија по својерсном заједничком имену: проблем вредновања рада ученика/студената (1); недостатак мотивације (2); недостатак друштвене интеракције (3); слаба техничка подршка (4); и недовољна дигитална писменост ученика/наставника/родитеља (5). Резултати указују на основне изазове онлајн наставе из перспективе наставника и ограничења традиционалног облика наставе као јединог доступног модела извођења наставе на овим просторима, и дају значајне увиде у смислу пружања јасних смерница и упутстава за спровођење даљих истраживања у погледу наставе на даљину у области хуманистичких наука.

*Кључне речи:* Ковид-19 пандемија, алтернативни модели наставе, онлајн платформе и алати, изазови извођења наставе на даљину, друштвени, економски и психолошки фактори.

