

EARLY

DISTANCE LEARNING MODEL REINFORCED
WITH ROBOTICS FOR 3-7 YEAR OLDS

WISEU MEETING
17-18 NOVEMBER 2022



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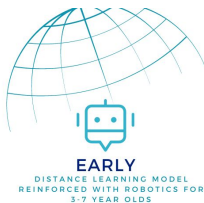
Scuola di
Robotica



earlyYears



MELLIS



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EARLY

Distance Learning Model Reinforced with Robotics for 3-7 Years
Old Children

2021-1-TR01-KA220-HED-000027617

2nd Transnational Project Meeting

17th November, 2022

University of Latvia

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RESULTS FROM THE SURVEY



Done so far



Translation

English to Latvian



Distribution

Undergraduate teachers
Stakeholder - partner institutions



Data analysis

210 Respondents
16 Respondents
Tentative survey report

Survey results

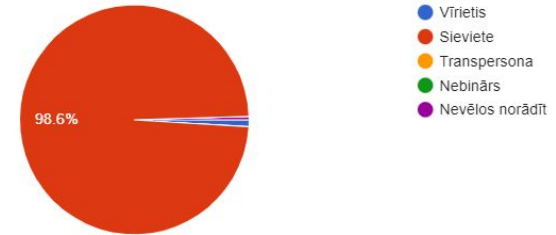
Respondents indicated their gender and role



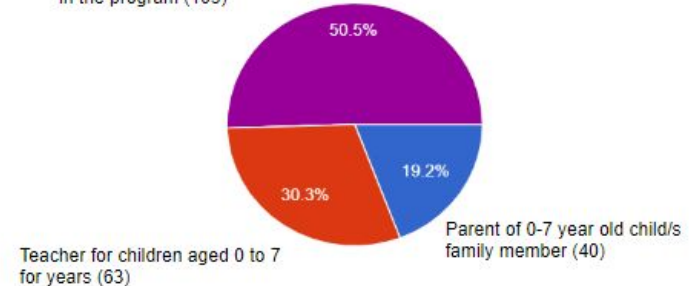
Participants profile is female (209N) initial teacher education student (63N) or teaching staff of children 0-7 years old (63N).

Lūdzu, norādiet dzimumu, ar kuru identificējaties:

210 responses



Student of preschool teacher studies in the program (105)



Survey results

Lock-downs and Duration of stay at home



Respondents indicated that they did not experience general lock-down (128N) or there was only one or two general lock-downs during an emergency situation in Latvia.



Duration of longest stay at home can be evaluated quite equally for all time periods criteria, mostly it was two weeks, but also not longer than two months.

210 responses



82 responses



Survey results

Communication and strategy

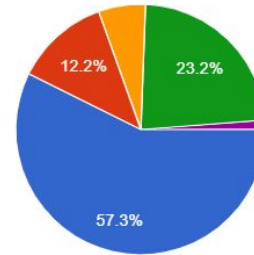


Early Childhood Education teachers mostly kept communication with families but not with the children directly (47N).



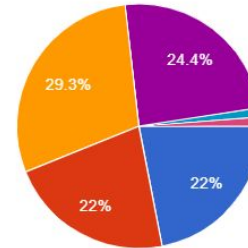
National strategy for remote learning in early childhood education - there were general instructions (24N), no information (18N) or distance learning was not required (22N).

82 responses



- Pirmsskolas izglītības skolotāji uzturēja saziņu ar ģimenēm/aprūpētājiem, bet...
- Pirmsskolas izglītības skolotājiem bija tieša saskarsme ar bērniem, bet galve...
- Pirmsskolas izglītības skolotājiem bija tieša saskarsme ar bērniem gan grup...
- Man nav informācijas, lai atbildētu uz šo jautājumu
- PII neko taktējās ar tiem, kas pēc valdības norādījuma neveda nērnus u...

82 responses



- Attālinātās mācības nebija nepieciešamas
- Mums bija attālinātās mācības, bet nebija valsts mēroga stratēģijas pirms...
- Bija vispārīgi norādījumi par attālināto mācību procesu pirmsskolas izglītībā
- Bija valsts mēroga stratēģija ar īpašā...
- Man nav informācijas, lai atbildētu uz...
- PII darbojās t.s. dežūrgrupas tiem bēr...
- nebija ne stratēģijas, ne plāna pašai PII

Survey results

Activities and tools



The frequency of suggestions sent by teachers was once per week (33N) or also more than once per week (13N).



1. Whatsapp
2. Zoom
3. E-mail
4. Teams
5. Uzdevumi.lv
6. Soma.lv

82 responses

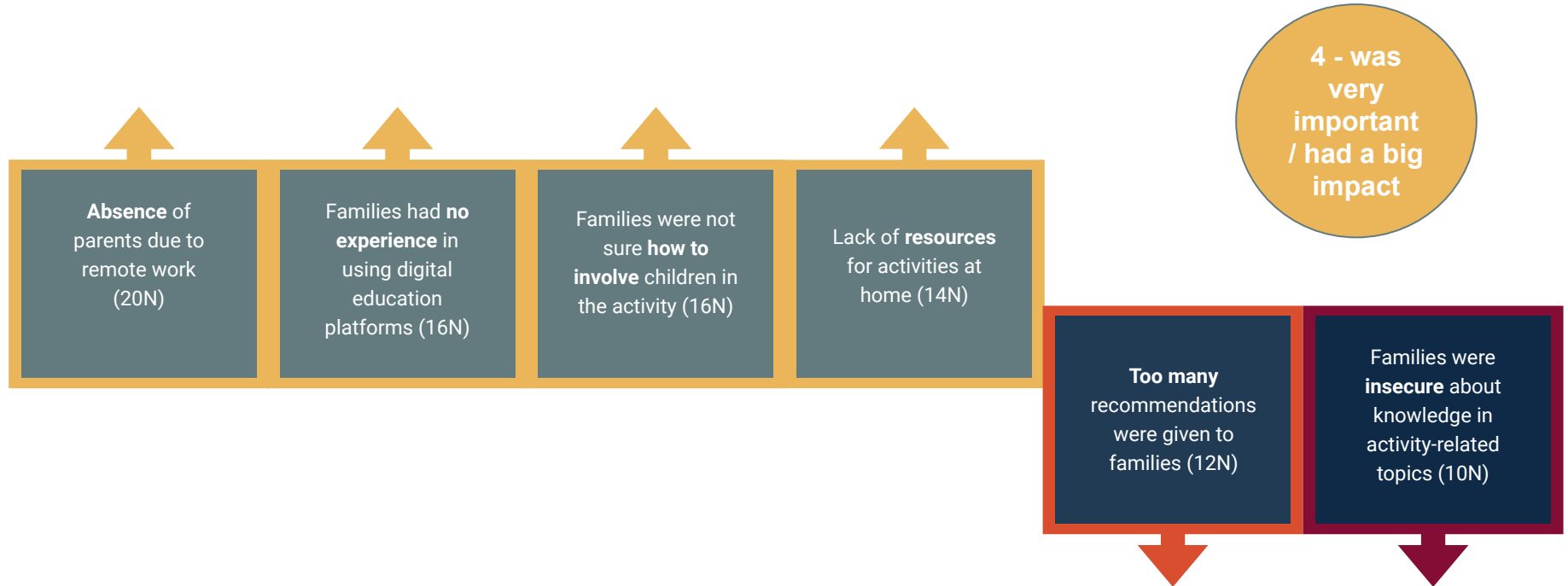


82 responses



Survey results

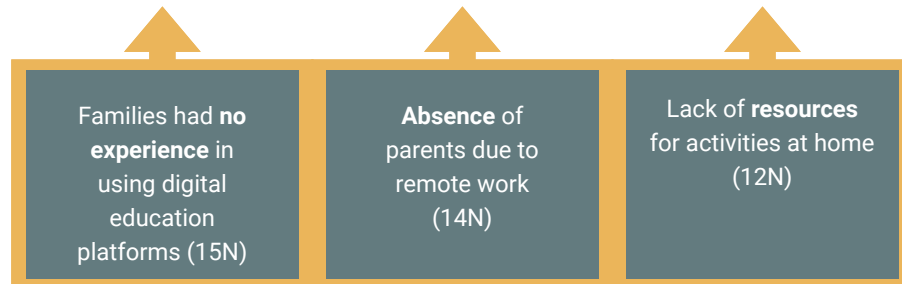
How did each of the following difficulties affect children's experiences of the activities that teachers had sent them **to do at home**?



Survey results

How did each of the following difficulties affect children's experiences during **synchronous** learning?

1. I **don't** have the information to answer this question.
2. There **was no synchronous** learning because the children are too young.



4 - was very important / had a big impact

Survey results

To be continued...



The entire survey has not been analyzed **yet**, it will take a little more time...but the prognosis after reviewing the questions are as follows:



Open-ended questions **will** provide valuable insights (a lot)

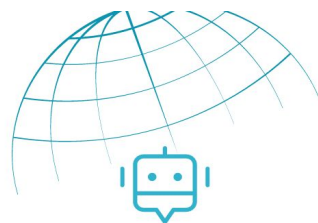


Distance learning opportunities in preschool education are also evaluated very positively, in situations where a **child cannot attend** an educational institution for various reasons.



Statements and experiences about respondents' **personal** experience of distance learning are mostly very positive.

THANK YOU



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