

Establishment and development of hybrid learning courses in the Republic of Serbia

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Hybrid learning has become a useful method of learning during the period of pandemics around the world. Universities have established and developed their hybrid learning courses as the only option for students and professors to continue lessons online which they haven't finished in a classical, onsite, manner. During this presentation, special attention will be paid to present some interesting and useful solutions for hybrid learning courses that were established at the University of Novi Sad, Faculty of Sciences in the Republic of Serbia, during the pandemic period.

In the beginning of pandemics, the focus was on the use of existing information technology and lectures. After a few months, professors have adjusted the course contents to be suitable for online lectures. Video recordings of selected exercises was the first thing all professors and assistants did. The professors had the opportunity to choose if they wanted online lectures in real-time with students using Skype or Zoom, or they prefer video recordings. At the Faculty of Sciences, professors produced a lot of video materials that they posted on the Moodle platform. When the new semester started, in October 2020, professors used Microsoft Teams as one of the options for lecturing. For students of the first and second year, professors organized onsite lectures in amphitheatres. In that way, they had a good distance and after every class, the area was cleaned. But, for the older students (third year and above) online lessons were continued.

The Faculty of Sciences is an institution with a lot of experimental exercises, and it was a huge problem. How to organize experimental exercises for a lot of students (around 100 in one generation) during the pandemics? Usually, we have eight groups of students in one generation which means twelve students in one group during the experimental exercises. That was perfect arrangement, but during the pandemic, we had to provide an appropriate distance for each person

(1.5 m). Because of all regulations during the pandemic, we had sixteen groups. Our assistants and professors were exhausted after the semester.

The marks of students showed no significant difference between the students who had a course in hybrid learning regime comparing to those who attended the traditional learning model. However, fewer students were on the exams. Secondly, the learning styles of students were also investigated. The results demonstrated that the majority of students who participated in the hybrid learning course are active and visual learners. Most of them preferred visual presentations comparing to verbal explanations. To conclude, at the Faculty of Sciences professors reacted very quickly and provided quality lectures to the students. In my opinion, our Institution and professors did a great job. Professors will continue to use some of the prepared online materials and methods as a supplement for lectures even after a period of the pandemic.