

1. Description of the terms of reference and goals of the project

COVID-19 brought hybrid learning into people's everyday lives. The meaning of hybrid learning is that a lesson is carried out both virtually and physically at the same time which basically means that you can stay at home, but still be involved in the learning process, or you could be in school class, without losing connection with teachers and with students, who could not participate physically.

Project Free-ED was closely related with hybrid learning. Our project's mission was to attract attention to the framework of hybrid learning that was put together by teachers and scientists from different countries and disseminating the results of the Vision Book available at <https://free-ed.eu/framework/>. The Vision book focuses on bridging face-to-face teaching and innovative learning environments. This is a very helpful source for teachers, who want to expand their vision of Hybrid learning, take some new tricks for their own lessons, and find any advice for solving current problems from other's experiences.

We learned that the experience for teachers and people in the education field is varied throughout countries. For example, during the first COVID-19 lockdown teachers in Austria did not carry out any lessons at all, since it was thought that the pandemic would be over soon. Teachers in Romania had no actual experience with online teaching from their everyday practice and they started teaching through social media.

Some of the bigger problems of hybrid learning include lack of experience and knowledge, problems with equipment and the lack of funding for it, adapting to new teaching methods and not having enough time for it.

Another task for our group is to give feedback on MOOC (the Massive Open Online Courses) available at <https://free-ed.eu/training-course/> which is a platform for developing teachers' digital pedagogical competencies and improving teaching practices. Before this platform becomes available to teachers, it is important to test it and if it is easy to understand, which is what we did individually.

We had different tasks in Estonian and English languages, therefore we were able to easily divide them.

2. The importance of the problem, its description and choice of methods

The basis of our project lies in the Vision Book which shows that there are a lot of things that could be improved without big investments with high efficiency. Students could be more active in lessons with hybrid learning and keep being motivated with this kind of study.

The aim is to guide teachers and schools on the way of exploring hybrid learning, giving a framework to it and guiding them through with practical solutions and recommendations.

Our method to disseminate the framework for hybrid learning was to participate in the IduEDU modern learning festival, post about hybrid learning on social media. One specific task was to work through a MOOC platform training course and give feedback on it to the makers of it.

3. Description of activities and reaching the stakeholders - description of who the project activities are aimed at.

Biggest part of our stakeholders are teachers. In best scenario - our information could be given to school leaders, who would help teachers with improving learning process (like buying new equipment or sending teachers to courses, related with Hybrid learning)

In our workshop on 26 of April 2022 we conducted a presentation for different teachers from different schools, who came to us to get some new tips or interesting advice in Hybrid learning. Our presentation was the small part of the big "IduEdu" event, where teachers visited different workshops, related not

only with hybrid learning, but with the same target - to make teachers motivated to improve their current teaching experience. 8 teachers from different schools talked with us about their problems in online learning, which was the same, as described in Vision Book. One of the participants asked us about the possibilities of studying hybrid learning in our Tallinn University and we gave him contact details of our supervisor Janika Leoste. Other teachers also got useful information about different equipment for hybrid learning and different tips for improving their lessons.

We hope that by inspiring the participants we were able to draw attention to the framework and make it more widely known. The information travels from person to person, which means if we manage to disseminate the results to at least some people, they can potentially share the information with their colleagues which in the end starts spreading.

4. Sustainability of the project - description of how sustainability of the project and cooperation with stakeholders have been planned.

Our aim was to disseminate the results of the Vision Book and give feedback to the MOOC platform which we did. Our goal was to reach at least one person among the teachers or school leaders who would then use the framework as a basis for adopting hybrid learning's best practices into their school environment, for example freeing teachers from administrative tasks so that they have more time to concentrate on adopting and learning new teaching methods. Our constructive feedback somewhat depends on how good the MOOC platform is from the user's perspective.

We believe that by practical approach more teachers and people from the education field could be interested in the framework as well as the training platform. Also that by implementing a good example in at least one school, other schools can potentially follow and build on, and as a result it is possible to overcome the problems related to hybrid teaching environments.

By giving feedback on MOOC we hope the platform becomes even more user friendly and teachers who use it can really benefit from it.

5. Summary of the results and annexes - describing the project results, completed tasks.

Two of our posts are published in Estonian and English in the EDULABS Facebook page [HERE](#). Our aim was to give information that should make people interested in going and taking a look at this book and finding interesting ideas about Hybrid learning.

We can't evaluate the success of our posts with a "Likes" amount, because this is not objectively (not everyone puts "Like", even if he liked the information he saw). But the size of the group makes us believe that at least some of the 654 people potentially saw our information about the Vision book.

PROJECT ACTION PLAN

LIFE PROJECT: FREE-ED

SUPERVISOR: SIRLY VÄÄT

TEAM MEMBERS: ILJA, MERIT, SHIMU, PEACE, MARI

Assignment I disseminating Vision Book	01.06.22	Student(s) responsible	Stakeholders/Benefitters	Time-frame
1. Dividing the book into logical chapters and deciding who is going to read what	03.03.22	Shimu	-	1 h
Part I (Challenging aspect of hybrid education page 6-31)	07.03.22	Shimu	-	2 h
Part III (Learning and collaboration) (page 31-49)	07.03.22	Ilja	-	2 h
Part IV (Recommendation and Practice page 51-74)	07.03.22	Mari	-	2 h
Concluding remarks: An experimental framework for hybrid education drawn from the Free-ED project partner's education experiences during COVID-19 pages 74-78	18.03.22	everyone	-	2 h to re-read and understand
2. All together 2 posts on FB on the Vision Book (it's possible to post in EDU also)			Sirly looks over and makes the post on FB/EDULabs	3 suggestions on each topic / then info on FB and EDU
<i>Creating content for the I post</i>	11.04.22	Shimu & Peace	teachers etc	2 h
<i>Creating content for the II post</i>	11.04.22	Shimu & Peace	policy makers etc	1,5 h
Facebook post 1 (EST + ENG)	05.05.2022	Mari	people who read the post on social media	30 min
Facebook post 2 (EST + ENG)	06.05.2022	Ilja + Mari	people who read the post on social media	1 h
3. MOOC platform feedback				
Feedback on the training programme	09.04.22	Mari, Shimu, Peace, Merit	people who put together the training material	15 h
4. Organizing 26.04 IduEdu workshop			teachers, people from the	

			field of education	
Coming up with content & play through at EDULabs	13.04.22	Ilja, Merit, Mari	Sirly	15 h
Play through to Janika and Sirly	14.04.22	Ilja, Merit, Mari		1,5 h
5. Interviews after the workshop				
Email about the interview and asking about availability to Janika Leoste, Maire, Larissa	canceled	Peace & Shimu		3 h
6. Putting together follow-up information about the IduEdu festival				
In Estonia		Mari	people who read and take action on it	15 min
7. Fill out LIFE project portfolio		Ilja, Mari	other presenters	2 h
8. ADMINISTRATIVE TASKS				
Fill out the mid-term report 1 week before get it approved by the supervisor and send it to the LIFE coordinator (elu@tlu.ee)	21.03.2022	Ilja & Mari	-	2 - 3 h each
Filling in the presentation form	18.03.2022	Ilja	-	2 h
Filling in the mid-term questionnaire	18.03.2022	Ilja	-	2 h
Finalizing the report	22.03.22	Mari	-	2 h
Meeting with Janika Leoste + questions	27.03.22	Merit, Ilja, Mari	-	1,5 h
Meeting	30.03.22	Ilja, Merit & Mari	Sirly	2 h
Organizing, filling in the Action Plan, going through information, communicating with Sirly	currently	Mari	-	15 h
Uploading and updating mid-term review file	09.04.22	Mari	-	1 h
9. MEETINGS WITH TEAM				
Meeting	18.02.22	Ilja, Merit, Shimu, Mari		30 min
Meeting	21.02.22	All		1 h
Meeting	05.03.22	All		30 min

Meeting	11.03.22	All		30 min
Meeting	13.03.22	All		1 h
Meeting	14.03.22	Shimu, Ilja, Merit, Mari		1,5 h
Meeting	18.03.22	All		1,5 h
Meeting	22.03.22	All		1,5 h
Meeting	03.04.22	Shimu, Ilja, Merit, Mari		1 h
Short meet-ups	02.05, 04.05, 06.05.2022	Shimu, Ilja, Merit, Mari		20 min
Short meet-ups	08.05.2022	Peace, Shimu, Ilja, and Mari		
General meeting	09.05.2022			2 h

Self-reflection report about the learning experience of each team member - learning experience of each individual student, up to 150 words, to describe the experience gained during the project and evaluate the achievement of the project goals

Mari, Merit and Ilya were working on Estonian language tasks. Shimu and Peace worked on tasks that were possible to make in English. Coordinator of all group meetings and the whole working process was Mari.

Mari - The vast majority of my tasks included communicating and administrating, like putting together the project's action plan and organizing meetings, proposing ideas, carrying out the meetings and acting as the language editor in many parts of the project. My gained experience includes knowledge on hybrid learning environments, acting as a group leader and organizing a workshop. Our project goals - to disseminate the results of the Vision book and give feedback on the MOOC training platform can be considered medium. I feel the dissemination process would need more time, since it is a 78-page long book but to grow some interest in the framework could be considered a success, since we reached at least one person during this process.

Peace- My personal experience on this project in general has been quite an interesting one, from a series of general meetings to team meetings which were all 'hybrid learning'. Before now, I literally referred to hybride learning as online learning, which is somewhat true but slightly different. With the vision book, I have come to an understanding of what hybrid learning really is, its different learning environments and how important it is, especially after the world pandemic.

It was a nice experience for me to be in a team of different students from different backgrounds, thinking and contributing to the project task differently but with the sole aim of achieving the same goal. Giving feedback on MOOC was another contributing way of making this whole project a success. I only hope it gets better with hybrid learning in the future.

Shimu - The project was about hybrid learning. I was quite interested in digital learning and wanted to learn more about it. My expectation was from the project to learn more about hybrid learning and develop my knowledge and ideas which I can implement in my near future.

I am studying masters in well-being and health behavior. Hybrid learning helps me to understand how to maintain wellbeing in distance studies during the covid situation, it is easier to understand the problem of hybrid learning and encourages me to implement my knowledge in different sectors especially from the Vision Book. I would like to develop a digital learning field in my home country in the near future.

Ilja - The project gives me a lot of information about the situation in current learning in different European countries (thanks to Vision book). I didn't realize the importance of Hybrid learning before and it was useful for me to go through the research that we've been working with. Biggest motivation was received in the IduEdu event, when I talked with one of our presentation's participants, who asked about possibilities of studying Hybrid learning more. It was very interesting to try the equipment provided by TLÜ and it was very nice to work with my team, who worked hard on this project. Hope that the achievement of our project's goals will be useful for teachers, because it is very important to make them understand that Hybrid learning is our future, therefore we need to work on it more and more.

Merit - The project had an impact on me in different aspects. Since I'm studying to be a vocational educator, I got many benefits from it in my personal life as well. I really appreciate that we had the opportunity to host a workshop at the IduEdu event and also the chance to try out different technological tools, used for education. I gained a lot of practical experience and learned a lot of theoretical parts from the materials we were given. Most of the tasks that were given to us required creativity and were fun to officiate. The biggest tasks were to disseminate the results of the Vision Book, give feedback on the MOOC platform and to help organize an event. Since there were massive global events (war and Covid-19) happening in the world, it led us to hosting a workshop instead. Looking back, I wish we had more time to disseminate the book itself, but I believe that at least the people we faced at our event gained some new knowledge about hybrid learning.