OPEN ACCESS

European Journal of Teaching and Education
ISSN 2669-0667

# UONEDU as Social Innovation: From Education to Education

Kerla, M.*[1] & Rahimić Ramić, Dž.[2]

[1] PhD, President of The Association of Online Educators, UONEDU, Bosnia & Herzegovina
[2] PhD, Assistant Professor, University of Sarajevo, Faculty of Philosophy, Bosnia & Herzegovina

**ARTICLE INFO**

**Keywords:**
*education,*
*online education,*
*techne,*
*NGO*

**ABSTRACT**

The specific conditions of education are a great challenge for all those involved in education, and necessarily refer to knowledge and the transfer of knowledge. In such conditions, without prior planning and organization of teaching, educational institutions are "thrown into the world" (Heidegger, 1985) of online education. The purpose of the study is to identify leadership, programs and its evidence. By content analysis, it is identified that the UONEDU organization has leadership in accordance with regulations of the state, it has the educational program contents and that has evidence for verification and recognitions for policy makers - Certificates. It can be concluded that social innovation of citizens and experts, by networking and bringing to the table models of organizing and representations are a way in which small-scale organizations are *thrown* and could be recognized in the world and be served as strategies to overcome education in specific conditions.

## 1. Introduction

Within and outside the scientific community, doubts often arise in the application of online education in the wider scientific field. The problem lies in the mixing of forms, styles and ways of using online education. In this paper, we try to identify and define the characteristics of online education, its occurrence and application through the monitoring and analysis of one case study and their general, formal and regulatory determinants in recognition elements, as output elements.

Generally, education takes place on three levels: informal, semi-formal and formal. In different cultures and civilizations, through the development of the human beings, they intertwine and, of course, do not develop at the same time, depending on the period in which man lived. Modern models of education necessarily intertwine all three forms of education, and the biggest challenge is their verification and recognition as a form of transition and communication on a global level. Thus, online education is not a separate education, but a model on which these three levels of education take place. The occurrence of online education is most often expressed in specific conditions of education, i.e. in conditions where education is disabled, limited or moved outside predefined spatial, classroom or campus spheres. Specific conditions in which online education occurs represent alternatives outside the predetermined framework of education - for example, off campus, outsourcing of human

* Corresponding author E-mail address: uonedu.online@gmail.com

**Cite this article as:**
Kerla, M., & Rahimić Ramić, D. (2024). UONEDU as Social Innovation: from Education to Education. *European Journal of Teaching and Education*, *6*(2): 31-44. https://doi.org/10.33422/ejte.v6i2.1233

resources or improvement of education. These can be mandatory transitions to online due to - such as weather conditions, social crises, restrictive measures due to epidemics, restrictions on access to education, supplementary education, outsourcing of knowledge, etc.

In the literature, online education is most often defined as: distance learning, e-learning, digital education, web-supported learning, and these terms should be interpreted in the context of: time, paradigm, geographical area and field from which the authors define the term. This model of education was neither created nor developed "all of a sudden", nor was it reflected everywhere in the world in the same way. Taylor (2001) considers that online education can be traced through five different levels or generations: 1. *Correspondence education* - which is based on print and postal delivery; 2. *Multimedia model* - which combines print, audio tapes, video tapes and CDs; here, students bought material, listened, read and completed all activities (with support and feedback) independently, i.e. without a leader. e.g. learning a foreign language by listening to tapes in combination with a workbook; 3. *Tele-learning model* - synchronous communications using available technologies, such as video conferences in order to provide educational programs; 4. *Flexible learning model* - which uses interactive media via the Internet; this includes communication by a computer; 5. The current, fifth generation is the so-called *model of intelligent flexible learning* - the main difference between the fifth and fourth generations is that the fifth generation has "access to institutional processes and resources... [in the model of intelligent and flexible learning, an adaptable electronic interface is provided, through which students, staff and other actors can interact with the university]" (Taylor, 2001, str. 10).

Status of online education worldwide, challenges, trends, and implications are considered by Palvia et al. (2018). They bring conclusions that online education in its various modes has been growing steadily worldwide due to the confluence of new technologies, global adoption of the Internet, and intensifying demand for a workforce trained periodically for the ever-evolving digital economy. Mainly, they bring on the stage that country-level factors are having an impact on the quantity and quality of online education, that include industry, business, governments at local, state, and federal levels, country laws, ICT capacity, Internet/mobile technology diffusion, income and digital divide.

Since 2010, the modern form of online education through online platforms and "virtual learning environment" has begun to develop, that would be defined as fourth and fifth generation by Taylor (2001). Dos Santos (2022) defines online learning platforms as a generic term that refers to a surface that supports other interactive content, while learning on platforms is an integrated set of interactive online services provided by teachers, students, parents and others, who is involved in education and education support or seek to improve 'delivery' or management. In that way author makes distinction of suffice and service as component of online education.

Accelerated development of online education took place during the Covid-19 pandemic (2019) when the world was forced to make a necessary transition from classrooms to online platforms, which is defined in the literature most often as a specific circumstance, states of emergency, etc. The biggest challenge of all involved in this education is related to two key points: infrastructures and human recourses. Dos Santos later, with coleuses in An International Review of Practices and Potentials of Open Education at a Distance point and identify seven key aspects of which three (missing infrastructure and sharing OER, open education and access to OER, and urgent need for professional development and training for teachers) are directly related to open education at a distance (Stracke, et al., 2022), by these authors are emphasizing the need of making open education strategies that can lead to

effective and innovative interventions for the improvement of formal education at a distance to schools and universities in the future.

Presence, development and sustainability are graded differently on scales worldwide, since it is not a must, all around the Globe. Except, global adoption of the Internet, infrastructures and human recourses that are considered by researchers, Kerla is taking in consideration of readiness of human recourses, environmental factors including civilization, culture and language as a key point for development of interconnections. Kerla (2020) identified five factors that influencing the development and sustainability of learning on online platforms: psychological readiness, technical-technological competence of educators, students and society, cultural-civilization milieu, administrative conditions and the language in which education is conducted. These factors significantly affect communication within the platform and outside it, and slow down or speed up the results of a certain education. Also, their communication depends on the level of experience with this type of education, communication channel preferences, learning styles and the degree of recognition outside the platform, i.e. a certain society.

In the literature, you can find researches writing about online education and they mostly deal with topics on a scale of transition, presents, comparison and negative aspects towards elements or online education in total. Recent research papers can be categorized: 1) transition to online education (e.g. Soderstrom et al., 2012, Basilaia and Kvavadze, 2020, Edu, et al., 2022, Stoian et al., 2022), online education vs. face to face (e.g. Watson, 2008, Ananga and Biney, 2017, Stevens et al., 2021), 2) online education during pandemic Covid-19 (e. g. Muhammad and Srinivasan, 2021, Chakraborty, 2021, Radina and Balakina, 2021, Hamdan et al., 2021), 3) effective practice (Allen and Seaman, 2008, Rye & Støkken, 2012, Sun and Chen, 2016, Tang, et al. 2024) and 4) negative aspects of online education (Yilmazsoy at al. 2020, Andreev et al., 2020, Laitkep and Stofkova, 2021). The biggest challenge of those papers is mostly related to evidence and the degree of present of online education, development level and its effects. Researchers are contributing to online education from their filed and geographical area. What is also challenging on the global stage is the fact that we still have countries where online education is not present at all. Findings from Multiple Indicator Cluster Surveys (MICS) and over 30 other household surveys show that children and young people from rural areas and poorer families are less likely to have internet access at home. (UNICEF, 2020). In this case access and development is totally limited.

*Further referring* to the Education 2030 Framework for Action is given by UNESCO (2020). That lists strategic approaches for the implementation of SDG 4, and underlines that – “increasing access must be accompanied by measures that improve the quality and relevance of education and learning, and in particular that education institutions and programs should be adequately and equitably resourced with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centered, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners – children, youth and adults" (UNESCO, 2020). Those principles can give direction for development of online education as well.

In this paper, it will be analysed one model of organizing and educating people for the purpose of responding to specific condition of education, their models and ways of communication and integration inside and outside the online system, at the moment when educators are "thrown into the world" of online education, without prior preparation. We will be identified elements in the sample of one case study, that organization has and the way in

which small-scale organizations are *thrown* and could be recognized in the world, making their evidence as its own system, and inclusions and integration out of the systems.

## 2. Techne - Ability, Skill, Knowledge

In order to offer the possibility of overcoming the problem that concerns and extends to the mixing of forms, styles and ways of using online education, it is necessary to return to the original meaning and understanding of the term knowledge. The Greek term techne is always linked to the term known (episteme) and as such gives meaning to the modern term technique. The synonymous use of the terms techne, technique and technology lead to the danger of abolishing the human essence, which is manifested in the production, and not in the use of finished products.

Understanding the meaning of the Greek word *techne (Ancient Greek: [tékʰnɛː])* represents and opens the possibility of understanding the production and the build-up of reality. When the Greeks are alluding to a skill, to the craft, then they are using the word techne. Exactly this authentic meaning of the word techne, is what makes it possible, to understand it in a sense of applying actions and tools for achieving useful goals, that is like a practical skill that applies knowledge. So, here techne, as a term, is necessary and fundamental, to understand skills that apply knowledge, that is skills and education, which are determined by rules, that is, by knowledge. So, techne means managing and the ability of crafting, but it refers to an ability of man, that is, it implies his skill and knowledge for making an object. It is that kind of knowledge by which we know how to craft something according to certain rules and regulations, so it also applies to our practical ability, in which we have the kind of knowledge that allows us to manage according to certain rules and to craft by certain rules of crafting and therefore refers to our overall practical ability. This qualification should be the task and role of the teacher in training the students.

The changeability of society is certainly a challenge for education, but what hasn't changed since the period of ancient philosophy is what we understand by the goal of education. We can't get into understanding this without going back and referring to the first science, metaphysics. No matter how much successful and dominant is the growing world of technology, philosophy and educational settings, since the time of sophists, Socrates' dealing with the questions of man, Plato's determinations of education, up to Dewey which lays the foundations of modern education, with an emphasis on training young people for the life in the world where rapid changes and rapid progress take place, the first science determines, the philosophy of the teacher and then the success of the student, the one (the first science) in which knowledge is defined and understood as a process. In such understanding of philosophy, it has historically been set as the foundation of education in which they also show the importance of philosophical education in other sciences. In that sense, it is exceptionally important, the interpretation and understanding of techne, i.e. skills and knowledge based on an understanding of rules, thus also the action in the creation which is conditioned by rules and regulations.

The stated horizon of research and the meaning of techne, in addition to relating to our overall practical ability is equally a requirement for understanding the key concept of the modern world, the world of innovation, progress, change and development, the world of technology. Techne means nothing technical in today's sense of the word ... *it means one of the basic of knowledge.* So, it is extremely important to ensure that we do not mix up the ancient term techne with today's term technique, whose origin (authentic meaning of the word techne) is in metaphysics. Primarily to understand techne, means to understand that techne did not originate in the sphere of technics but in the sphere of knowledge, that can be

transferred as a skill. Right on that are based and possible all innovations in the world of science, world in which the possibility of research openness a possibility of research of the human reality and capabilities, always conditioned and connected with the concept of knowledge.

The modern world and the emergence of technology are understood from the horizon of knowledge which benefits us on realistic things and realistic situations in which we act and craft the world we live in. Therefore, techne, which is always originally connected with knowledge, cannot be translate nor understand, nor mean what technics mean, because every techne can be learned and transferred, which means that it is not acquiring already existing knowledge. So, techne is producing, while technics makes, that is, uses already acquired existing knowledge, that which is i.e. what is produced and revealed from the sphere of techne, as an essential creation and formation. Understanding techne is about knowledge and producing in this technical world of production. In conclusion, technics are understood only in the way it was created in the way of techne, just as like innovation, development, progress in the world technology was created in the way of knowledge.

## 3. UONEDU – Model

The Association of Online Educators - UONEDU is a non-governmental organization that was founded in 2017 and is organized by the innovations of educators with the aim to develop online education from scratch in undeveloped society with limited recourses, and all in order to overcome barriers and obstacles in conditions where education is disabled, limited or moved outside predefined spatial, classroom or campus spheres, to give a chance to improve human recourses in education, to reduce levels of power of experts and give the chance to citizens to take an active part in the creation of educative programs. In the literature, this initiative is found as social innovation, which is understood as new ideas or initiatives that make it possible to meet our society's challenges in areas such as the environment, education, employment, culture, health, economic development and to achieve social goals (Vinals & Rodriguez, 2013). Organization for Economic Co-operation and Development and Eurostat (2018), social innovation refers to new idea, new solution, or new design that makes a social impact in terms of conceptual, process, product, or organizational change, which aims to improve the lives of individuals and communities. Not, just that they bring change, (Klimczuk, et al., 2022) point that these innovations are contributing to a new paradigm of learning and sharing knowledge as well as interactions and socio-psychological development of participants. Furthermore, active citizens can contribute to social problems solving through different initiatives and projects that serve education and social goals, but also opening an arena for the development of social innovations as production of new knowledge (*techne*) using all available modern technique and technology. In this manner, citizens are participating the modern world into which they *have been thrown.*

The UONEDU organization itself has 3 main anchors: 1) create a bridge from formal education to continuing education of all members; 2) train teachers to teach their teaching projects online (seminars, webinars, courses); 3) connect educators, encourage them to innovate, science and practical solutions, as well as involvement in academic contributions in the field of distance education and improvement of formal education. The specificity of this organization is that it is an integrative model, in which, from formal education through the training model, members are led to independence, who then create their own courses, train other members and present their developed models at the annual conference, contributing both practically and academically. Thus, they constitute the social innovation of citizens by offering transnational cooperation and academic exchange of knowledge, socializing and

networking, as well as bringing to the table models, representations, organization and the way in which small-scale organizations are thrown and could be recognized in the world.

The biggest challenge of such organizations is to secure their place in society in such a way that they are recognizable and have an influence on formal policy makers, considering that they are in the field of innovation and that they necessarily need to have their voice. The most obvious way is to make their evidence that policy makers can use for their actions and inclusions in the systems.

Wiseman (2005, 2010) and Rogers (2003) guiding educational policymakers to use evidence for educational policymaking for Global contexts and international context. They are bringing and pointing three fundamental macro theoretical approaches that explain why evidence either is or should be used to inform or guide educational policymaking: a) the technical-functional perspective – suggests that educational policymakers use evidence to find the most effective and successful ways to address important educational issues and problems, the goal most often being increased student learning and effective classroom teaching at the least possible expense, b) the sociopolitical perspective - shape policymakers' decisions and approaches to educational issues or problems and models for policymaking that exist and become slowly institutionalized as part of many organizational systems, c) the institutional or organizational perspective.

## 4. Research Questions

In this research, we aim to identify and answer the following questions:

1. How the organization of citizens and experts can overcome and create its own evidence for its existence?
2. What instruments can it create in order to be considered by policy makers?
3. How can this type of organization be recognized in the local and global context?

## 5. Methods

### 5.1. Data Collection Method

Data collection method is a case study that is applied to specific organization, that is made with innovation of experts and citizens, in order to overcome individual and social challenges. Random choice for the sample is used. In this study, we applied the following stages for case study by Gagnon, Y. C. (2010*):* 1) Assisting Appropriateness and Usefulness – what the case method is relevant and appropriate; 2) Ensuring Accuracy of Results – show that results are representative and correspond to reality; 3) Preparation – have a sufficiently elaborate and precise research framework to ensure rigorous data collection; 4) Selecting Case – find a case that can be conducted within budget and on schedule; 5) Collecting Data – gather credible raw data, while the observing rules and ethics; 6) Analyzing Data – perform a systematic analysis of collected data; 7) Interpreting Data; 8) Stage 8 Reporting Results.

### 5.2. Data Analysis

In order to answer the research questions, we use a qualitative research approach and qualitative methods. In the paper, we analyze the following: 1) available documentation of the NGO sample, 2) programs created by citizens and experts in this type of organization, 3) output and recognizable documents – certificates.

Content analysis method is applied in all social sciences, especially in history, literature, ethnology, anthropology, sociology, and social psychology. This technique is also applied in other types of research. (Andrilović, 1988). The content of the messages is first analyzed, followed by other characteristic elements of the content. Zvonarević defines content analysis as "a procedure for classifying and quantifying various verbal and non-verbal messages in the broadest sense of the word, according to their content and formal characteristics and in accordance with established general rules". (Zvonarević, 1976, quoted in Andrilović, 1988, p. 42). The results of the analysis are presented in the Results chapter.

### 5.3. Research Procedure

The research procedure is based on the content analysis of the Association's documentation. The criteria for content analysis in this research are as follows:

Table 1.
*Procedure and analysis criteria*

| **Criteria** | **Criteria elements** |
|---|---|
| Research questions | 1. how is the organization organized, what are its basic elements, goals and programs?<br>2. which models of education are offered in the analyzed sample?<br>3. What types of certificates does the association issue, and how is it recognizable? |
| Units of analysis | Archive of the association: Statute, Decisions, Registers, |
| Content units | Organization and its elements of presentation and recognition |
| Content category | Qualitative criterion |

After the analysis, the data were presented in tables. The criteria for further analysis were: the organization and its elements of presentation and recognition.

## 6. Results

In our research on the case study of the model analysis of an organization, we wanted to find out how it is organized and what are its basic elements, goals and programs? Table 1 presents the results of the analysis of the association's documentation.

Table 2.
*Model of the UONEDU organization*

| **Terms** | **Characteristics** |
|---|---|
| Representation | president and vice president of the Association |
| Association bodies | a) Assembly,<br>b) Board of Directors. |
| Membership | - basic membership<br>- supporting membership<br>- honorary membership |
| Program objectives | - creating a database of online educators,<br>- education, development, support and integration of online educators at the internal or national level, as well as at the global level, for the purpose of knowledge exchange and improvement, as well as monitoring the flow of upbringing and education,<br>- implement a program of online education, training, training, training, seminars and counseling,<br>- creating a database of online educators,<br>- education, development, support and integration of online educators at the internal or national level, as well as at the global level, for the purpose of knowledge exchange and improvement, as well as monitoring the flow of upbringing and education,<br>- implement a program of online education, training, training, training, seminars and counseling,<br>- conferences and public debates, |

| Terms | Characteristics |
|---|---|
| | - mutual solidarity and cooperation among members,<br>- gathering of young people and adults for the purpose of education and training of educators (under the term of educators,<br>include: teachers, teachers, professors, instructors, trainers, lecturers, counselors, educators and all other educators who deal with online education). |
| Activities | - organize educator training schools for online teaching on platforms or outside them,<br>- organize summer/winter language schools,<br>- cooperate with other similar associations and organizations,<br>- perform other tasks that contribute to the achievement of the goals of the establishment established by the Statute,<br>- corresponds to quality online upbringing and education, preserving the dignity of the teaching profession, following pedagogical codes, principles and rules of online pedagogy,<br>- to organize seminars, trainings and workshops in order to contribute to upbringing and education, as well as to support the scientific research and professional work of educators inside and outside the Association. |
| Sections | - online language teachers (online language teaching school)<br>- online advisers<br>- online coaches |

Furthermore, through the analysis of the association's documentation, we came to the results shown in Table 2, regarding the initial question - which models of education are offered in the analysed sample? The results show that the educational types are directed towards the training of educators and training for independent action and program creation.

Table 3.
*Models of education*

| Program type | Description and feature |
|---|---|
| Training of educators | Course 1. Introduction to Online Education, link:<br>https://www.udemy.com/course/introduction-to-online-education-and-online-teaching/<br>Course 2. How to Motivate Students? link:<br>https://www.udemy.com/course/teach-online-how-to-motivate-your-students/<br>Course 3. Online Language Teaching Methods, link:<br>https://www.udemy.com/course/teach-online-language-teaching-methods/<br>Course 4. Leadership and How to Lead in the Online Space, link:<br>https://www.udemy.com/course/teach-online-leadership-and-how-to-lead-your-students/ |
| Webinars | 1. Online Education Webinar<br>2. Dispelling Myths about Online Education<br>3. Leading Online Educators and "Editing" Social Groups<br>4. Webinar on Online Leadership<br>5. Methodological Guidelines for Organizing and Conducting Distance Learning in the Specific Circumstances<br>6. Parents and Online Learning<br>7. Management of Online Educators on Online Platforms |
| Conferences | The first UONEDU conference "UONEDU". (2018).<br>Second UONEDU conference "Challenges of online teaching in 2019". (2019).<br>The third UONEDU conference "Online innovations, patents, models, approaches, methods and techniques in education and for education". (2020).<br>Fourth UONEDU conference "Global context of education: experiences and perspective". (2021).<br>Fifth UONEDU conference "Traditions and trends in online education (2022).<br>Sixth UONEDU conference "Position of educators in global education" (2023).<br>Seventh UONEDU conference New Scientific Achievements and Experiences in the Field of Online Education (2024) |
| Other types of programs | e-mail courses, mobile learning, demo-demonstrations, workshops, public discussions |

Finally, we were interested - what types of certificates does the association issue, and how is it recognizable? Table 3 shows the results of the analysis of the association's documentation.

Table 4.
*Types of certificates issued by UONEDU*

| Type of certificate | About certificate |
|---|---|
| CEFR Certificate | The certificate guarantees that the candidate has successfully completed the course in which the total result of the obtained test points is verified according to the CEFR (The Common European Framework of Reference for Languages) methodology for languages. |
| Certificate of presentation and participation in the conference | The certificate is issued to the topic presenters at the conference and Certificate that is issued to conference participants. |
| Training Certificate | The certificate guarantees that the participant has successfully completed 4 training courses on the partner platform Udemy, and thus acquires the right and license for online teaching on reference online platforms. |

On the basis of the above, results are shown the following: 1. That the organization has leadership in accordance with the legal regulations and administrative regulations of the state; 2. That the program contents are related to educational contents and programs; and 3. That after each training program, verification and evaluation of knowledge are carried out, as well as recognition in accordance with prescribed and valid Standards and methodologies.

## 7. Discussion and Conclusions

The concept and meaning of the term *techne*, a skill that can be learned, is the justification here for the interpretation of this Greek term, which, as can be seen in the work, led us through the skills of learning, teaching, imparting knowledge, which stands out and shows the identity of UONEDU. Defining what knowledge is, i.e. the type of knowledge by which we know how to produce according to certain rules and know how to navigate in sudden and specific situations indicates the necessary connection of the Greek term *techne* with modern methods and teaching techniques, which are recognized in the association as its fundamental determinants, thus following the process from *techne* to the realization of teaching and knowledge transfer in the online system.

Firstly, by analyzing the appropriate sample - the UONEDU organization, we wanted to find out - How the organization of citizens and experts can overcome and create its own evidence for its existence? Based on our results of analysis (Table 2) we can conclude that small-scale organization has evidence of its existence true representation bodies, association bodies and membership, program objective, activities and sections. Organizing of citizens and experts is manifested around activates and sections, and those activities are alight with vision and mission of education of all members, in order to build and create a new experience.

Furthermore, we wanted to find out - What instruments, this kind of organization can create in order to be considered by policy makers? By results shown in the Table 3 Models of education and outcomes of these organizations are offered to consideration for policy makers. So, we can conclude that this organization has 4 types of education programs: training for educators, webinars, conferences ( for experts) and other types of programs: e-mail courses, mobile learning, demo-demonstrations, workshops, public discussions (for citizens). By this this, it is given the chance for all to contribute and has access to online education, making interaction with platforms, what is underline in previous research points and results made by Palvia et al. (2018), Dos Santos (2022), (Stracke, et al., 2022), Kerla (2020) where, they are pointing that global adoption of the Internet, infrastructures and human recourses,

environmental factors including civilization, culture and language can be served as key points for development of online education.

Finally, we wanted to know - How can this type of organization be recognized in the local and global context? Recognition for policy makers in the local and global context can be done based on results in the Table 4. There we can find 4 types of certificates issued by UONEDU: CEFR certificate, certificate of presentation at the conference, certificate of participation at the conference, and training certificate, that are issued and verified by stamp and signature of representative bodies. The identified evidence can be served for educational policymakers to use evidence for educational policymaking for Global contexts and international context. As Wiseman (2005, 2010) and Rogers (2003) guiding educational policymakers to use evidence for educational policymaking for Global contexts and international context and pointing of three fundamental macro theoretical approaches that explain, that this evidence give: a) the technical-functional perspective – suggests that educational policymakers use evidence to find the most effective and successful ways to address important educational issues and problems, b) the sociopolitical perspective - shape policymakers' decisions and approaches to educational issues or problems and models for policymaking that exist and become slowly institutionalized as part of many organizational systems, c) the institutional or organizational perspective. In this manner, small- scale organizations give their contribution.

We tried to point out the following: that small-scale organizations even without university preparation and training and without an advanced user level competence of technique, without training in local lifelong learning centers, and only with a high level of openness, solidarity and interest in online training programs and with the skill that produces and does not use ready-made knowledge, they can overcome challenges in specific and sudden conditions of education and readily respond to challenging tasks, as well as make a great contribution in their local communities, and share and show solidarity with colleagues from all over the world, i.e. to build the world into which they were "thrown." This contribution of experts and citizens are making activities and innovations, that as Klimczuk, et al. (2022) point contributing to a new paradigm of learning and sharing knowledge as well as interactions and socio-psychological development of participants. Furthermore, active citizens are contributing to social problems solving through different initiatives and projects that serve education and social goals, but also opening an arena for the development of social innovations as production of new knowledge (*techne*) using all available modern technique and technology. In this manner, citizens are participating the modern world into which they *have been thrown.*

This way of organizing can be recommended as a strategic approaches for the implementation of SDG 4 UN Education 2030 Framework for Action, "which underlines that increasing access must be accompanied by measures that improve the quality and relevance of education and learning, and in particular that education institutions and programs should be adequately and equitably resourced with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centered, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners – children, youth and adults" (UNESCO, 2020).

The importance of the UONEDU model in addressing challenges in online education and promoting social innovation is its specificity of this organization of citizens and experts in integrative model, in which, from formal education through the training model, members are

led to independence, who then create their own courses, train other members and present their developed models at the annual conference, contributing both practically and academically. Thus, they constitute the social innovation of citizens by offering transnational cooperation and academic exchange of knowledge, socializing and networking, as well as bringing to the table models, representations, organization and the way in which small-scale organizations are thrown and could be recognized in the world, making their evidence as its own system, and possibility that policy makers can use for their actions and inclusions in the systems.

It can be concluded that the UONEDU organization has the following: present evidence for administrative representation, organization bodies as board and members, program objectives, activities and sections. Models of educations that are offered are training for educators, webinars, conferences and other types of EDU programs. Models of recognitions that are offered to policy makers is CEFR Certificate, Certificate of presentation and participation in the conference, Training Certificate. Paper brings conclusions: 1. That the organization has leadership in accordance with the legal regulations and administrative regulations of the state; 2. That the program contents are related to educational contents and programs; and 3. That after each training program, verification and evaluation of knowledge are carried out, as well as recognition in accordance with prescribed and valid Standards and methodologies.

The limitation of the research is reflected in the fact that on the basis of one sample it is not possible to generalize and conceive the same model in a wider context, because all cultures have their own predispositions, and thus limitations for certain models and degree of development. Also, one organization cannot solve the problem of “readiness" for education in specific conditions, because it is a scale that necessarily includes and intertwines other levels of education, such as: formal and informal. The practical implications of the research are reflected in the following: it is necessary to open and develop departments at universities, which will prepare future educators for this type of education, to act through the centers of lifelong learning in the form of professional education and supplementary education, and that institutions working on staff training for online education - recognized and verified through formal institutions.

Based on the analyzed papers, and this case study, it can be concluded, that critical thinking about online education, in a global context, cannot be fully applied for the factual reasons that online education is inseparable from traditional education, technology and the techniques it uses. In this context, it is not possible to apply critical thinking about online education realized with the help of techniques and modern technologies to areas that do not have access to this education, while on the other hand, the possibility of critical thinking is ensured by the use of techniques and the development of technology provided for use, human resources and the environment in which it develops, and thus forms through the interconnection of individual and society - a picture of the development of online education.

## References

Allen, I. E., & Seaman, J. (2008). Staying the course: Online education in the United States, 2008. Sloan Consortium. PO Box 1238, Newburyport, MA 01950.

Ananga, P., & Biney, I. K. (2017). Comparing face-to-face and online teaching and learning in higher education. *MIER Journal of Educational Studies Trends and Practices*, 165-179. https://doi.org/10.52634/mier/2017/v7/i2/1415

Andreev, V. V., Gorbunov, V. I., Evdokimova, O. K., Nikitina, I. G., & Trofimova, I. G. (2020). Negative aspects of the use of infocommunication technologies by undergraduate

students of engineering academic programs in a regional Russian university. *Universal Journal of Educational Research*, *8*(3), 844-856. https://doi.org/10.13189/ujer.2020.080315

Aristotle (1985*). Metaphysics.* Globus. Zagreb.

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. Pedagogical Research, 5(4). https://doi.org/10.29333/pr/7937

Chakraborty, P., Mittal, P., Gupta, M. S., Yadav, S., & Arora, A. (2021). Opinion of students on online education during the COVID-19 pandemic. *Human Behavior and Emerging Technologies*, *3*(3), 357-365. https://doi.org/10.1002/hbe2.240

Dos Santos, L. M. (2022). The experiences and self-efficacy of faculty members using distance learning for the first time: A qualitative inquiry. *In Assessing university governance and policies in relation to the COVID-19 pandemic* (pp. 70-90). IGI Global. https://doi.org/10.4018/978-1-7998-8279-4.ch005

Edu, T., Negricea, C., Zaharia, R., & Zaharia, R. M. (2022). Factors influencing student transition to online education in the COVID 19 pandemic lockdown: Evidence from Romania. *Economic Research-Ekonomska Istraživanja*, *35*(1), 3291-3304. https://doi.org/10.1080/1331677X.2021.1990782

Filipović, V. (1989). *Philosophical dictionary.* Publishing House of the Motherland of Croatia. Zagreb.

Gagnon, Y. C. (2010). *The case study as research method: A practical handbook*. PUQ.

Hamdan, K. M., Al-Bashaireh, A. M., Zahran, Z., Al-Daghestani, A., AL-Habashneh, S., & Shaheen, A. M. (2021). University students' interaction, Internet self-efficacy, self-regulation and satisfaction with online education during pandemic crises of COVID-19 (SARS-CoV-2). *International Journal of Educational Management*, *35*(3), 713-725. https://doi.org/10.1108/IJEM-11-2020-0513

Heidegger, M. (1972). *A Question About Technique.* Naprijed. Zagreb.

Heidegger, M. (2000). *Forest Roads.* Plato. Beograd.

Heidegger, M. (1985). *Being and Time.* Naprijed. Zagreb.

Kerla, M. (2020). Online Learning Platforms as New Centers: UONEDU Case Study 3rd UONEDU Conference "Online Innovations, Patents, Models, Approaches, Methods and Techniques in Education and for Education". February 1-2. Sarajevo, 2020.

Klimczuk, A., Butkeviciene, E., & Kerla, M. (2022). Citizen Science and Social Innovation: Mutual Relations, Barriers, Needs, and Development Factors. *Frontiers in sociology*, *7*, 836149. https://doi.org/10.3389/fsoc.2022.836149

Laitkep, D., & Stofkova, K. R. (2021). Negative aspects of online education at the university during the Covid-19 pandemic. In *EDULEARN21 Proceedings* (pp. 9456-9461). IATED. https://doi.org/10.21125/edulearn.2021.1907

Muhammad, N., & Srinivasan, S. (2021). Online Education During a Pandemic-Adaptation and Impact on Student Learning. *Int. J. Eng. Pedagog.*, *11*(3), 71-83. https://doi.org/10.3991/ijep.v11i3.20449

OECD (Organisation for Economic Co-operation and Development), and Eurostat (2018). *Oslo Manual 2018: Guidelines for Collecting, Reporting and Using Data on*

*Innovation*. 4th Edition. Paris: OECD Publishing. https://doi.org/10.1787/9789264304604-en

Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online Education: Worldwide Status, Challenges, Trends, and Implications. *Journal of Global Information Technology Management*, *21*(4), 233–241. https://doi.org/10.1080/1097198X.2018.1542262

Plato (1975). *Protagora's.* Naprijed. Zagreb.

Radina, N. K., & Balakina, J. V. (2021). Challenges for education during the pandemic: an overview of literature. *Вопросы образования*, (1 (eng)), 178-194. https://doi.org/10.17323/1814-9545-2021-1-178-194

Rogers, B. (2003). Educational research for professional practice: More than providing evidence for doing 'x rather than y'or finding the 'size of the effect of A on B'. *The Australian educational researcher*, *30*(2), 65-87. https://doi.org/10.1007/BF03216791

Rye, S. A., & Støkken, A. M. (2012). The implications of the local context in global online education. *International Review of Research in Open and Distributed Learning,* 13(1), 191-206. https://doi.org/10.19173/irrodl.v13i1.1010

Stevens, G. J., Bienz, T., Wali, N., Condie, J., & Schismenos, S. (2021). Online university education is the new normal: but is face-to-face better?. *Interactive Technology and Smart Education*, *18*(3), 278-297. https://doi.org/10.1108/ITSE-08-2020-0181

Soderstrom, T., From, J., Lovqvist, J., & Tornquist, A. (2012). The Transition from Distance to Online Education: Perspectives from the Educational Management Horizon. *European Journal of Open, Distance and E-learning*.

Stracke, C. M., Sharma, R. C., Bozkurt, A., Burgos, D., Cassafieres, C. S., dos Santos, A. I., ... & Cox, G. (2022). Impact of COVID-19 on Formal Education: An International Review of Practices and Potentials of Open Education at a Distance. *The International Review of Research in Open and Distributed Learning*, *23*(4), 1-18. https://doi.org/10.19173/irrodl.v23i4.6120

Stoian, C. E., Fărcașiu, M. A., Dragomir, G. M., & Gherheș, V. (2022). Transition from online to face-to-face education after COVID-19: The benefits of online education from students' perspective. *Sustainability*, *14*(19), 12812. https://doi.org/10.3390/su141912812

Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. *Journal of information technology education: Research,* 15. https://doi.org/10.28945/3502

Tang, A. L., Walker-Gleaves, C., & Rattray, J. (2024). University students' conceptions and experiences of teacher care amidst online learning. *Teaching in Higher Education,* 29(2), 366-387. https://doi.org/10.1080/13562517.2021.1989579

Taylor, J. C. (2001). Fifth generation distance education. Instructional Science and Technology, 4(1), 1-14.

UNESCO. (2020, March 6). COVID-19: 10 recommendations to plan distance learning solutions. https://en.unesco.org/news/covid-19-10-recommendations-plan-distance-learning-solutions

UNICEF (2020, October). Remote learning and digital connectivity. https://data.unicef.org/topic/education/remote-learning-and-digital-connectivity/

UONEDU (2017). *Decision on the Establishment of the Association of Online Educators.* No. *1/2017*.

UONEDU (2017). *Statute*. *No. 2/2017.*

UONEDU (2017). *Decision on Representations.* No. 2/2017.

UONEDU (2017). *Decision of the Ministry of Justice of Sarajevo Canton.* No. 4/2017.

UONEDU (2018). *Annual Educational Plan and Program*. No. 12/2018.

UONEDU (2019). *Decision on the election of members of the Executive and Supervisory Boards.* No. 45-46/2019.

UONEDU (2019). *Rulebook and Code of Ethics.* No. 50/2019.

UONEDU (2023). *Register.* 2017-2023.

Viñals, C. R., & Rodríguez, C. P. (Eds.). (2013). *Social Innovation: New Forms of Organisation in Knowledge–Based Societies*. Routledge.

Wiseman, A. W., & Baker, D. P. (2007). Educational achievements in international context. In *Gender and Education: An Encyclopedia, Volumes I & II* (pp. 407- 414). Bloomsbury Publishing Plc.

Wiseman, A. W. (2010). The uses of evidence for educational policymaking: Global contexts and international trends. *Review of research in education*, *34*(1), 1-24. https://doi.org/10.3102/0091732X09350472

Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning. *North American Council for Online Learning*.

Yilmazsoy, B., Kahraman, M., & Utku, K. Ö. S. E. (2020). Negative aspects of using social networks in education: A brief review on WhatsApp example. *Journal of Educational Technology and Online Learning*, *3*(1), 69-90. https://doi.org/10.31681/jetol.662746