

The changing role of the teacher

Virtuell högskolepedagogisk temadag:

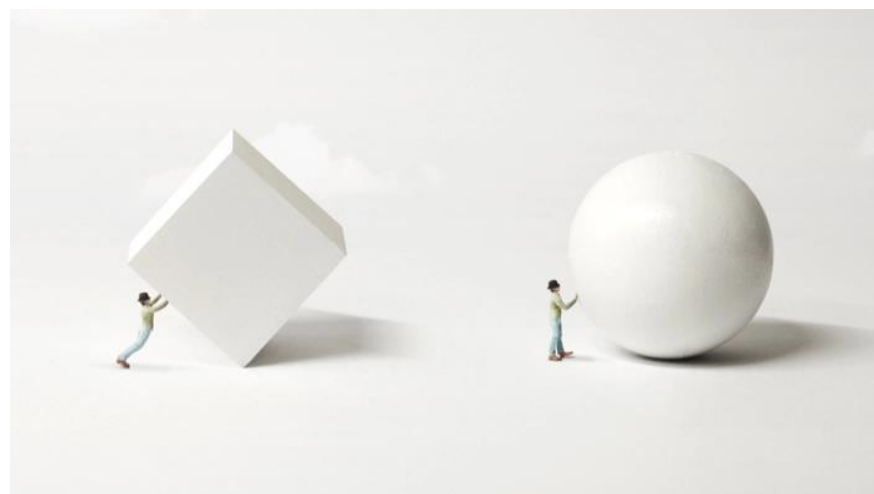
Kursdesign för lärande i digital miljö

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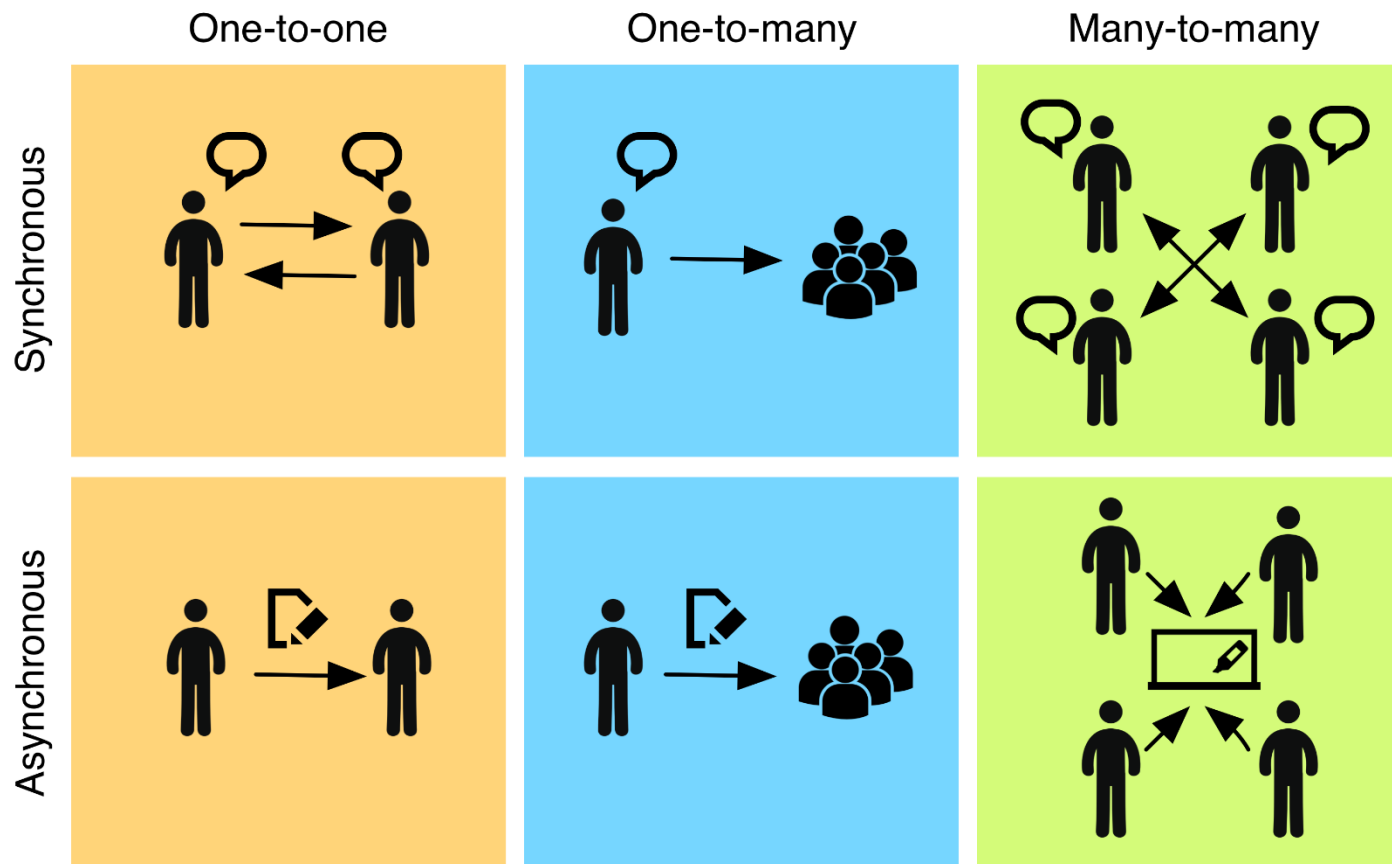
The changing role of the teacher

- Online education, distinguish between:
 - Emergency remote teaching
 - Well-planned online teaching



<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

Synchronous and asynchronous communication (teaching/learning)



<https://www.flickr.com/photos/oscarberg/20320731528>

Study context

- Online course
- Master of Special Education Needs (Netherlands)
- Asynchronous discussions (4-8 students/group)
- **265 posted teacher messages** (11 teachers: 2-3 times/week)
- **Teacher satisfaction** (73 students)

Aims

Which **elements of teaching behaviour** can be identified in asynchronous teacher messages?

Which **differences in behavioural elements** can be identified between the HS and LS teacher groups?

How do the **number of messages and the complexity of messages** differ between HS and LS teachers?

Elements of teaching behaviour

Content

Listening
Feedback

Organisation

Social/Emotional
behaviour

Quantitative results

- No significant difference between HS and LS in number of messages
- Significant differences in the **complexity** of the messages (HS>LS)
 - Number of words
 - Number of behavioural elements per message
 - Number of words per sentence

Qualitative results

HS teachers:

- Address the whole group
- Show careful listening to individual students
- Acknowledge individual student contributions
- Provide specific positive feedback
- Elaborate their own knowledge and thinking in reaction to student messages
- Show online personality and social behaviour in some messages

Conclusion

“HS teachers stand out through their way of addressing the group with **an intricate weaving of listening, specific positive feedback, elaborate subject knowledge and online personality in their messages.**”

Reference

Smits, A., & Voogt, J. (2017). Elements of satisfactory online asynchronous teacher behaviour in higher education. *Australasian Journal of Educational Technology*, 33(2).

<https://doi.org/10.14742/ajet.2929>