The changing role of the teacher

Virtuell högskolepedagogisk temadag: Kursdesign för lärande i digital miljö
13 May 2020

Maria Öhrstedt & Klara Bolander-Laksov
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)

One-to-one

Synchronous

Asynchronous

One-to-many

Many-to-many
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