

THREE PERSPECTIVES ON REMOTE TEACHING IN THE REGION 10

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THE FRAMEWORK

ULF/DLR

A complementary and symmetrical relation between practitioners, at different level, and researchers

Underlines a dimension of development into research

How to know the needs of a local school practice?

How to identify and formulate a common part of departure?

A qualitative interview study with School leaders and Regional officials from Region 10, and Researchers involved in ULF/DLR



BACKGROUND

- Remote teaching, "... an interactive teaching that is conducted synchronously in real time with the help of ICT..." is currently regulated by Swedish law.
- In rural Sweden, there is a growing interest in remote teaching.
- Remote teaching is limited in compulsory school, compulsory school for pupils with learning disabilities, and the Sámi School to mother tongue tuition (referring to the tongues spoken from birth), Sámi, Modern languages, and Sign Language, as well as, study guidance in mother tongue tuition and integrated teaching in Sámi (The Education Act, 2010:800).
- The Swedish National Agency for Education views remote teaching as a way to meet teacher shortage.
- Lack of Swedish research on remote teaching as an educational form.



AIM AND RESEARCH QUESTIONS

The purpose of this study was to investigate opportunities and challenges with remote teaching from three perspectives: school, region, and research.

The research questions (RQ) were:

1. What opportunities can be identified within the three perspectives?
2. What challenges can be identified within the three perspectives?
3. What differences can be identified between the three perspectives?

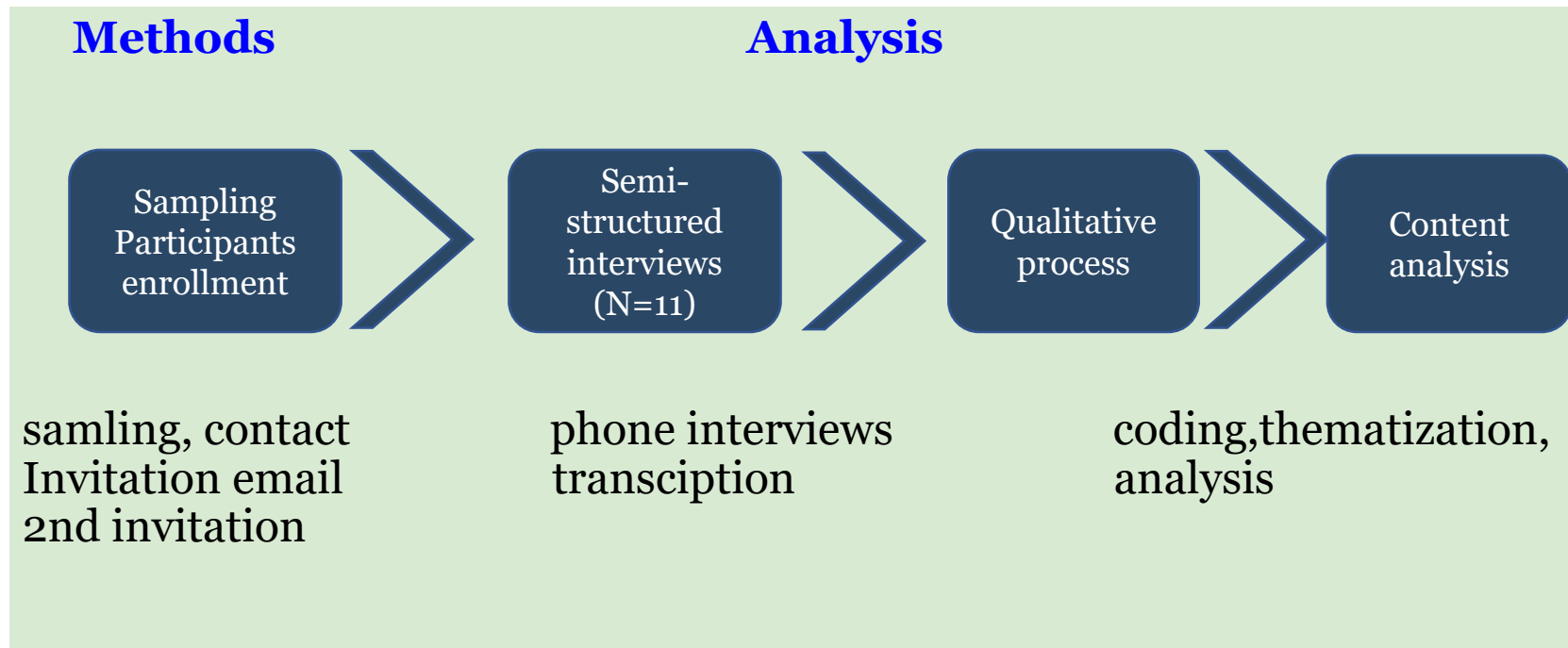


METHOD AND ANALYSIS

- Purposeful sampling
- Eleven in-depth semi-structured interviews, 20-30 minutes each
- School leaders ($N=5$) (SL), Regional officials ($N=3$) (RO) and Researchers ($N=3$) (R)
- Content Analysis of qualitative interviews



METHODS AND ANALYSIS



OPPORTUNITIES WITH REMOTE TEACHING

Themes

Equality

Statements within theme

”...for students to receive an equal education...” (RO2)

Qualified teachers

”... opportunity to offer teaching of qualified teachers and have qualified teachers... ” (SL 1).

Meet the teacher shortage

”... An overall perspective on the possibility of remote teaching at the macro level is to give students the opportunity to equivalent teaching as they are taught by competent teachers... ” (R1).

Quality

“Equivalence, availability, and closeness” (R2)



CHALLENGES WITH REMOTE TEACHING

Themes

Legal challenges

Practical and organizational challenges

Learning and learning community

Lack of research

Statements within theme

"... There is regulation on remote teaching and it is not suitable today. We need a completely different kind of legislation " (RO1)

"... Another way to work [...] Another way to teach [...] There are other preparations for adapting the teaching... " (SL 1)

"... Remote teaching is very new. Many parts of the school are from the time of the Old Compulsory School... " (RO3)

"... Requires a secure process and research. It is important to do research on remote teaching...So that we know it will be good... " (R 3).



DIFFERENCES BETWEEN THE THREE PERSPECTIVES

Themes

Statements within the theme

Pupil's perspective

".. some pupils will benefit from a more rigid environment..." (SL2)

School's mission to socialize pupils

"...part of the is not to just provide leaning [...] the social aspects of school could be forgotten..." (SL1)

Lack of evaluation tools

" ... It is much more difficult for me to visit a remote classroom..." (SL5)

Practical and organizational issues" ...classrooms will be looked up [not to be used for traditional teaching] if used for remote teaching....this will effect scheduling in the whole municipality..." (SL2)



SUMMARY

All perspectives saw remote teaching as the only way to ensure pupils in rural areas the right to equal education and teaching quality. There is a consensus on remote teaching as an integral part of school.

However:

- Regional officials and researchers highlighted limited use by the Education Act was the foremost challenge.
- School leaders highlighted technology, pedagogy, and organization as challenges.
- School leaders look at remote teaching more from the perspective of their own school and pupils, while regional officers and researchers relate remote teaching more to a societal perspective and future opportunities.



REFLECTIONS

ULF/DLR

Research must pay respect to, and take into account for, to school leader's perspective of their own schools and pupils, in other ways than before, in order to establish the dimension of development work

Corona.....

Transitions to various forms of home schooling and remote teaching

No legal restrictions

The need for research and development of remote teaching is more pressing than ever before.

