

# TODAYS CONTEXT

(national and international)

## EQUALITY

A major challenge for  
many rural schools

## LACK OF

Pupils and qualified  
teachers

## RURAL AREAS

Economically difficult to  
offer teachers full-time  
employment



UMEA UNIVERSITET

*Stenman & Pettersson (2020), Pettersson & From (2018), Arnorld, et al., (2005), Millet (2012), Xiong et al., (2016), Yu & Cheng (2016)*

# THE IMPORTANCE OF SCHOOL IN RURAL AREAS

INTEGRATION



COHESION

EQUALITY

CONTINUED  
DEVELOPMENT IN RURAL  
AREAS



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*Witten & McCreanora (2001)*

# FUNDAMENTAL VALUES AND TASKS OF THE (SWEDISH) SCHOOL:

- The national school system is based on **democratic foundations**. The Education Act (2010:800) stipulates that education in the school system aims at pupils acquiring and developing knowledge and values. It should **promote the development and learning of *all* pupils**, and a lifelong desire to learn.
- **Teaching should be adapted to each pupil's circumstances and needs**. It should promote the pupils' further learning and acquisition of knowledge based on pupils' backgrounds, earlier experience, language and knowledge.
- The Education Act stipulates that the education provided in each school form and in school-age educare **should be equivalent, regardless of where in the country it is provided**.
- **Equivalent education does not mean that the education should be the same everywhere** or that the resources of the school are to be allocated equally. **Account should be taken of the varying circumstances and needs of pupils**. There are also different ways of attaining these goals.



# **PRESTUDY ON TEACHERS PERSPECTIVES ON REMOTE TEACHING**

Interviews with ten teachers

TPACK questionnare

Activity theory analysis (focus on object and structure of activity)



# REMOTE TEACHING FROM A TEACHER PERSPECTIVE

Shared meaning on the object of remote teaching in rural areas:

- ▶ Equal access to teachers and teaching
- ▶ (Larger) groups of students
- ▶ Survival with sustained quality
- ▶ Climate change issues



## Remote teaching is different from remote teaching:

- Access to digital learning material differs between subjects
- Teaching design is dependent on context, location and age of participants (home, classroom, screen, computers)
- Relational digital competence/social interaction and climate (The biggest difference, I think, is to build relationships. It easily becomes one-way communication, so you really need tools and ideas how to create dialogue)
- 'Doing teaching and learning' – on screen, computer or room
- Social inclusion – connect pupils from different villages or pupils from same culture and mother tongue



# EQUALITY AND SOCIAL INCLUSION

Words from practice...

- Remote teaching sometimes works better, for example, for those **pupils who don't feel comfortable in traditional school environments or in a messy classroom**. Can be a solution for individualized teaching.
- Many pupils feel comfortable using digital tools and computers. I think this is a good solution for **inclusion and special support**. To make it **easier to speak up for those pupils who disappear in traditional classroom environments**.
- For many [pupils], the upside of [remote teaching] is that it **provides a structure**, and that's good/**beneficial for the pupils who need extra adjustments** [to their education]; it provides a structure and order that allow pupils to **keep track of their coming tasks**, where they're at, and what that their next steps will be. The clear structure allows them to **advance at their own pace**"



## Words from practice....

For some pupils the teaching can be organized so they **don't need to be exposed to so many impressions**. A pupil can be located in a room with a computer and still be part of the teaching.

It is sometimes **easier to include pupils that sometimes disappear in traditional classroom environments**. It is easier for them to be heard.

It does not have to be homeschooling, but the pupil can by using a computer and take part of the teaching anyway. To reduce the risk of long-term absence.

Remote teaching enables teaching and makes education and **qualified teachers accessible to all pupils**. In addition, if you turn it around, as a small school, we also want **more pupils**.





# ORGANIZATIONAL SUPPORT

- Lack of knowledge in organization and leadership means lack of support for remote teaching (policies ex ‘remote teaching first’, access and use of technology, structures for collegial learning, inclusion of remote teachers)
- When organization, organizational structures and shared meaning is missing the remote teaching appears to be something ‘on the side’ of the ordinary work
- Importance of collogues and networks ”since this is new, it is important for us to meet and talk, that we have networks in which we can develop”
- Emergent need for shared goals, vision and discussions from teacher to school, policy, community and national level



# BEFORE THE PRESTUDY...

- Remote teaching for *survival and sustained quality in rural areas*
- Remote teaching for *equal access to learning and education*
- Remote teaching for *equal access to qualified teachers and larger groups of students*
- Remote teaching for *a better climate*

But also...

- Remote teaching for *alternative learning contexts* (for students not feeling comfortable in traditional classrooms)
- Remote teaching for reducing *drop-outs* and *leave of absence*
- Remote teaching for *social inclusion*
- Remote teaching for *digitalization and school development*



# CHALLENGES FOR RESEARCH AND PRACTICE

- Remote teaching is not the same as remote teaching (depends on context, subject etc.)
- Remote teaching design for different ages, subjects and learning goals
- Relational digital competence/social interaction
- Use of physical room when teaching through the computer (especially for younger)
- The supervisor – a pedagogical resource, technology support or guard
- Remote teaching and aspects of inclusion
- Organization and leadership

*When, what and for what purpose!*

