Pedagogical challenges in online synchronous lectures in Early Childhood Education

Per Ivar Kjærgård (NLA) and Bente Sollid (HiSF).

bit.ly/future16

Please turn off your sound
bit.ly/future16

© http://www.sogndal.fhs.no
Contents

• Overall objective for the study
• The technology
• Findings
• Methodology
Overall perspective

How has the introduction of a Blended Learning model in Early Childhood education challenged and influenced the pedagogic aspect of teaching activities?
Research questions

How does the teacher-student relations develop in the BL model courses?

How does student take part in academic discussions online?
Methodology: Triangulation of methods

1: Questionnaire

Keywords: Overall perspective, age and gender, Quality in-Online, On campus, Supervision etc., Flexibility etc.

2: Online group interview

Keywords: Experiences with the chat, how relations are being built
POPULATION
4 classes     97 students

Female 84
Male 13

Respondents age N=65
51 % is 20-30 years N=33
29 % is 30-40 years N=19
20 % is over 40 years N=13
The quality of the study is good

M=4.55
Std. d. = 0.58

N=65 (Response rate 69 %)
The quality of On-Campus lectures is good

M=4,6
Std.d. = .51

The quality of online lectures in Adobe Connect is good

M=3,9
Std.d. = .98
The technology and the role of the eModerator*

Bente Solbø: Hei alle! Hvordan er hele verden i dag?
Per her Kjørgård: Hei! Jeg er kjøp og违法犯罪 i et gratis og normalspråklig samtale.
Per her Kjørgård: Hvem har du i maskiner og fysikalske avdelinger i dag?
Per her Kjørgård: Hvor opplever dere allerede vekst i egg?
Per her Kjørgård: Hva opplever dere allerede vekst i egg?
Bente Solbø: Kanskje det er at avdelingene jobber med.
Per her Kjørgård: Kanskje det er at avdelingene jobber med.
Bente Solbø: Kanskje det er at avdelingene jobber med.
Per her Kjørgård: Kanskje det er at avdelingene jobber med.
Bente Solbø: Kanskje det er at avdelingene jobber med.
The impact of technology

“...I feel that we have a completely different learning outcome with the online teaching. You get a higher pressure to read and keep up to date. And you get much better contact with teachers."
Findings:

Building relations, student sayings

"It is very important to have the gathering on campus to establish good relations to the teachers, where we can discuss with each other, work in groups etc. All these experiences will make us more comfortable when we write on AC, we know the student group better".

"I don´t believe that we would have had much contact with our teachers if we only met on the Internet".
Findings:

Academic discussions in chat

• "I found it easier to write in the Chat program than talk in front of the whole class".

• "We observe that there are other students in the academic discussion on the Chat than in the class-room".
Findings:

Academic discussions in chat

• “... the communication (the author: in the classroom) is different, you get forward more views..., when you write, there may be misunderstandings because of lack of body language".

• “... more students who participate with their views in the classroom discussions".
Conclusions

• More students are given the opportunity to access higher education.
• Students are very satisfied with this Blended Learning model.
• The mix between on-campus meetings and online teaching are important for building relations and academic outcome.
• There is a need for structure in the online chat to make dialogues more beneficial.
• The combination of online and on-campus discussions engages more students in total.

• We believe that our findings can contribute to develop better and more efficient education meeting the students requirements for anytime, anywhere education.
Thank you for your attention!