

# Pedagogical challenges in online synchronous lectures in Early Childhood Education

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[bit.ly/future16](https://bit.ly/future16)

Please turn off your sound











# 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

6. Matrisepørsmål

Hovedinntrykket ditt av det faglige utbyttet så langt

Hvilken beskrivelse passer best til ditt hovedinntrykk om læringsutbytte i de ulike kunnskapsområdene?

	Ingen utbytte	Ganske lite utbytte	OK utbytte	Ganske godt utbytte	Godt utbytte
Kunnskapsområde 1	0%	0%	0%	0%	0%
Kunnskapsområde 2	0%	0%	0%	0%	0%
Kunnskapsområde 3	0%	0%	0%	0%	0%
Kunnskapsområde 4	0%	0%	0%	0%	0%

**Correlations**

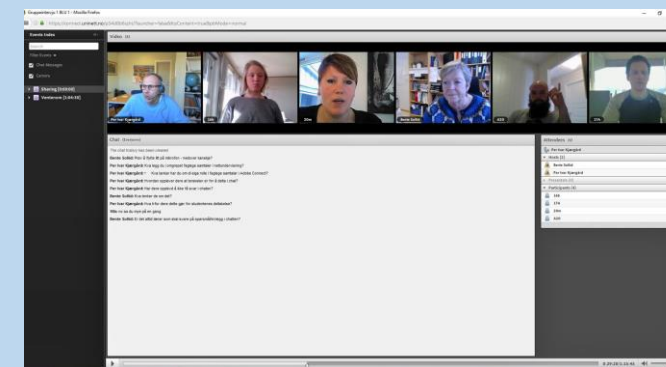
		We have too much online teaching and not enough on-campus teaching	Important element for Learning outcome: Online synchronous lessons
There should have been more on-campus teaching	Pearson Correlation	.620**	
	Sig. (2-tailed)	.000	
	N	64	
Online synchronous lessons has given me great academic Learning outcome	Pearson Correlation		.648**
	Sig. (2-tailed)		.000
	N		65

\*\* Correlation is significant at the 0.01 level (2-tailed).

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

Deeper investigation

## 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

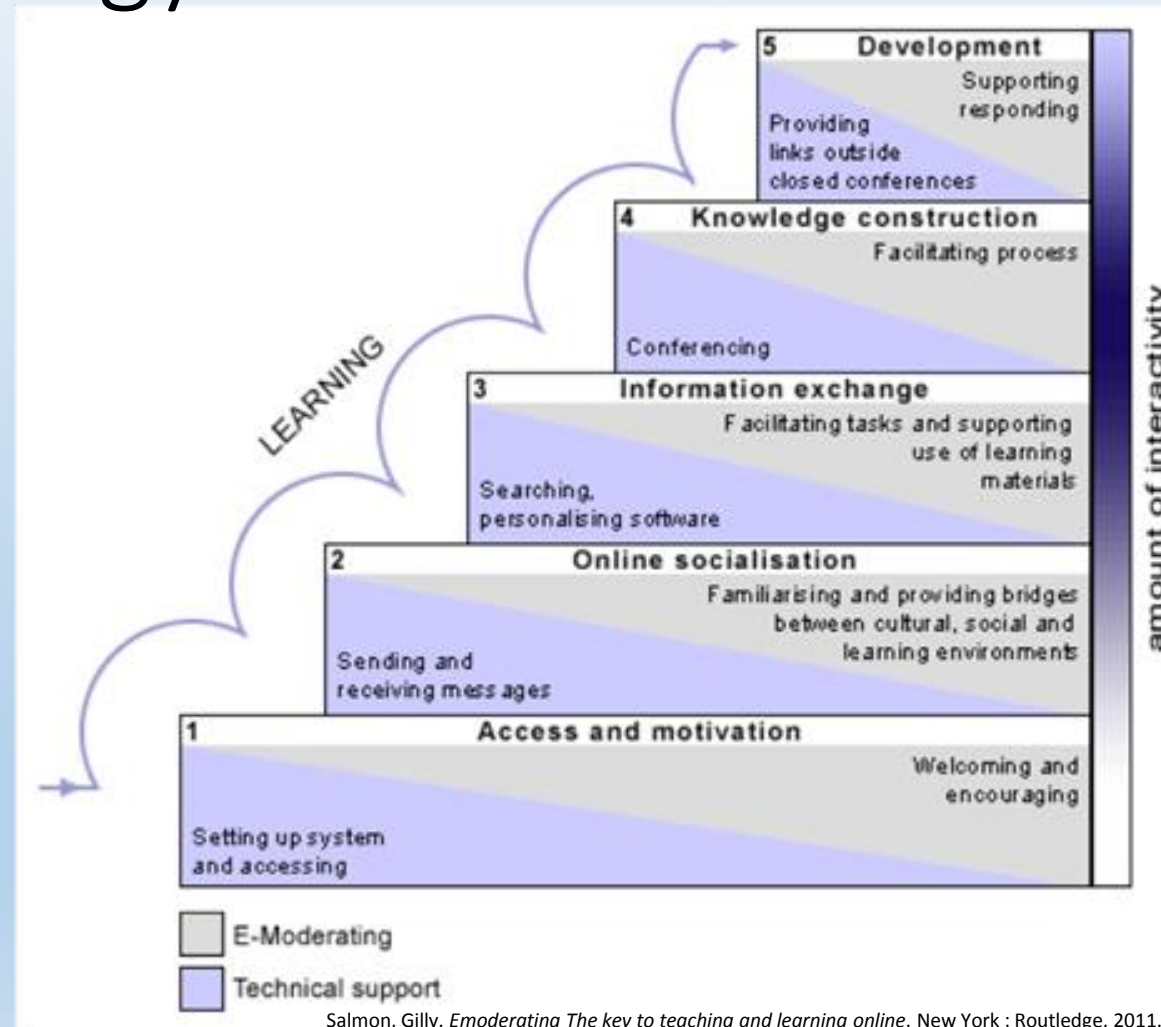


*The quality of online lectures in Adobe  
Connect is good*

**M=3,9**

Std.d. = .98

# The technology and the role of the eModerator\*



Salmon, Gilly. *E-moderating The key to teaching and learning online*. New York : Routledge, 2011. Vol. Third edition.



https://connect.uninett.no/p34d8b6szhi/?launcher=false&fcsContent=true&pbMode=normal

Events Index

Search


Filter Events

- Chat Messages
- Camera

▶ Sharing [0:00:00]

▶ Venterom [1:04:30]

Video (6)



Per Ivar Kjærgård 16b 20m Bente Sollid A20 17A

Chat (Everyone)

The chat history has been cleared

Bente Sollid: Prøv å flytte litt på mikrofon - nedover kanskje?

Per Ivar Kjærgård: Kva legg du i omgrepet faglege samtalar i nettundervisning?

Per Ivar Kjærgård: Kva tankar har du om di eiga rolle i faglege samtalar i Adobe Connect?

Per Ivar Kjærgård: Hvordan opplever dere at terskelen er for å delta i chat?

Per Ivar Kjærgård: Har dere opplevd å ikke få svar i chaten?

Bente Sollid: Kva tenker de om det?

Per Ivar Kjærgård: Hva trfor dere dette gjar for studentenes deltakelse?

16b: no sa du mye på en gang.

Bente Sollid: Er det alltid lærar som skal svare på spørsmål/vinnlegg i chaten?

Attendees (6)

- Per Ivar Kjærgård
- Hosts (2)
  - Bente Sollid
  - Per Ivar Kjærgård
- Presenters (0)
- Participants (4)
  - 16b
  - 17A
  - 20m
  - A20

0:29:20/1:15:45

## Findings:

# 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".

- 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!**