

Symposium 1 | Teachers' and students' perspectives on qualities of the connected classroom

Room: Kullager

Chair: Marie Nilsberth, Karlstad University

Discussant: Vibeke Christensen, University of Southern Denmark

The broader aim of the Connected Classroom Nordic-project (CCN) is to explore what constitutes quality in teaching in relation to digitalization of education, through bringing together researchers, teachers and students in collaborative video based, longitudinal investigations of contemporary teaching in digitally rich classrooms in all Nordic countries. Previous research shows that there are several challenges when digital initiatives are to be translated into new teaching practices in the classroom, concerning changed communication patterns, classroom walls being "dissolved" via a constant connection to the internet and not least increasing pressures against individualization that might come in conflict with values about equity in education. In this symposium the focus is on the teachers' and students' perspective, and the knowledge they contribute with in cooperation with researchers. From this perspective, all participants are seen as equal partners who meet in the analysis of empirical data although from different epistemic positions. The aim of this symposium is to share some insights from this work, through a discussion based on four different substudies from Denmark, Finland, Iceland and Sweden.

The design of the CCN project consisted of two strands of interest, video recordings of classrooms with multiple cameras over three years in combination with regular meetings with participating teachers and students. Hence, one strand of the CCN-project has been to facilitate dialogues between researchers and teachers, as well as between

researchers and students, for collaborative investigations of video recordings in order to enhance understandings of qualities in the connected classrooms. Based on thematic analyses of the video material, the researchers selected sequences that actualized such new conditions in teaching that, based on our previous research results, have been shown to pose challenges in teaching (e.g. individualisation, connected communication and the conditioning effects of software). The conversations followed a cyclical model that was repeated during the three academic years following a class, which means that for a relatively long time we have continuous contact with teachers and students (see figure 1). The reflective conversations about the selected video-clips were audio-recorded, and further analyzed.

However, the Covid-19 pandemic caused challenges in carrying out the planned design, which made the research process take slightly different routes at the different research sites. Based on these varying experiences, the four papers in this symposium discuss different insights from the teacher-researcher conversations at four Nordic lower secondary schools. Taken together, the different contributions shed light on challenges and constraints in research collaborations that we think is important to further discuss and learn from in order to develop research methodologies where different perspectives can meet and deepen the understanding of enacted teaching qualities from within the classroom.