Classroom Disruptions in Digital Settings during the Pandemic

An Interview Study with Teachers

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Introduction

- 30% of actual teaching time is spent dealing with disruptions
  (OECD, 2014; Ofsted, 2014)

- Disruptions put teachers‘ health at risk
  (Brouwers & Tomic, 2000; Gonzalez et al., 2015; Greene et al., 2002; Ingersoll, 2001; Kokkinos, 2007; Little, 2005; Miller et al., 2000)

- Pandemic forced education into digitization
  (Cho et al., 2020; Daniel, 2020)
Classroom disruptions can be defined as:

„behaviour that seriously interferes with the teaching process, and/or seriously upsets the normal running of the classroom“

(Infantino & Little, 2005, p. 493)

Digital learning is defined as:

„the generic term for online learning, digital enhanced face-to-face learning, and blended learning, assuming that digital tools are used as technology to enable or support the respective form of teaching“

(Meinokat & Wagner, 2021, p. 15)
Framework - Systemizations

- Systemizations can be divided into two forms:

- **A:** Distinguish between different types of disruptions
  - Directional and undirectional disruptions
  
- **B:** Weigh classroom disruptions against one another
  - Five escalation levels
  
Based on (Wettstein, 2019)

B: Low-level (and high-level)

(Rattay et al., 2018)

(Cogswell et al., 2020)
RQ1: What forms of classroom disruptions occur in digital teaching, and what are the underlying causes of these disruptions?

RQ2: How do teachers deal preventively with and intervene in classroom disruptions in digital teaching?
Method - Sample

- Semi-structured guideline-based interviews with 13 teachers from Baden-Wuerttemberg, Germany

- Teaching level: secondary I and II
  (students age between 10 – 18 years)

- 5 female / 8 male teachers
  (age between 27 – 50 years)

- Different experience levels
  (1 – 27 years)

- 9 teachers performed additional functions
Analysed with qualitative content analysis (Mayring, 2014)

Quality ensured through
- re-test procedure
- internal colloquium
- intercoder reliability
Results

RQ1: What forms of classroom disruptions occur in digital teaching [...]?

- Conversations/messages not related to the subject (n=12)
- Disruptions due to technical difficulties (n=11)
- (deliberate) incorrect operation (n=10)
- Occupation with non-school content (n=9)
- Missing communication (n=6)
- Exploiting given administrative rights (n=5)
- Breaking established rules (n=3)
- Extracurricular distractions (n=2)
Results

RQ1: [...] what are the underlying causes of these disruptions?

- Infrastructure (n=15)
- Organizational or administrative problems (n=8)
- Lack of motivation / dissatisfaction (n=7)
- Operating errors (inexperience) (n=5)
- Environmental influences (n=2)
Results

RQ2: How do teachers deal preventively with […] classroom disruptions in digital teaching?

- Use of administrative rights / digital abilities (n=10)
- Rule setting (n=8)
- Creating motivating and interesting settings (n=8)
- Involving parents (n=3)
Results

RQ2: How do teachers [...] intervene in classroom disruptions in digital teaching?

- Verbal interventions (n=14)
- Disabling possibilities / deleting posts (n=9)
- Break in class (n=3)
- Exclusion (n=3)
- Finding alternative solutions (n=3)
Results show:

- Existing framework needs adjustment
- Teachers mention disruptions applicable for digital and non-digital settings
- Using existing systemizations is useful
Discussion

- 2d-graph of classroom disruptions
  - More precise / precious with concrete situations
  - Analysing and developing

- Not exclusively for digital settings
  - Further adaptations needed?
  - Is digital teaching different?

- Teacher point of view
Discussion

- Teachers react depending on the situation they are located in
  - Certain situations limit teachers in their choice

- Increased exchange among colleagues

- Hybrid settings as major problem
  - Teachers report unrealistic expectations from politics and school authorities

(Lohmann, 2011)
Future Directions

- Pandemic had great impact on teachers‘ attitude towards digital teaching
  
  (Wohlfart et al., 2021)

- Results and Statements show: digitization has and will become integral part of teaching
Future Directions

- School Infrastructure, organizational frameworks and accompanying research grow and have to keep up
  - More in-depth look at parts of digital teaching
  - Students point of view
  - Social differences and different school systems
- Chance to deal with time-consuming and dangerous classroom disruptions
Reference:


References


