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Classroom Disruptions in Digital Settings during the Pandemic

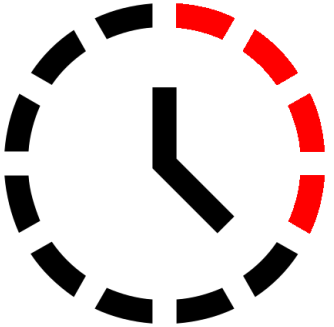
An Interview Study with Teachers

Pierre Meinokat & Ingo Wagner

Introduction

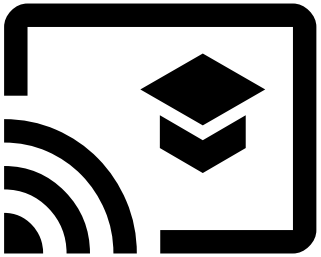
- 30% of actual teaching time is spent dealing with disruptions

(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)

Framework - Definitions

- 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“

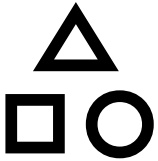
  (Meinokat & Wagner, 2021, p. 15)

Framework - Systemizations

- Systemizations can be divided into two forms:

- A: Distinguish between different types of disruptions
  - Directional and undirectional disruptions

Based on (Wettstein, 2019)



- B: Weigh classroom disruptions against one another
  - Five escalation levels

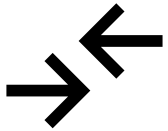
(Rattay et al., 2018)

  - Low-level (and high-level)

(Cogswell et al., 2020)

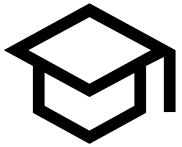
Framework - Research Questions

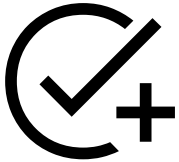
- RQ1: What forms of classroom disruptions occur in digital teaching, and what are the underlying causes of these disruptions?
- RQ2: How do teachers deal preventively with and intervene in classroom disruptions in digital teaching?



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

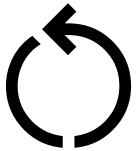


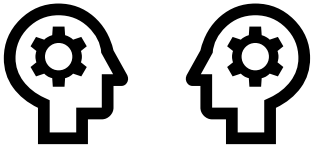


Method

- Analysed with qualitative content analysis
  (Mayring, 2014)

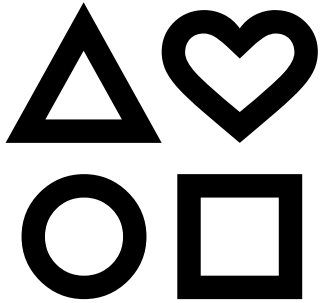
- Quality ensured through
  - re-test procedure
  - internal colloquium
  - intercoder reliability





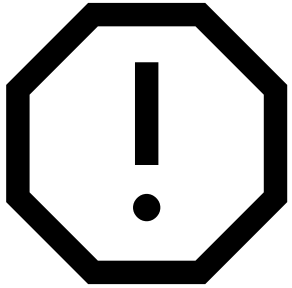
Results

- 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)



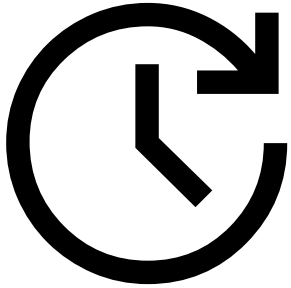
Results

- 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)



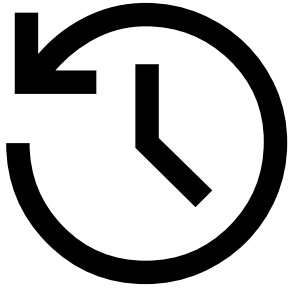
Results

- 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

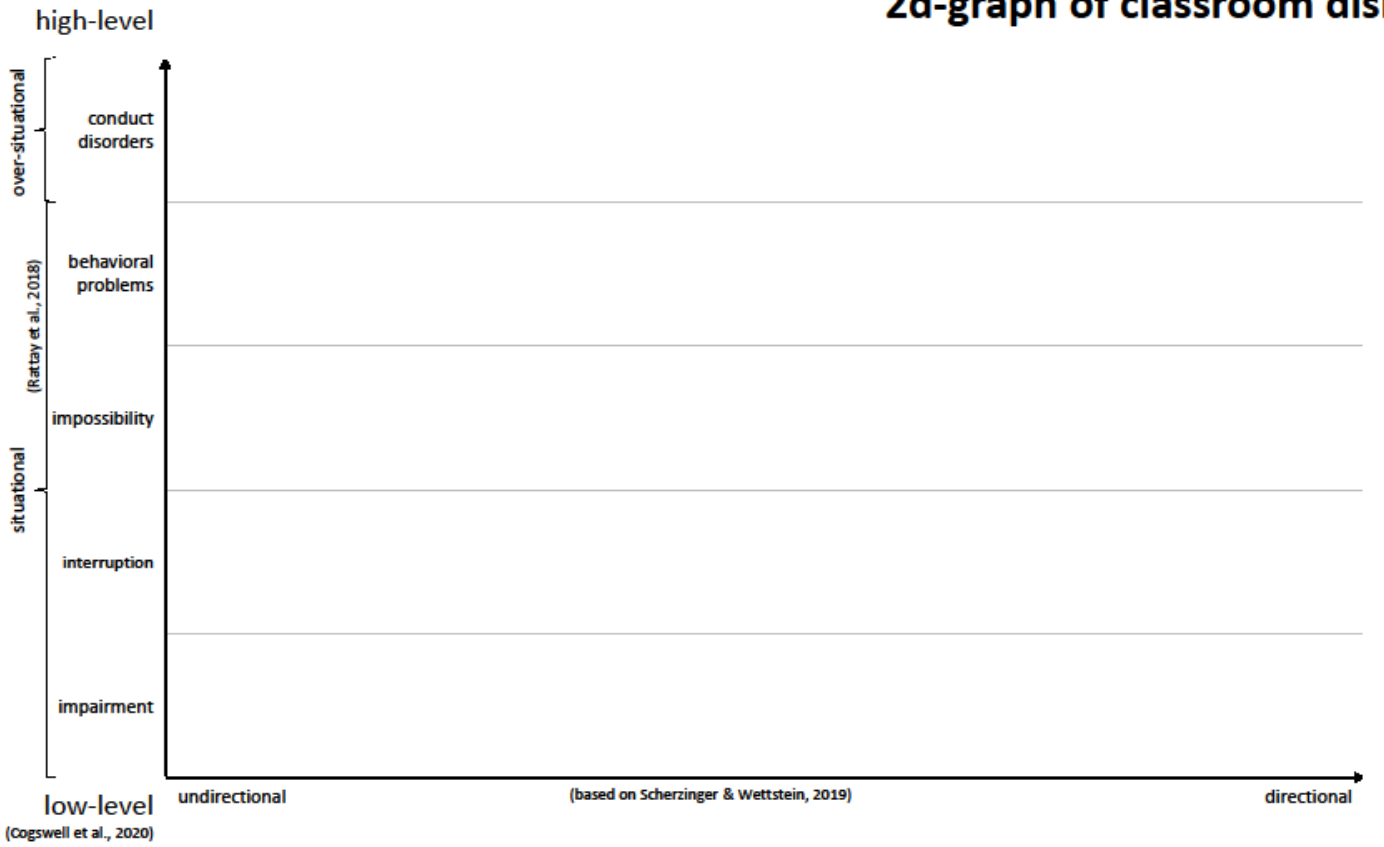
- RQ2: How do teachers […] intervene in classroom disruptions in digital teaching?
  - Verbal interventions (n=14)
  - Disabling possibilities / deleting posts (n=9)
  - Break in class (n=3)
  - Exclusion (n=3)
  - Finding alternative solutions (n=3)



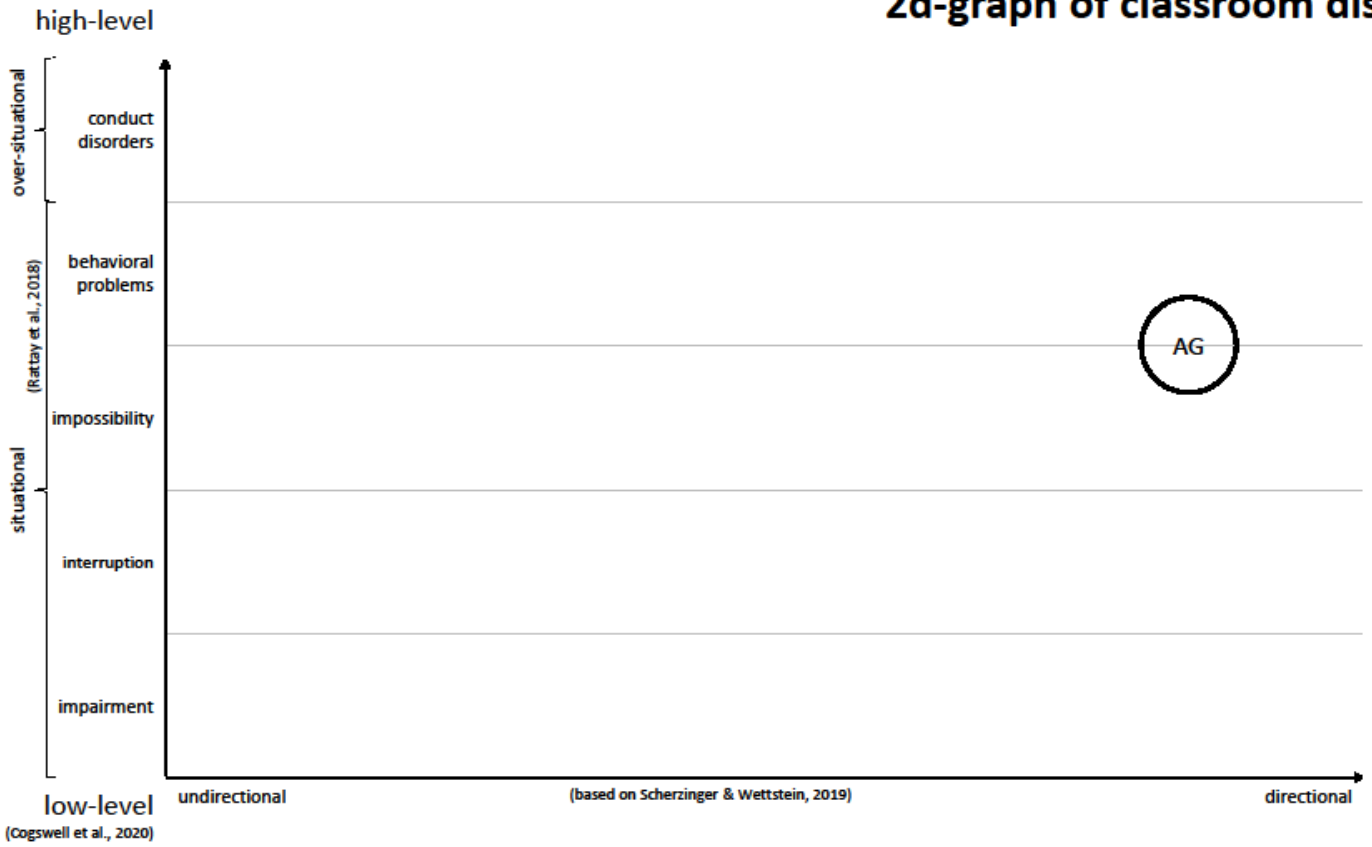
Discussion

- Results show:
  - Existing framework needs adjustement
  - Teachers mention disruptions applicable for digital and non-digital settings
  - Using existing systemizations is useful

2d-graph of classroom disruptions



2d-graph of classroom disruptions



AG = Aggressiveness

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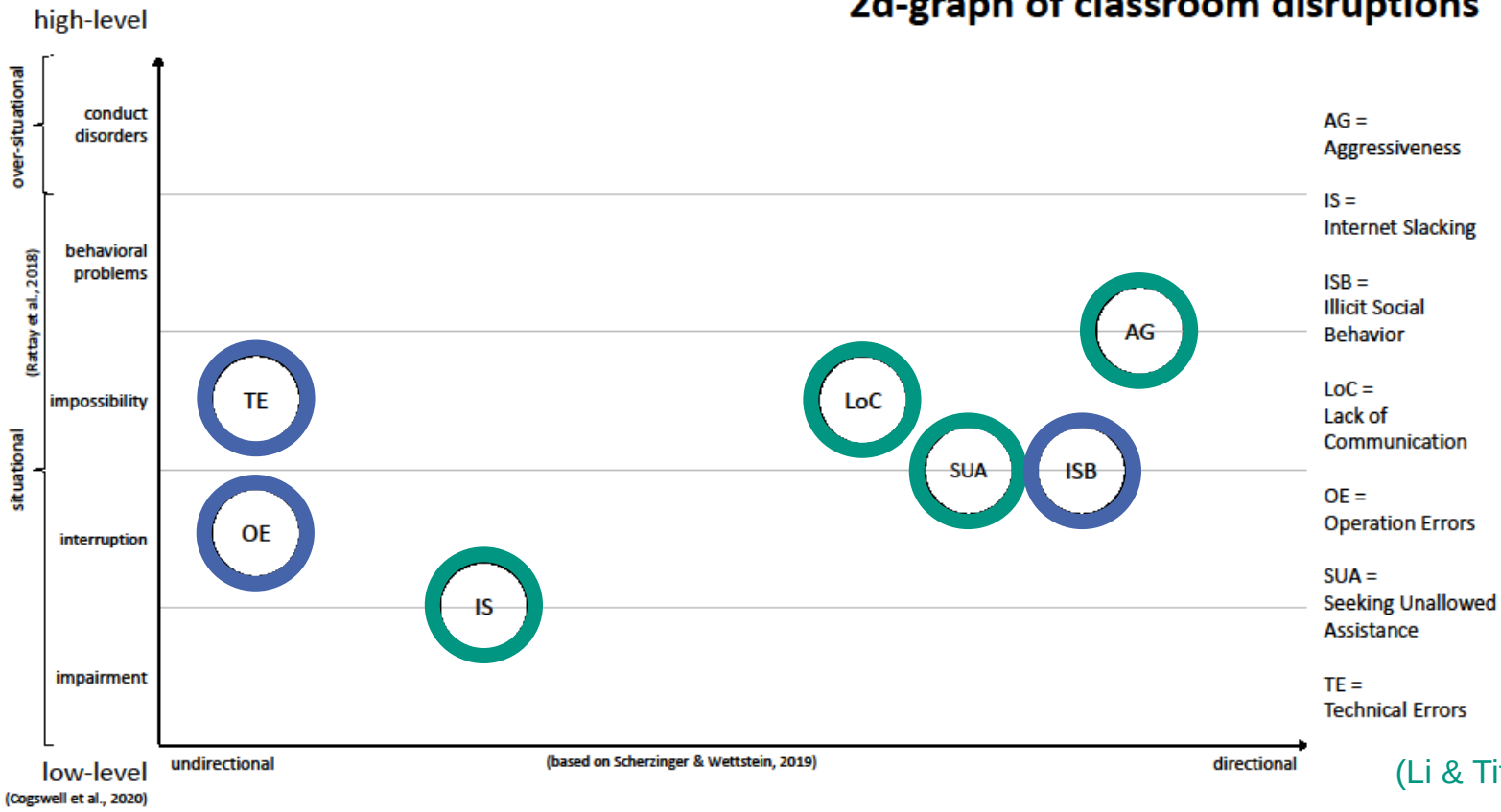
2d-graph of classroom disruptions



(Li & Titsworth, 2015)
own findings

Discussion

- 2d-graph of classroom disruptions
  - More precise / precious with concrete situations
  - Analysing and developing
  - Not exclusively for digital settings
    - Further adaptions needed?
    - Is digital teaching different?
  - Teacher point of view

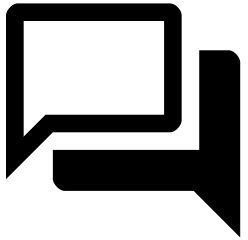
Discussion

- Teachers react depending on the situation they are located in

  (Lohmann, 2011)

  - Certain situations limit teachers in their choice

- Increased exchange among colleagues



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

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 integrational 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

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