Closer to the senses in online teaching

Welcome!

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19/5 2022

LIU LINKÖPING UNIVERSITY

Outline

08.30   Introduction

- Linköping University, Teacher education,
- Creating relations:
    - Who are we?
    - Who are you?

08.45   Online communication: Closer to the senses I and II

09.45   "Fika"

10.00   Closer to the senses III: Take home message + discussion

10.30   Round up

Teacher training at Linköping University

- Teacher training education in Linköping since 1860, pre-school teachers since 1902

- Provides a comprehensive teacher education and offers postgraduate training, as well as opportunities for research.

- Approx. 2800 students
    - 60-70 doctoral students
    - 24 full professors
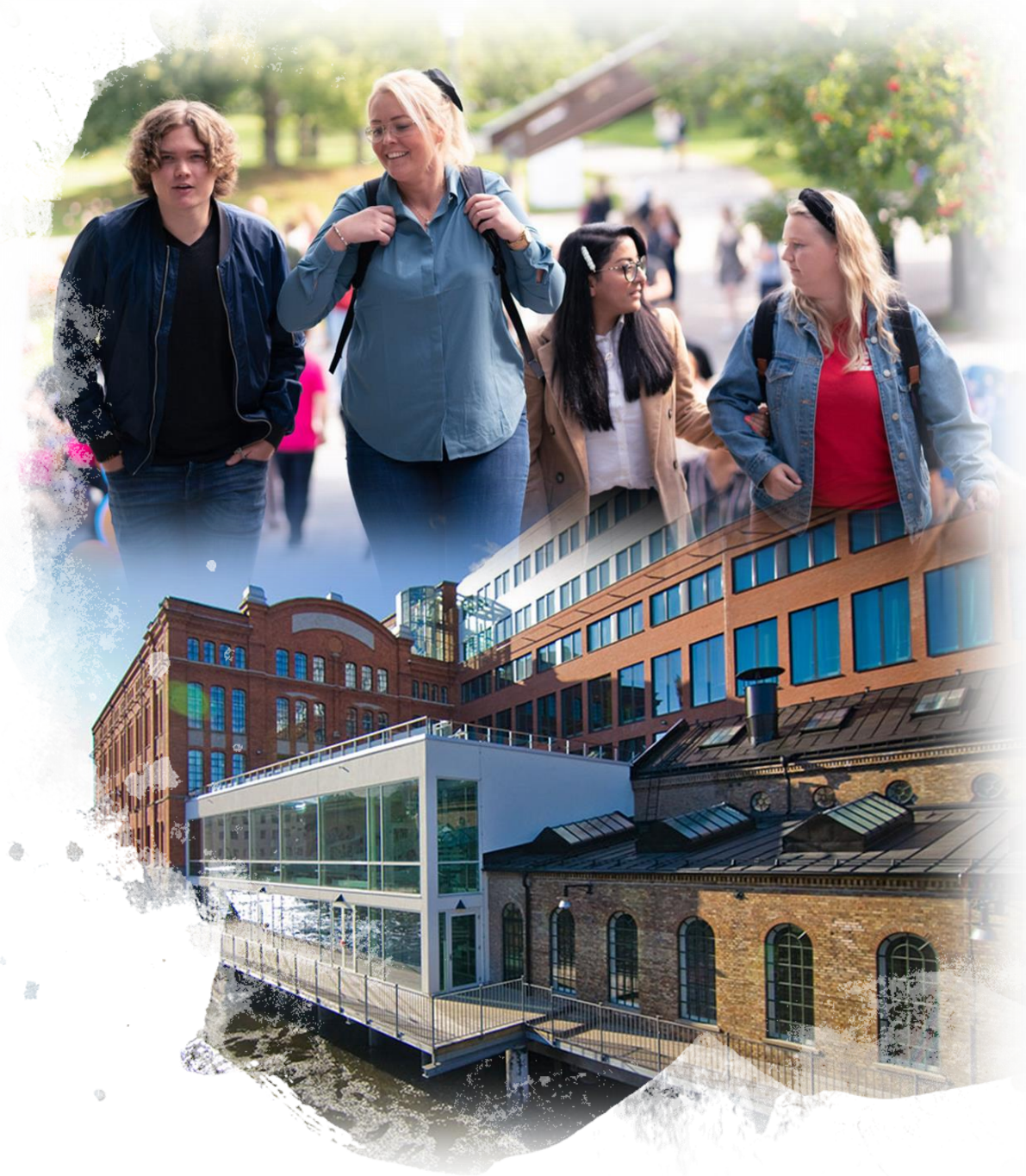
Who we are…

1. Martín-Bylund, A., & Stenliden, L. (2020). Closer to far away: transcending the spatial in transnational families' online video calling. *Journal of Multilingual and Multicultural Development*, 1-13.

2. Stenliden, L., Bylund, A. M., Landkvist, L., Lind, L. E., Lundberg, S. K., Stenmark, H., & Wilhelmsson, C. (2020). Lärares digitala kompetens före, under och efter covid-19.

3. Martín-Bylund, A., & Stenliden, L. (accepted). Closer to the senses – the (es)sence of precense in digital online teacher education. *Education and Information Technologies.*

4. Stenliden, L., Bylund, A. M., (2022…). *Digitala dimensioner av svenskundervisningen – Lärares kvalitativa digital kompetens i ämnet svenska på högstadiet och gymnasiet.* Ämnesdidaktisk skriftserie, Linköpings universitet.

Who are you?

Find out by…

1. Connect to: https://bit.ly/3ldNuwJ
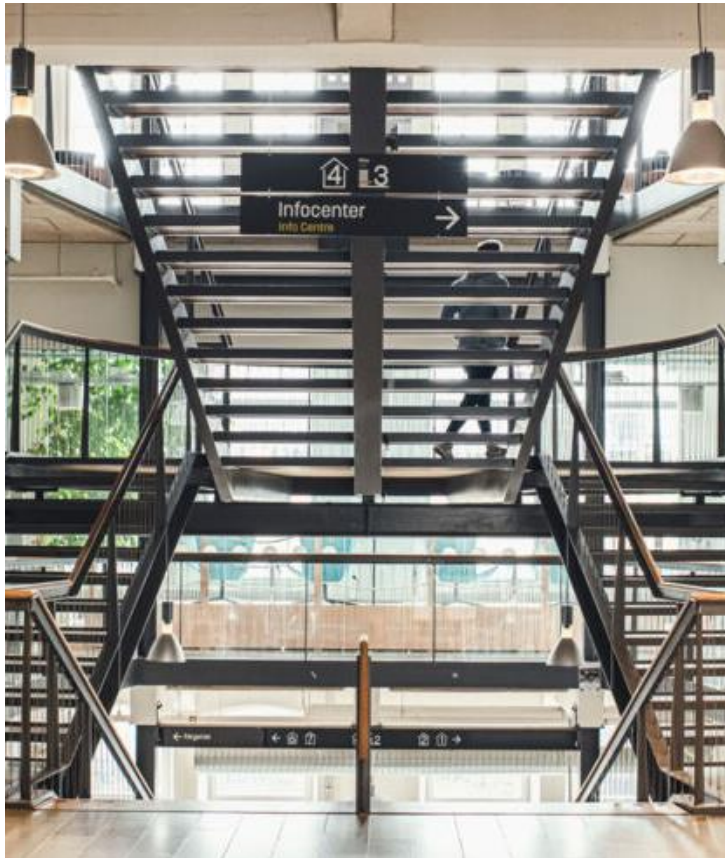
2. "Sense" what area of the Padlet that you would like to connect to

3. Double click the area and write your:

- Name

- From…

- Occupation, affilation…

- Why are you here?

- A personal detail?

https://bit.ly/3ldNuwJ

Digital teaching, distance teaching, online teaching...

An education practice

- emerges in a field of relationality .

- is an intensification of experiences.

- The events take place in a contemporary space.

Online teaching

- deals with distance in teaching where time and space are critical attributes.

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Science News

from rese

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MAY 18, 2020

High five! It's possible to create proximity online

by Therese Ekstrand Amaya, Linköping University

ResearchBuzz

Pittwater Online News

SCIENCE
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science >> Vetenskap > >> Andra
2020 / 04

Hög femma! Det är möjligt att skapa närhet online

Closer to far away: transcending the spatial in transnational families…
online video calling

Martín-Bylund, Anna, Stenliden, Linn…

Журнал: Journal of Multilingual an
Multicultural Developmen

Файл: PDF, 1,43 MB

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forskning.se

Journal of Multilingu

Closer to far away: transcending the spatial in transnational fami…

Martín-Bylu
Stenliden,

svt NYHETER
Nyheter ▾ Lokalt ▾ Sport ▾ SVT
ÖST

The Chronicle of Education
…putting education squarely in the forefront

2020-05-3
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…ap och lärande vid Linköpings
…beteendevetenskap och

Government ▾ Science

it-hälsa

NAL INTERNATIONAL RESEARCH INTERVIEWS TEACHING & LEARNING EXAMS & ADMISS

me > RESEARCH > High five It's possible to create proximity online
RESEARCH RESEARCH OUTCOMES

High five! It's possible to create proximity
online

Evening Standard
VIDEO ON ES▸
ORT BUSINESS EVENTS ES MONEY CULTURE INSIDER THE ESCAPIST THE REVELLER

FaceTime helps families feel physically closer "when they mirror each other's body language during video calls"

Behavioural scientists found giving a virtual high five to a relative can make them feel emotionally closer together, even if they are thousands of miles apart

0° OVERVIEW

High five! It's possible to create proximity online - Science Daily

sciencevreate.blogspot.com

SPREAD & CONTAINMENT

High five! It's possible to create proximity online

Closer to the senses I:
before Covid-19

The focus on the interaction of bodies and language, and if/how proximity of any kind is enabled in online communication

- Bodily co-ordination

- Social proximity

- The senses, the sensual, the multi-sensory

Swinging into a high five

- Co-ordination of impressions/expressions
    - verbal conversation
    - shared memories
    - voice, intonation
    - body movements
    - common laughter

There is a relationship
> coming closer

We have common experiences / memories
> coming closer

We are in different rooms, at different places
> distancing

We can not have eye contact
> distancing

We can not see each other fully
> distancing

Technical disturbances
> distancing

We care about each other
> coming closer

We use the body / gestures
> coming closer

We use a varied voice tone
> coming closer

We use artifacts / gadgets
> coming closer

We talk about what is visible / present
> coming closer

We think about what is not visible
> distancing

We do the same thing
> coming closer

We multi-task
> distancing

We joke and laugh together
> coming closer

We are bored
> distancing

Proximity…

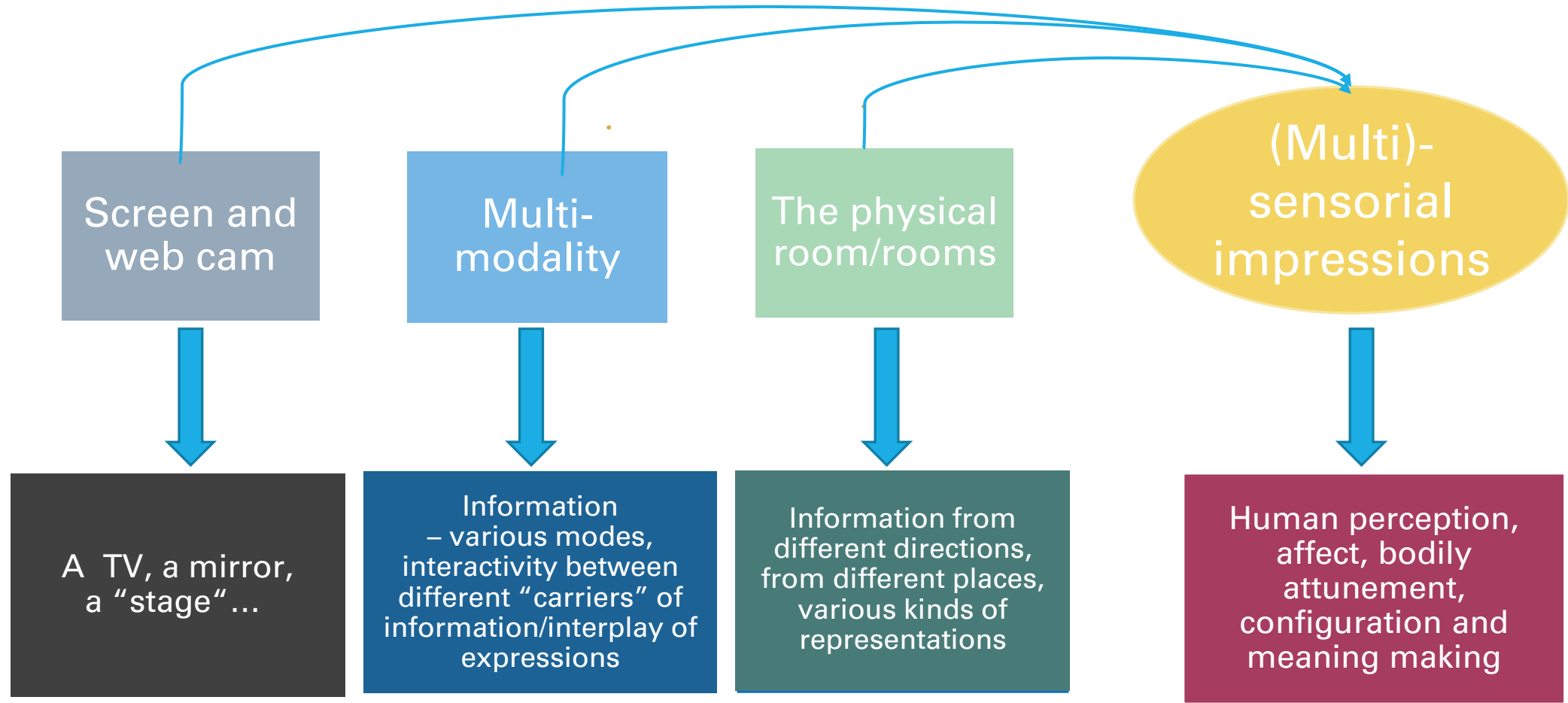# Online communication

- Specific circumstances created in/by the analog and digital (multimodal) "space"

- Bodily/sensorial engagement

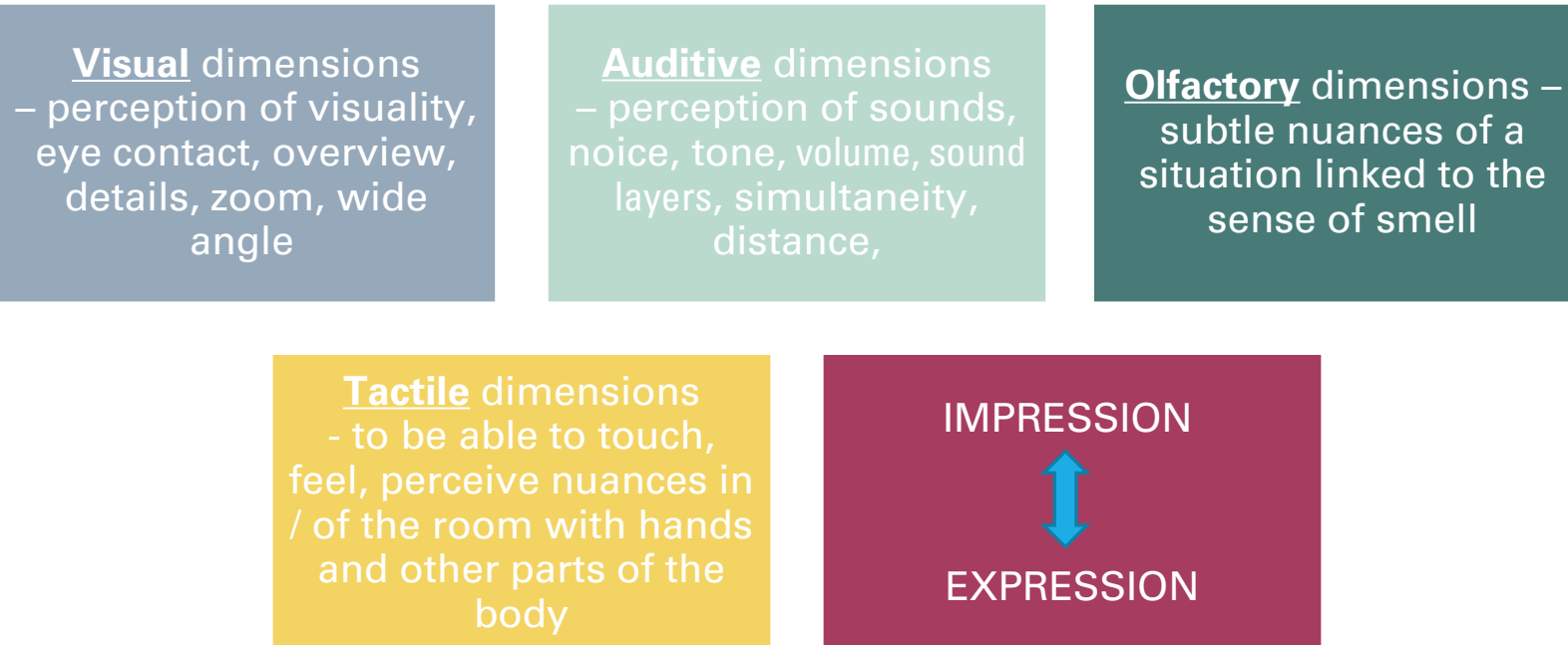 visibility – movements – touch(ability) – play – humourism of uncertainty and invisibility

LINKÖPINGS UNIVERSITET

Online interactions

The sensuous - bodily impression and expression

Visual dimensions – perception of visuality, eye contact, overview, details, zoom, wide angle

Auditive dimensions – perception of sounds, noice, tone, volume, sound layers, simultaneity, distance,

Olfactory dimensions – subtle nuances of a situation linked to the sense of smell

Tactile dimensions - to be able to touch, feel, perceive nuances in / of the room with hands and other parts of the body

IMPRESSION
↕
EXPRESSION

Closer to the senses II:
online education during the pandemic

The (es)sense of social presence when teaching at a distance: the impact of sensual dimensions

- Social presence

- Interaction is a socio-material concern

- The presence of the senses

Social presence

———

- to **"read" other participants** in an online environment

- creating **relational bounds** where teachers' personal contact with individual students is crucial

- the "degree of salience of the other person in the (mediated) interaction and the consequent salience of the interpersonal relationships" (Gunawardena, 1995).

The outbreak of Covid-19: emergency remote education

2020

- **28 February**: First meeting of the crisis management team

- **9-10 March**: First case detected in Östergötland. The cri͏... team is activated. Considerable anxiety and ma... and co-workers

- **12 March**: New guidelines! Li...

- **16 March**: Distan...

- **22 A...

...mode to on-campus ...restrictions to prevent the

...activate Pandemic Level 4, an extensive distance ...ion for the spring of 2021.

2021

- **4 February 2021**: Decision for restrictions at Level 4 to remain in place for the complete spring term.

> All students are to study at home, with exception only for certain timetabled components and some exams. All co-workers are to work at home. Exceptions apply only to those who must be at their workplace.

Aim

Studying situated digital teaching in Swedish teacher education during the distance and hybrid mode caused by the Covid-19 pandemic, **the aim is to explore the (es)sense of social presence, shedding light on the impact of sensory dimensions**.

The study

- Participants: eight teacher training educators, and their students

- *Video captures* during seminars and lectures autumn -20, focusing how teachers and students, who were separated physically, interacted in the digital teaching space.

- *Diary entries* and *focus groups* were used to follow up the teachers' and students' impressions of the teaching situations.

- *Socio-material approach in the analysis*

- *Theorizing the role of the senses*

Inaccessible students and classrooms

Empirical example…

- Visual and auditive cues are blurred
- Clarity of the image on the screen varies with camera, distance and material setting
- Lack of inter-sensual connections

BUT…
- Overwhelming body-sense engagement
- Unpleasant emotional expressions
- Energy drainage

- Visually and auditively connected – bodily separated (no touch, no smell, no taste)

- Mutuality is only partial

- Virtual/Real?

- Bodily(emotional) expressions

Uncontrollable events

Empirical example

Full control of oneself?

- Material framing associated to bodily reactions

- Sensual impression - emotional expression

- Possibility of being protected (by the screen) from other people's perception of her bodily expressions

- A restricted set of sensual expressions - a 'non-bodily' presence

- Less vulnerability

- More control?

Teacher body replacing the shared premise

- What is continuous?

- No shared building/room

- Producing stability through frequent bodily appearance

Sensous
dimensions -
a concern
for digital teaching

- Different impressions
- Different expressions
- Different presence
- Challenging the commons

    - A fractionalized sensousness

Central concerns …

1. In what ways are different sensory perceptions of both the self and of the other important to teaching and education?

2. What does the redefinition of participants' sense of control/stability imply for the teaching/learning situation?

3. What implications do you see of the results presented here, in relation to teachers' digital competence?

https://bit.ly/3ldNuwJ

Closer to the senses III bring to the future…

• Qualitative (digital) competence

• Context/situational bound responsivity

• Awareness - not only what we can do with technology, what technology can do for us but also what technology does with us as sensing human beings.

• Vulnerability-Control

• A new 'copy' of teaching

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Thank you for your interest!

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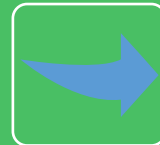
linnea.stenliden@liu.se

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Sensual, situational competence

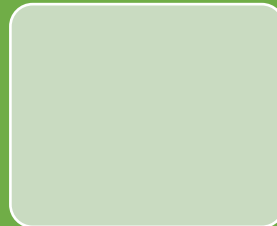*Proximity* – gemenskap, kontakt, närhet (Satar, 2013)

Sensing presence – sinnlig närvaro/en närvaro som känns

Transgressive coordination of *bodies*
KONTINUA:
- digital........analog
- nära.......långt borta
- språklig......kroppslig
- verklig.....virtuell

A new 'copy' of teaching

Bodily and material dimensions of social presence:

- Different perception of both the self and of the other
- Bodily affect and sensual expressions
- Redefinition of participants' sense of control of the teaching/learning situation – adjusted power relations?

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Möjligheter och lärdomar

- Skärmen som skydd
- Att inte behöva "vara kropp"
- Mer agens? Effektivitet?
- Kreativa lösningar
- Alternativa strukturer
- En kompenserande sinnlighet