

Dialogue on quality of teaching and digital technology – students' perspective

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Today, digital technology is intertwined into everyday practices that also applies to the educational system and all its units such as the classroom (Bluteau, 2019) and because of that, new classroom dynamics have emerged (Elf, 2021). As a result, education today faces strong demands to become digitalized and teachers are under pressure to implement digital resources into instruction. The aim of the CCN project is to explore what constitutes quality in teaching in relation to digitalization of education and to get diverse perspectives and a deeper understanding of what teaching quality stands for in relation to digital technology in classrooms includes asking participants involved in the teaching and learning process about their experiences and ideas. One of the focal points of the CCN project has been to facilitate dialogue between researchers and students. This could be seen as a way to explore ideas that are essential to meaning-making and to develop mutual understanding to be more open for learning (Wegerif et al., 2020).

The purpose of this paper is to shed light on students' perspectives towards the concept of teaching quality and their ideas about how digital technology can support good teaching practices. The aim of the study was to explore students' understanding of the concept of teaching quality and how it interacts with the use of digital technology in their learning process. Inductive research approach was used to explore students thinking about quality of teaching and digital technology (Lichtman, 2013).

The main questions of the study were what characterizes good teaching and how the use of digital technology makes a difference for teaching and learning seeing from the students'

perspective. The participating students' were in 10th grade in lower secondary school in Iceland and most of them participated in the CCN three-year longitudinal study. The study, data collection and analysis took place in spring semester 2022.

The research was carried out in two parts: (1) a conceptual approach to the concept, where 37 students' were asked to write down their ideas about teaching quality and (2) an empirical study in which the opinions of 31 teenagers were elicited through dialogue method based on philosophical approach (McCall, 2009). The dialogue was recorded and a written response about the topic was collected from the students. The students were not used to participating in philosophical inquiry and therefore it was necessary to let them know what was expected of them and exercise the approach with the group.

Preliminary results provide insight into student-perceived teaching quality and use of digital technology. The results indicate that students perceived teaching quality in relation to good classroom management, good didactic skills and interesting and enjoyable study material. They feel that digital technology supports learning and offers a wider variety of tasks. The study was restricted to including the perceptions of one group of students from a digitally rich classroom participating in CCN. It is important to recognise that students' different age groups or school's establishment are likely to have different views. The importance of the study lies in students' participation and their perception on good teaching and it might add interesting perspectives on what constitutes quality teaching. Further research is therefore required into student perceptions of teaching quality in relation with digital technology.