The Changing Role of Teachers …

... a Social Capital Perspective

Dr. Martin Rehm
Digitalisierung als Herausforderung für die Hochschuldidaktik Mainz, 22.03.2018
Teachers should not rely on formal roles and institutions to support them. Instead, they should rather draw on (informal) learning networks to collaboratively improve their practice

(Fox & Wilson, 2015; Hew & Hara, 2007)
a new, more dynamic network approach that focuses on the informal, horizontal communication between actors, highlighting their interdependence in developing and implementing (educational) policies

(e.g. Rhodes, 2000)
social media essentially provide informal (learning) spaces that can **initiate** professional development processes

(e.g. Spanhel, 2010)

→ **Social Opportunity Spaces**
Networks of Practice (NoP)

“a larger, loosely knit, geographically distributed group of individuals engaged in a shared practice”

(Wasko & Faraj. 2005. p. 37)
WELCOME TO REALITY
“people typically value and protect what they know”

(Hew & Hara. 2007. p. 1)
“most teachers […] are accustomed to designing teaching activities in isolation […], which, in turn, prevents knowledge externalization and sharing.” (Hou, Sung, & Chang, 2009, p. 101)
Social Capital
“relational resources embedded in the cross-cutting personal ties that are useful for the personal development of individuals”
(Tsai & Ghoshal, 1998, p. 464)

Social capital is a useful notion to explain the benefits teachers can accrue from networking
(e.g. Fox, 2015)
Relational Dimension
Hats off to …
Bildung

"vs."

habitus
Self-Regulated Learning

“vs.”

Social Capital
EXAMPLES
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TALKING POINTS
Walk the Talk?! 
Do institutions of higher education (IHE) act on their changing roles themselves?

Who will guard the guards themselves? 
How can IHE collaborate to ensure high quality (teacher) education?

Back to the Future?! 
Do educators IHE & schools) have the required competencies to act on digital changes?
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