



The Changing Role of Teachers ...

... a Social Capital Perspective

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Digitalisierung als Herausforderung

für die Hochschuldidaktik

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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)

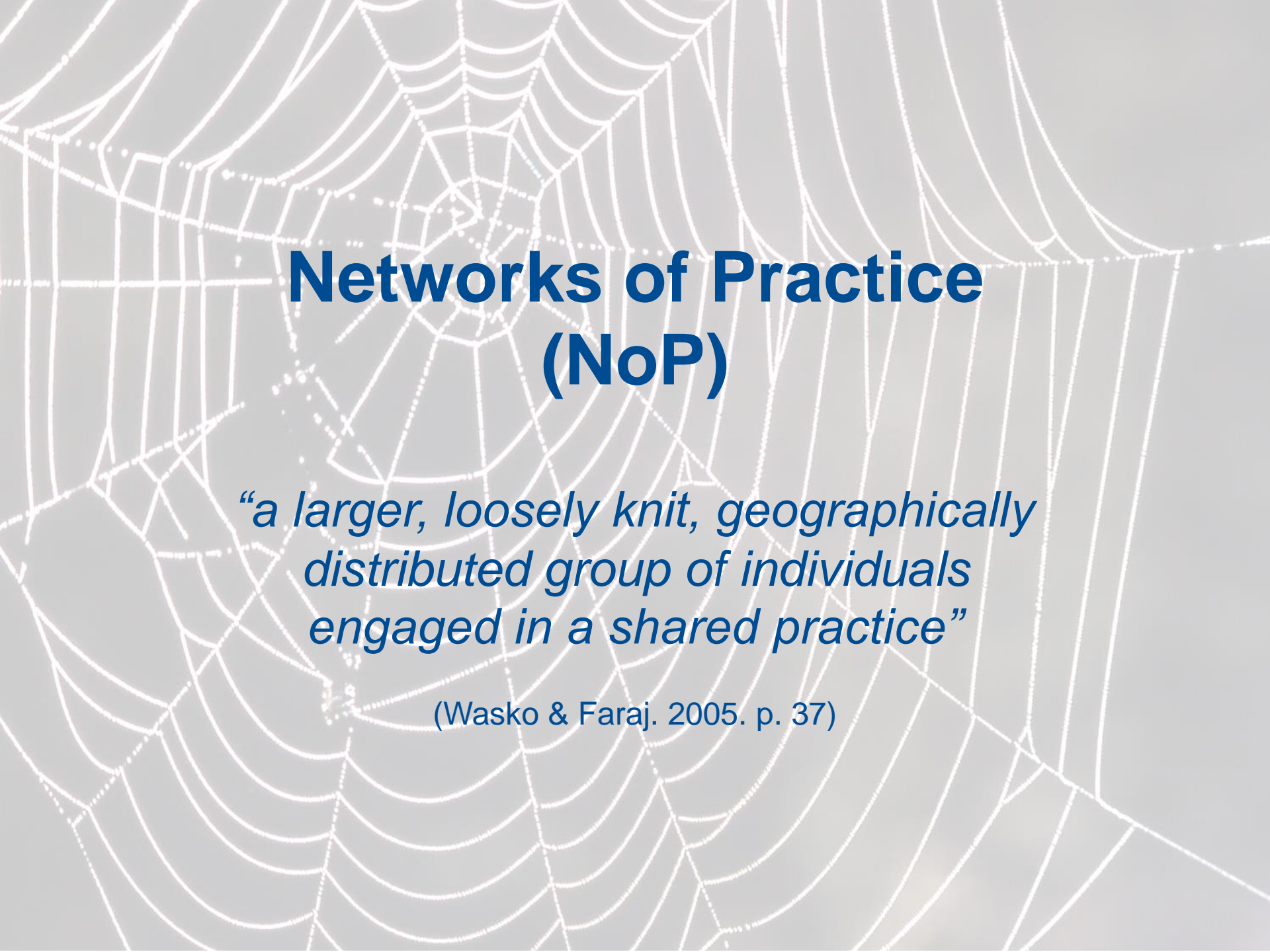
a new, more **dynamic network**
approach that focuses on the
informal, horizontal
communication between actors,
highlighting their interdependence
in developing and implementing
(educational) policies

(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)*





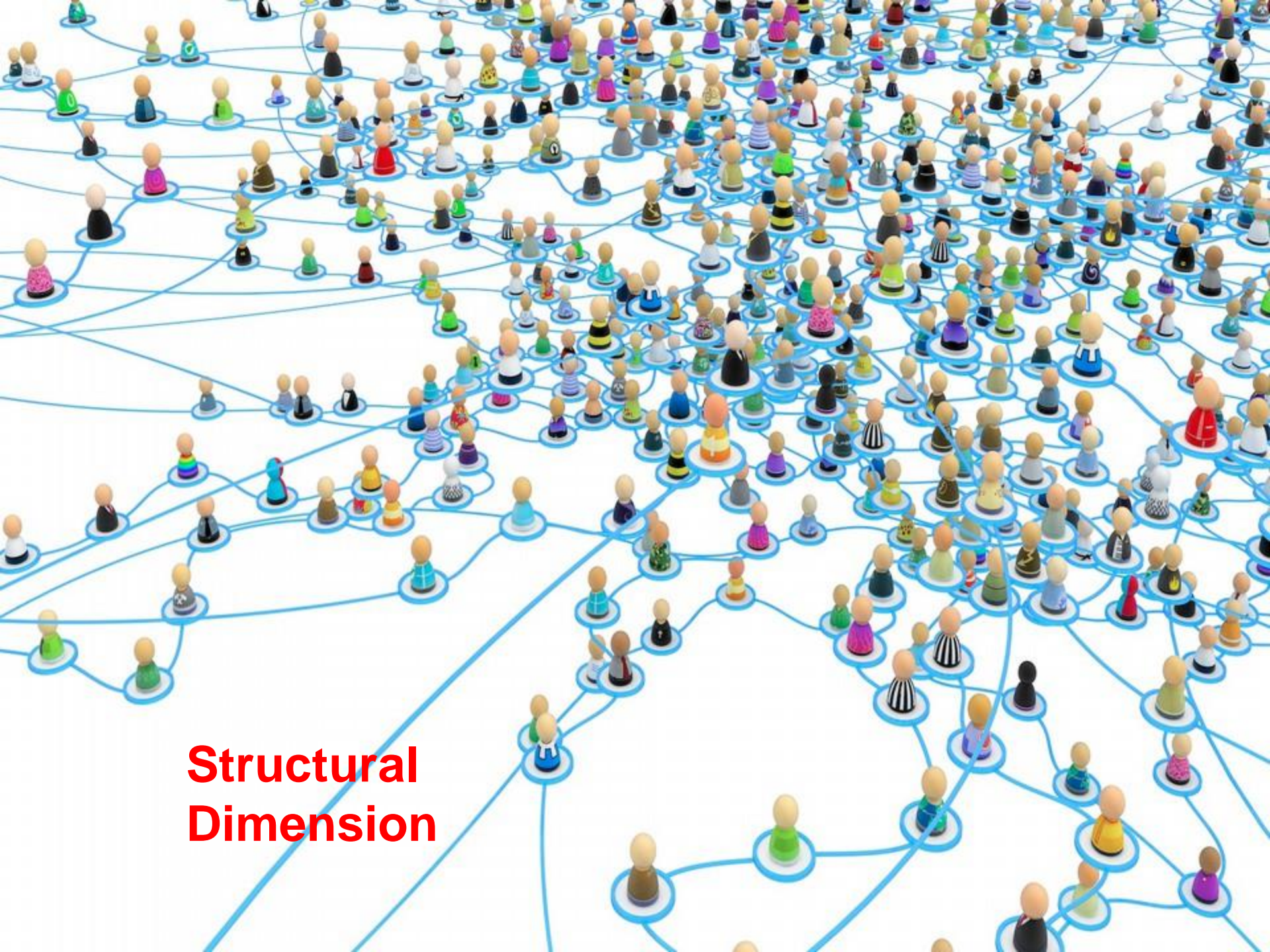
Social
Capital

“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)



**Structural
Dimension**



**Cognitive
Dimension**

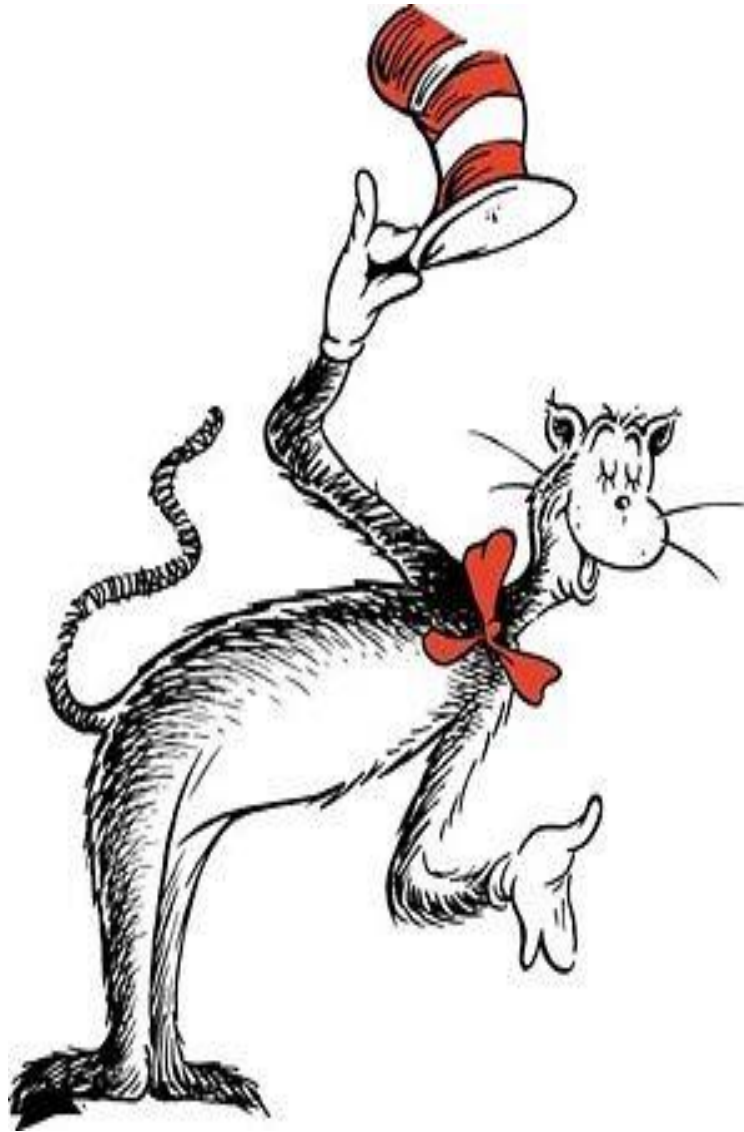


**Relational
Dimension**



The image features a large, vibrant network diagram. At the center is a bright blue cloud with the word "CONTENT" written in large, white, block letters. The cloud is surrounded by a dense web of blue lines connecting numerous small, colorful human figures. These figures are arranged in a circular pattern around the central cloud, with some figures standing in the foreground and others receding into the background. The background is a soft, out-of-focus landscape with green hills and a blue sky. The overall composition suggests a global network or a community centered around content.

CONTENT



Hats off to ...

habitus

“vs.”





Self-Regulated Learning

“vs.”



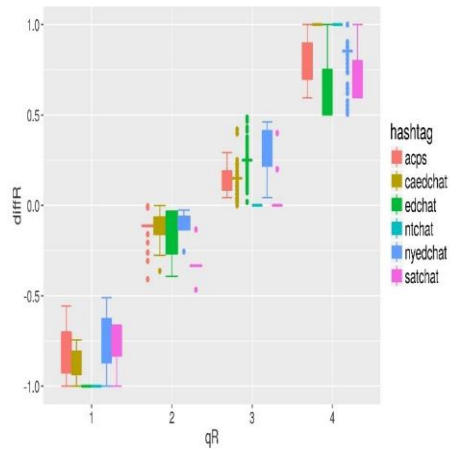
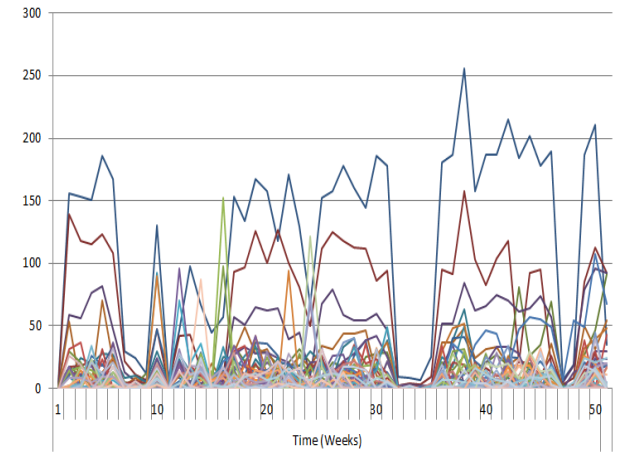
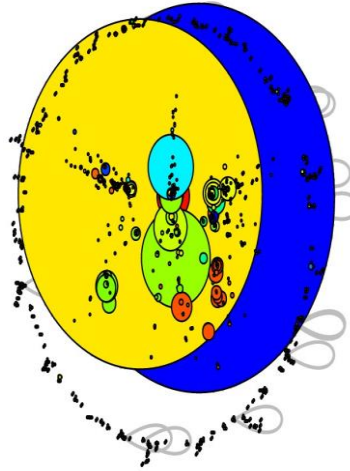
Social Capital



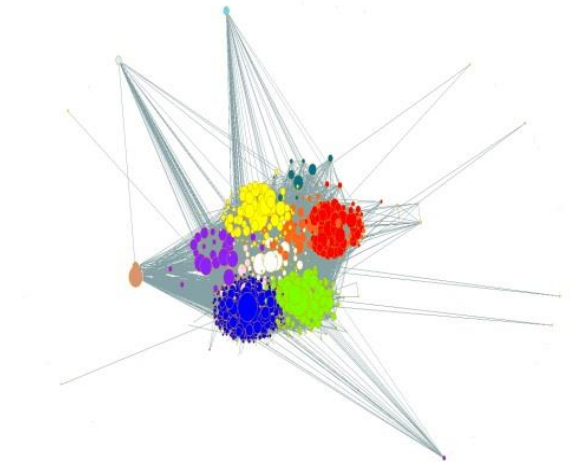
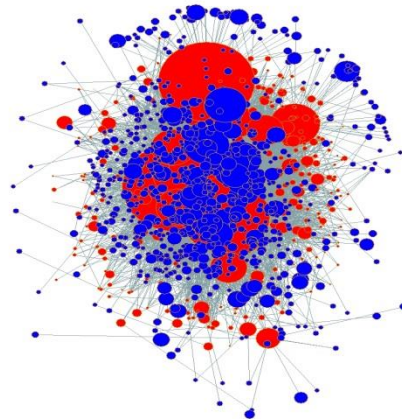
OPEN EDUCATIONAL
RESOURCES



E X A M P L E S



Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
whyteach	teachers	ecet	cateacherssummit	educolor
teacherteacher	students	just	Great	classroom
love	observeme	make	join	education
teacher	can	time	chat	edchat
school	learning	like	today	work
know	new	ecetnatl	day	let
teach	get	good	will	need
student	share	think	thanks	important
want	kids	barrykid	tonight	educators
cultureed	learn	now	see	check
teaching	feedback	always	thank	people
every	help	find	week	read
culture	year	things	cateacherssummit	many
use	way	going	excited	schools
change	best	need	looking	community
positive	take	leadership	talk	post
story	others	right	tomorrow	educolormvmmt
educator	class	much	amazing	edtech
world	come	arsant	first	color
something	must	ecetnjpa	together	thejlv



Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
data	windows	video	wasser	ernährung	Fernsehen	bilder
create	android	youtube	chemie	tipps	Welt	fotos
format	software	chemie	molekül	menschen	Online	datenschutz
resources	linux	unterricht	aufgabe	artikel	Swr	spiegel
time	google	lernen	elemente	grips	wissen	facebook
students	wiki	schule	energie	news	video	website
learning	ubuntu	universität	reaktion	neue	wdr	commons
using	version	lehrer	chemische	online	energie	kinder
help	gnu	mathematik	atome	job	sendungswissenspoo l	informatione n
learn	online	pdf	bzw	allerdings	forscher	bildung



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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