Teachers Leadership in Web-Based Language Courses in Dalarna University –Sweden

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Abstract
The purpose of this presentation is to discuss how teacher's leadership can be used as a teaching method in language course distance. The environments offer online courses that provide a wide field for discussion of the contact teacher and student. My intention is to Contribute to the debate on teacher's leadership in online courses. Earlier in my studies on leadership, I have had the objective to investigate how different leadership can affect that social movement in Brazil was active under the military dictatorship (1964-1985). By examining the three tip of legitimacy described by Weber (1964), I Could make an overview of the tip of the leadership that was characterized by religious leaders. Although my limited studies in sociology, I have filling out the how these mediators using educational way to get people to understand their message. Thus, I examine how teacher leadership, as a vehicle for their message can use their educational leadership skills to get students to achieve their course in learning outcomes. By focusing on this project is what fund in October differences in the way of helping students in web-based language courses, in the School of Languages and Media Studies University of Dalarna. Thus, our goal is to find out what is the teacher leadership as a pedagogical method. I'll be focusing on the relationship Between teacher and student as a key component of development and the quality of courses. The teacher's performance on campus differs from the online courses. We want debate contact Time Between teachers and students in the web-based courses and how students Can Make use of contacts and what Influences have teacher's leadership for the students to Achieve learning goals.

In order to we will help to Increase the knowledge of teaching methods and to measure the "contact team" between teachers and students. This issue is part of the research project "Teaching Methods in web-based language teaching-mapping" and it's financed by NGL-center from the Dalarna University and the project is Currently Conducting Transcribing interviews and present the results for later in the Higher Seminar on November 2012.

1. Introduction
The purpose of this paper is to explore how teacher leadership can be conceived as a key method for teaching languages in web-based language courses in a Swedish universities, Dalarna University. My intention is to contribute to the debate on teacher's leadership in online courses. This form of education generates discussions on the relationship between teacher and student and their teaching and learning techniques. My main focus is to explore the definition of teaching leadership, the different types of leaders, and then more specifically look at the relationship between teacher and students in distance courses, at the University of Dalarna, Sweden.

Before entering into the world of web based education at Dalarna University, I have worked for several years as a regular school teacher in Brazil and in Sweden. I have met students who for many reasons, social problems being one of them, were not motivated to study. My main priority was to motivate these students to do their school work. The method in order to achieve this was to invest in a relationship with them, try to meet them, learn their reality and use that reality in the classroom. The contact between me as a teacher and them, my interest in their problems motivated them in their learning process.

At my current position teaching portugues at Dalarna University, unlike in my previous experiences, I teach web based courses and never get the chance to meet and talk with my students “in real life”. Now I meet my students on an online platform called Connect and the students leave their assignments in Fronter. However the Connect platform allows direct contact with students as they use webcams and can talk and discuss with each other and me during the seminars. The challenge that arises is how to develop such courses and still build a relation with the students, a relationship that could help students achieve the learning goals of the courses.
I want to discuss the role of the teacher in these courses, which strategies they have and the influence of these teaching strategies on the students' learning. I present the theory of educational leadership, discuss the role of leadership and a case study on the subject at Dalarna University.

2. The theory of educational leadership
Leadership is the social relationship between teachers and their students and these students and their classmates. This is what Stensmo (1997) calls Social-pedagogical experiences. The teacher is responsible for the didactic and the organisation of the lesson and for supporting the group dynamics. International research shows that this framework of leadership in the classroom is based on the concept of "Classroom management" or CM. Andersson (2006) describes CM as a strategy for teachers to prevent or remedy the unwanted behaviors of students in classes. Thus leadership is the way to remedy, or prepare to face the unwanted behaviors of students.

So the pedagogical priority is the application of rules, routines and teaching methods that prevent the kind of attitudes of students that hinder the implementation of the class previously prepared. Stensmo (1997) defines how the leadership work of the teacher is to exert control. But this does not mean automatically that the teacher gets the lead in a classroom just by mastering these elements. Research on Swedish classrooms shows that during a class different people compete to exercise leadership and authority: students and the teacher. Andesson (2006) mentions the concept of "leading learning", i.e., the teacher has the leadership of teaching and learning.

Bommenel och Irhammar (2008) make an interesting contribution to the debate on leadership. For them the "leading learning" concept regards the role and responsibility of the teacher. The teacher exercises his leadership when working together with his/her department and his students. The teacher is responsible for structuring and organising the course, in order to connect the learning objectives of the courses to the work and activities of the students. In this perspective it is the teacher who has the responsibility to motivate students and other colleagues to take responsibility of the acquisition of knowledge.

3. Studies on the role of leadership: but how does this happen in reality?
I will look at the online education in Sweden and the preliminary research on the teaching methods used in language courses, to see how valuable teaching leadership is for the students.

Studies on leadership in the classroom began with Kurt Lewin in 1930. The author focused on three styles of leadership: authoritarian, democratic and permissive. According to him the exercise of leadership possesses two types of social dimensions. One leadership style more geared for the construction of social relations between members and another directed to the production, organization of production. Stensmo (2000) describes six different types of leadership in the classroom. Such studies focus on secondary school that has a specific kind of relationship between teacher and student.

The research on leadership in higher education has focused on the relation between the teacher and student, and their colleagues. Ramsden (2007) argues that such a relationship, when it works effectively at an organizational level, provides what he calls "learning context" (The context of learning).

Studies on the role of leadership is characterized by studying both political leadership and leadership in social movements and business organizations. In my analysis of charismatic leadership in Propria, Sergipe (Franca, 2004), I analyzed how some religious leaders spread their message to create identity of groups and how different kinds of leadership affected the social movement in Brazil during the military dictatorship (1964-1985). By examining the three kinds of legitimacy described by Weber (1964), I could make an overview of the kind of the leadership that was tipical for religious leaders. Although this research was limited to sociology, I found that the religious leaders of the social movement used pedagogical methods to get people to understand their message.

Ramsden's studies of how teachers experience the leadership of heads of departments show that this relationship can impact positively on student learning, making them meet the goals of education. Bryman (2007) provides an overview of the literature on the subject of leadership and highlights the types of leadership that make teachers' work more effective. That is, the relationship held between members of the department can provide a greater realization of the work, thus impacting on the quality of education provided. The research on leadership experience in higher education focus on the question of the role of teachers' work and departmental heads, the progressive development and qualification of their courses. However, it is important to investigate how and in what way this type of
structural relationship can trigger in the classroom. Especially in the case of distance learning courses, in which contact is experienced in another way than carried out on campus.

4. A Case Study: the study of pedagogical methods

My interest in developing a research on teacher's pedagogical leadership was born out of my experience as a teacher and the research project "The mapping of pedagogical methods in web-based language teaching" financed by Dalarna University in which I participate. This project will identify the differences in teaching methods that are used for web based language courses at Dalarna University. The language department at Dalarna University has expanded rapidly in recent years. The expansion was made even clearer when web-based education was introduced in Dalarna University. Nowadays, most of the language courses are web based. With the rapid development of web based education, developing teaching method has been a major challenge for teachers since the teaching methods for web based courses are not simply transferable from the ones for the traditional campus based courses. Therefore, this research project was established to identify different teaching methods used in the language department and to share the good examples of teaching methods. The final goal of this project is to share the ideas to improve the quality of our education.

This research is also important to object to the widespread belief that online education does not hold the same quality as traditional education and that teaching cannot be implemented with good quality via a computer screen. There are many who express criticism towards distance learning including the Minister of Education in Sweden. The criticism also appears in the latest budget proposal in 2011, which says that the level of performance in distance education is lower than the campus based education. That implies that the government is not positive about web-based distance education [Högskoleverket, 2011].

Another misconception of web based education is that the "contact time" between teachers and students is less than traditional campus based education. In order to prove that there is plenty of "contact time" even in web based education, the measurement of "contact time" was included to this research.

5. Conclusions

The purpose of this paper is to discuss how teacher's leadership may be conceived as a method of teaching languages in the web-based course in Dalarna University. This kind of education offers a wide field for discussion on the relationship between teacher and student and the use of the technique and learning.

My goal is to find out what teacher leadership as a pedagogical method is. I'll be focusing on the relationship between teacher and student as a key component of development and the quality of the courses. The teacher's performance on campus differs from the online courses.

I want debate contact time between teachers and students in the web-based courses, how students can make use of the contact and what influence teacher's leadership has for the students to achieve learning goals.

My interest is also to raise points for further discussions on the subject of educational leadership - how teachers experience such leadership and how it affects student learning. An interesting point is to look at the students: how do they evaluate the experience of pedagogical leadership?

References