



CONTINUOUS SUPPORT AND CONTACT WITH THE E- TEACHER

AIM
to present tools
and
environments
for
Interpersonal
and social
communication
in distance
learning

IMONED
consortium
VZI, Lithuania

TOPIC 5:

Continuous support and contact with the e-teacher

General

Specific topic	Continuous support and contact with the e- teacher
Duration	3 hours

Specific Topic

- The importance of interpersonal and social relationships in distance learning
- Teachers' interpersonal and social competences in virtual space
- Students' interpersonal and social competences in virtual spaces
- Ways of establishing and maintaining interpersonal and social relations in e-learning
- Causes of interpersonal and social communication disorders in distance learning
- Consequences of interpersonal and social communication disorders in virtual reality
- Ways of teachers' coping with difficulties in interpersonal and social communication
- Ways of students' coping with difficulties in interpersonal and social communication
- Skills of identifying students' crisis situations
- Supporting pupils in crisis situations

Summary

In distance learning, special attention should be paid to the relationships between the subjects involved in the learning process, as they form the basic conditions for effective teaching. Proper interpersonal and group relations are fundamental to all educational activities. Feelings of threat, alienation or loneliness are strong stressors that disrupt students' development, negatively affecting the entire educational process. Therefore, interpersonal and group competencies of teachers and students should be considered as a basic principle of any educational activity. The ability to perceive difficult and crisis situations and the competence to deal with them in particular are new tasks for teachers working in virtual space.

Learning Outcomes. After this module attendees will be able:

- 1 Know the importance of interpersonal relationships in remote learning.
- 2 Improve own interpersonal and social competencies in virtual space.

- 3 Support and develop students' interpersonal and social competencies in virtual spaces.
- 4 Be able to apply various ways of establishing and maintaining interpersonal and social contacts in remote teaching
- 5 Know the causes of interpersonal and social communication disorders in remote teaching.
- 6 Know the consequences of interpersonal and social communication disorders in virtual reality.
- 7 Be able to apply effective ways of coping with interpersonal and social communication difficulties.
- 8 Shape effective ways for students to cope with difficulties in interpersonal and social communication.
- 9 Be able to identify students' crisis situations.
- 10 Support students in crisis situations.

Guiding Concepts

- The search for what connects individuals is the basis for community building.
- The ability to see the positive sides of any situation provides an opportunity for growth.
- Awareness of one's own emotions and feelings caused by a crisis limits the occurrence of disorders in the psychological and social sphere of students and teachers.
- Proficient expression of emotions (naming one's emotions, sharing one's emotions (modeling), encouraging the expression of emotions in individual and group conversations) helps to build proper relations.
- Knowledge of the possibilities of communication and information technology increases the effectiveness of mediated communication.
- Rational use of synchronous and asynchronous communication prevents failures in teacher-student relationships.
- The introduction of netiquette rules promotes the building of proper relationships.
- Teachers' skills in verbal and non-verbal communication are a basic condition for the proper conduct of the educational process.
- Helping students express their emotional states in an acceptable way increases their personal and social competences.
- The ability to identify crisis situations prevents the development of emotional and social disorders.
- Supporting pupils in difficult situations is the basic condition of didactic and educational activities.

Guiding Questions

- What is the importance of interpersonal and social relationships in remote teaching?
- What interpersonal and social competences should teachers have when teaching in a virtual space?
- How should teachers support and develop students' interpersonal and social competencies in virtual space?
- How to establish and maintain interpersonal and social contacts in remote teaching?
- What are the causes of interpersonal and social communication disorders in distance learning?
- What are the consequences of interpersonal and social communication disorders in distance teaching?
- How can teachers deal with interpersonal and social communication difficulties in remote teaching?

-
- How can teachers support and develop effective strategies for coping with students' interpersonal and social communication difficulties?
 - How to identify students' crisis situations?
 - How to support students in crisis situations?
 - How to build proper mediated communication?
 - What is the utility of synchronous and asynchronous communication in remote teaching?
 - To what extent are the principles of netiquette useful in forming correct relations between subjects in remote teaching?

Vocabulary (Glossary)

- Interpersonal and social relationships
- Interpersonal and social competence
- Interpersonal and social communication disorders causes
- Consequences of interpersonal and social communication disorders
- Ways of dealing with interpersonal and social communication difficulties
- Crisis situations
- Social support
- Principles of mediated communication
- Synchronous communication and asynchronous communication
- Etiquette