Nuuk 18. jan. 2019

**Sloyd as distance teaching in the scool in Greenland**

**Anders Øgaard**

**Ph.d., Assistant professor**

**Institute for Learning**

**Ilisimatusarfik, University of Greenland**

**Greenland**

**Peter Hersted**

**Cand . pæd. sloyd, didactic consultant**

**Institute for Learning**

**Ilisimatusarfik, University of Greenland**

**Greenland**

Greenland is in need of ways to utilize distance teaching in schools. Huge geographical distances, small isolated villages and lack of educated teachers challenges schools obligation to provide professional teaching in all areas and subjects.

As part of research based on Øgaards ph.d. dissertation (Øgaard 2015) on distance teaching in school, pupils in a small settlement in the Disko Bay where connected with an educated sloyd teacher working in the nearest town. Assignments, projects and results from the pupils where distributed through the use of iPads and internet. An important part of the didactical design was small workbenches and selected tools developed for the project to frame and support sloyd as distance teaching.

The teaching took place october- december 2018. The didactical design has been working very well. On request from the local headteacher the sloyd distance teaching will continue. Following Øgaards research, distance teaching in schools is studied for progressive and didactical developmental components. Distance teaching is usually associated with high priority school subjects like math and language. Choosing sloyd as a subject for distance teaching is, beside support of sloyd as a school subject, also an effort to stretch and challenge the possibilities with distance teaching in schools, for its support of didactical and pedagogical development.

The research project is expected to give information on ways to utilize distance teaching. Data will come from interviews, communication on iPads and products from pupils. Results will be presented and discussed at the conference.