

Communication | Formidling > Article | Artikel

Fjernundervisning i en østgrønlandsk bygdeskole

Forfatter: Anders Øgaard **Editor:** Flemming Nielsen **Type:** Article | Artikel **Årstal:** 2019 **Emner:** Fjernundervisning; Østgrønland; Bygdeskole **Titel på tidsskrift:** Ilisimatusaat **Udgiver:** Ilisimatusarfik
Udgivelsessted: Nuuk **Udgivelsesland:** Grønland

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Communication | Formidling > Article | Artikel

Tunumi nunaqarfimmiuaqqanik ungasianit atuartitsineq

Forfatter: Anders Øgaard **Editor:** Flemming Nielsen **Type:** Article | Artikel **Årstal:** 2019 **Emner:** Tunumi nunaqarfimmiuaqqanik ungasianit atuartitsineq **Titel på tidsskrift:** Ilisimatusaat **Udgiver:** Ilisimatusarfik
Udgivelsessted: Nuuk **Udgivelsesland:** Kalaallit Nunaat

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Communication | Formidling > Article | Artikel

Distance learning at a school in an East Greenlandic settlement

Forfatter: Anders Øgaard **Editor:** Flemming Nielsen **Type:** Article | Artikel **Årstal:** 2019 **Emner:** Distance learning; East Greenlandic settlement **Titel på tidsskrift:** Ilisimatusaat **Udgiver:** Ilisimatusarfik
Udgivelsessted: Nuuk **Udgivelsesland:** Greenland

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Research | Forskning - peer review > Article | Artikel

Fjernundervisning i matematik i Østgrønland

A research project on distance teaching in math in the school in East Greenland is presented. Results show severe challenges for distance teaching coming from lack of digital infrastructure in East Greenland. Results also show challenges in terms of sharing responsibility and roles among teachers and staff when it comes to teaching school children at distance.

Forfatter: Anders Øgaard **Type:** Article | Artikel **Årstal:** 2019 **Emner:** Fjernundervisning; Grønlands skolesystem; Østgrønland; Matematik; Didaktik; Uddannelse **Titel på tidsskrift:** Dansk Pædagogisk Tidsskrift **Volume på tidsskrift:** 2 **Udgiver:** Foreningen Dansk Pædagogisk Tidsskrift **Udgivelsessted:** København **Udgivelsesland:** Danmark **ISSN nummer:** 0904-2393

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Teaching | Undervisning > Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale

Theory and Practice

Introducing relations between theory and practice to teacher students. Referring to Gene Lave & Etienne Wenger, Pierre Bourdieu and Donald Schön.

Forfatter: Anders Øgaard **Editor:** Kamilla Frimodt Madsen; Karina Hofmann; Anders Øgaard **Type:** Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale **Årstal:** 2019
Emner: Theoretical discussing relations between theory and practice **Udgivelsessted:** Nuuk

Udgivelsesland: Greenland **Værtpublikationens hoved- & undertitel:** Atagu! Introductory texts for teacher training **Volume:** 1 **Udgave:** 1 **Forlag:** Institute of Learning

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Teaching | Undervisning > Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale

Educational Psychology

Through examples from life in Greenland learning psychology is introduced. References to Lev Vygotskij and Jean Piaget.

Forfatter: Anders Øgaard **Editor:** Kamilla Frimodt Madsen; Karina Hofmann; Anders Øgaard **Type:** Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale **Årstal:** 2019
Emner: Introduction to learning psychology **Udgivelsessted:** Nuuk **Udgivelsesland:** Greenland
Værtpublikationens hoved- & undertitel: Atagu! Introductory texts for teacher training **Volume:** 1
Udgave: 1 **Forlag:** Institute of Learning

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Teaching | Undervisning > Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale

Critical Thinking

Discussing critical thinking in a Greenlandic context. References to Karl Marx, Karsten Schnack, Greenlandic legislation.

Forfatter: Anders Øgaard **Editor:** Kamilla Frimodt Madsen; Karina Hofmann; Anders Øgaard **Type:** Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale **Årstal:** 2019
Emner: Discussing critical thinking in a Greenlandic context **Udgivelsessted:** Nuuk **Udgivelsesland:** Greenland
Værtpublikationens hoved- & undertitel: Atagu! Introductory texts for teacher training
Volume: 1 **Udgave:** 1 **Forlag:** Institute of Learning

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Teaching | Undervisning > Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale

Evaluation

Introduction to the purpose, character and use of evaluation in teaching and education. Introduction to methods for evaluation. References to Ulrich Beck, John Hattie, John Krejsler.

Forfatter: Anders Øgaard **Editor:** Kamilla Frimodt Madsen; Karina Hofmann; Anders Øgaard **Type:** Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale **Årstal:** 2019
Emner: Introduction to the purpose and use of evaluation in teaching **Udgivelsessted:** Nuuk
Udgivelsesland: Greenland **Værtpublikationens hoved- & undertitel:** Atagu! Introductory texts for teacher training **Volume:** 1 **Udgave:** 1 **Forlag:** Institute of Learning

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Teaching | Undervisning > Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale

Research and Development Work

Discussing the responsibility as developer when teaching in school. Introducing methods for action research. Reference to Greenlandic legislation.

Forfatter: Anders Øgaard **Editor:** Kamilla Frimodt Madsen; Karina Hofmann; Anders Øgaard **Type:** Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale **Årstal:** 2019
Emner: Discussing teacher professionalism **Udgivelsessted:** Nuuk **Udgivelsesland:** Greenland
Værtpublikationens hoved- & undertitel: Atagu! Introductory texts for teacher training **Volume:** 1
Udgave: 1 **Forlag:** Institute of Learning

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Teaching | Undervisning > Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale

IT and Digital Media in Education

Basic definition of digitalisation. Discussion of possibilities for progressive teaching from using digital media. References to Birgitte Holm Sørensen, Karin Levinsen and Helle Marie Skovbjerg, and to Marc Prensky.

Forfatter: Anders Øgaard **Editor:** Kamilla Frimodt Madsen; Karina Hofmann; Anders Øgaard **Type:** Contribution to compendium/lecture notes | Bidrag til kompendium/undervisningsmateriale **Årstal:** 2019
Emner: Introduction to digitalisation and uses of digital technology in teaching **Udgivelsessted:** Nuuk
Udgivelsesland: Greenland **Værtpublikationens hoved- & undertitel:** Atagu! Introductory texts for teacher training **Volume:** 1 **Udgave:** 1 **Forlag:** Institute of Learning

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Research | Forskning - peer review > Conference article | Konferenceartikel

Distance Education in the Teacher Education in Greenland

Presentation of work in progress: Research project about new solutions for teacher education as distance education in Greenland.

Forfatter: Anders Øgaard **Type:** Conference article | Konferenceartikel **Årstal:** 2019 **Emner:** Distance education; Teacher education; Greenland **Titel på tidsskrift:** International Journal of Learning and Teaching
Volume på tidsskrift: 5 **Nummer på tidsskrift:** 4 **Udgiver:** International Journal of Learning and Teaching
DOI nummer: 10.18178/ijlt.5.4.308-312 **Navn på konference:** International Conference on Future Learning (ICFL) **Konferenceby:** Barcelona **Konferenceland:** Spain

[Åben publikation](#)

Research | Forskning - peer review > Article | Artikel

Conventional classroom teaching through ICT and distance teaching. A case study from Greenland

This paper presents a case study on distance teaching in a school in Greenland. Data from work on Grounded Theory is used to investigate ways of utilizing distance teaching in the school. The analysis draws on a prevalent perspective on distance teaching as providing access to education. The perspective combines with Michel Foucault's concept of "governmentality".

I will show how progressive possibilities are not necessarily to be found in ICT-driven distance teaching. Pedagogical drivers operate behind the choices of ICT equipment and ICT solutions which, in this case, brings ICT under the command of a less progressive pedagogical agenda.

As I will show, the commitment from the municipality and from the teachers was to use distance teaching and ICT for conventional schooling. The case lays the ground for a discussion on the progressivity of distance teaching and the use of advanced ICT solutions in schools. My aim with the paper is to add to the understanding of the scope of distance teaching in schools. Does ICT and distance teaching serve progressive ends per se? What do we learn about distance teaching from this setup in the school in Greenland?

Forfatter: Anders Øgaard **Type:** Article | Artikel **Årstal:** 2018 **Emner:** Classroom teaching; ICT; Distance teaching; Greenland **Titel på tidsskrift:** Nordic Journal of Digital Literacy (NJDL) **Volume på tidsskrift:** 13 **Nummer på tidsskrift:** 1 **Udgiver:** Universitetsforlaget **Udgivelsesland:** Norway **ISSN nummer:** 1891-943x-2018-01-02 **DOI nummer:** 10.18261

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Research | Forskning > Report | Rapport

Fjernundervisning i matematik i Østgrønland

Rapport fra forsøg med fjernundervisning i faget matematik i mellem skolen i Tasiilaq og en bygdeskole i østgrønland. Fjernundervisningen lykkedes ikke, primært fordi internetforbindelsen var for lille og ustabil.

Forfatter: Anders Øgaard **Type:** Report | Rapport **Årstal:** 2018 **Emner:** Fjernundervisning; Matematik; Østgrønland; E-læring **Udgivelsessted:** Nuuk **Udgivelsesland:** Greenland

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Communication | Formidling > Comment/debate | Kommentar/debat

Unge plagierer i protest mod et forældet uddannelsessystem

Uddannelsessystemet reagerer med vrede, fornærmelse og straf, når studerende plagierer sig gennem eksamen. I stedet burde det se indad. For de unges adfærd drives frem af et system, der har en gammeldags instrumentel holdning til viden og vidensdeling.

Forfatter: Anders Øgaard **Type:** Comment/debate | Kommentar/debat **Årstal:** 2017 **Emner:** Plagiat; Uddannelsessystem **Navn på avis:** Information **Dato:** 19. juni

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Research | Forskning - peer review > Contribution to book/anthology | Bidrag til bog/antologi

Educational possibilities in digital communication and infrastructure

The chapter discuss educational conditions in Greenland in perspective of ICT as basic infrastructure in modern societies. Cloud computing utilizing online programs, platforms and knowledge resources is taking over from paper and pen, books and offline stationary computers. Research is presented showing how Cloud computing is supportive of learning goals decided by politicians. In the chapter it is discussed how Greenland is lacking behind in providing pivotal educational possibilities for the population.

Forfatter: Anders Øgaard **Type:** Contribution to book/anthology | Bidrag til bog/antologi **Årstal:** 2016 **Emner:** Skills; Informally acquired skills; Greenland **Udgivelsessted:** University of Copenhagen **Udgivelsesland:** Denmark **Værtpublikationens hoved- & undertitel:** Perspectives on skills - an anthology on informally acquired skills in Greenland **Forlag:** Greenland Perspective, University of Copenhagen **ISBN nummer:** 978-87-87519-84-7

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Fjernundervisning i skolen i Grønland

Forfatter: Anders Øgaard **Type:** PhD thesis | Ph.d.-afhandling **Årstal:** 2015 **Emner:** Fjernundervisning; E-læring; Skole; Grounded theory; Casestudier; Ø-skoler; ASK Kapisillit projektet; IKT
Udgivelsesland: Grønland **Udgivelsessted:** Nuuk

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7-9-13 .. Hvorfor fik vi en ny karakterskala?

Kritisk introduktion til 7-trinsskalaen, og generelt til karakterers funktion i uddannelsessystemet.

Forfatter: Anders Øgaard **Type:** Article | Artikel **Årstal:** 2008 **Emner:** Eksamen som læringssted
Titel på tidsskrift: Unge Pædagoger **Nummer på tidsskrift:** Nr. 5 **Udgiver:** Unge Pædagoger
Udgivelsessted: København **Udgivelsesland:** Danmark

Distance education in the teacher education in Greenland

The teacher education has been offering correspondence education for two decades. But didactical possibilities from digital solutions has yet to be explored and taken advantage of. Distance education is expected to show more potential in the Greenlandic educational system in the future. From fall 2017 a fresh start has been launched utilizing a hybrid educational format.

Forfatter: Anders Øgaard **Type:** Conference abstract | Konference abstrakt **Emner:** Distance education; Teacher education; Hybrid classroom; Decentral teacher education
Navn på konference: International Conference on Future Learning (ICFL) **Konferenceby:** Barcelona **Konferenceland:** Spain **Dato:** 18 - 20 December 2018

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Sloyd as distance teaching in the school in Greenland

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.

Forfatter: Anders Øgaard **Type:** Conference abstract | Konference abstrakt **Emner:** Distance teaching; Distance education; Teacher education; Crafting and design; Sloyd; Håndværk og design; Peter Hersted
Navn på konference: Make&Learn **Konferenceby:** Göteborg **Konferenceland:** Sweden **Dato:** 17 - 20

September 2019

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