Виртуална педагогическа реторика и обучение в онлайн среда

Engl. transl.: Virtual pedagogical rhetoric and education in online environment

# Keywords

* rhetoric
* online education
* digital skills
* pedagogy
* Edmodo

# Details

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Bulgarian

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## Type

PhD Thesis

## Topics

* Learning
* Social mediation
* Literacy and skills
* Digital and socio-cultural environment

## Sample

English teacher and class of eighth grade students in small Bulgarian town

## Implications For Educators About

## Implications For Stakeholders About

Researchers

# Abstract

This dissertation is interested in the specific manifestation of virtual pedagogical rhetoric in online learning through ICT and the Internet in cyberspace. The main goal of the research is to study the manifestation of pedagogical and rhetorical communication in the virtual classroom Edmodo and how it can help to deal with the deficit of digital skills in teachers, who are a kind of speakers in the school environment. In order to achieve the goal of the research in view of the specifics of the object and the subject of the research, the following tasks were defined: (i) To make a theoretical overview, to introduce terms, to delineate the boundaries of the terminological base and thus to outline the field of virtual rhetoric and online learning. (ii) To study and analyze the topicality of the current legislation in Bulgaria regarding the use of ICT in the modern Bulgarian school. (iii) To study the rhetorical,undefined the pedagogical and technological aspects of blended learning in the Edmodo virtual classroom as an environment for the use of virtual pedagogical rhetoric. (iv) To apply and research the preparation and the process of presenting the virtual pedagogical and rhetorical act in an online environment in order to improve the training in virtual rhetoric and develop digital competencies.

# Outcome

Hawks' analysis shows that in the virtual pedagogical rhetoric for the pedagogical rhetorical situation the preparation of the teacher for the pedagogical and rhetorical act, for the pedagogical communication in general is of special importance. However, a stricter moderation of the rhetorical act deprives the rhetorical situation of spontaneity, ie. reduce the student's initiative for informal communication outside the specific pedagogical and rhetorical act.

In order to achieve smooth and effective fully online or blended learning, the modern teacher, who also acts as a speaker in a specific professional environment, must have certain knowledge and competencies to be able to adequately educate children, according to the new legislation. in the field of education standards.

On the basis of the rhetorical reading of the amendment of the five canons in relation to their manifestations in the pedagogical practice in a virtual environment, specific rhetorical and digital skills and competencies needed by the teacher are made. These manifestations of the skills and knowledge for conducting a virtual pedagogical rhetorical act are based on the study of this particular virtual environment - the Edmodo classroom. However, they can be extrapolated and applied as a model through any other learning platform, because the logic of interactions on social platforms such as Web 2.0 is similar.

Teacher training to acquire these skills creates a "bridge" to shorten the distance between the teacher, defined as behavior through the metaphor of the "digital immigrant" and the digital generation of students.