Social Roles and Competences of the Teacher in a Virtual Classroom in Poland and Korea

DOI: 10.15804/tner.2015.42.4.13

Abstract
The paper analyses competences of the teacher in a virtual classroom. It describes the reconfiguration of social behaviours and the role of the teacher in the virtual class after taking into account the theory of dialectics of globalization by Anthony Giddens, developed by Norman Fairclough with respect to social discourse and interpersonal interactions. Taking into account the results of different authors’ empirical research on online teaching, social features of such a process and personality traits, social roles and professional competences of a virtual class teacher in Poland and the Republic of Korea are described.

Keywords: education in a virtual classroom, globalization, roles and competences of a virtual classroom teacher, reconfiguration of behaviours and social role of the teacher

Introduction

Nowadays, the main transformations in the knowledge-based society occur both in the sector of formal education as well as in the parallel one, that is in organizations which begin to play a crucial role, enabling people to develop new abilities and form new skills. The contemporary education system constitutes an unprecedented challenge for the implementation of these capabilities, therefore teachers are responsible for meeting the expectations set for them. However, in the contemporary instant culture (culture of immediateness), the mass media/pictorial culture to a large extent shaped by interactive social media, such as the