Novice teachers participate during their induction year in an online workshop, where they discuss work related difficulties in order to promote reflective thinking—an important tool for teachers. Discussion groups are perceived as promoting reflective skills.

Deep interviews and auto-ethnography were the methods used for qualitative research on two online moderators. The findings suggest that the different moderating styles of the moderators are the key factor in the interactive online learning. Thus, the achievements of novice teachers in gaining autonomy, interaction in working groups, acquiring better understanding of their profession and gaining better reflective skills are in correspondence with the moderating style. The importance and influence of the educational philosophy of the moderator is demonstrated by discourse analysis of the interactive sessions.