

Empowerment of Novice Teachers in Online Discussion Groups.

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Novice teachers participate during their induction in an online heterogeneous workshop, where they discuss work related difficulties. Discussion groups are promoting reflective skills as well as communication skills that are culture related.

We used mixed methods to find what promotes reflective and communication skills in five groups, using interviews and a structured questionnaire.

Significant differences between the groups was found in role array characteristic between groups with different moderating styles. Delegative style was found to be the most promoting of reflective thinking than any other category.

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All groups view the emotional interpersonal aspect as more important than the instrumental aspect in the personality of the moderator. Facilitating learning abilities were viewed as the most important skills.

The interviews reveals differences in attitudes and perception of empowerment between participants from different cultural and ethnic background.