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**O-389 TECHNOSTRESS, PRIVACY, AND MAKING
CONNECTIONS: WOMEN, WORK AND HEALTH
CONDITIONS FOR ONLINE TEACHERS**

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Background: Although work and employment researchers have increasingly turned to the growing phenomenon of working and communicating digitally rather than face-to-face, we lack insight into the impact of this employment shift on specific professions. Our study examines the work organization and health impacts for elementary and high school teachers, who are mostly women and increasingly teaching online and from home.

Methods: This presentation describes an international scoping review of international English-language and Bengali literature published 2013 to 2023 on the health effects on teachers of online teaching, which is the first step of our larger Canada-Bangladesh study. Our systematic search of 4 databases includes empirical, peer-reviewed studies.

Results: Burnout was a key issue for teachers working online. Studies showed that work stress was associated with achieving an adequate social connection with students and with feelings of inadequate teaching due to the online medium. Further challenges for teachers working online include technostress (limited skills, connectivity hassle), privacy (home noise and background activity), digital surveillance (from both employers and parents), and ergonomics (workstation setup). Women teachers working from home also face competing expectations about housework and childcare.

Discussion: In the context of digital teaching, schoolteachers are a gendered profession facing new challenges related to home-work balance, privacy, and surveillance. These conditions require new approaches to training and occupational health and safety conditions.

Conclusion: Our recently funded study investigates the work and health of teachers in Canada and Bangladesh. Our scoping review results describe distinct health challenges of digital teaching related to social connection, technology, privacy and ergonomics.