## Learning through interaction and student engagement

Enhance Your Teachers' Pedagogical Development
A Practical One Day Workshop

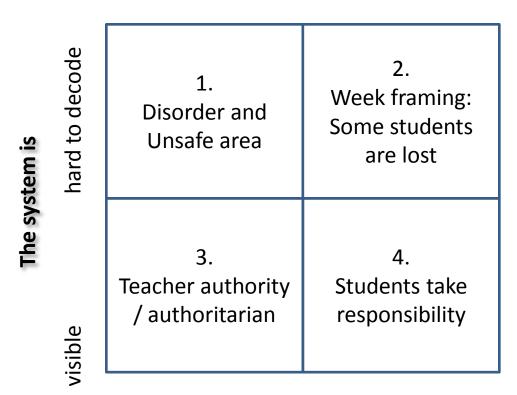
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## Learning through student engagement

- Are the students and the teacher forming a community of learners?
  - Are everyone engaged in helping each other to decode the mechanisms in society and of nature?
  - Are the students being challenged in their learning?
  - Are there "a multiplicity of voices" and dialogue?
  - Can everyone take responsibility for their own learning and for the activities going on in class?

## Learning through interaction

- Are setting and material supporting interaction?
- Is the social area safe to take intellectual risks?
- Is the teacher supporting the students' interactive learning by
  - posing open ended questions?
  - allowing thinking pauses?
- Are groups constructed to challenge the students' "multiple proximal development zones"?
- Are there "a multiplicity of voices" and dialogue?



managed by teacher students' self control

Control in the classroom

- Students are on topic there is a buzz
- Students are asking questions with the teacher and one another
- Students are justifying and explaining
- Evidences of students taking responsibility for their learning
- Does the learning activity provide opportunity for the students to respond?
- Is the task question well defined?
- Are students collaborating with one another?
- Does the final product allow and promote multiplicity of effort

- Teacher's questioning techniques diverging or converging?
- Do learning resources and aids promote interaction?
- Safe and non-threatening environment?
- Body language and facial expressions
- Intellectual challenge for student engagement
- Evidence of students actively constructing their knowledge and understanding
- Loss of sense of time

- Reflecting on their learning
- Building on each other's ideas

Criteria	Categories
Dialogue (multiplicity of voices)	Students are engaged and active
	Students are listening and questioning
	Students collaborate
	The dialogue is relevant and sense- making with clarity of speech
Lesson Design	Evaluation of peer response
	Learning activity provide opportunity for the students to respond
	Final products allow and promote the

Criteria	Students'look- for'	Teacher 'look- for'
Multiplicity of voices and dialogue	Active Participation	
	Listening and questioning	
	Evaluation of peer response	
Lesson Design		
Challenging thinking		
Teacher's action		