

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?

The system is

hard to decode

visible

1. Disorder and Unsafe area	2. Week framing: Some students are lost
3. Teacher authority / authoritarian	4. Students take responsibility

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 multiplicity of effort

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		