

## "The student directed classroom - How to give students more responsibility for their own learning"

- **How to create a structure which facilitates individual learning**
- **Learning styles, Learning Strategies and Multiple Intelligences**
- **Individual learning goals**
- **The new teacher role**
- **Authentic assessment through portfolio and the student-teacher talk**



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# My classroom from 1954

- My teacher was Miss Theisen.
- What kind of educational philosophy did she have?
- What was her role as a teacher?



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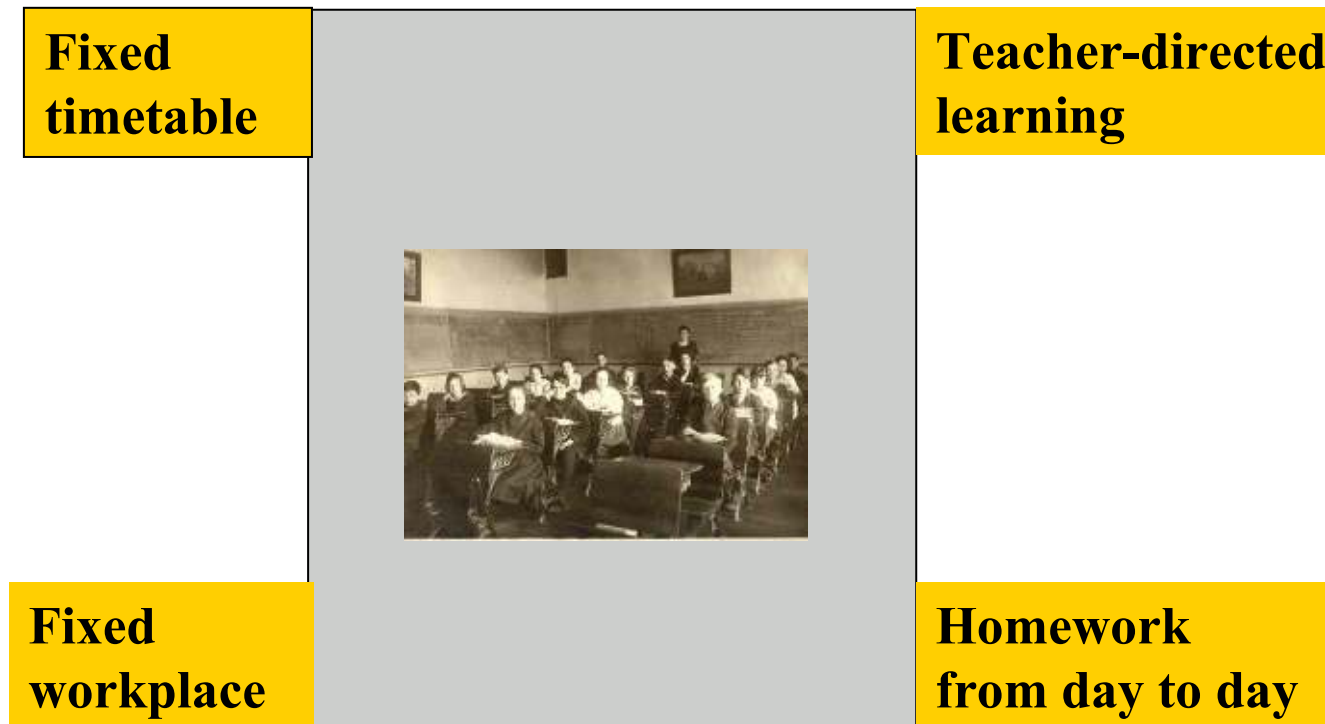
# What kind of competence will he need?

- Basic skills
- Social competence
- Creativity
- Able to co-operate
- Learning "how to learn"





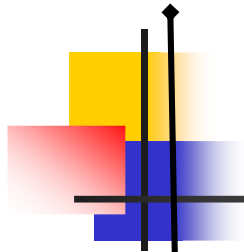
# Structure in traditional schools





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Kari



August – 1.class

Petter

Ola

They all start by learning the same letter.....

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# How does learning take place?

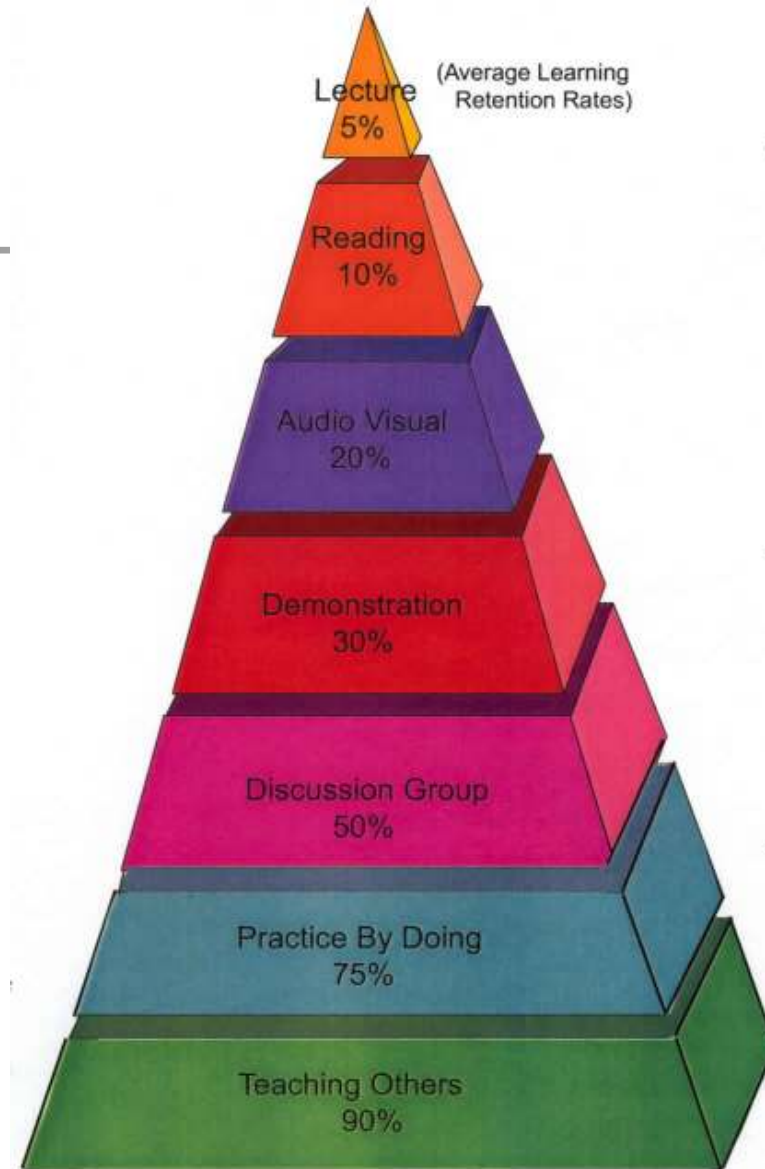


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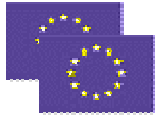


# Learning pyramid



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**The school to my grandson**

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# Adapted Teaching

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- The school shall have room for everybody and teachers must therefore have an eye for each individual learner.
- The mode of teaching must not only be adapted to subject and content, but also to age and maturity, the individual learner and the mixed abilities of the entire class.



# Facilitate learning

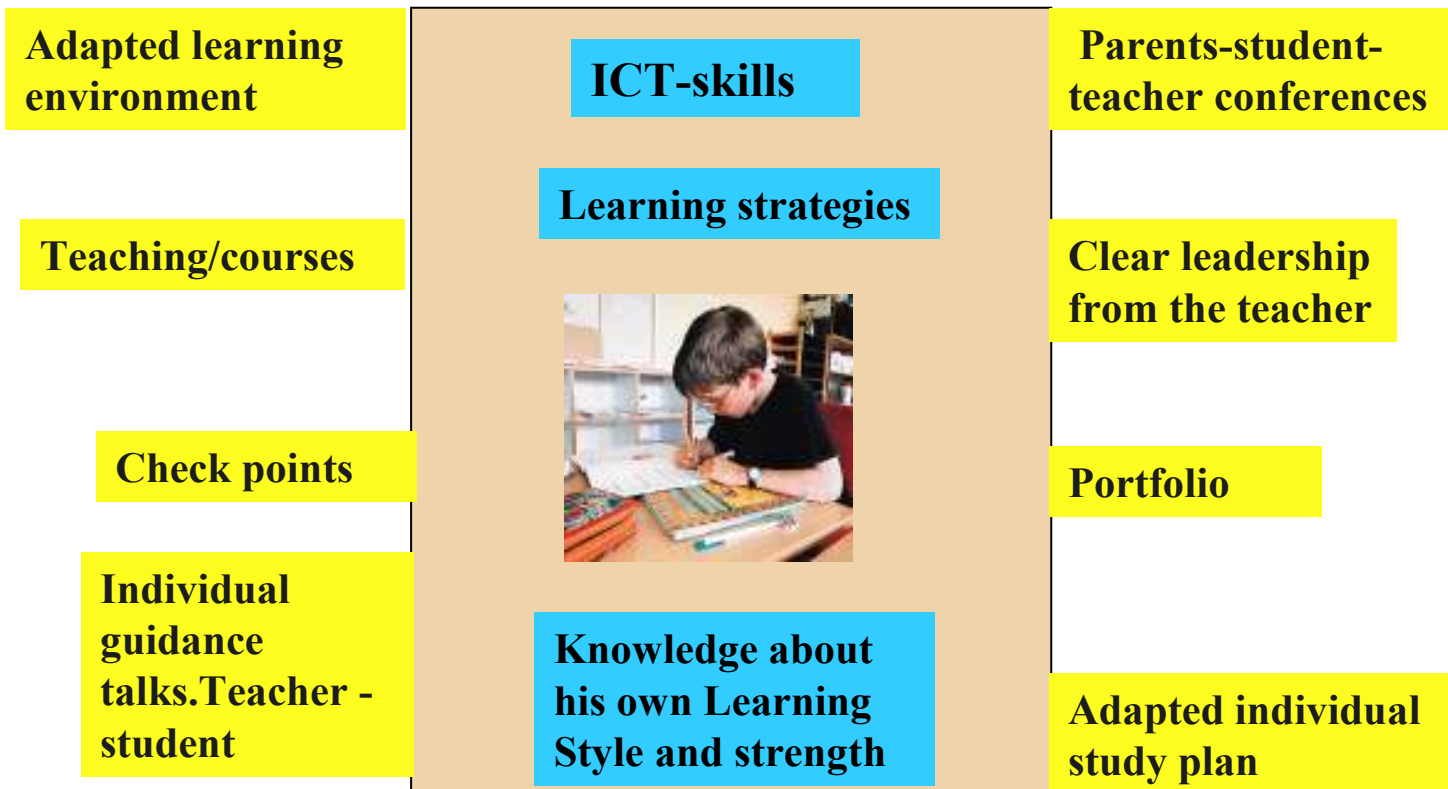
How is it possible to facilitate learning to each pupil compared to :

- skills
  - maturity
  - learning style
- without knowing how they learn?



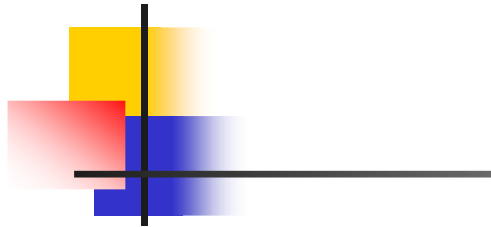


# The structure for this millennium





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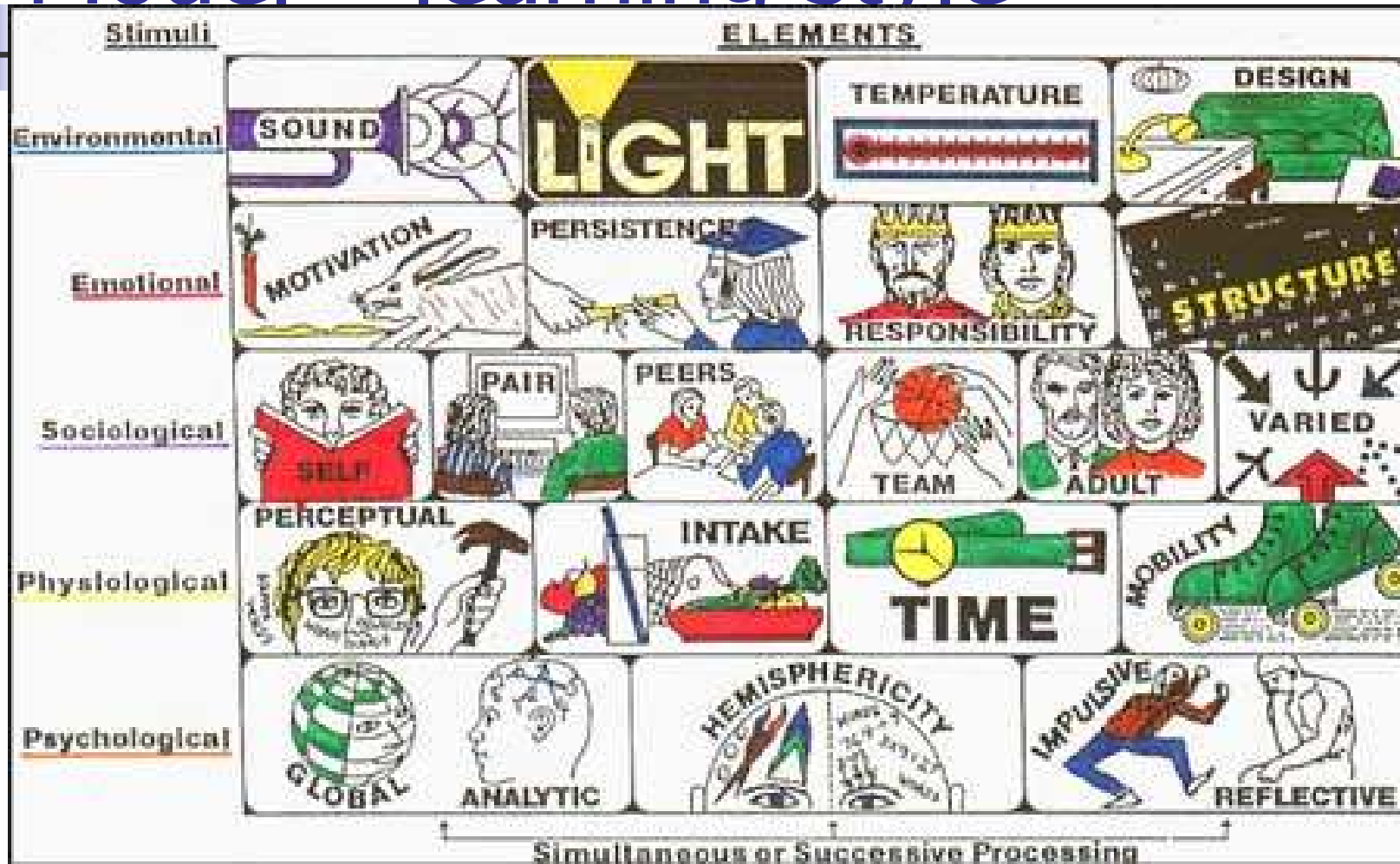


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# Model – learning style



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# Learning style- what is it?

- Learning style is the way we begin to concentrate on, process, internalize and remember new and difficult academic information.
- The Dunns describes learning style as individuals' personal reaction to each of 20 (21) elements when concentrating on new and difficult academic knowledge and skills.





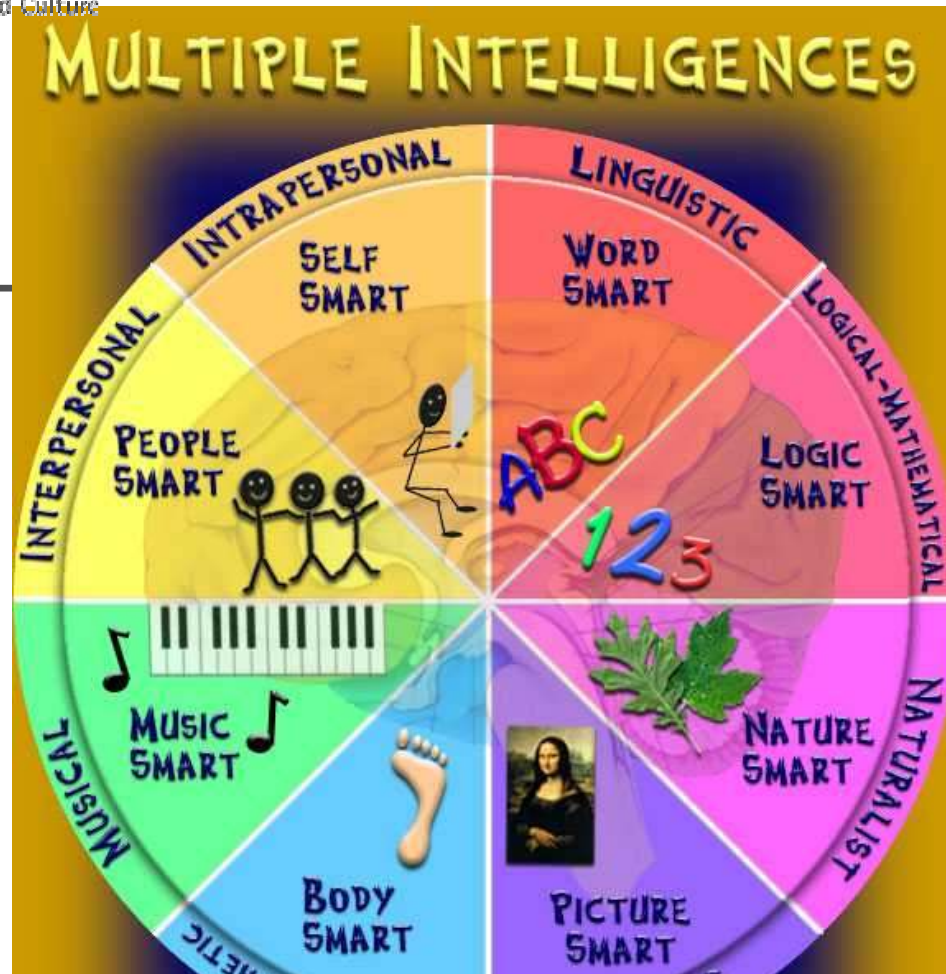
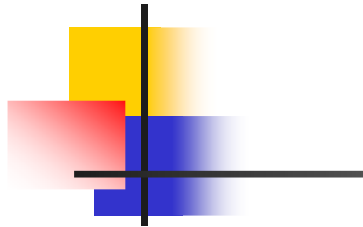
# The Chaffinch



- At the university college I had a very good teacher in biology.
- Why was he a good teacher for me?
- His teaching style matched my learning style.



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**What we learn from MI and The Learning Styles theory is: We are all different – and we learn in different ways.**





# The "classroom" for this millennium





# Learning philosophy

- **There has been a change from education based on behaviourism to education based on cognitive theory.**
- **Learners construct their own knowledge by interacting with their environment.**
- **Learning is what some experts call a social constructive process.**



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# Three dimensions in the learning process

- A **cognitiv process** – a connection between new information and existing knowledge.
- A **psychological dimension** concerning our feelings.
- A **social dimension**, interaction between the learner and the learning situation.

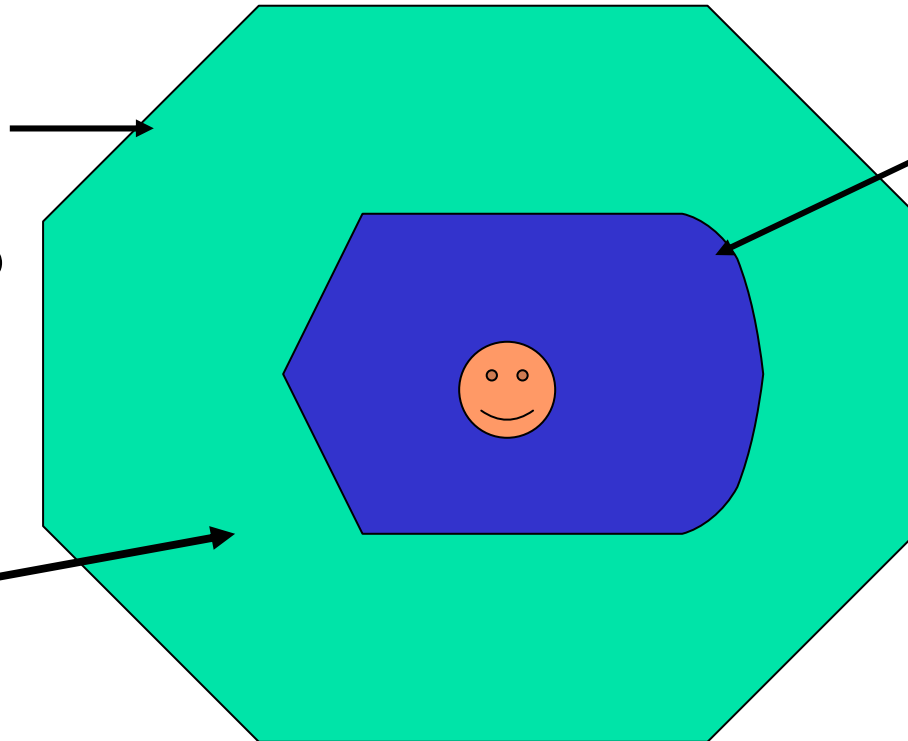




# Vygotskys proximale zone

**Limit for  
what the  
pupil can do  
with help**

**Proximale  
zone**



**Limit for  
what the  
pupil can do  
without help**



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# Individual learning goals –why?

- **The student becomes aware of their own learning.**
- **Individual goals are an important part of the development talks between student, parents and the teacher. They ask questions like:**
  - **Have I reached my goals?**
  - **I can make it!**
  - **Put up new goals.**



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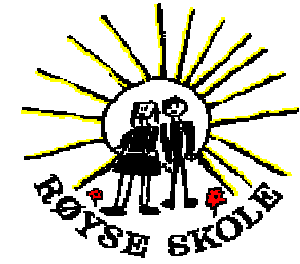


# Goals in Maths grade 6

Draw a line/ Line segment	Tell what is radius	Draw a circle and point at the diameter	Work out area of square	Work out area of a circle
Work out circumference of a circle	scale	Work out volume of a cylinder	Work out the percentage	<b>Able to use the co-ordinate system to describe positioning.</b>
Multiplication with decimals in relation to proportion 18.03.2007	Division of numbers with several digits and decimal	Calculation of time	Classroom. moyped.no	



# How to put up learning goals?



They should be:

- ❑ Precise
- ❑ Relevant
- ❑ Possible to communicate
- ❑ Verbal
- ❑ Possible to evaluate





# Individual talks student-teacher

- The class is split in groups
- Each group has a teaching supervisor
- The teacher is responsible for 13-17 students.
- Individual meetings with student and teacher every second week
- Individual meetings can take place inside or outside the classroom.
- Contents: assessment of previous period, guidance and planning for a new period







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# Guidance



- Frequent feedback is a powerful instrument for learning.
- Individual guidance gives you an opportunity to build another kind of relation – the so called knowledge –relation.

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# Learning environment



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# The new teacher role

- Still teach
- Facilitate learning
- Guide more than before
- Be a leader of her class
- Have competence in different methods and strategies
- Know the importance of building relations
- Competence to operate in a new learning environment.





# Authentic Assessment



- **Authentic assessment** involves students in tasks that are derived from and simulate “real life”(or authentic) conditions or situations. Its aims to provide valid and accurate information about what the students really know and are able to.



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# Student portfolio



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# A positive angel

- Portfolio brings into focus the strength of each student.
- Clarifies possibilities.
- Demonstrate what the student is able to.
- Demonstrate what can be improved.





# “Working” portfolio

- Available in the classroom
- The student is working with her portfolio several times a week
- The working portfolio is for everyday use.
- The working portfolio follows the student through the school year.



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# "Presentation portfolio"

- Concentrate on a brief presentation
- Include the best and most representative work.
- Shows the students` development
- Includes 2-3 years work. (sometimes even more)
- Accompanies the student during her







# Digital portfolio and reading

- Rikke( 8 ) at Røyse school , Norway is listening to her own reading.
- "Grandma is right, I am reading too fast!."
- The school has digital portfolio linked to curriculum subjects
- The students will see their progress and based on that set themselves new aims.
- The portfolio is the platform for the individual talks between teacher and student  
(Every second week for grade 1 to 4, and every third week for grade 5 to7)





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# Learning by reflection

- How did my work go this week ?
- How has my effort been?
- Did I achieve my goals?
- What was easy?
- What was difficult?
- How was my thinking about.....
- What can I do to learn more?
- Is there anything I can do in another way?



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**And something is hidden in our  
"heart portfolio."**



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# Thank you for seeing me, teacher



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