



Complementary Education in Classrooms and Afterschool programs

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ann.pihlgren@igniteresearch.org
www.igniteresearch.org

What could children learn from baking?



Swedish afterschool program "fritidshem"

- 🕒 Attended by most children age 6-9 years
- 🕒 Two staff categories: afterschool teachers, with a university degree, and caretakers, most often with a secondary school degree, but not necessarily in child care
- 🕒 Different pedagogical tradition from schools:
 - 🕒 play, creative, and leisure activities have been part of the afterschool agenda
- 🕒 Part of the Swedish school system and since 2010 with an expanded mission:
 - 🕒 Supporting the teaching and goals of the curriculum for compulsory school
 - 🕒 Cooperation with school to reach the goals and to change the decline in results of the Swedish students

When asked, teachers say that they develop students' thinking but...

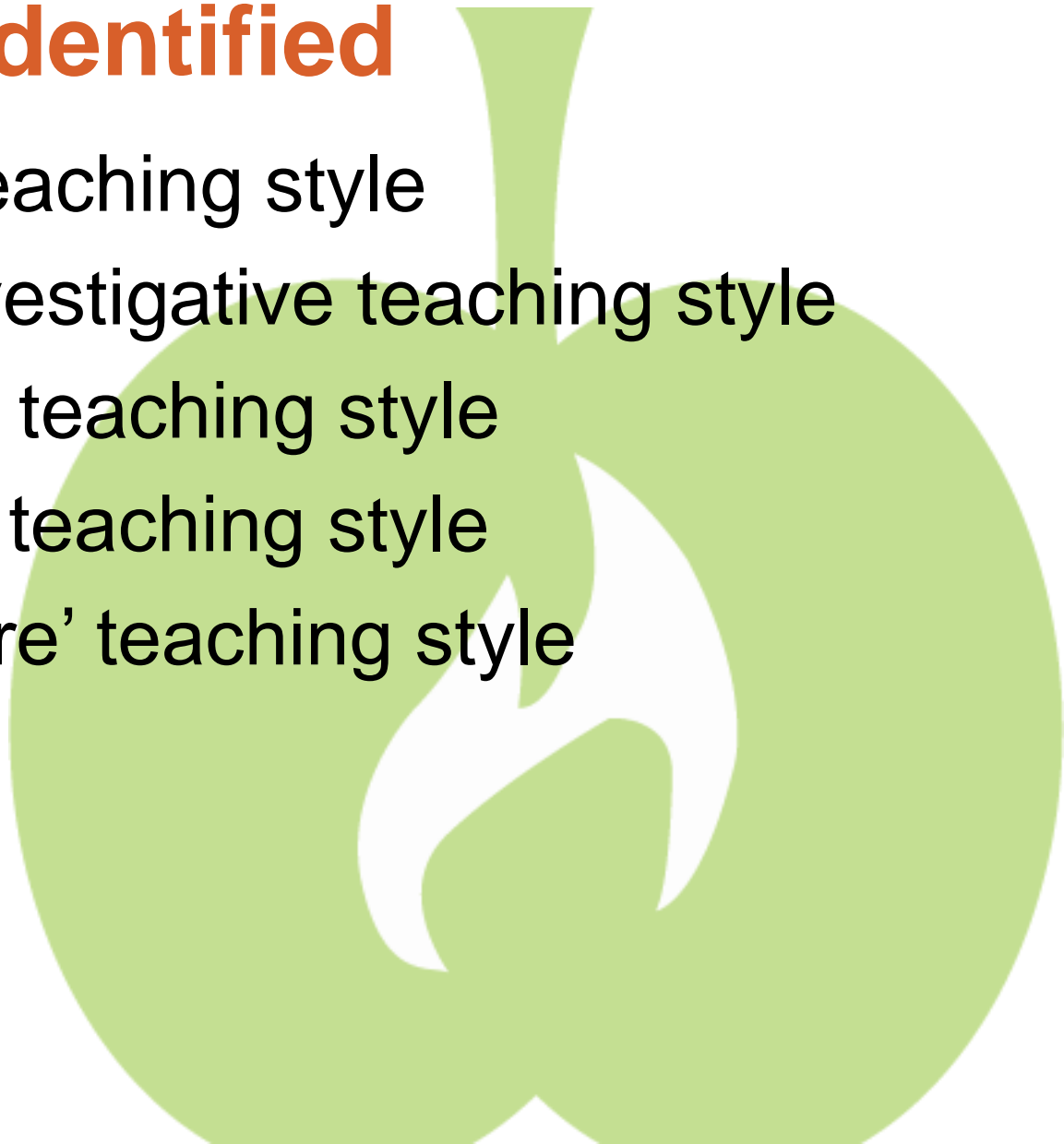
- 🍌 Teachers ask students to remember or reason from previous experiences
- 🍌 Few challenges and or systematical tools to develop analytic or creative thinking
- 🍌 The activities are centered on teaching-aids and reproduction rather than critical thinking or innovation
- 🍌 The teacher dominates by talking 70-75% of the time and by posing questions where the answers are given
- 🍌 The students have little influence on the activities and tend to avoid intellectual challenges

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual knowledge	12	11	10	4	4	2
B. Conceptual knowledge	7	6	6	2	1	0
C. Procedural knowledge	8	8	11	2	1	>1
D. Meta-cognitive knowledge	2	1	1	<0	<0	0

Baking?!

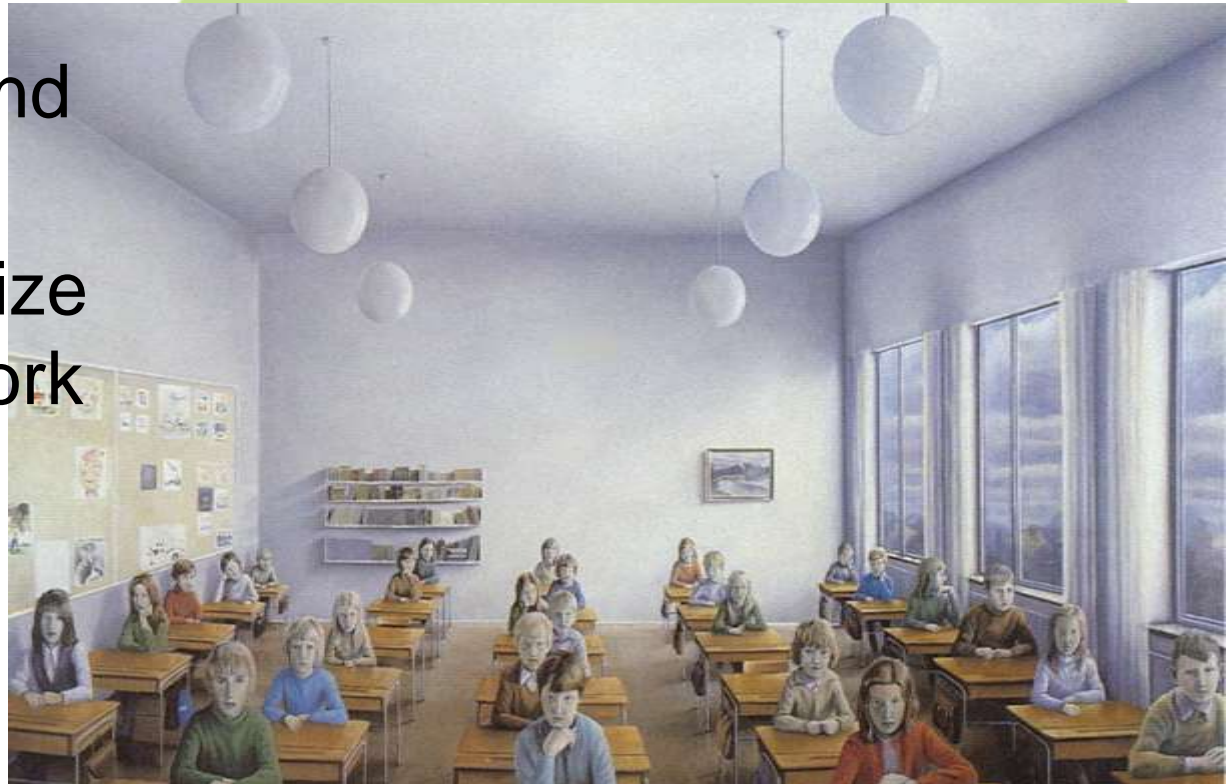


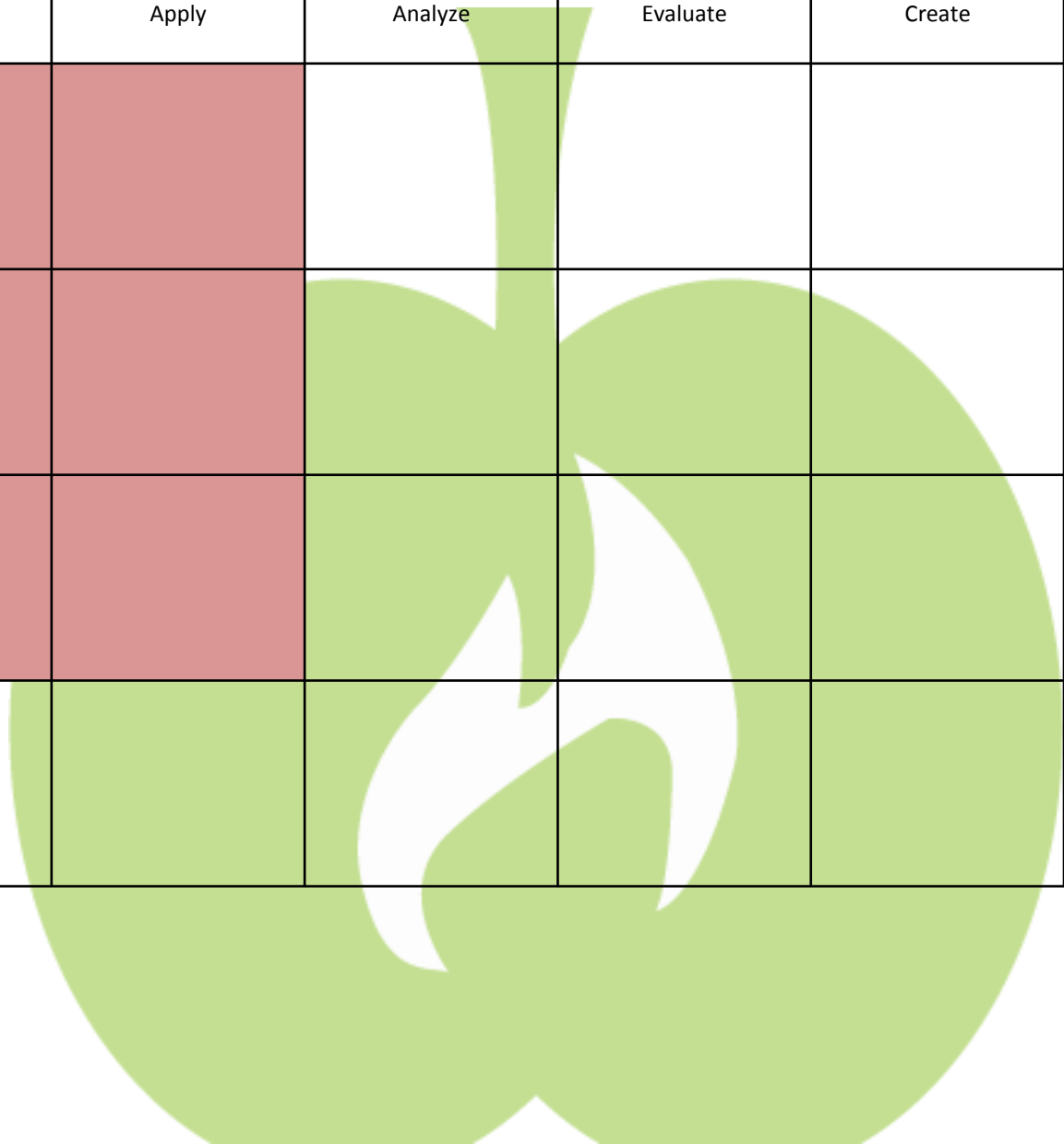
Five different teaching styles identified

- 🍌 The common teaching style
 - 🍌 The student investigative teaching style
 - 🍌 The scaffolding teaching style
 - 🍌 The 'moralistic' teaching style
 - 🍌 The 'laissez-faire' teaching style
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The common teaching style

- 🍎 Start with the teacher introducing
- 🍎 The teacher presents new knowledge
- 🍎 Class practice and teacher corrects
- 🍎 Teacher summarize and give homework

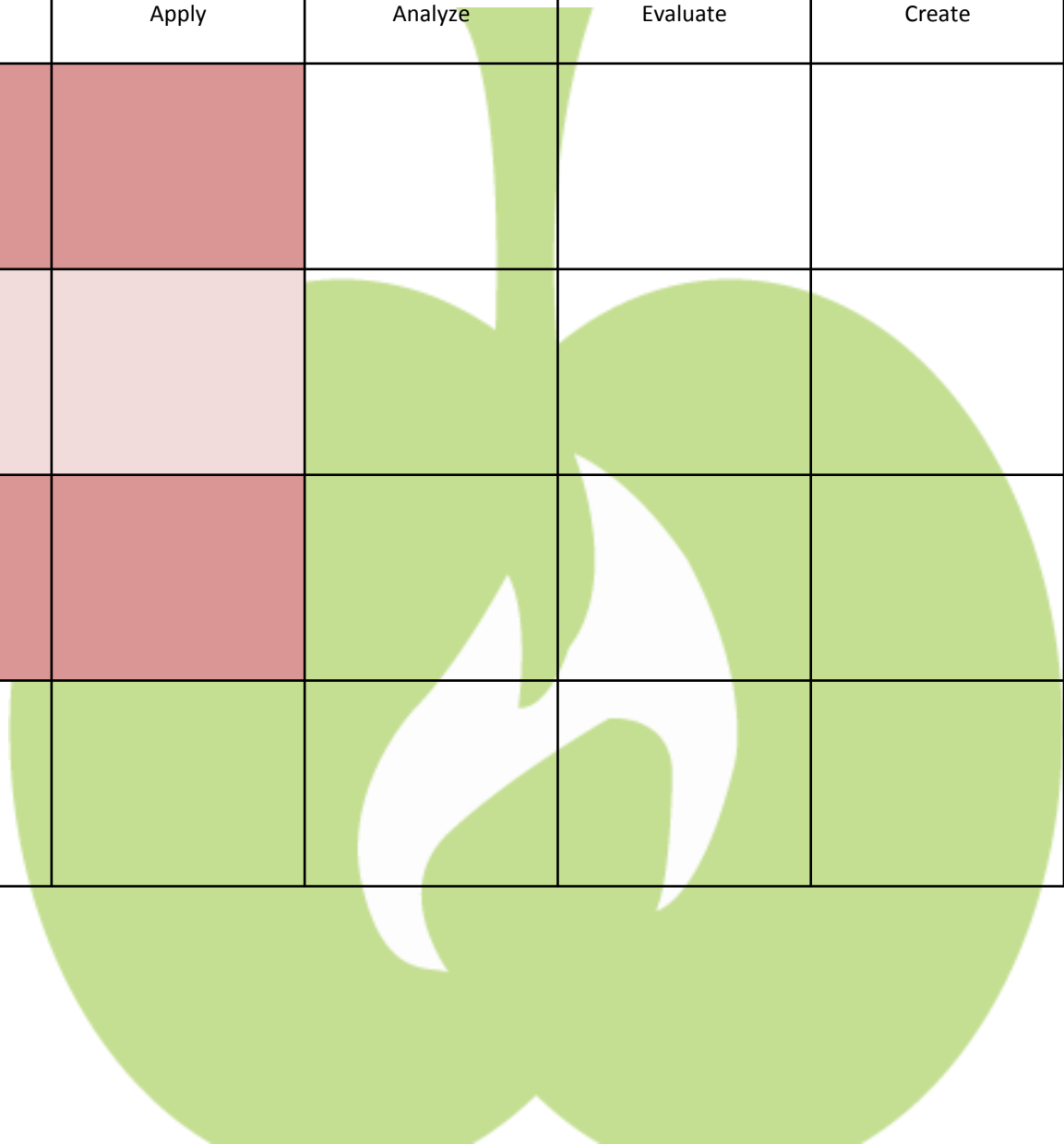




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The student investigative teaching style

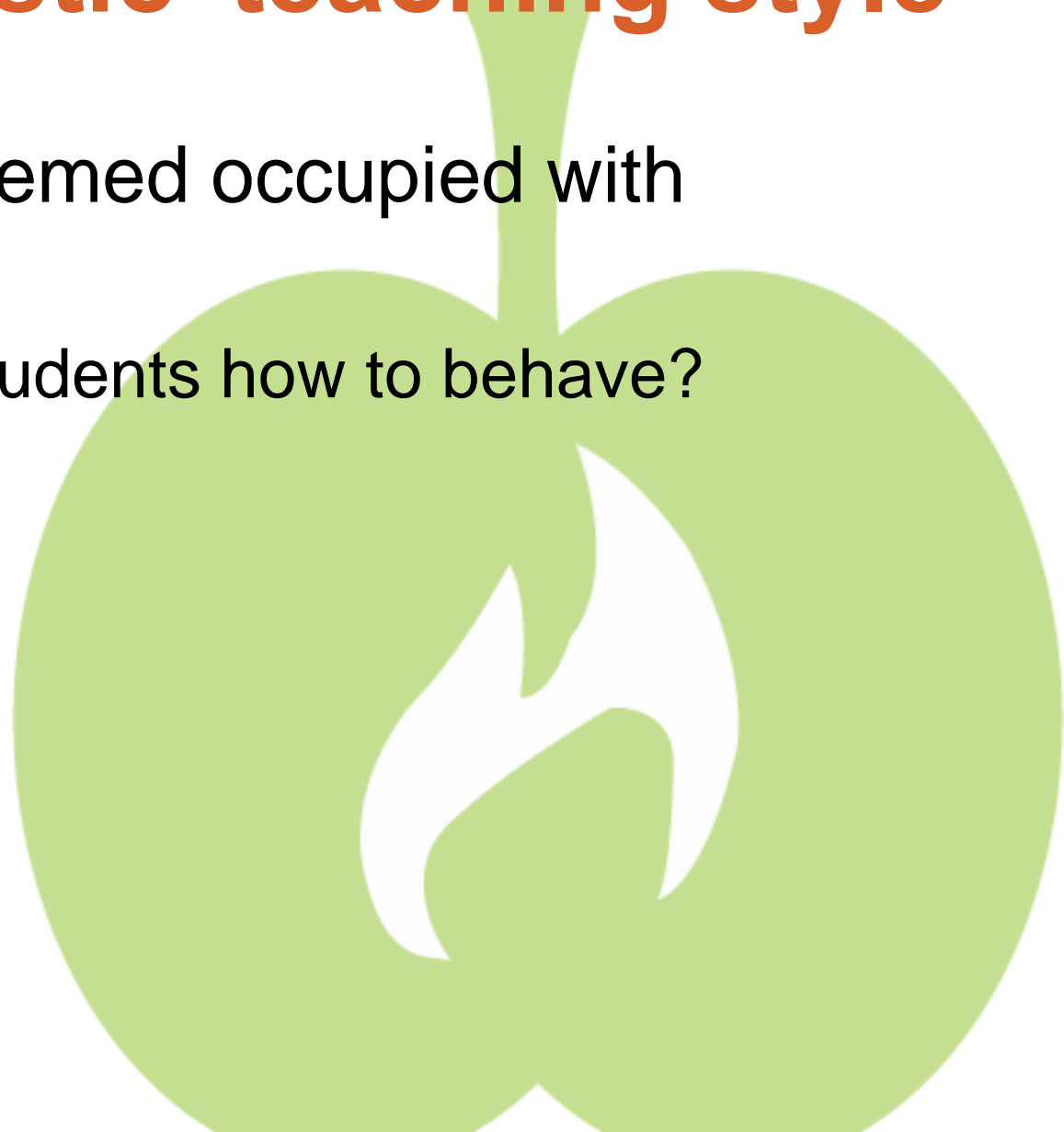
- 🍏 Mostly with young children or in practical and aesthetical classes...
 - 🍏 Introducing new material that will help the students to develop
 - 🍏 The students explore their own areas of interest in whatever way they choose



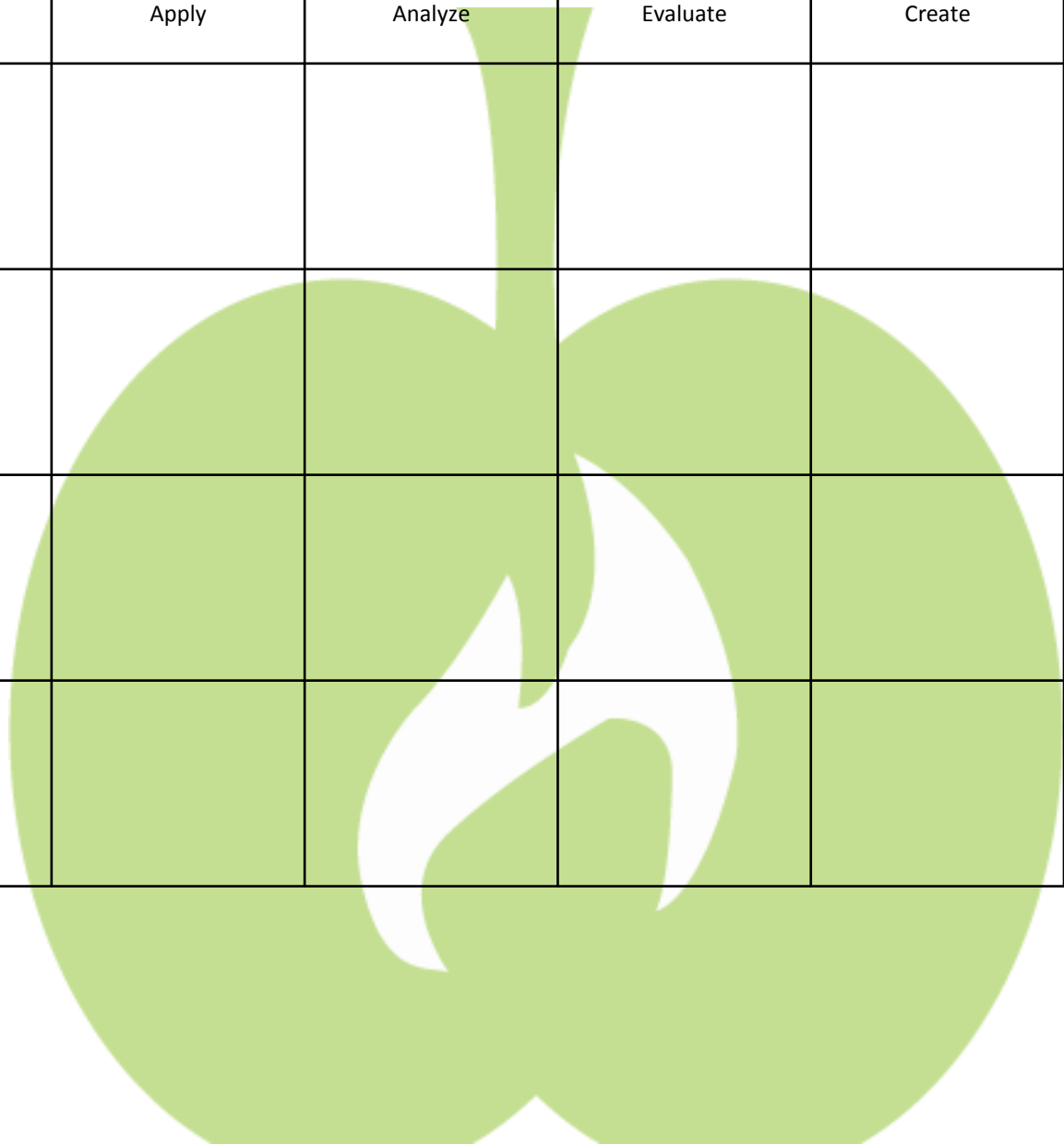
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The 'moralistic' teaching style

- 🍏 The teacher seemed occupied with something else
 - 🍏 teaching the students how to behave?



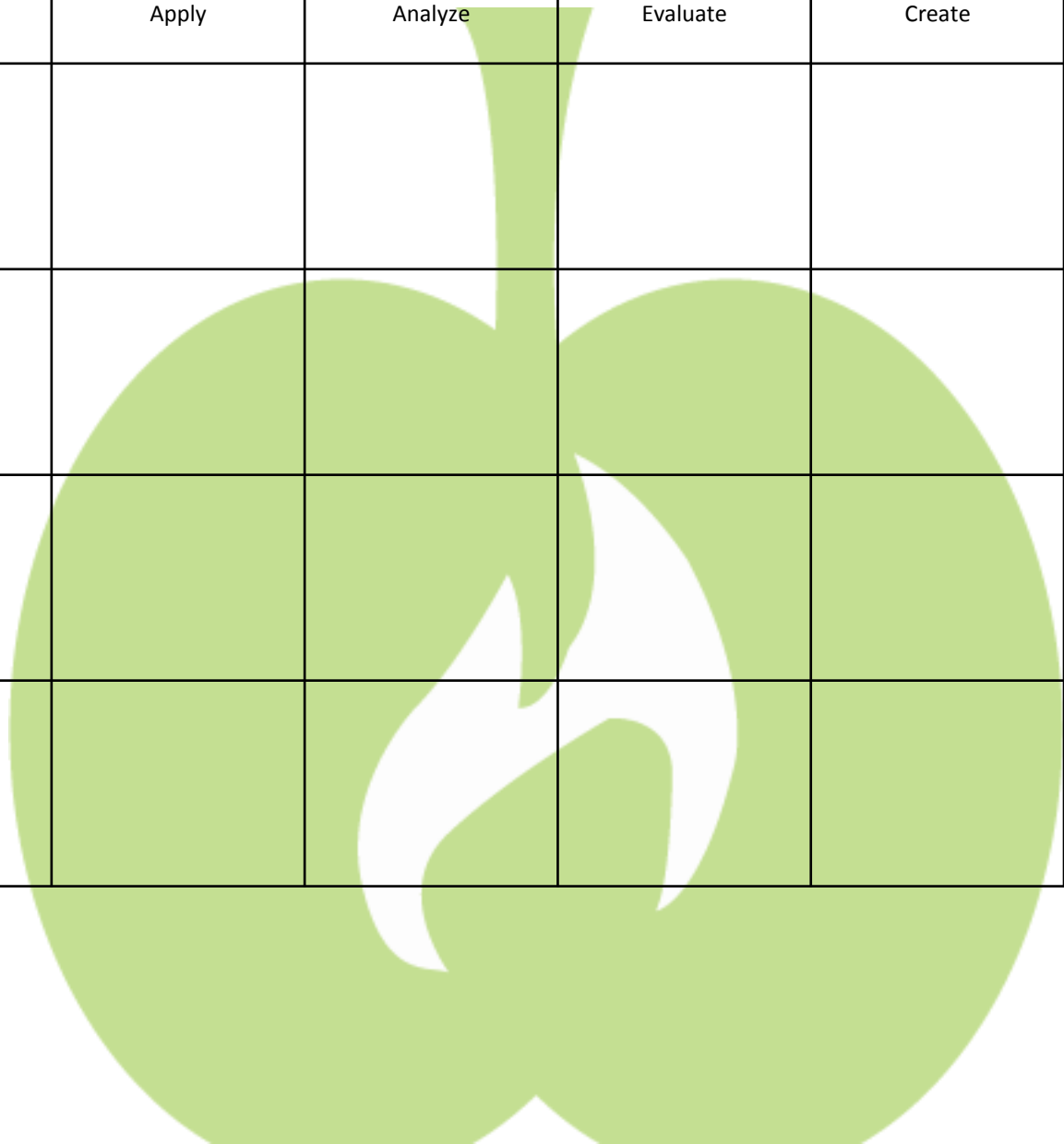
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The 'laissez-faire' teaching style

- 🍎 Observed in afterschools, not in classrooms
- 🍎 Staff seems to lack pedagogical intentions or goals
- 🍎 Activities lack knowledge or cognitive content
- 🍎 Decisions and activities are left to the students, and the students use most of the talk time

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The scaffolding teaching style

1. Puzzlement, perplexity and challenge by
 - a) Philosophizing
 - b) Experiment
2. Analysis:
 - a) What did we find out? What did we learn?
 - b) What do we want to learn/understand now?
 - c) Thinking tools and strategies
3. New knowledge
 - a) Lectures, films etc.
 - b) Museums and facilities in society
 - c) Search in books, on internet
4. Generalization and transfer
 - a) Thoughtful dialogue
 - b) 'Create the opposite'
5. Evaluate the work
 - a) What did we learn?
 - b) How did we learn?



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Teacher's intention of *how the student learn*, process intention

Teacher's intention of *what the student learns*, product intention

Strong product intention

Weak product intention

<p>A. DIDACTIC POSITION</p> <p>The teacher introduces new knowledge and generalizations</p> <p>The common teaching style The scaffolding teaching style</p>	<p>B. PROCESS ORIENTED POSITION</p> <p>The teacher supports the process but doesn't guide the outcome</p> <p>The student investigative teaching style The scaffolding teaching style</p>
<p>C. MATURITY POSITION</p> <p>The teacher (or the group) decides the outcome but not how it is reached and/or the teacher guides the product through material and context</p> <p>The common teaching style The student investigative teaching style The scaffolding teaching style</p>	<p>D. CHAOTIC/ CREATIVE POSITION</p> <p>The student learns or not on his/her own</p> <p>The student investigative teaching style The scaffolding teaching style The 'moralistic' teaching style The laissez-fair teaching style</p>



Legotown



Skeppsrevets fritids Kalmar

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**Indeed, the “smarter”
the environment and
the more powerful
the interventions and
the available
resources, the more
proficient people will
become, and the less
important will be their
particular genetic
inheritance.**

Howard Gardner

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