

To be beside, between and in the learning process

Ulla Alexandersson

**DEPARTMENT OF EDUCATION
UNIVERSITY OF GOTHENBURG**



The aim of the "Sofia study"



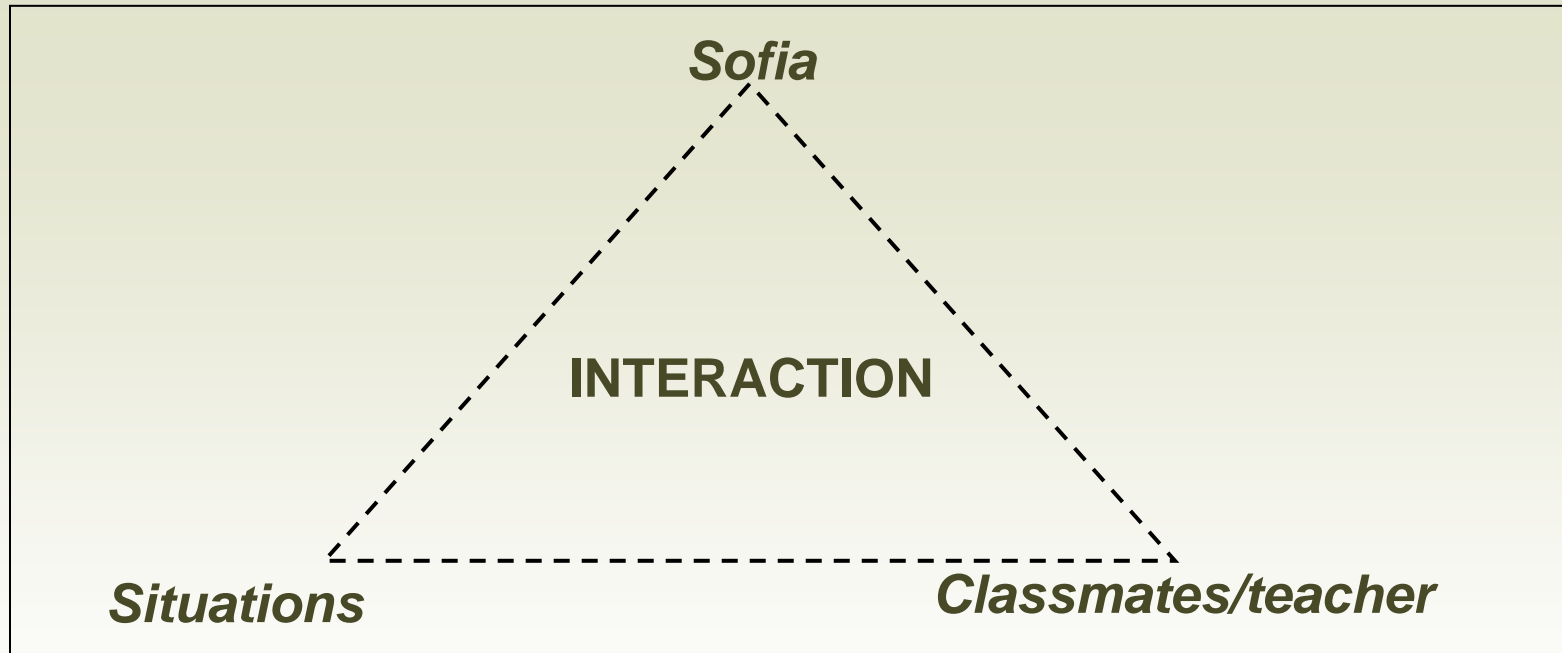
To describe and analyse how one student – called Sofia – with intellectual disabilities interact and communicate *in and with* her surrounding



To analyse in what way interaction contributes to Sofia's social participation and learning process



Unit of Analysis



Patterns of interaction

TO BE
IN



TO BE
BETWEEN



TO BE
BESIDE



Analysis structure

	TO BE <i>IN</i>	TO BE <i>BETWEEN</i>	TO BE <i>BESIDE</i>
<p><i>Interaction</i></p> <p><i>Classmate related</i></p> <p>—</p> <p><i>Teacher related</i></p>	<p>Invite to interaction</p> <p>Scaffolding</p> <p>Mediating</p> <p>Apply to experiences</p> <p>Reciprocity</p> <p>Emotional climate</p>	<p>Imitation</p> <p>Passive participation</p> <p>Observs</p> <p>Insufficient support</p> <p>”Movement”</p>	<p>Scaffolding is missing</p> <p>No mediating</p> <p>No ”meeting”</p> <p>Waiting</p> <p>Subordinate</p> <p>No strategy for argumentation</p>
<p><i>Communication</i></p> <p><i>Verbal</i></p> <p>—</p> <p><i>Nonverbal</i></p>	<p>Sofia is active</p> <p>Wants to communicate</p>	<p>Tries to communicate</p> <p>Gestures</p> <p>Facial expressions; sighing, knocks etc.</p>	<p>Communication fails</p>

The "Sofia study" continues



To describe and analyse *what* Sofia can learn through participating



To analyse in what way assessment can contribute to Sofia's learning process



The School – A complex world



Pedagogical differentiation...



Several ways to assess

- **Observation and interview**
- **Diagnosis and national tests**
- **Self-assessment and portfolio**
- **IEP and pedagogical documentation**



Several ways to assess

*How to support
and assess Sofia?*



- Observation and interview
- **Video documentation**
- Self-assessment and portfolio
- IEP and pedagogical documentation
- **Feedback – an essential component**



The teacher – A mediator

- **Mediation of intentionality and reciprocity**
- **Mediation of meaning**
- **Mediation of feelings of competence**
- **Mediation of challenge**
- **Mediation of the feeling of belonging**



Individual educational plan

- What?
- Why?
- How?
- When?
- With whom?



The three-parts dialogue

- The student perspective
- The parent perspective
- The professional perspective



IEP for Sofia – What?

- **Develop the ability to communicate and interact with others (overall goal to attain in the syllabus, longterm target)**
- **Shortterm targets**
 - to ask
 - to answer
 - to describe
 - to tell
 - to plan



IEP for Sofia – How?

- Make a schedule for the day (to *plan*)
- Write in the "thinking book" (to *tell*)
- Work together with peers (to *ask, answer*)
- Cooperative learning (to *describe*)



IEP for Sofia – When?

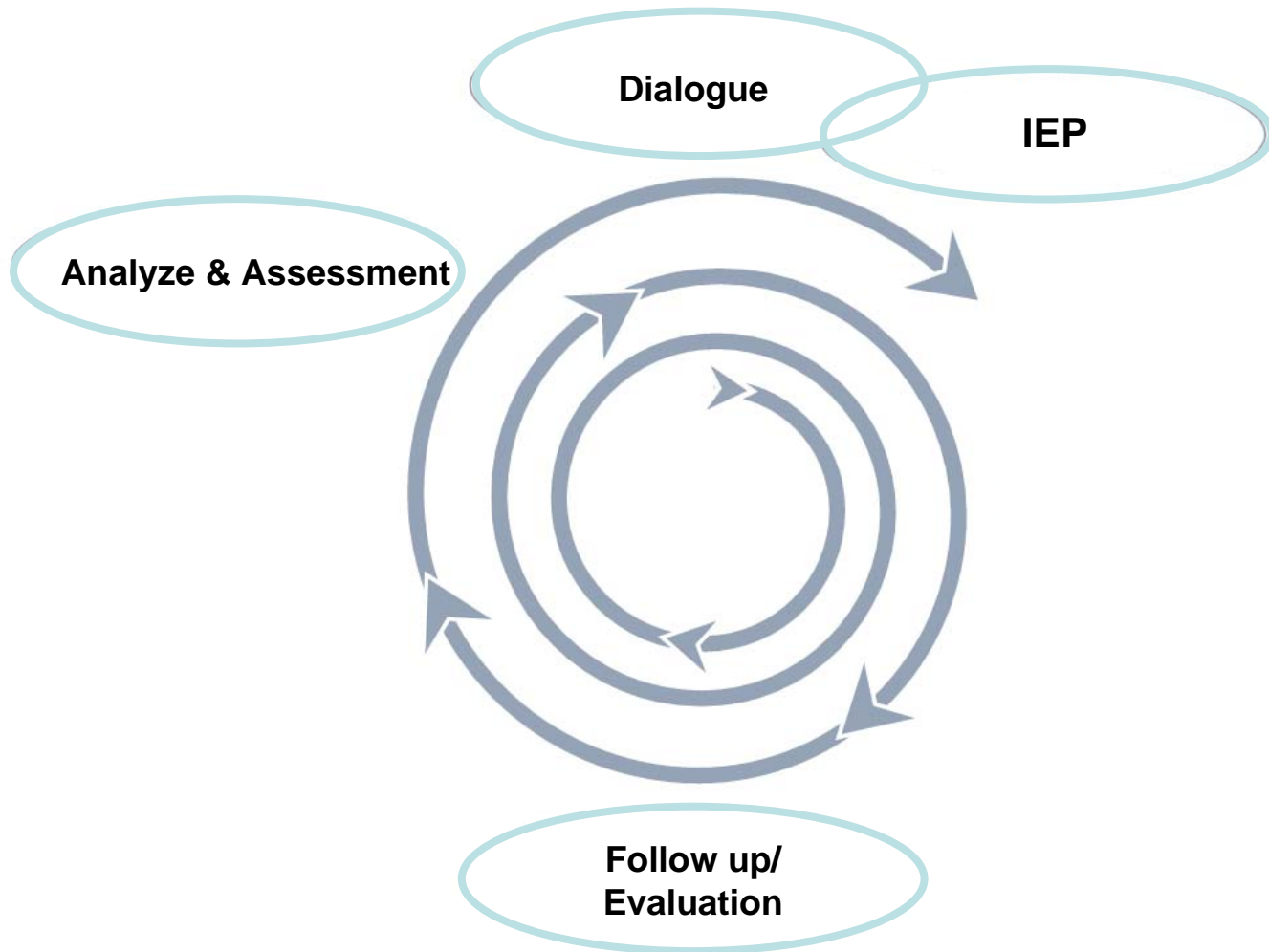
- Together in the classroom every morning
- Together with two or three peers
- Work alone with the special educator
- Go to the store with some peers
- Communicate through musicans



IEP for Sofia – Follow up

- What has been positive?
- Which targets are achieved?
- What has gone wrong?
- What do we have to change in the situation?
- In what way are we going to change it?



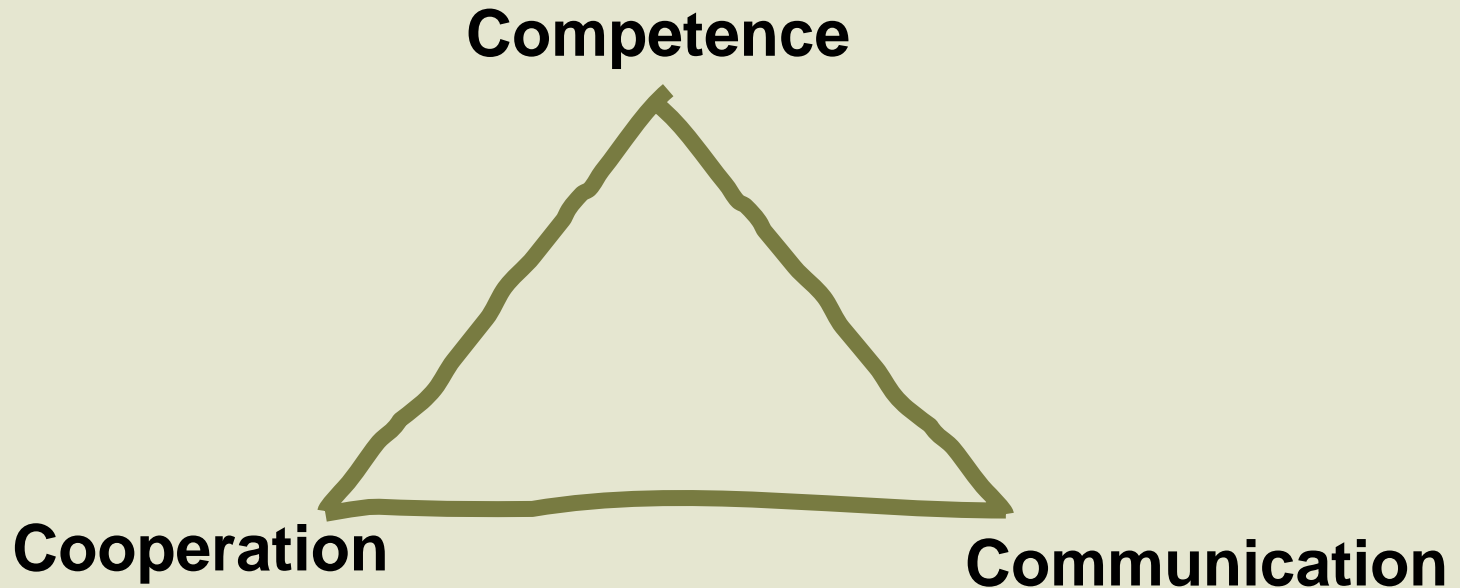


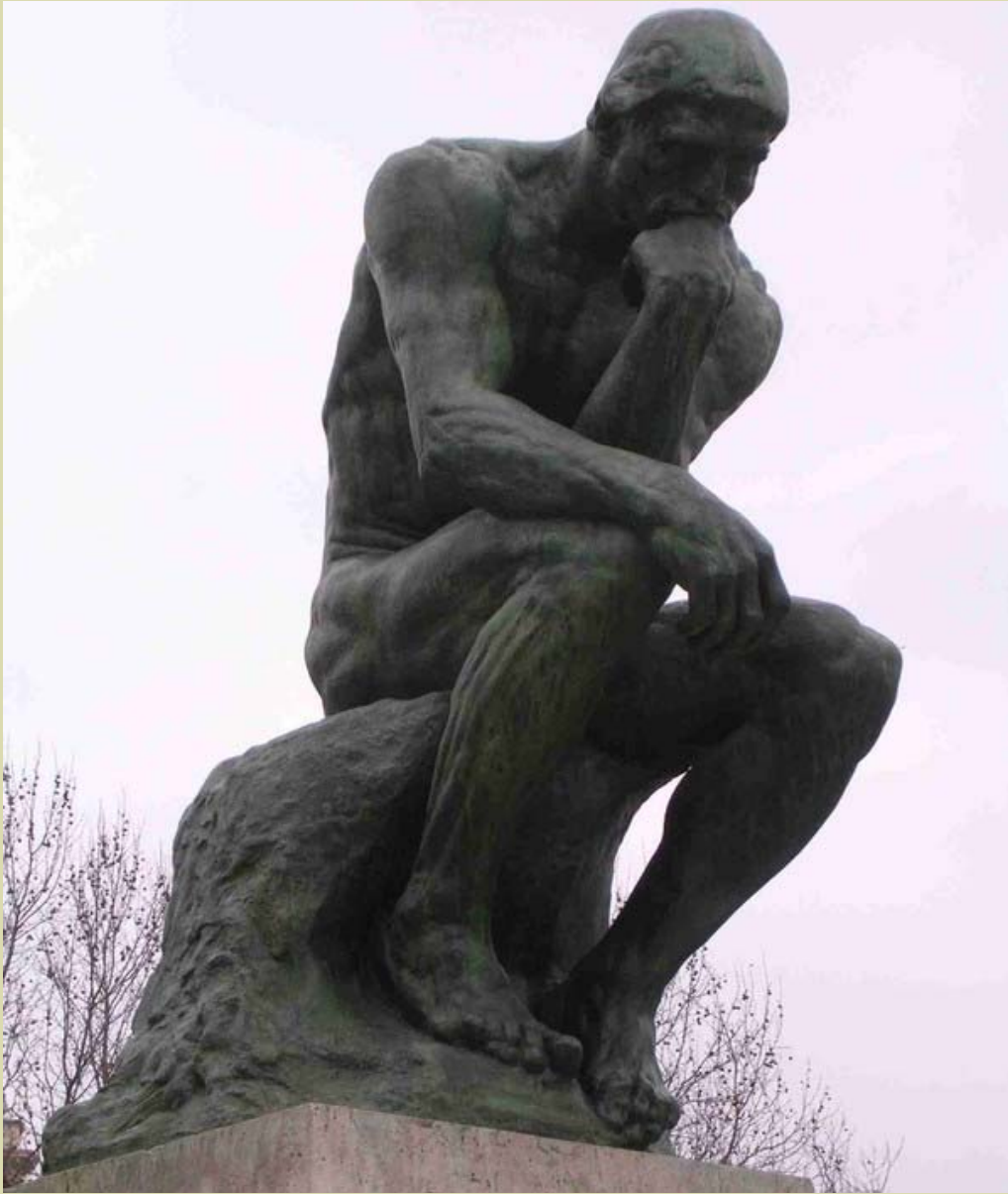
Assessment and Feedback

- Use of familiar expressions
- Simple and direct comments
- Gives in a short time
- Indicate strategies
- Avoid giving part of the answer



Central objectives in assessment





REFLECTION

To formalise the informal



Thanks!