To be beside, between and in the learning process

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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.
Patterns of interaction

TO BE IN

TO BE BETWEEN

TO BE BESIDE
## Analysis Structure

<table>
<thead>
<tr>
<th>Interaction Classmate related</th>
<th>TO BE IN</th>
<th>TO BE BETWEEN</th>
<th>TO BE BESIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher related</td>
<td>Invite to interaction</td>
<td>Imitation</td>
<td>Scaffolding is missing</td>
</tr>
<tr>
<td></td>
<td>Scaffolding</td>
<td>Passive participation</td>
<td>No mediating</td>
</tr>
<tr>
<td></td>
<td>Mediating</td>
<td>Observ</td>
<td>No ”meeting”</td>
</tr>
<tr>
<td></td>
<td>Apply to experiences</td>
<td>Insufficient support</td>
<td>Waiting</td>
</tr>
<tr>
<td></td>
<td>Reciprocity</td>
<td>”Movement”</td>
<td>Subordinate</td>
</tr>
<tr>
<td></td>
<td>Emotional climate</td>
<td></td>
<td>No strategy for argumentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Verbal</th>
<th>Sofia is active</th>
<th>Tries to communicate</th>
<th>Communication fails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonverbal</td>
<td>Wants to communicate</td>
<td>Tries to communicate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gestures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facial expressions; sighing, knocks etc.</td>
<td></td>
</tr>
</tbody>
</table>
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 musicians
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

- Competence
- Cooperation
- Communication
REFLECTION
To formalise the informal

Thanks!