

THE IMPLEMENTATION AND PRACTICE OF ALC – A SWEDISH CASE STUDY

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WHERE ARE WE?



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WHO ARE WE?



Maria Rönnlund, PhD, associate professor

Ethnographer, classroom studies, until now approached this field from the theoretical point of view



Peter Bergström, PhD, associate professor

Digitalization of schools, general didactics, classroom studies



Åse Tieva, PhD, associate professor

Spaces for Learning (educational development-and research project), practitioner and researcher working in interactive learning spaces



A RESEARCH AND SCHOOL DEVELOPMENT PROJECT

Spaces for active learning – From design to practise

- Overall aim for involved teachers:
 - Increase students' motivation and responsibility for their own learning
 - Increase activity and participation among students through the design and crafting of a so-called Active learning classroom (ALC)
 - Redesign their current teaching



AIM OF THIS PAPER

- How do teachers experience teaching in an ALC setting in relation to the students' active learning?
- How can teachers experiences be understood in relation to the general characteristics of ALC and to the specific learning environment the particular upper secondary school represents?

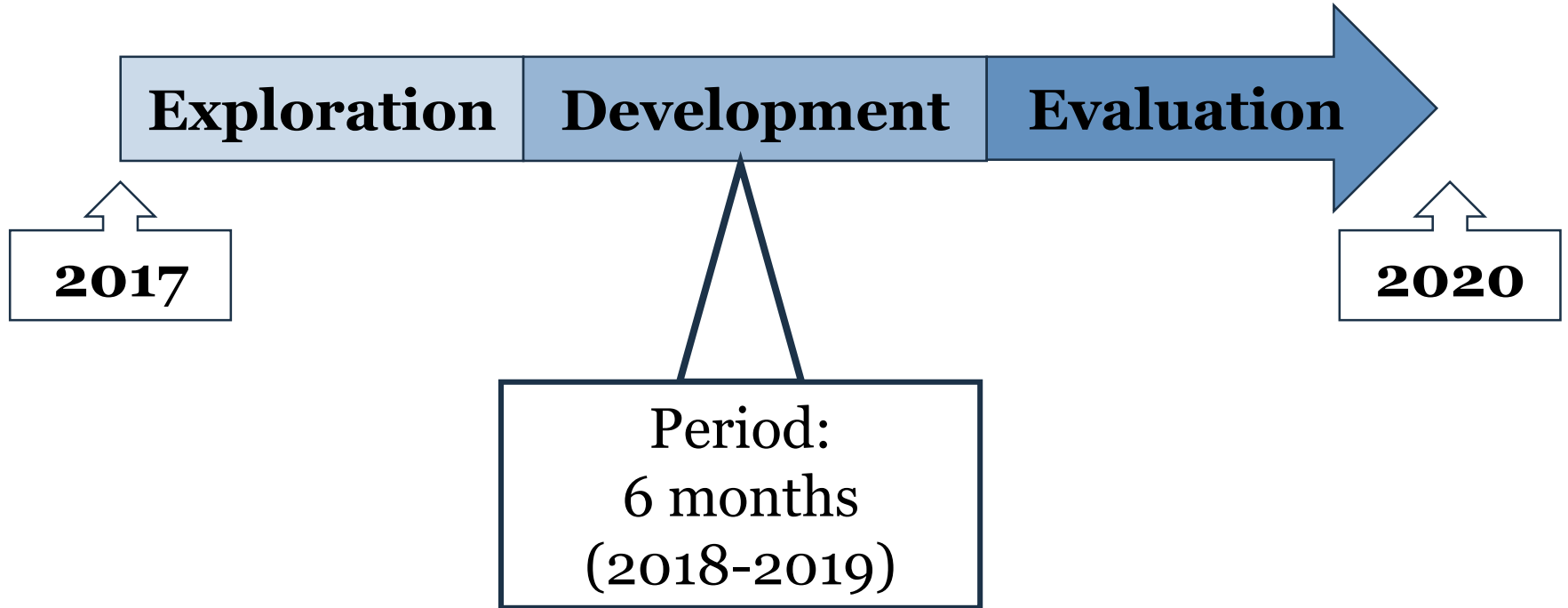


THE ALC SPACE

- Four round tables
 - 6 students/table
 - Possibility to split the tables
- Chairs on wheels
- Laptop access, one smart projector, digital pencils and a whiteboard at each table



DATA COLLECTION



DATA & METHOD

- Three teachers / Three school classes
- Audio recordings of design-conversations between teachers and researchers, N=5 (Tot. 6h 13min)
- Video recorded lessons, N=12 (Tot. 16h)
- Transcription, coding and thematisation
- Theoretical framework – Gislason (2010)



HOW DO TEACHERS EXPERIENCE TEACHING IN AN ALC SETTING IN RELATION TO THE STUDENTS' ACTIVE LEARNING

- Increased focus in students' collaborative work
- Increased attention to students' thoughts and experiences
- The challenge of grouping students
- The challenge of keeping students working for long sessions

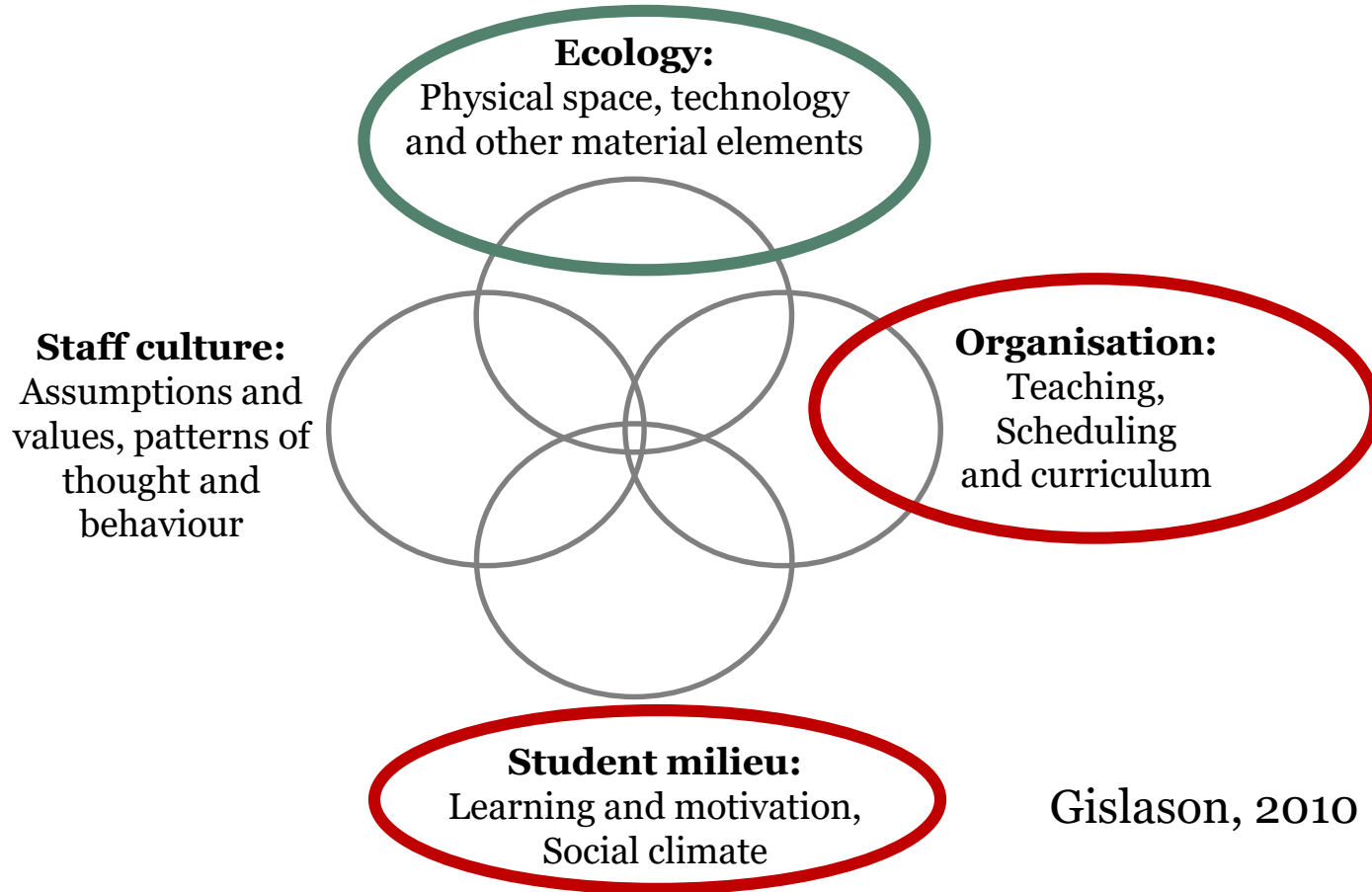


HOW CAN TEACHERS EXPERIENCES BE UNDERSTOOD IN RELATION TO THE GENERAL CHARACTERISTICS OF ALC AND TO THE SPECIFIC LEARNING ENVIRONMENT

- Increased focus in students´ collaborative work
- Increased attention to students´ thoughts and experiences
- The challenge of grouping students
- The challenge of keeping students working for long sessions



ADVANTAGES AND CHALLENGES INTERPRETED IN RELATION TO THE THEORETICAL FRAMEWORK



Gislason, 2010

CONCLUSION

In order to successfully change the pedagogical practises, practitioners need to adopt a holistic perspective



THANKS FOR LISTENING



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