Active Learning Observation Networks
Visualizations, analyses and relations to didactic theory
Alavi, Karen; Holm-Janas, Viktor; Bruun, Jesper

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Karen Alavi, Viktor Holm-Janas, and Jesper Bruun, University of Copenhagen

1. From observation protocols to network maps

Two cameras/classroom set up by teacher

Video recording
Coding scheme
Network transformation

2. Network maps reveal differences in implemented lesson structure

Student-driven inquiry

Teacher 1

Teacher-driven classroom dialogue

Teacher 2

Same lesson
Different context

3. Models for active learning in the sciences (based on Lombardi et al 2021 [5])

Teachers in Denmark do not recognise simplified transmissive models [5], but not all subscribe to inquiry-style active learning. “Directed Learning” may be an alternative.

Selected Literature


Contact
Jesper Bruun
Associate Professor
jbruun@ind.ku.dk
bit.ly/jesperBruun