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

Publication date:
2022

Document version
Publisher's PDF, also known as Version of record

Document license:
CC BY-SA

Citation for published version (APA):
Active Learning Observation Networks
Visualizations, analyses and relations to didactic theory
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

Visualizations, analyses and relations to didactic theory (pp. 3-34). Springer, Cham.

2. Network maps reveal differences in implemented lesson structure

Student-driven inquiry
Transition from
group problem-solving

Teacher 1

Transition from
student
solving

Student-driven
teacher-assisted
problem-solving
at the computer

Student-driven
teacher-assisted
problem-solving
at the computer

Teacher 2

Different 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