Active Learning Observation Networks
Visualizations, analyses and relations to didactic theory
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1. From observation protocols to network maps

Video recording  Coding scheme  Network transformation

Two cameras/classroom set up by teacher

Selected Literature

2. Network maps reveal differences in implemented lesson structure

Same lesson  Different context

Teacher 1  Student-driven inquiry  Teacher 2  Teacher-driven classroom dialogue

Selected Literature

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.

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