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“I prefer to take one subject a day”. Students’ working strategies during independent teaching sessions.

Klette, Kirsti (ed.) et al., Teaching and learning in lower secondary schools in the era of PISA and TIMSS. Cham: Springer (ISBN 978-3-319-17301-6/hbk; 978-3-319-17302-3/ebook). Professional Learning and Development in Schools and Higher Education 12, 149-163 (2016).

Summary: Since the late sixties numerous initiatives have been introduced in order to reform classroom practices in mathematics. A common denominator for many of these reform initiatives has been to implement and stimulate more student-centered methods of learning and instruction and increase the opportunities for students’ active engagement and participation in classroom mathematical activities. In Norway, the use of work plans is one of these reform initiatives. The work plan is a document that describes what the students are supposed to do and learn in different school subjects during a certain period of time, including hand-ins and both oral and written assignments. Thus, work plans are supposed to inform the students about topics to be covered, learning goals, assignments, degrees of student participation and forms of assessment. From a pedagogical point of view a work plan is a tool that makes it possible to differentiate between the students with regard to time, pace, progression, content, localisation, and individual/group activities. The use of work plans has largely emerged from the field of practice, and aims at providing the students with more opportunities for active and autonomous learning). Using work plans can thus be considered an attempt to comply with the requirements in the Norwegian curriculum related to differentiation, self-regulated learning, student participation, and individually adapted teaching/learning.

Classification: D40 D30 B20 C20

Keywords: educational reforms; classroom practice; working strategies; activities; work plan; engagement; participation

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