

Activity 2: Schooling, pedagogy and participation – Part 1- 55 m. – LO 1,2

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
<p>2. Schooling, pedagogy and participation – Part 1</p>	<p>55m</p>	<p>(Extension of the previous activity.)</p> <p>The instructor points out that across the examples discussed, different forms of engagement have been shared. What are similarities and differences between the concepts of political participation? Why is youth participation important and necessary? The points should cover both the benefits for the youth as well as the community and democratic processes. (10 minutes)</p> <p>The instructor does a quick poll of the students about their own views on the purpose(s) of schooling. (Multiple choice options, don't have to be mutually exclusive.) The results are briefly discussed. (10 minutes)</p> <p>The instructor then presents on the reconceptualists and post-reconceptualists and their views on the purpose of schooling. As the instructor presents, they ask the students to indicate what form of</p>	<p>Students actively listen to the presentation and make connections based on their previous group work.</p> <p>Students complete the poll and participate in the discussion.</p>	<p>1,2</p>

	<p>student engagement might be associated with each of these schools of educational philosophy. (10 minutes)</p> <p>The instructor assigns the students into small groups. [Handout: Reconceptualists, Post-Reconceptualists] Even-numbered groups discuss: What might teaching and learning look like from the perspective of a reconceptualist? What forms of student participation is encouraged? The odd number groups do the same for the post-reconceptualists. At least 5 practices should be listed by each group. (Student record their results on flip chart paper or using a white board app.) (15 minutes)</p> <p>Share results and discuss. (10 minutes)</p>	<p>Within the groups, students follow the instructions of the educator, complete the tasks and present the results.</p>	
Preparatory tasks for Students (if they needed):			
Teacher's preparatory actions:	<p>Handout: Reconceptualists and Post-Reconceptualists</p> <p>If carrying out the session in an online environment, a polling feature of an app such as Mentimeter (Interactive presentation software - Mentimeter) can be used with students for their views on the purposes of schooling.</p>		

	For an online session, a platform with a possibility for breakout rooms should be used. The instructor can use a common board (http://jamboard.google.com/ or https://padlet.com/ , for ex.) for noting the results of the student work during the debrief period.
Notes:	
Support Material:	HANDOUT: RECONCEPTUALISTS AND POST-RECONCEPTUALISTS AND CURRICULUM THEORY

