

Activity 3: Schooling, pedagogy and participation – Part 2- 55 m. – LO 3

Students' activity	Timing	Teacher's Actions	Students' Actions	Learning Objectives (LO)
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<p>3. Schooling, pedagogy and participation – Part 2</p>	<p>55m</p>	<p>The instructor shares research from IEA/ICSS on links between classroom teaching and engagement of students. The instructor then presents on pedagogy, addressing various strategies for engagement, empowerment, and transformation. Student political participation is linked with each of these pedagogical strategies.</p> <p>The instructor reminds the students of the HRBA to schooling and the importance of addressing not only teaching and learning processes but other aspects of the school culture, practices and policies in promoting students' active engagement. (15 minutes)</p> <p>The students are broken into six small groups, with two groups assigned for each of the three case study examples on participatory</p>	<p>Students actively listen to the presentation and make connections based on their previous group work.</p> <p>Within the groups, students follow the instructions of the educator, complete the tasks and present the results.</p>	
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		<p>school governance. Each of the groups should read their case study and be prepared to present it to their classmates in a three-minute presentation. According to the information available in the case study, the presentation should include (a) the rationale for the project; (b) the goal for the project; (c) the school, city and country where the project took place; (d) the outcomes; (e) the students' views on the project's approach and effectiveness, and ways that it might be improved or built upon. The students meet in small groups to review and discuss their assigned case study. (15 minutes)</p> <p>The six small groups then join into two larger groups, with each of the case studies represented in the large group. The small groups share their case study and their</p>	<p>Students engage in reflective discussion.</p>	
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		<p>reflections within the large group (15 minutes)</p> <p>The instructor closes the class with some open reflection and discussion on encouraging student participation for all.</p> <p>-What strategies did they learn about that they think might be effective in the future school they teach in?</p> <p>-How might perceived low status or feeling different impede student participation in social and political activities and what can teachers do to disrupt this? (10 minutes)</p>		
Preparatory tasks for Students (if they needed):	Responses to the discussion question before class (either on paper or in an online discussion group).			
Teacher's preparatory actions:	<p>Handout: Case studies and worksheet on participatory school governance</p> <p>For an online session, a platform with a possibility for breakout rooms should be used. The instructor can set up a white board app (http://jamboard.google.com/ for ex.) with one page for each small group to work with.</p>			
Notes:				