



Pestalozzi

Training Resources

Diversity of world views and world
knowledge in the classroom

Dialogue as pedagogical competence to promote the diversity
of world views and world knowledge in the classroom

by

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The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Theme: Dialogue as pedagogical competence to promote the diversity of world views and world knowledge in the classroom

Expected outcome

- ➔ To realise that teachers' behaviour at school (teaching, communicating, speaking, moving ways...) is connected with values, world knowledge and world views;
- ➔ To develop pedagogical competences in dialogue as essential competences for listening, negotiating and collaborating in the classroom;
- ➔ To gain self-awareness and understanding about the diversity of world views in the classroom;
- ➔ To feel secure about one's own world views in order to be able to create a safe learning environment.

Target group

Type of training	School level / age	Subject area
In-service teacher training	Secondary level	Civic Education, Languages, History, Philosophy, Project Area

Brief description of the unit

In this unit we want to develop attitudes, skills and knowledge regarding the diversity of world views, making use of the group dynamic in order to provide the teachers with listening, negotiating and collaborating competences, considering the fundamental basis of pedagogical use of dialogue in the classroom.

Methods/techniques used

- Dialogue
- Whole class discussion
- Group dynamic

- Role-play
- Pair work

Time 8 hours 30 minutes

Presenting the training unit	▶ 30 minutes
Activity 1	▶ 30 minutes
Activity 2	▶ 30 minutes
Activity 3	▶ 150 minutes
Activity 4	▶ 90 minutes
Activity 5	▶ 150 minutes
Assessment	▶ 30 minutes

Tips for trainers:

- The teacher must learn the importance of the dialogue to promote the diversity of world views by practising it;
- The aim is to improve teachers' competences in the development of skills and abilities in students for listening, negotiating and cooperating in the context of diversity of world knowledge and world views;
- Each activity corresponds to a different dimension (listening, negotiating and collaborating) in order to develop pedagogical competences for using dialogue as a pedagogical competence to improve the diversity of world views in the classroom.

Resources

- A comfortable open space and separated classrooms
- Computers with Internet access
- Video-projector
- Blackboard

Activity 1 Listening to each other - Am I who you think I am?



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To become aware of the importance of listening; ➢ To reflect on the way we reconstruct others' world views. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To promote openness and flexibility towards others' world views; ➢ To stimulate active listening, observation and mutual understanding; ➢ To develop self-expression and communication skills. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group dynamic - Individual and pair work; ➢ Whole class discussion. 	
<p>▶ Resources (choose one of the following possibilities) :</p> <ul style="list-style-type: none"> ➢ Paper sheets; ➢ Pencils; ➢ Board; ➢ Pins. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A comfortable space for pair work and for the whole-class discussion must be provided. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Individual work: each participant writes down his/her profile, pointing out its main features, using 	

<p>topics and only one page</p> <ul style="list-style-type: none"> ➤ 2. Each participant writes down his/her profile following the instructions : <ul style="list-style-type: none"> -each one tells a significant story of their life, while the other one listens and writes down the main features of his/her pair in topics and using only one page; -while telling his/her story, the participant should not be interrupted or questioned; ➤ 3. Whole class: everybody is invited to introduce his/her partner based on his/her story; ➤ 4. The trainer puts the two versions of the profiles on the board and invites the participants to observe and evaluate the results. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ If necessary, give an example of a life story : the trainer should emphasise that the profile must only include topics; ➤ It is important to control the time for the presentation of the profiles. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The trainer invites the whole class to reflect upon the results and summarizes the main ideas, considering the following: ➤ Is listening to reproduce or to recreate? ➤ Is it possible to listen to another person without relying on our own prejudices and world views? ➤ Is listening an act of openness or a confirmation of our own prejudices and world views? ➤ What is the role of the world knowledge in the act of listening to another person? ➤ Is what I think the other hears what he actually hears? 	

Activity 2 Listening in the classroom – Do I want to listen or do I listen to what I want?



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop listening competences in class. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To reflect on how teachers listen to their students in the classroom; ➤ To assess teachers' listening practices in the context of diversity of world views in the classroom; ➤ To raise awareness of one's own listening practices 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group dynamic ➤ Group work ➤ Whole-class discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ A clip from the movie "Entre les Murs", by Laurent Cantet http://www.youtube.com/watch?v=Gqqup0SqXRM_ (7.55min) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ A comfortable space for group work and whole class discussion; ➤ A separated room with a DVD and video-projector. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. Participants form groups of 4-5; ➤ 2. One member of each group goes to another room to watch a part of the film "Entre les Murs"; the others stay and are invited to think about the attitudes, competences and knowledge the teacher 	

<p>must possess in order to know how to listen to the students and understand their world views;</p> <ul style="list-style-type: none"> ➤ 3. Then, the participant who has watched the film comes back and tells what he has seen. The group has to summarise and choose another participant to present the summary to the whole class; ➤ 4. In plenary, each chosen participant summarises the part of the film, and also points out the attitudes, competences and knowledge the teacher must possess in order to know how to listen to the students and understand their world views; ➤ 5. The clip from the film is presented to the whole class. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Trainers must assure that no one has seen the film before; ➤ Time must be managed carefully! 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ First, the trainer invites the whole class to reflect on the differences and similarities between the summaries and the film clip; ➤ Then, the trainer invites the whole class to reflect upon the results and sums up the main ideas, considering the following: ➤ What do we think that teachers should do in order to listen to their students and how do we actually listen to our students? ➤ What could we do to overcome this gap? ➤ Are we ready to listen and to think about how we listen to the students and their world views? ➤ How does our world knowledge affects the way we, as teachers, listen to our students? 	

Activity 3 Negotiating ideas and discussing world views : our future school values



150 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To develop attitudes and skills for negotiating in the context of different world views and world knowledge. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To present, share and discuss ideas and proposals; ➢ To promote skills of meta-reflexion on the way we discuss in the context of different world views and world knowledge. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work; ➢ Project work; ➢ Whole class discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ A video clip http://www.youtube.com/watch?v=IAikSIQ8DuE 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ A comfortable space for group work and whole class discussion. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Each participant is invited to watch a video clip about a school for children of every religion, living in the same town. Considering those who belong to a religious minority, point out five values 	

<p>for the educational project;</p> <ul style="list-style-type: none"> ➤ 2. Then, the participants are divided in groups, at random, and each group has to write down a list of the 5 most important values the school must adopt. The group has to order the values and justify the options; ➤ 3. Each group presents their list of values and the reasons for their choice to the whole class; ➤ 4. Finally, the trainer must promote the discussion in order to identify the most important value for the educational school project. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ After the beginning of the activity, the trainer must read the text to the whole class and point out the cultural and the religious diversity of the educational school project, not only as an ideal, but also as a social necessity; ➤ Time must be managed carefully! 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What attitudes, skills and knowledge are involved in the negotiating process? ➤ How do our own world views affect ethical, political and pedagogical choices? ➤ Is teaching a neutral activity or based on beliefs and convictions? ➤ What's the role of world knowledge in achieving a consensus in the negotiating process? 	

Activity 4 Negotiating in the classroom – Can we celebrate Christmas together?



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop attitudes, skills and knowledge for negotiating. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To deal with diversity of world views in the classroom; ➤ To reflect on how teachers should promote dialogue with students in order to achieve a consensus; ➤ To use interactive methods to facilitate learning for diverse learner profiles; ➤ To develop critical thinking about practical dilemmas. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Role-Play; ➤ Teamwork; ➤ Whole class discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 1: “Guidelines of the activity: context, roles and arguments” 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ A comfortable open space and separated classrooms ➤ Computer with Internet access 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. The participants are divided in groups and each group has to imagine a discussion in class about how to celebrate Christmas at school, considering that there are students with different religions. In the role-play, there is the role of the teacher, and as far as the student roles are concerned, it 	

<p>would be useful to have a Catholic student, a Muslim, a Jewish and an atheistic student;</p> <ul style="list-style-type: none"> ➤ 2. Each group presents their role-play within no more than 10 minutes; ➤ 3. During the role-plays, the participants are invited to observe the negotiating process, the learning environment and the role of the teacher; ➤ 4. At the end, everyone is invited to express their opinion about the various role-plays and attitudes, skills and knowledge that are essential for facilitating negotiations in the classroom. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer should provide the participants with the possibility to do research on religious traditions on the Internet; ➤ Each role must present some kind of openness and flexibility; ➤ Time must be managed carefully! 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ The trainer must encourage teachers to reflect more deeply on their ways of dealing with the diversity of world views: how important is dialogue? ➤ How can teachers use the diversity of world views as a benefit? ➤ Does world knowledge also play an important role in providing a scientific and cultural approach to world views? 	

Activity 5 Collaborating and planning an activity against homophobic behavior : all together now!



150 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop collaborating and planning competences in the context of diversity. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To develop personal and social competences through collaborative work; ➤ To promote interactive methods in order to facilitate dialogue in the classroom; ➤ To practise the concepts of collaborative knowledge construction and multiple perceptivity; ➤ To understand how to benefit from diversity. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual and group work; ➤ Whole-class presentation, ➤ Discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ The resources depend on the project orientation of each group; ➤ Appendix 2: article from a newspaper about homophobic behaviour among teenagers; ➤ Appendix 3: contents of the activity (similar to the activities they have practised). 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ A comfortable open space; ➤ Computer with internet access; ➤ Arrangements depend on the project orientation and productions. 	
<p>▶ Instructions/procedure:</p>	

<ul style="list-style-type: none"> ➤ 1. Participants are invited to read individually newspaper articles on homophobic behaviour in teenagers, in order to introduce the subject (Appendix 2); ➤ 2. Then, the participants are divided into groups, and each group has to plan an activity to promote tolerance, respect and understanding towards different sexual orientations in the classroom, following a set of guidelines (Appendix 3); ➤ 3. Each group must select a video clip to introduce the topic to their students; ➤ 4. Each group presents the activity plan to the whole class in a PowerPoint presentation; ➤ 5. Whole class: final debate and assessment. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer must provide assessment, feedback and support during the activity and the presentations; ➤ The trainer must promote the diversity of practices, plans and topics; ➤ Time, resources, spaces and materials must be carefully managed. 	
<p>▶ Debriefing/reflecting:</p> <p>The trainer must encourage teachers to reflect on:</p> <ul style="list-style-type: none"> ➤ Ways of developing collaborative work and knowledge in a context of diversity of world views; ➤ How to create a learning environment in which it is safe to be open and take risks; ➤ Strategies to promote interest and empathy for the other and for differences in world views and world knowledge. 	

Debriefing/ Evaluation and assessment

30 minutes

	Notes
<ul style="list-style-type: none">▶ All sessions should promote :<ul style="list-style-type: none">➤ self-assessment;➤ formative assessment during the activities;➤ mutual assessment between the participants;➤ “one-minute paper” reflections.	
<ul style="list-style-type: none">▶ The final session should promote :<ul style="list-style-type: none">➤ a quiz;➤ a final analysis and discussion followed by report.	

References

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