

How do students build listening relation  
in a group ?

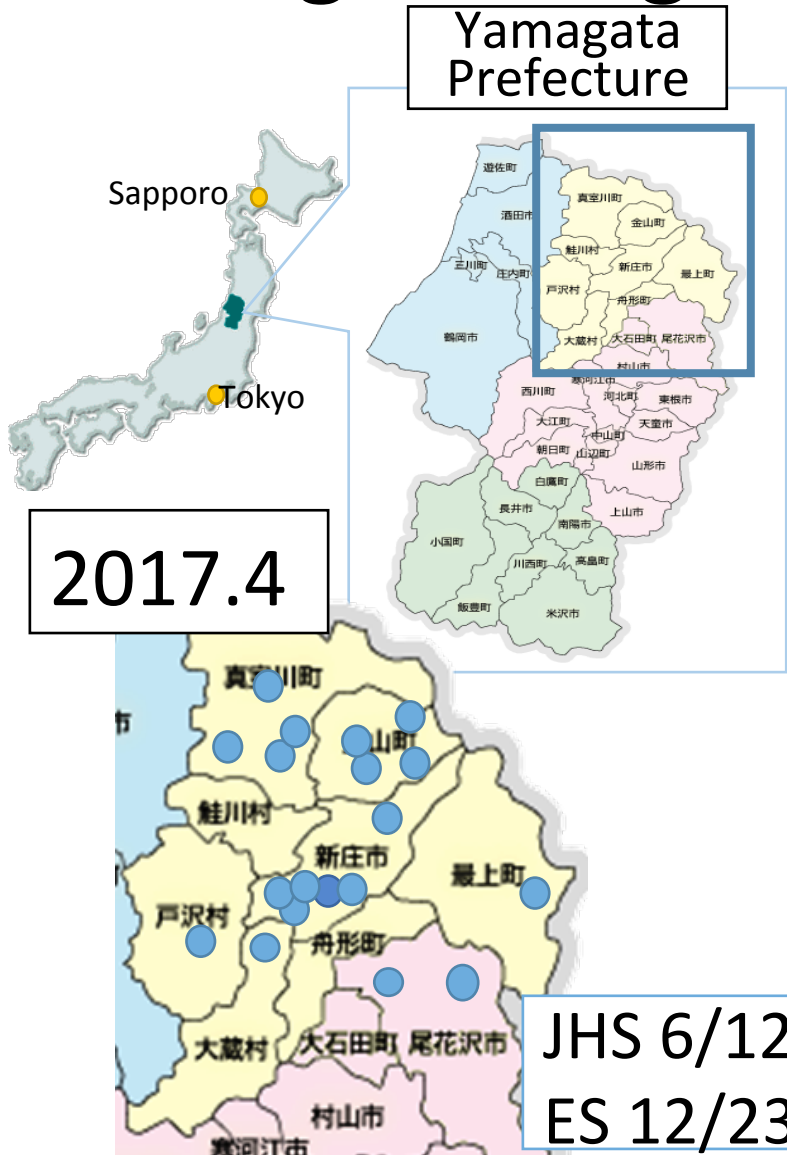
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# Practical issues in Network of “SLC” in Mogami region, Yamagata, Japan



- School reform based on SLC has drastically spread for these 6 years, in Yamagata, Japan.
- However, we have remained some challenges on building listening relations yet.
- One of these challenges is building relations between fast learners and slow learners.
- More fast learners take care of slow learners, the more group activities assume not collaborative but cooperative.

How can we move  
from teaching relations to listening relations?

# The purpose and method of this presentation

- To explore the key of building listening relations through the analysis of learning trajectory in case of a JHS from the perspective of being silence.
  - How and when do both slow and fast learners learn in groups?

Which scenes does each student learn more?

# Case of HIRO (7th grader in Junior high school) at June 2017

- This school launched school reform as SLC in 2016.
- I would like to focus on Hiro and his friends' learning trajectory of about 4months.
- Hiro was a 7th grader in this school and one of slow learners.
- Moreover, it was hard for him to ask help to his friends in a group.
- Even if he tried a little, he seemed to give up thinking in daily lessons.

An episode on Sep. 2017 ◆ This lesson is in the seventh grade class

【Lesson plan “set up an equation and solve the equation”】

## Sharing task

Q1: When 3 candies/person are given, 20 candies leave over. When 4/person are given, 50 are short. How many people and candies are there?

\* Answer: 70 people and 230 candies ( $3x+20=4x-50$ )

Q2: When 400 yen/person are collected, 200 yen are above. When 300 yen/person are collected, 500 yen are below. How many people are there and How much money are collected all together?

\* Answer: 7 people and 2,600 YEN ( $300x+500=400x-200$ )

## Jumping task

Q: When 6 origami/person are given, 18 leave over. When 8 origami/person are given, 4 are lack.

How many origami and people are there?

Can you solve by setting up an equation with deciding  $x$  as a number of all of origamis?

\* Answer: 11 people and 84 origamis ( $x-18/6=x+4/8$ )

In sharing task: Students seemed to learn actively.

ST

- Friends in a group had taught Hiro gradually when he had seemed to have no idea, like Kumi and Masa.
- He couldn't understand well in spite of his friends' teaching, so that his friends taught to him again and again.
- However, when teachers came to him and passed out handouts of a jumping task, he seemed to feel relief as if he would not have wanted for friends to teach more.

JT

What is necessary for him?

# In jumping task

ST

- Finally, Hiro tried to solve problem by himself in jumping task by depending on a handout which was recorded explanations from his friends.
- He seemed not to be smile but to think seriously.

JT

- We can learn from this episode that;
  - ✓ It is important to prepare for a room to think.
  - ✓ Moreover, this kind of room tends to be silence.
  - ✓ Making a room to think is one of important functions of Jumping task.

# Reconsidering sharing task phase focusing on fast learners

ST

- Observing carefully, there are also a little silent moment for fast learners to respond to slow learners with listening.
- Fast learners, especially Kumi, tried to interpret Hiro's thinking way, prepare for appropriate hint before response to him. There was listening.
- It is an opportunity for fast learners to reconstruct their understandings when they face an occasion to respond

JT



# Conclusion

1. It is important to prepare for the time to think for both slow and fast learners. This time tends to be silence.

- Jumping task enables for slow learners to think because this kind of task prepare the time for thinking individually. No instructing there are!

2. It is also important that there are also a little silent moment for fast learners to respond to slow learners with listening.

- In sharing task, teaching as listening enables not only for slow learners to think but also for fast learners to reconstruct their understandings.

3. Remaining challenge is sharing significance of reconstructing process through responding to others with listening in sharing task.

- Students has tried to care and learn through caring since school reform launched. But we have tended to miss it because these scenes are hard to see.

- Fast learners and also observers (teachers, supervisors...) tend not to recognize that significance, especially in the beginning of school reform.

- For moving teaching relations to listening relations, it is the key to find and share the prospects for building listening relations in ongoing