

# Transactional teaching and learning theory

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# Learning

**Constructivistic research (Piaget):** all learning starts from what one already knows ...: knowledge, skills, values, etc.

**Socio-cultural research (Vygotsky):** what you learn depends on the learning situation, what is offered, etc.



# A pragmatist learning theory

William James

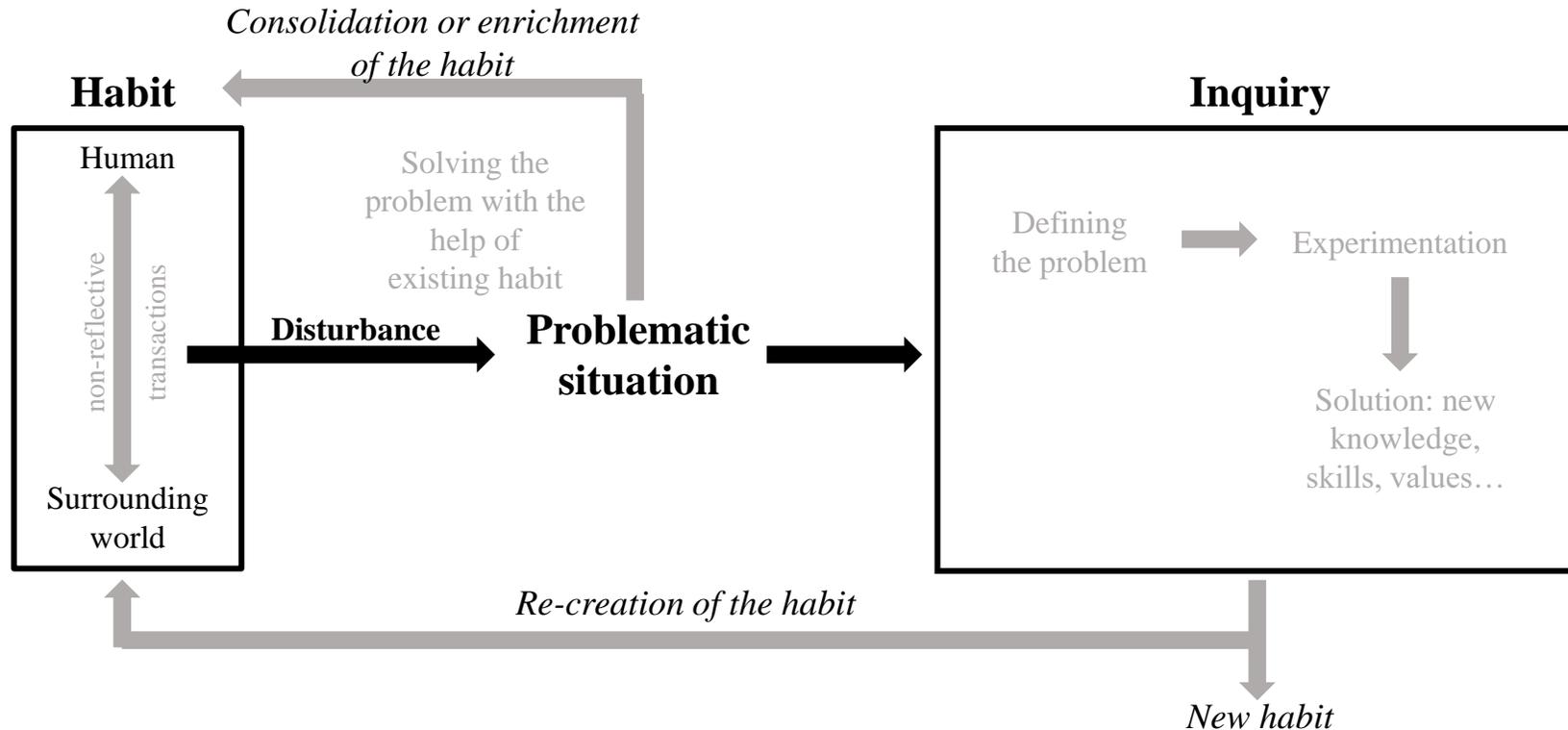
John Dewey



# The Trajectory of learning

Short learning loop

Long learning loop



# Disturbance and a Problematic situation

Different kinds of **disturbances**:

- Practical: the hammer becomes broken
- Aesthetical: How to make a shadow in a painting
- Cognitive: what is the difference between weather and climate?
- Ethical: I don't have time to bike ...
- ...

# Learning

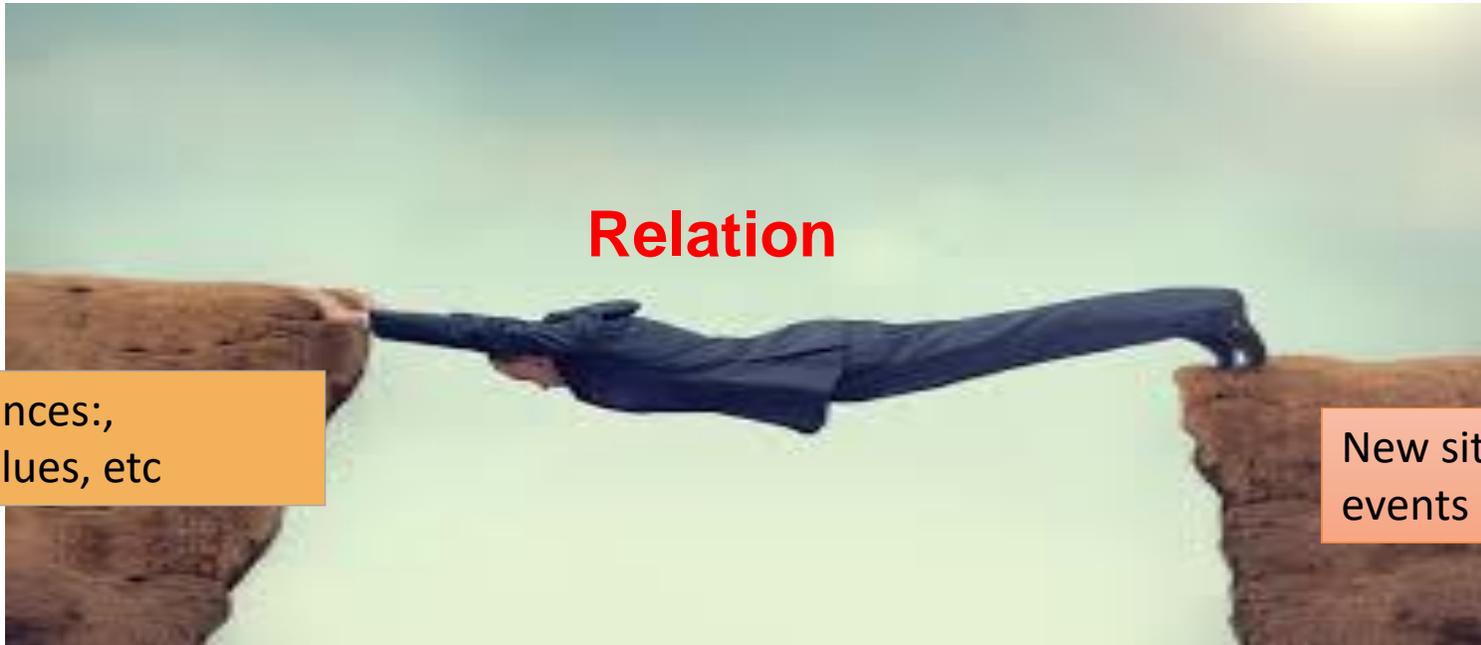


Earlier experiences:  
knowledge, values, etc.

New situation:  
phenomena, events

For example: in understanding,  
intelligibility ...

# Learning = To bridge the gap



Earlier experiences:  
knowledge, values, etc

New situation: phenomena,  
events

= to use once earlier experience to make the new situation intelligible = to create a relation between once earlier experience and the new situation

No bridging= no learning



An example





Lena: Do they have any antennae?

Malin: No, they usually do though, don't they? In cartoon films they usually have antennae.

Malin: Okay, if you put it like this: in all cartoon films I've seen, then bumblebees always have antennae.

Lena: Yes, they do.

Malin: An artist whose picture I've got. In her painting the bumblebee have got antennae. And she's one of those that make perfect representations.

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# Learning a habit

To habitually:

1. focus on the right object: to stage a relevant environment out of the surrounding world (to find an ingredient list on the product)
2. To do something with this environment (comparing products) – inquiry – in order to achieve an expected outcome (to buy the most eco-friendly product)

# Teacher moves

Interventions of the teacher that has desirable consequences regarding:

- Students staging of a relevant environment out of the surrounding world – **Moves that makes the students to set a relevant scene**
- Student doing something with the environment – **Moves that makes students to stage a relevant inquiry**

Gustav: This is the most boring experiment I've done in a long time, look nothing happens, it barely dissolves

*Teacher: Well then, write that down*

*Gustav: It barely dissolves ((Gustav looks at the teacher))*

*Teacher: Mmm*

Gustav: Now it says, now we shall take 20 grams more then ...

# Teacher moves

Scene-setting	Staging an inquiry	
	Directing	Deepening
Instructing Adding	Confirming Reorienting	Generating Judging

*(Östman, Van Poeck & Öhman 2019)*

- Epistemological moves *(Lidar, Lundqvist & Östman 2006)*
- Political moves *(Van Poeck & Östman 2018)*
- Ethical moves *(Van Poeck, Östman & Öhman 2018)*

Thanks for your attention!