Hoe bevorder je samen leren?

Verder lezen/Verdieping


Als lector leerstrategieën bij Fontys lerarenopleiding in Tilburg had ik het grote genoegen om februari 2006 een symposium en onderzoeksmasterclass te kunnen organiseren met Etienne Wenger. Zijn werk over ‘communities of practice’ geeft een perspectief op leren dat van belang is voor zowel het onderwijs - en dus voor opleiden van leraren - als ook voor onderzoek in het sociale domein. De bijeenkomst had dan ook als ondertitel ‘Exploring the implications of the concept ‘community of practice’ for research and organization of teaching and learning”. Na een inleiding over centrale concepten in zijn werk, ging Wenger in twee masterclasses in op vragen van promovendi bij Fontys. Het gehoor van docenten, studenten, alumni en promovendi mengde zich enthousiast in de discussie. Later op de dag bereidde het publiek zelf vragen voor die met Wenger werden besproken.


The authors integrate cooperative learning with competitive and individualistic learning by providing guidelines for managing critical issues such as teaching social skills, assessing competencies and involvement, and resolving conflict among group members. Each type of learning is clearly defined; the advantages and disadvantages of each are covered; and the research is analyzed to illuminate the conditions under which each should be used. Preservice and in-service teachers with an interest in cooperative learning and teaching methods.


Addresses issues related to biliteracy development in children. Presents two case studies that highlight how children use the social processes and cultural resources at hand to develop their literate competencies in Spanish and English. Discusses special challenges in relation to the formation of biliteracy in classrooms.


In this book, Barbara Rogoff puts into practice the theoretical account she presented in her highly acclaimed book Apprenticeship in Thinking. Here, Rogoff collaborates with two master teachers from an innovative school in Salt Lake City, Utah, where she conducted extensive research into what is involved when people learn--students, parents, and teachers alike. Illustrated with observations by participants in this school, this book shows that children and adults learn by participating within a community of learners. Their experiences will speak to all those interested in school improvement and in how people learn through engaging together in activities of mutual interest.

This text is an account by teachers of the inquiries into practice they have undertaken in their own classrooms. The contributing teachers share a common social-constructivist framework. They focus their inquiries upon the dialogue through which knowledge is constructed in the classroom.