An Educational Approach to Communication at School

MAILBOX, a project of the SOCRATES-EOD Programme 1996-1998

DG 22 of the European Commission
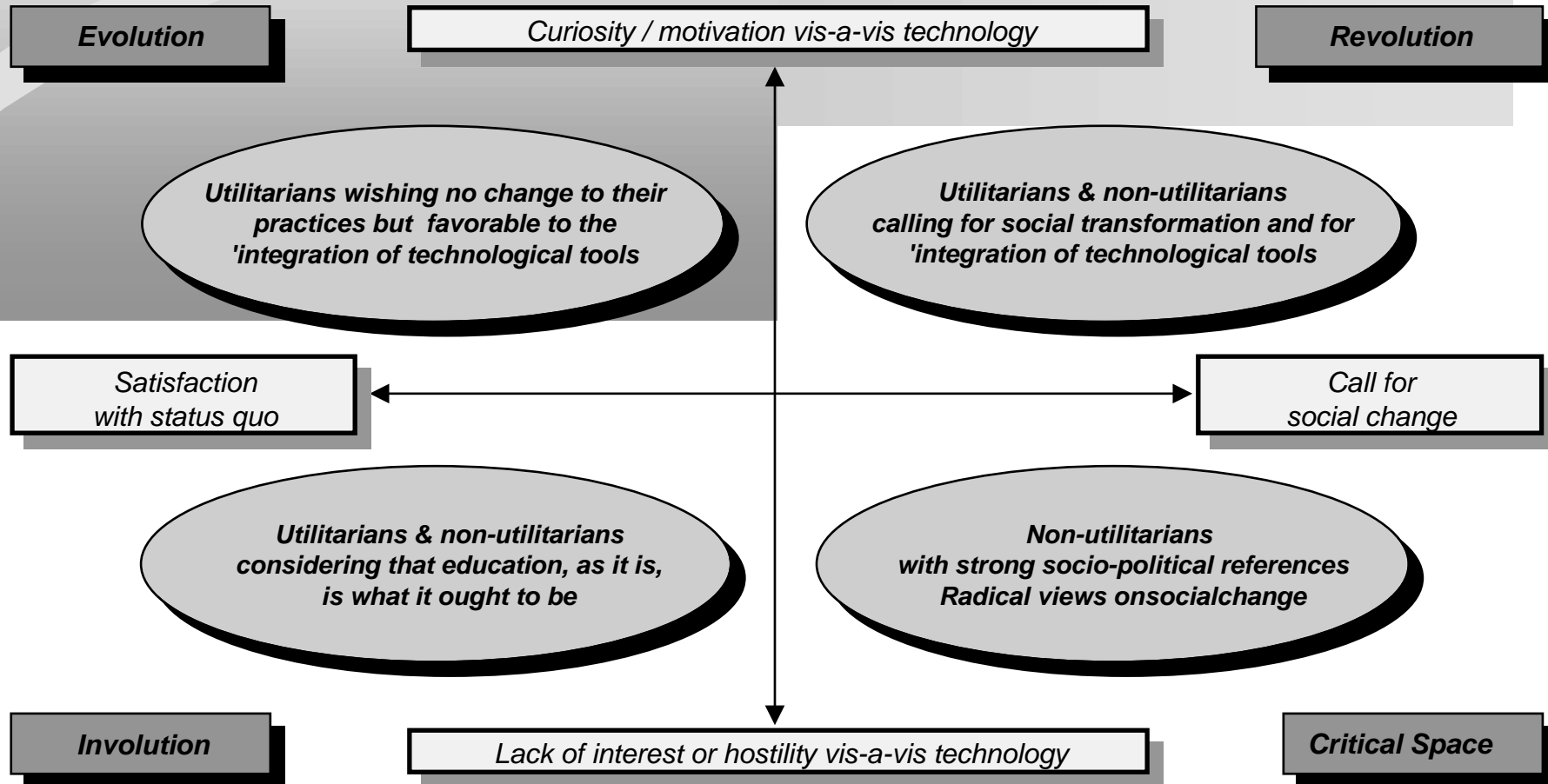
Focus points

▲ *Ideology*

▲ *Specificity*

▲ *Models*

▲ *Uses of communication*

▲ *Engineering*

▲ *Professionality*

IDEOLOGY

How to position oneself?

Evolution

Curiosity / motivation vis-a-vis technology

Revolution

Utilitarians wishing no change to their practices but favorable to the 'integration of technological tools

Utilitarians & non-utilitarians calling for social transformation and for 'integration of technological tools

Satisfaction with status quo ←→ Call for social change

Utilitarians & non-utilitarians considering that education, as it is, is what it ought to be

Non-utilitarians with strong socio-political references Radical views onsocialchange

Involution

Lack of interest or hostility vis-a-vis technology

Critical Space

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SPECIFICITY

Three essential characteristics

▲Dictation

▲Culture

▲Service

MODELS

The reference Model:

The pedagogical triangle

Knowledge

Teaching

Learning

Training

Teacher

Learner

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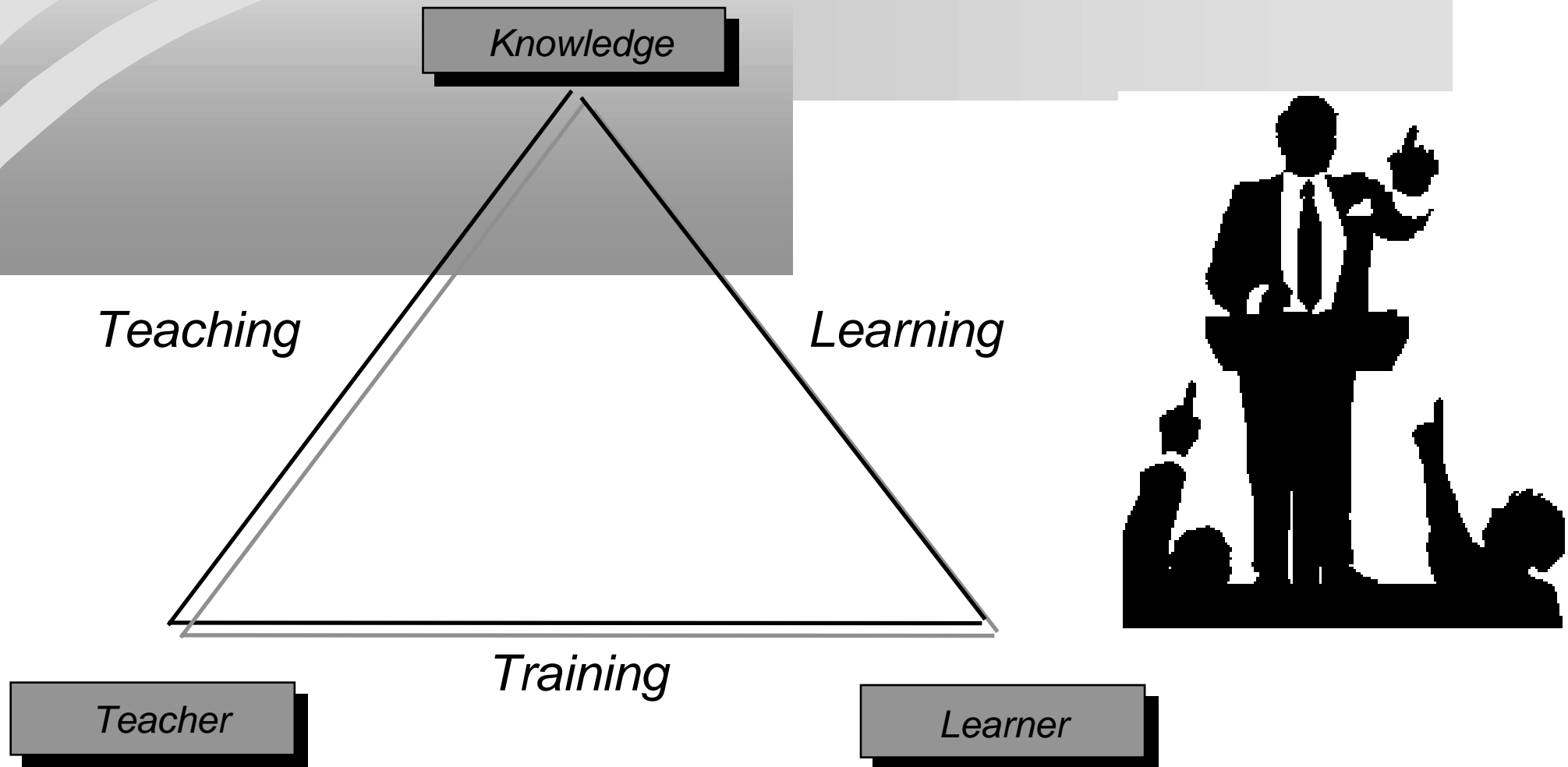
The status of knowledge has changed

▲ From the given (fact) to the constructed (fact)

▲ From the Truth to the negotiated representation

▲ From individual appropriation to collective intelligence

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Model transformation: Learning…

The teacher
A relationship of initiation

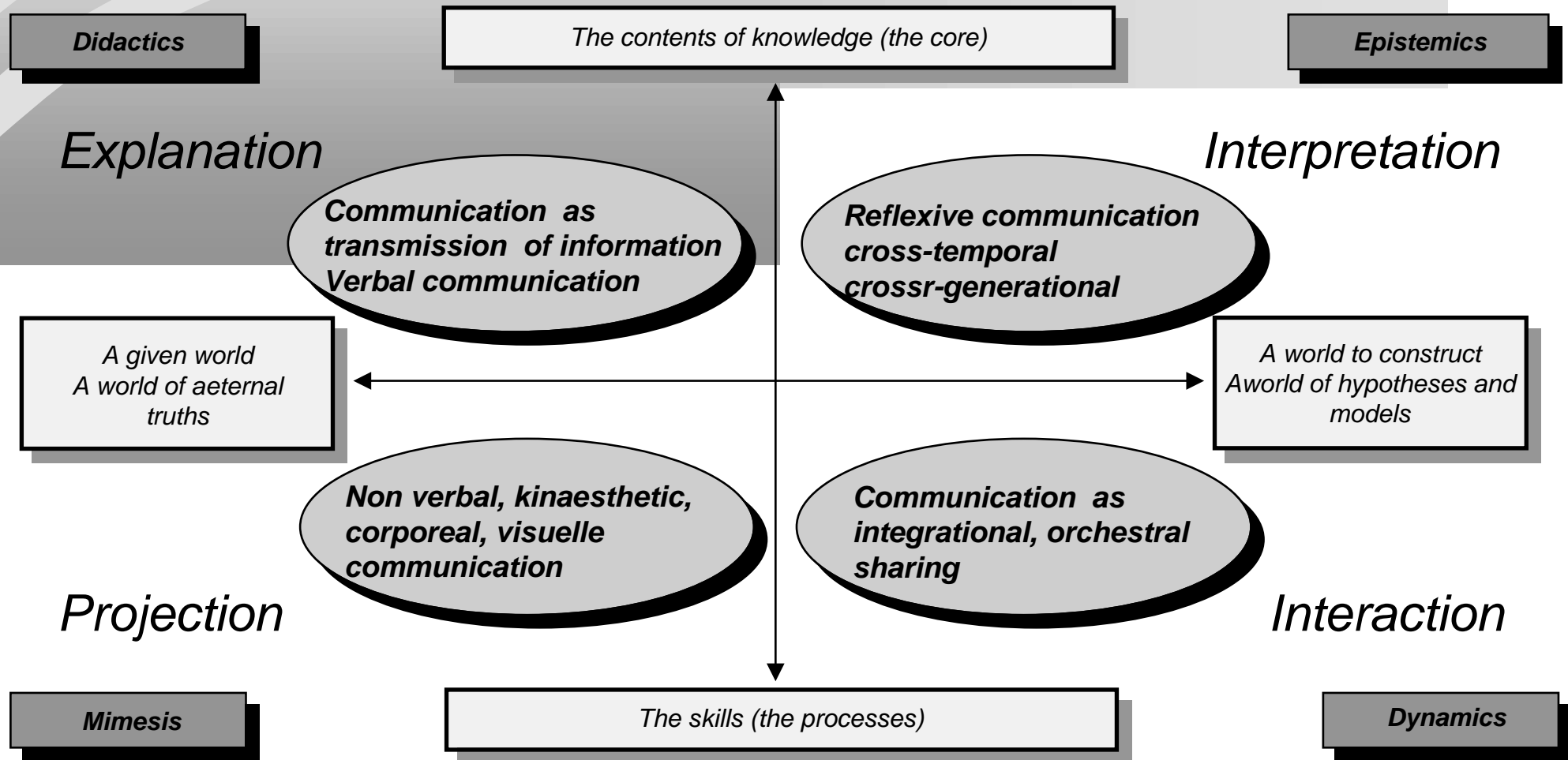**Self** — *A relationship of identity*

A dynamics of learning

A relationship of exchange — **The other students**

A relationship of use

The instruments

and teaching... beyond teaching

Didactics

The contents of knowledge (the core)

Epistemics

Explanation — **Memorisation Restitution**

Transmission Appropriation Self expression — **Assistance**

A given world
A world of aeternal truths

A world to construct
Aworld of hypotheses and models

Display — **Mimicry Reproduction**

Thought Exchange Sharing Problem-solving — **Animation**

Mimesis

The skills (the processes)

Dynamics

Communication at school: a four-stranded braid

Didactics

The contents of knowledge (the core)

Epistemics

Explanation

Interpretation

Communication as transmission of information Verbal communication

Reflexive communication cross-temporal crossr-generational

A given world
A world of aeternal truths

A world to construct
Aworld of hypotheses and models

Non verbal, kinaesthetic, corporeal, visuelle communication

Communication as integrational, orchestral sharing

Projection

Interaction

Mimesis

The skills (the processes)

Dynamics

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Uses of communication

4 uses of reference

▲ *Electronic mail*

▲ *Searching information on the Internet*

▲ *Computer conferencing (IRC)*

▲ *Video-conference*

Resources

Processing

Transfer ← New means → Communication

Data Storage

Modes

Project

Research ← **New patterns of behaviour** → **Cooperation**

↓

Methods

5 major arguments

▲ *Complexity & uncertainty*

▲ *Autonomy & trust*

▲ *Values of imagination*

▲ *Conventions*

▲ *Power relations*

Complexity & uncertainty

Interconnecting systems of knowledge

Social and economic environnement

Managing complexity and uncertainty

Different cultural systems of meaning and values

Mastering complexity of information through groupwork
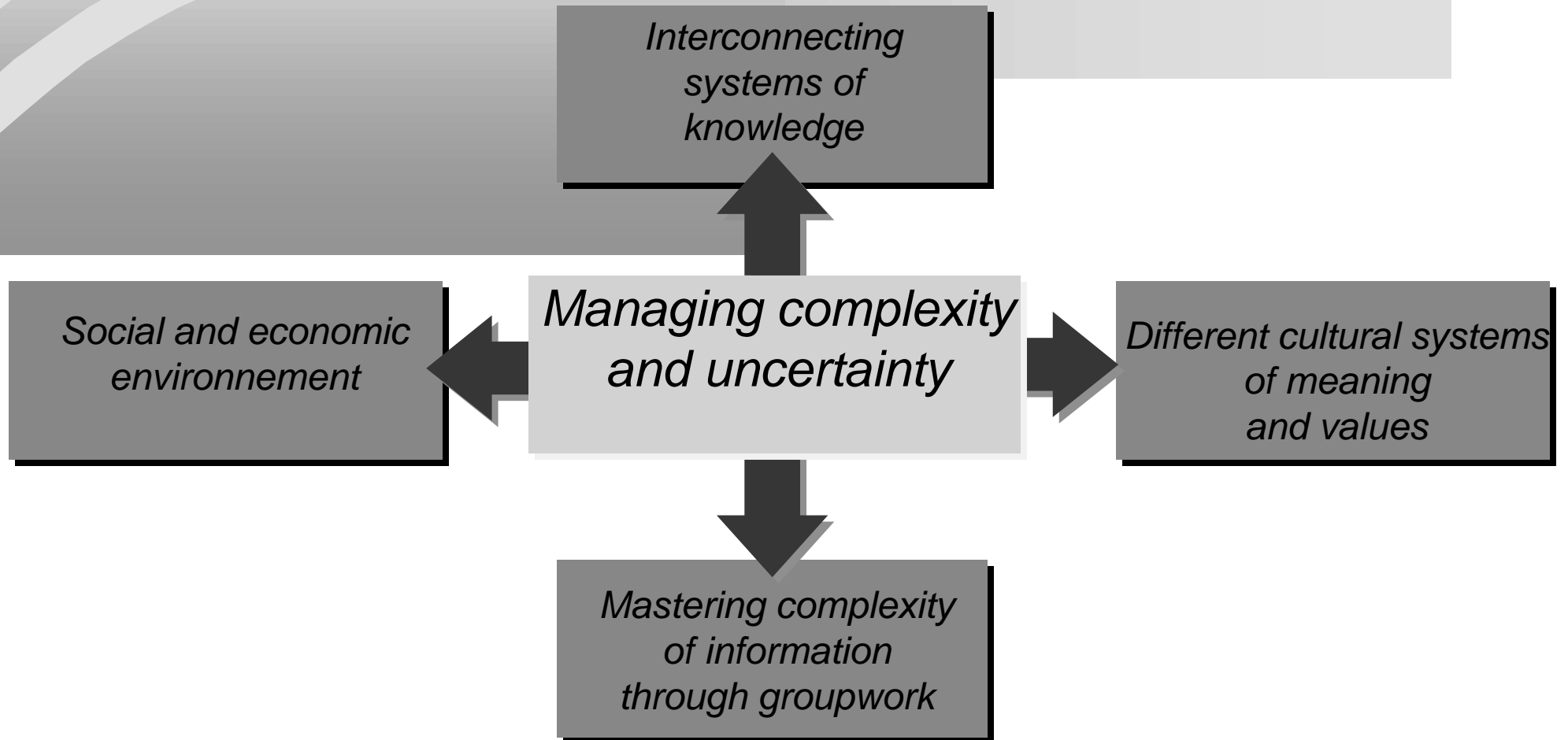
Autonomy & trust

Autonomy as an end in itself

Trusting other

Generating the conditions for **responsibility**

Self confidence

Autonomy as a pre-condition

Values of imagination

Enchantement

Pleasure ← **Re-enhancing values of imagination** → **Play**
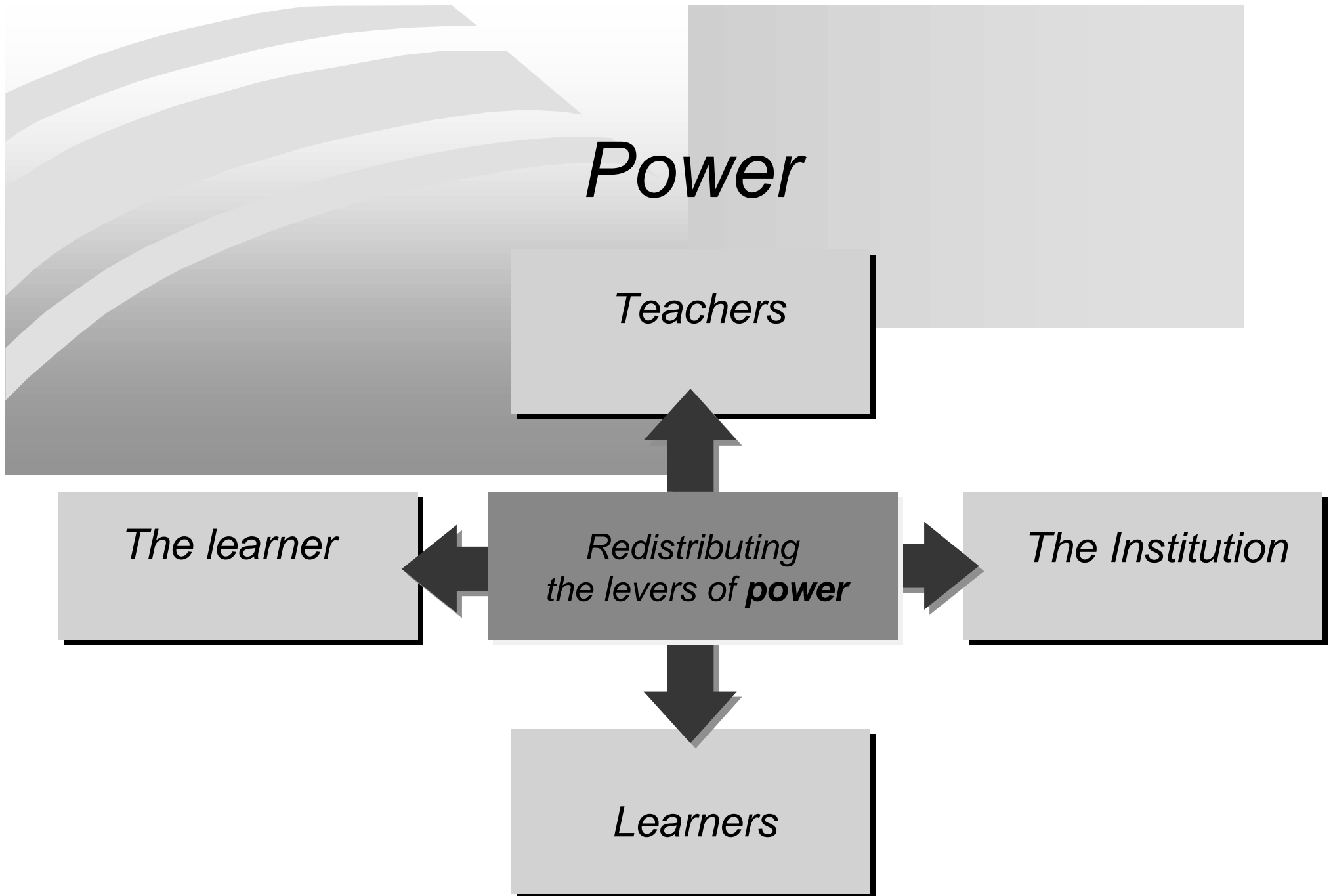
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Dream work

Conventions

Through negotiation with the teacher & the institution

Through rituals

Building a **conventional** framework
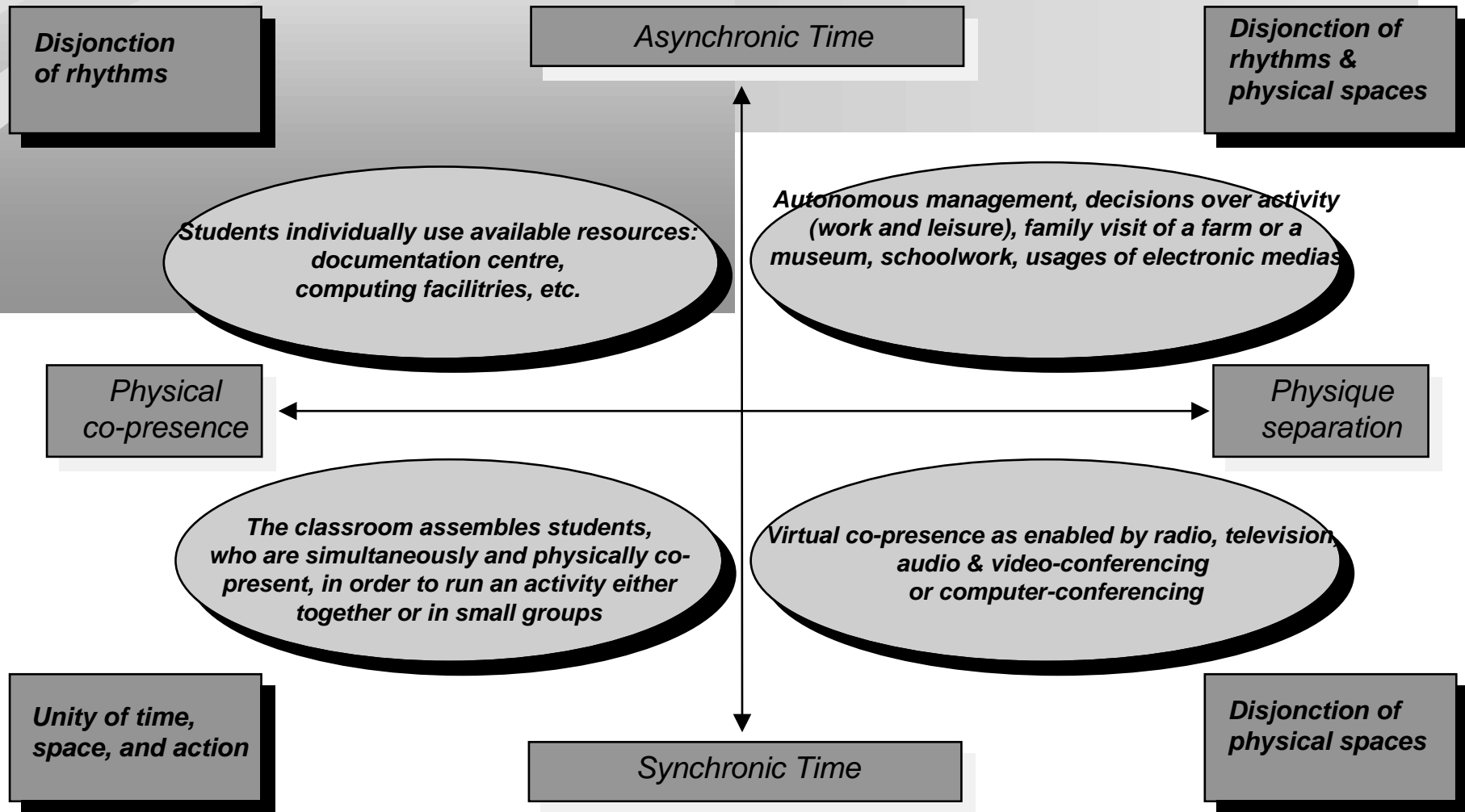
Through the experience of communication (and sharing)

Through a negotiation process within the group

Power

Teachers

The learner ← **Redistributing the levers of power** → *The Institution*

Learners

ENGINEERING

Reconsidering the topography of the educational space

Disjonction of rhythms

Asynchronic Time

Disjonction of rhythms & physical spaces

Students individually use available resources: documentation centre, computing facilitries, etc.

Autonomous management, decisions over activity (work and leisure), family visit of a farm or a museum, schoolwork, usages of electronic medias

Physical co-presence

Physique separation

The classroom assembles students, who are simultaneously and physically co-present, in order to run an activity either together or in small groups

Virtual co-presence as enabled by radio, television, audio & video-conferencing or computer-conferencing

Unity of time, space, and action

Synchronic Time

Disjonction of physical spaces

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Key dimensions

▲ Organisation

▲ Pedagogy

▲ Technology

▲ Economics

PROFESSIONALITY

The future (already present) of a job

▲ *Managing complexity*

▲ *Managing individuals and groups*

▲ *Managing resources*

END