

# Classroom Interaction

By:

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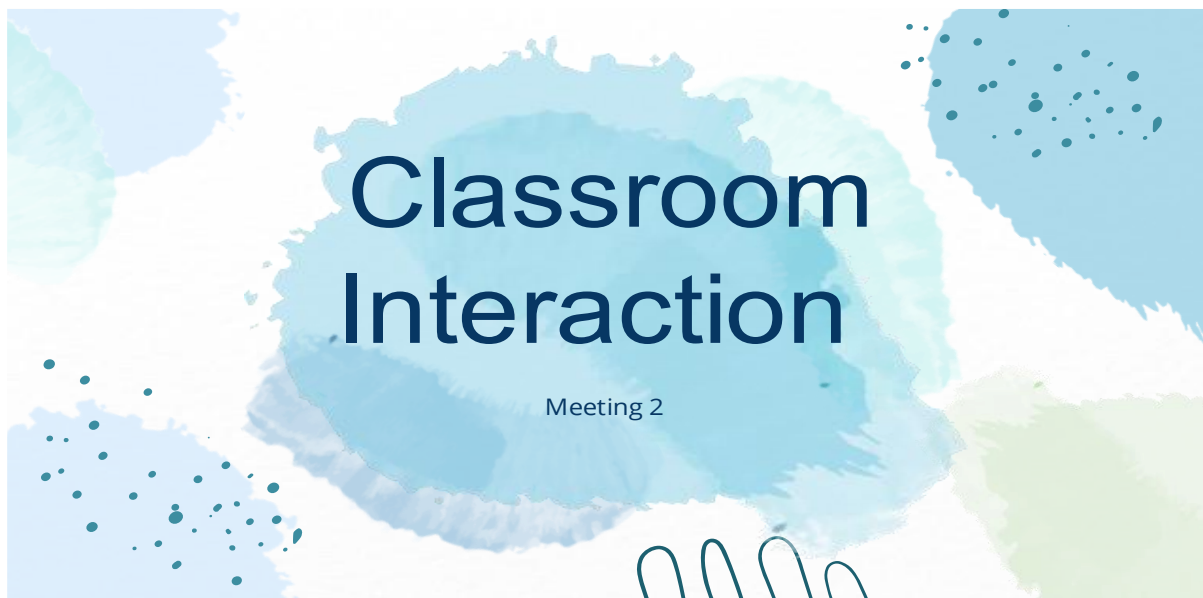
Faculty of Education and Teacher Training

HKBP Nommensen University

2022

MEETING 1: SHOWING SYLLABUS AND  
MATERIAL TO DISCUSS IN CLASSROOM  
INTERACTION CLASS.

MEETING 2  
INTRODUCTION TO CLASSROOM  
INTERACTION



## A Teacher



Teachers can make learning **fun, interesting, exciting, and challenging**, or they can make it **awful, boring, painful, and useless**.

Teachers can encourage learners or discourage them.



Best teachers were not only encouraging and supportive, but they also taught the student how to learn.

They helped students not only to see the value of the content, but to grasp the **greater value of being able to learn** whatever they became interested in on students' own.

## How? (Singer, Alan J. 2003. p.2)



01

We know that when lessons relate to student interests, **involve them in activities.**



02

We know that students who feel that their teachers care about them as human beings and are willing to respond to their needs and concerns do better in class.



03

We know that learning is social. Students do better academically as they develop a sense of **relationship with each other and their teachers** and as they take responsibility for what happens in their classroom.

## How? (Singer, Alan J. 2003. p.2)



04

We know that change never happens instantaneously.



05

We know that as a teacher you cannot change everything in the world, in your school or even in your class. But we also know that as you become a better teacher you will be able to make an impact on more people.



06

“Finger-pointing” does not help. Universities blame high schools. High school teachers blame middle school teachers. Middle school teachers blame elementary school teachers. Elementary school teachers blame preschools and parents. Parents blame schools and teachers. Instead of focusing on blaming each other for what has not worked, we need to discover and implement ideas and practices that will make a difference.

## MEETING 3

# QUESTIONNAIRE “WHAT DO YOU THINK IF SOME OF THESE SITUATIONS HAPPEN IN YOUR TEACHING PROCESS?”

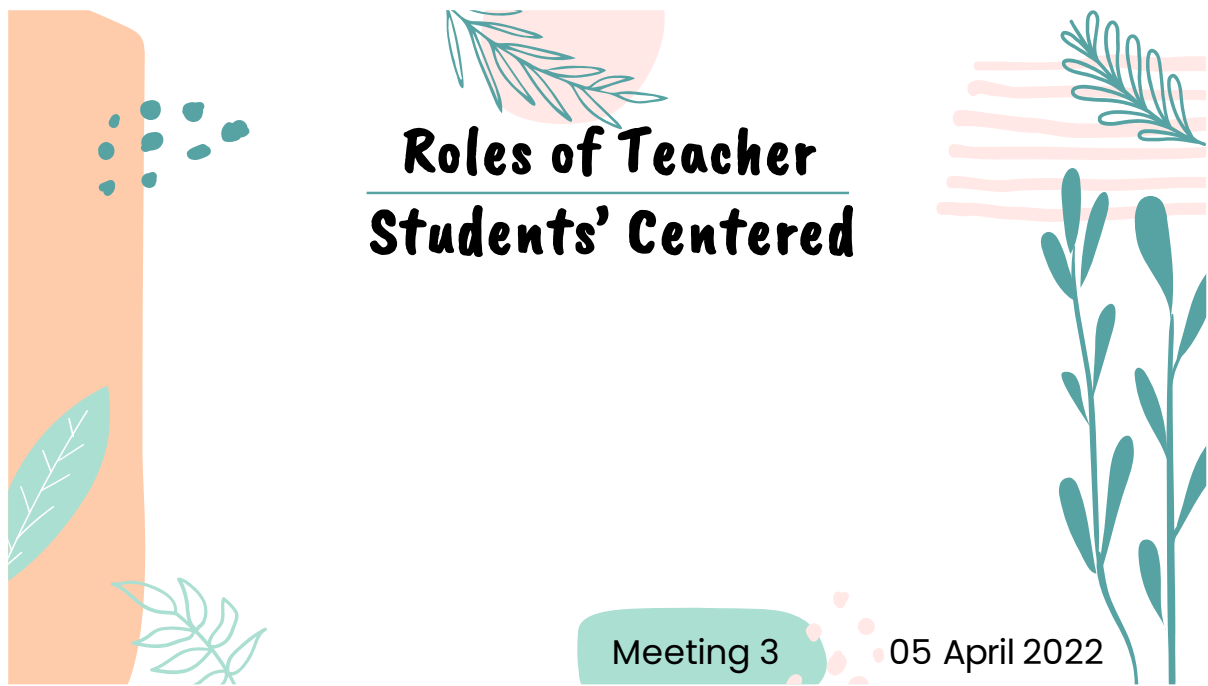
5 (sangat setuju); 4 (setuju); 3 (ragu-ragu); 2 (tidak setuju); 1 (sangat tidak setuju)

No	Pernyataan	Respon					Keterangan
		5	4	3	2	1	
1	Penting untuk memberikan kesempatan kepada siswa mencoba kegiatan belajar baru yang belum pernah mereka lakukan.						
2	Kegiatan pembelajaran harus dapat membangun konsep pengetahuan siswa walaupun tanpa diberikan penjelasan awal oleh guru.						
3	Pemahaman materi yang diperoleh siswa melalui pengalaman sendiri akan cepat terlupakan						
4	Sumber pengetahuan berasal dari guru saja untuk mengefisienkan waktu pembelajaran.						
5	Penggunaan media baru dalam pembelajaran hanya akan memicu kegaduhan kelas karena siswa menjadi penasaran.						
6	Kegiatan belajar melalui pengalaman langsung akan membuat siswa lebih mudah memahami suatu konsep.						
7	Ketika siswa tertarik dengan materi maka mereka dapat belajar secara maksimal.						
8	Kegiatan mendengarkan dapat menjadi latihan yang baik bagi siswa untuk belajar bahasa Inggris						
9	Motivasi belajar yang diberikan guru membawa pengaruh besar pada keberhasilan belajar siswa.						
10	Kegiatan belajar harus tetap dilakukan tanpa perlu mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar.						
11	Kegiatan pembelajaran dengan suasana yang menyenangkan akan merusak konsentrasi siswa karena mereka akan terlalu terfokus pada kegiatannya bukan pada kontennya.						
12	Siswa dapat fokus lebih lama jika suasana kelas menyenangkan.						
13	Materi pembelajaran yang baik harus berhubungan dengan hal yang akrab bagi siswa						
14	Penggunaan games dalam pembelajaran dapat menumbuhkan semangat siswa untuk berpartisipasi aktif dalam kegiatan.						
15	Pemanfaatan benda-benda di sekitar siswa dalam pembelajaran bahasa Inggris tidak dapat menambah wawasan siswa.						

16	Siswa lebih mudah memahami pelajaran jika materi pembelajaran berhubungan dengan lingkungan sekitar siswa.						
17	Semua materi pembelajaran harus mengandung hal baru yang sama sekali belum diketahui siswa.						

## MEETING 4

### ROLES OF TEACHER IN STUDENTS'-CENTERED APPROACH



## Major Traditional Learning Roles and Responsibilities

### Roles

- Take lecture notes.
  - Listen in class.
- Read the textbook.
- Read other assigned reading.
- Take tests and quizzes.
- Take part in recitation.

### Responsibilities

- Work mostly alone
- Seek out the teacher if you have questions
  - Read independently.
- Develop your own study habits.
  - Develop your own time - management program.
  - Organize the information.
- Write papers on assigned topics

## Roles and responsibilities for students in a learner-centered environment (Doyle: 2008, p.15)

Learner-Centered Student Roles	Learner-Centered Student Responsibilities
Self-teach	Make choices about one's own learning
Collaborate with others	Take more control of one's own learning
Work in teams/groups	Give input to the evaluation/ assessment methods of the course
Teach others	Give input to course rules and guidelines
Evaluate own learning	Give formative feedback on learning to peers
Evaluate others' learning	Evaluate one's own learning
Perform/present learning in a presentation	Spend more time learning outside of class
Demonstrate use of teacher feedback to improve performance	

## Learner-centered practice

### Optimizing Students' Learning

Tagg's (1995) "From Teaching to Learning." They state that teachers would be much more effective if, instead of focusing on their teaching, they focused on how and what their students are learning. In other words, we need to adopt a learner-centered approach to teaching.

### Teaching for Long-Term Learning

The learning we should be interested in helping to develop in our students with long-lasting, useful, applicable, and transferable. Learning is not just absorbing information; it is the ability to use it.

### Giving Students Choice About and Control of Their Learning

- It is all about them
- Learner-Centered Teaching (Zull, 2002), in America.
- The choices for who controls or makes the decision are Teacher, Students, and Together.
- Students joint decisions for even 30% of the items.

## MEETING 5

## THREE TYPES OF INTERACTION IN THE CLASSROOM

### Three types of interactions in the classroom

#### 01 Learner-Content Interaction

First having planned or been given a curriculum, a program of content to be taught, they seek to stimulate or at least maintain the student's interest in what is to be taught, to motivate the student to learn, to enhance and maintain the learner's interest, including self-direction and self-motivation.

#### 02 learner-instructor interaction

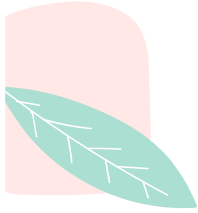
The frequency and intensity of the teacher's influence on learners when there is learner-teacher interaction is much greater than when there is only learner-content interaction. Analyzing the success of application, and for diagnosing the difficulty on the learners themselves, requiring a high degree of learner autonomy

#### 03 learner-learner interaction

At present many classes are organized because the class is the only organizational form known to most teachers and because in the short term—though not usually the long term—it is the cheapest way of delivering the teaching acts of stimulation, presentation, application, evaluation, and student support.

Michael G. Moore, 2014





“Will this teaching action optimize my students’ opportunity to learn?”



Teaching is not just challenging; it is difficult



Every aspect of our teaching offers us **opportunities** to enhance the quality, depth, and permanence of our students’ learning. It requires only that we think about how **each teaching choice will affect our students** and whether our students will need any new skills or strategies to take full advantage of students’ learning opportunities.

“Learning is the **ability to use information** after significant periods of disuse and the **ability to use information to solve problems** that arise in a context different from the context in which the information was originally learned’



Doyle, 2008: p.25

**Guru di Singapura** digaji sekitar 3.500 dollar AS atau sekitar Rp50 juta rupiah

**Requirements**

- + Degree in the field of Science or Engineering with an excellent grades .
- + Strong ability to communicate science concepts .
- + Keen interest in science and believe in making learning fun !
- + Passionate about enriching children's lives through effective education .
- + Commendable work ethic. Willing to go the extra mile whenever necessary .
- + Willingness to learn (and continually improve on) teaching and classroom management skills .
- + Maintain high standards with a strong attention to detail . Thorough and accurate when accomplishing assigned tasks .
- + Able to work on weekends .



THANK  
YOU

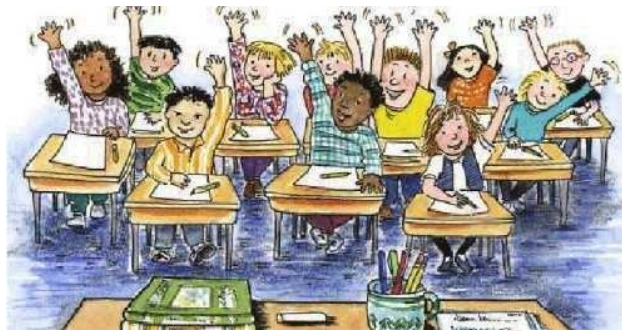
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# MEETING 6

## CHARACTERISTICS AND FEATURES OF CLASSROOM INTERACTION

### Characteristics and Features of Classroom Interaction

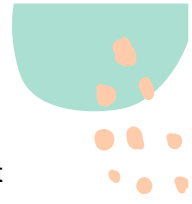


Meeting 6/Tuesday, 12<sup>th</sup> of April 2022

An important facet of learning is “developing in learners the capacity to accept increasingly more responsibility for their learning” ( Bickmore-Brand, 1996). As teachers, we need to support learners in this process, enabling them to take risks and learn from their mistakes. Of the many teaching changes we must make when moving to a learner-centered approach, the most difficult may be to share power with our students over their learning. Ironically, this is also the best way to help them take charge of their own learning. **We have been so conditioned by traditional teacher -centered approaches that invest teachers with all of the authority and control over the learning process, that giving away some of that power makes many of us uncomfortable.** Our students also feel this discomfort when we ask them to take more control over their learning and assume responsibility for **what and how they learn.** For us to help our students feel comfortable in their new, more proactive role, we must first feel comfortable with the idea of sharing power and how to do so.

Four basic ideas that useful in alleviating the concerns over power sharing .

1. Our students cannot become more responsible learners unless we give them more responsibility. This is analogous to our children learning to drive. We can't help them become skilled and safe drivers if we never let them behind the wheel. It's scary, but it's the only way they will learn this new skill.
2. The more control our students take, and the more choices we offer them the greater will be their desire and willingness to engage in the learning process (Zull , 2002, p. 52). Choices give our students some say in their learning process. When this occurs, students take more ownership of what they are learning (p. 52).
3. When students make a choice, they must learn to live with that choice; this is a very powerful life lesson. Choices obviate students' excuses.
4. When students have some control over how they learn, they will discover their strengths and weakness as learners, a vital metacognitive skill that will serve them throughout their lives.



## Characteristics of Classroom Interaction



More students-centered classes provide adequate time during activities **to think about concepts, received feedback, participate in discussion**



Allow students freedom to engage their own learning (e.g., online search for relevant information)



Contains activities where the instructor can receive students' feedback





## Features of Classroom Interaction

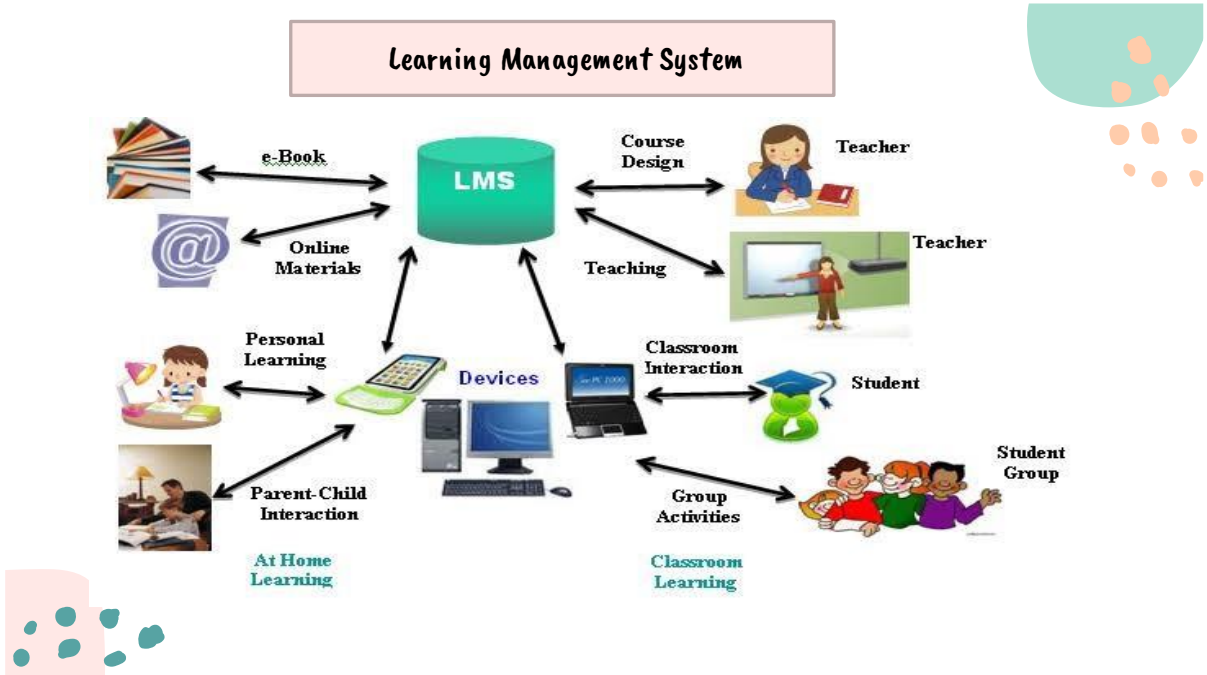
Language

Classroom's course



## Language in classroom





## Classroom Interaction



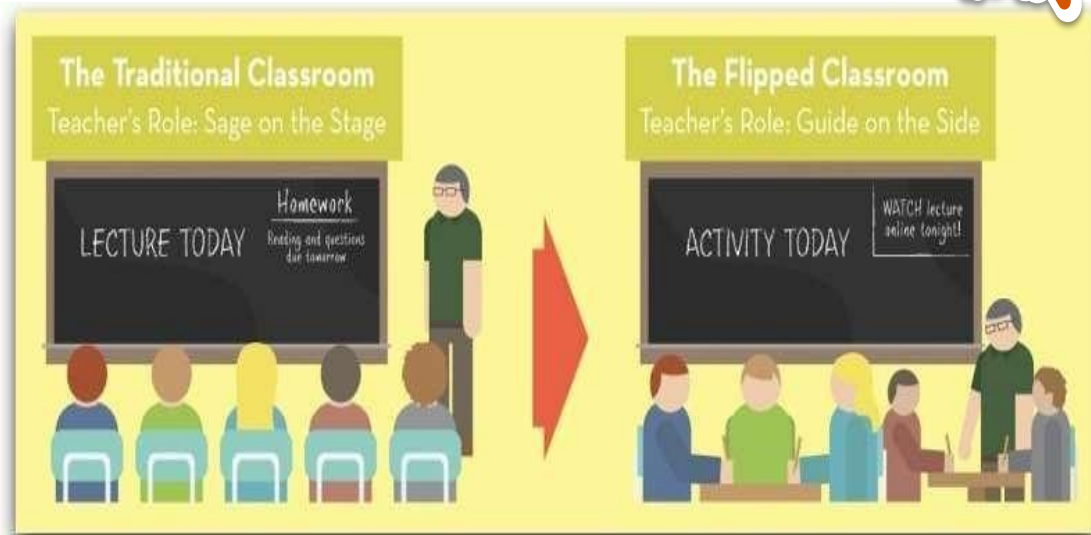
Teacher receives students' feedback



Working with peers



Students participate in discussion



**Teaching is the highest form of understanding.**  
—Aristotle

**Tell me and I forget. Show me and I remember.  
Involve me and I understand.**  
—Chinese proverb





## Ways to involve students in classroom

### Questionanswer (Q&A)

"What do you think will happen?"  
"What is, How much, When, Where is?"

### Audio-Visual

Ask students about what they hear or see

### Group discussion

Physical involvement  
Mental involvement  
Frequently asking questions, questioning other students' idea, and expressing idea

### Game

### Environment as learning sources

Phisycs, social, cultures

Numbers are important but value matter

Thank you

Matur Nuwun

Mauliate





MEETING 7

MID-SEMESTER EXAMINATION

MEETING 8

HELPING STUDENTS TAKE CHARGE OF THEIR LEARNING BECOMING  
LIFELONG LEARNERS

**A.HELPING STUDENTS TAKE CHARGE OF THEIR LEARNING**

An important facet of learning is “developing in learners the capacity to accept increasingly more responsibility for their learning” (Bickmore-Brand, 1996) As teachers, we need to support learners in this process, enabling them to take risks and learn from their mistakes. Of the many teaching changes we must make when moving to a learnercentered approach, the most difficult may be to share power with our students over their learning . Ironically, this is also the best way to help them take charge of their own learning . We have been so conditioned by traditional teacher-centered approaches that invest teachers with all of the authority and control over the learning process, that giving away some of that power makes many of us uncomfortable .

**Teachers’ Concerns About Sharing Power**

**Although we are committed to a learner-centered approach that includes sharing power with our students, we often still have concerns about what will happen if students have too much control or if they make poor choices about their learning. After all, we all know that the accountability buck for what happens in our courses still stops with us. The most common concerns faculty identify regarding sharing power include fear of losing control of the class, having to pick up the pieces when students make poor decisions or fail to take charge of their learning, and the added time it takes to develop and assess assignments and activities that allow for student choice.**

## The Students are Skilled Enough to Take Control

An important way to begin checking our students' skills is to ask them to identify their strengths and weaknesses as learners. Asking students to write about their strengths and weaknesses is a simple but highly effective way to assess their perceptions of themselves as learners. We should also always ask about students' skill levels and familiarity when we are assigning learning tasks. When asking students to write a summary, it is important to confirm that they know what a summary contains.

## The Power of Choice in Learning

Student choice is one of the most powerful learning tools, both inside and outside the classroom. When students have control over their academics, and are allowed to lead the way, they are intrinsically engaged in learning and are able to achieve a variety of positive outcomes. However, when students are disinterested, bored, or made to feel powerless in the classroom, their responses are highly predictable: They "go through the motions of learning, handing in uninspired work and counting the minutes or days until freedom" (Kohn).

## Helping Students Make Good Choices

Skills to Make Effective Choices. There is much information available to help us teach our students to make good choices:

1. Get students to consider as many options as possible don't let them choose the first topic that pops into their mind.
2. Ask students to predict the outcomes of making a given choice.
3. When making a choice, consult with others. It is your choice, but others can help you consider issues you may have overlooked.
4. Teach students how to learn from mistakes. Teach them how to evaluate their choices after the fact to see what could have been done to improve the decision-making process and what went right about the choice.
5. Insist students take time to reflect on their options before pulling the trigger.

## The Power Should Be Shared

**There are three major areas in which we can share power and offer students choices, without concern that we will lose control of the class or be seen as abdicating our responsibilities. They are the learning environment, learning tasks and assignments, and assessments of learning. Many aspects of our courses lend themselves to promoting student choice and allowing students to take more control of their learning experience. Several are explored below:**

1. **Rewriting**
2. **Retesting**
3. **Choosing the Textbook**
4. **Negotiating Deadlines and Test Dates**
5. **Co-Developing the Criteria for Grading**
6. **Setting Office Hours**

## B. BECOMING LIFELONG LEARNERS

Lifelong learning requires an active learning style involving self-assessment, risk taking, self-discovery, and the ability to deal behaviorally with difficult situations. For example, situations requiring assertiveness, listening, conflict management, giving feedback, or delegation (Bigelow, 1996, p. 307).



## A. Helping Students Become Lifelong Learners

There are three steps outlined below will aid this process .  
Step One: Understanding the Purpose of College Has Changed  
Step Two: Developing the Right Attitude  
Step Three: Learning How to Learn Best

## B. Developing Metacognitive Skills

Metacognitive important concept in cognitive theory, consists of two basic processes occurring simultaneously :

1. monitoring your progress as you learn, and making changes and adapting your strategies if you perceive you are not doing well (Winn & Snyder, 1996).
2. Monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary (Ridley, Schultz, Glanz, & Weinstein, 1992)

## Teaching the Key Skills for Lifelong Learning

- 1. Learning to Manage Oneself**
- 2. Managing People and Tasks**
- 3. Mobilizing Innovation and Change Mobilizing**

## Lifelong Learning Is Always on Display

Lifelong learning skills are easily embedded into our daily learning activities and assignments. By being learner-centered teachers, we continually create learning opportunities that help develop the skills our students will need to be effective lifelong learners. We only need to point them out and reinforce their importance.

## Conclusion

Based on the paper we made above, we conclude that Definition :

### A.HELPING STUDENTS TAKE CHARGE OF THEIR LEARNING

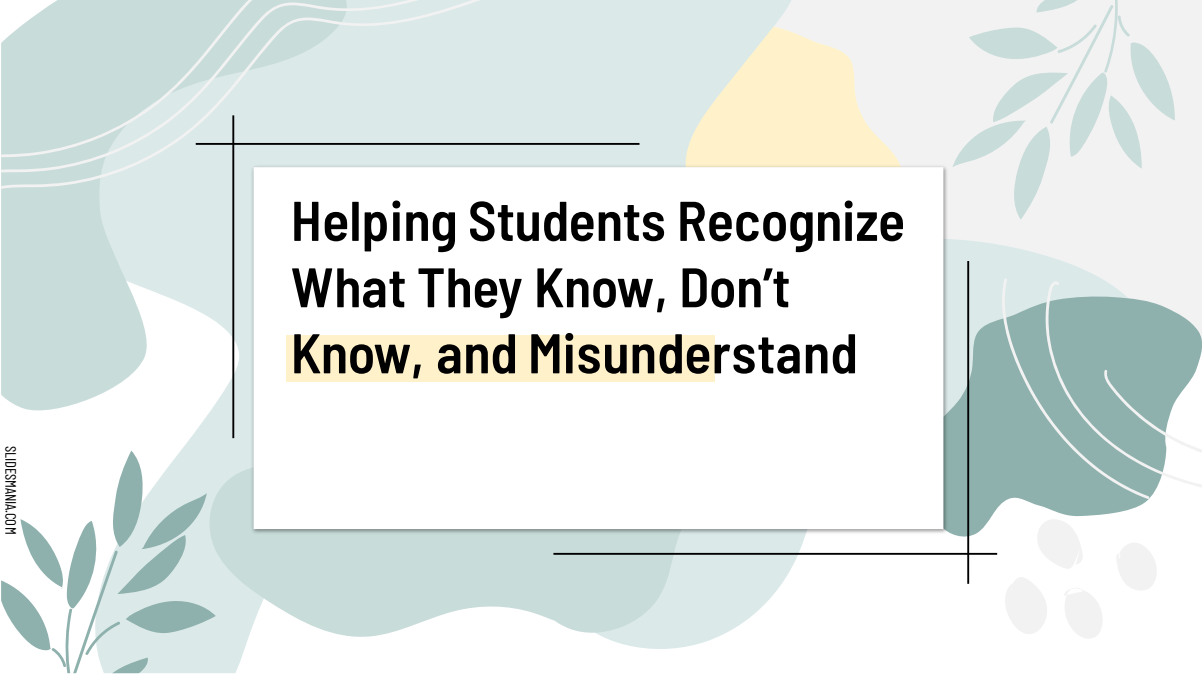
An important facet of learning is “developing in learners the capacity to accept increasingly more responsibility for their learning” (Bickmore-Brand, 1996) As teachers, we need to support learners in this process, enabling them to take risks and learn from their mistakes. Of the many teaching changes we must make when moving to a learner-centered approach, the most difficult may be to share power with our students over their learning.

### B.BECOMING LIFELONG LEARNERS

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## MEETING 9

### HELPING STUDENTS RECOGNIZE WHAT THEY KNOW, DON'T KNOW, AND MISUNDERSTAND



**Helping Students Recognize  
What They Know, Don't  
Know, and Misunderstand**

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**Definition of independent learning**

Independent learning is a way or process of learning in which learners control and ownership of their learning have. They regulate, direct, and evaluate their learning and learn due to their actions. The independent learner can make informed choices, set goals, and make decisions about how to fulfil his learning needs.

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## How to encourage student to become independent learning

- Students' Self-monitoring
- Scaffolding to independent learning through Questioning
- Offering behaviour models
- Communication must be focused on learning
- Oral or/and written feedback on homework and classwork
- Giving choices and enabling students to make their learning objectives
- Involve students in lesson planning
- Encouraging collaboration
- Encourage students to be reflective

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## The best place for students to learn to be independent learners

The best place to teach students how to learn on their own is in our content courses. Teaching students how to learn on their own is one of the most valuable gifts a teacher can give them. Ferris State University's content courses provide an authentic environment for learning and applying learning skills. Programs that have been successful in teaching learning skills outside content courses are attached to the content course.

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## Rationales for Learning on One's Own

When we ask students to solve a problem, or do research on their own, we are engaging them in firsthand learning. Firsthand learning activities require students to transfer information learned in the classroom to the task assigned. It also helps them learn how to evaluate and engage with sources. Students' confidence will grow dramatically when they are responsible for their own success. Failure can actually be a great teacher, if students are taught how to learn from it. The answer is with us, in our classrooms, where we can help them turn failure into a new opportunity to learn.

## Using student background questioners to gather knowledge.

Learning research strongly supports gathering as much information about a student's knowledge as possible to aid teachers in making successful connections to students' prior knowledge. The questionnaire can be designed to elicit a wide variety of student information, including subject matter knowledge, learning skills competence, learning preferences and computer skills.

To optimize learning in a learner-centered environment, we must discover what our students are bringing to the learning table. The first step in this process is to develop a student background questionnaire. Teachers should give the rationale for the questionnaire before students are asked to complete it.

## Recognising the benefit and disadvantages of pre-existing ideas

Even the brightest students filter the new course material through their prior knowledge. If we don't check, we won't know. In some cases, even when we check our students' understandings, their pre-existing ideas are so ingrained that they are unwilling to give them up. I was unable to alter this student's pre-existing belief about the power external forces had on him, no matter how hard I tried. Operation Physics identified 268 misconceptions of students as young as 14 about various areas of science. These included believing that the earth is the centre of the solar system.

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## Using formative feedback to make learning transparent

Formative feedback helps students become aware of any gaps between their desired goal and their current knowledge, understanding, and skills. This feedback can be particularly helpful to lower-achieving students, because it emphasizes that improvement is a result of effort, rather than a fixed mind-set.

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## Are student using feedback

Teaching is all about making students use feedback to improve their writing. Don't assume your students are using the feedback you give them. Asking students to acknowledge and use feedback also provides you with a practical way to check whether the time and effort we put into comments and feedback is well spent.

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## Are students learning

What do students think they know and don't know about a topic or topic area? Try asking them to share their thinking in pairs or small groups. These activities provide an ideal opportunity to check their thinking and give feedback on the accuracy or completeness of their thinking.

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## Helping student to unlearn

A responsible person must have the courage to rethink and change his thoughts. These old ideas and beliefs will never be completely unlearned. Like a bad golf swing that comes back at the worst possible time, our students' old learning can return if we are not practiced enough.

KIDWINAKSTONIS

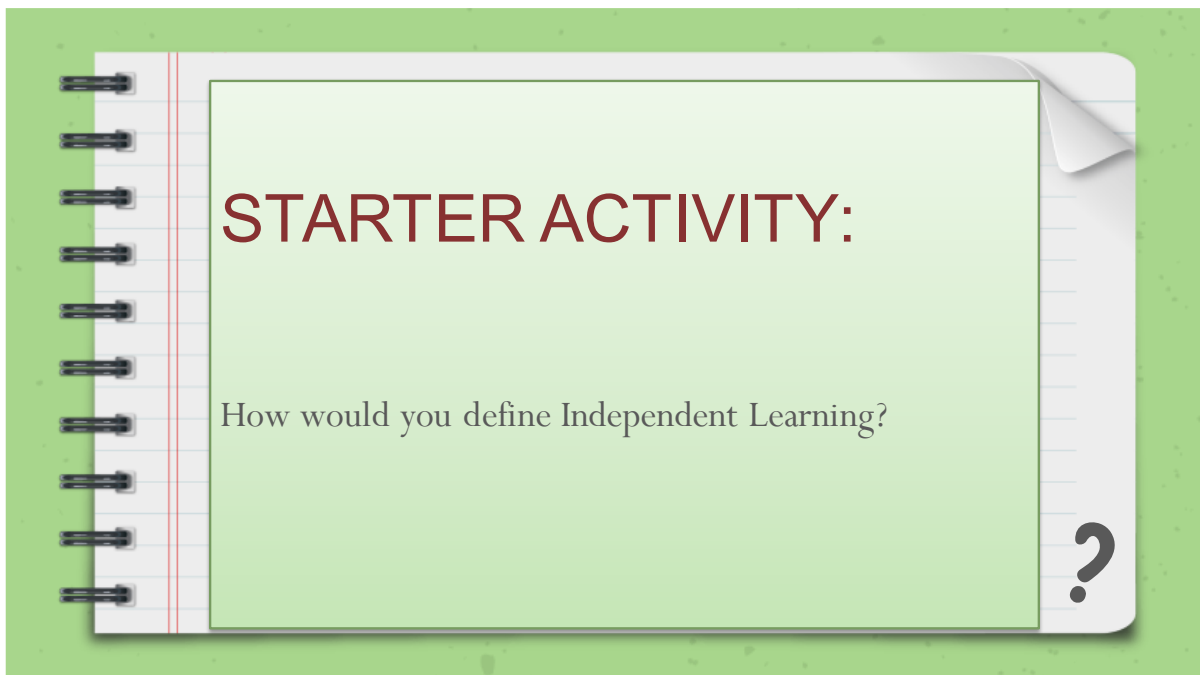
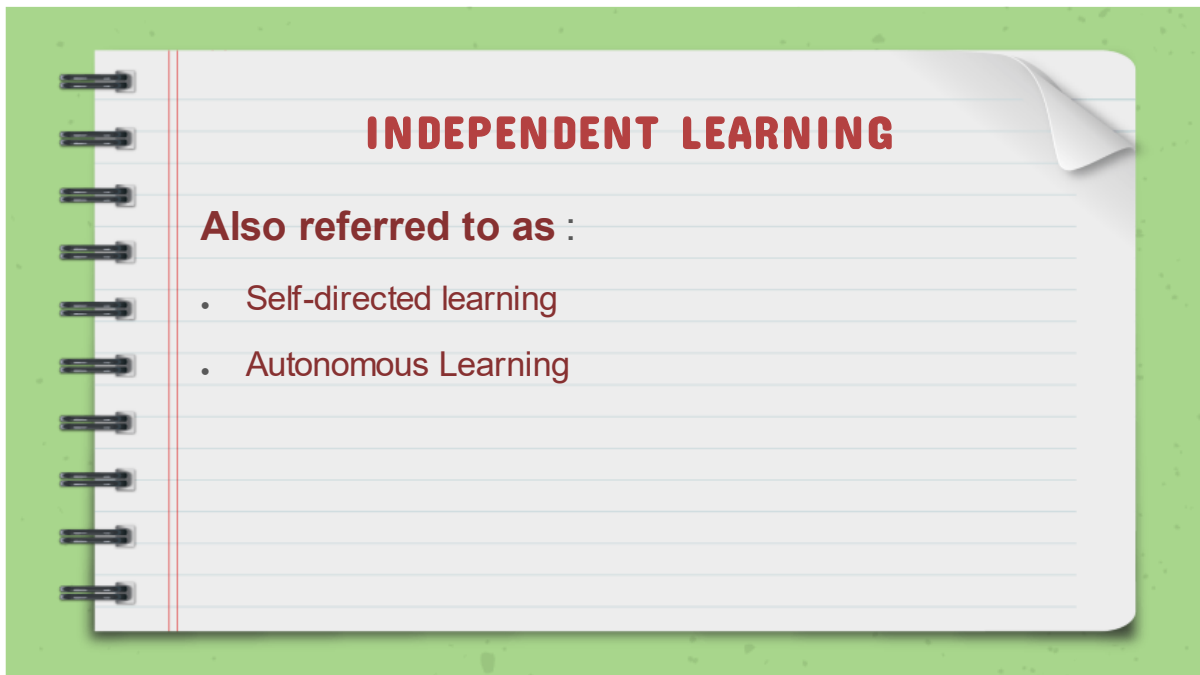
## Conclusion

Independent learning is a distinctive and self-regulated learning process. Caretakers can take steps to help support the study habits and learning activities of students. Teachers should give the rationale for the questionnaire before students are asked to complete it. Students should be encouraged to seek information from a wide range of mediums and sources. Even the brightest students filter the new course material through their prior knowledge. Traditional way to check students' understanding is to give a test every few weeks. Formative assessments are an effective way to make students' ideas visible to them, to peers, and to us.

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## MEETING 10

### PROMOTING INDEPENDENT LEARNING



**OBJECTIVES:**

- To understand what we mean by independent learning and independent learning skills
- To identify why independent learning is good for the learner
- To discuss activities which promote independent learning in the classroom

The notebook is open to two pages. The left page has the word 'OBJECTIVES:' written in red, bold letters. A yellow arrow points from this heading towards the right page. The right page contains a bulleted list of three items. The first item is in blue, the second is in green, and the third is in yellow. The notebook has a red cover and a green background.

**OUTCOMES**

- Everyone should understand what we mean by independent learning
- Even better if can say why it is better for learner
- Exellent if you have identified at least one strategy for independent learning that you are prepared to try in your classroom

The notebook is open to two pages. The left page has the word 'OUTCOMES' written in red, bold letters. A yellow arrow points from this heading towards the right page. The right page contains a bulleted list of three items. The first item is in green, the second is in red, and the third is in blue. The notebook has a red cover and a green background.

## What is independent learning?

"The ability to take charge of one's learning"

H. Holec 1981

'A focus on learning and not teaching'

Independent learning is usually developed over time and give learners increasing responsibility for work or learning. It helps them to make informed choices and to take responsibility for deciding what they need to do in order to learn.

## What are independent learning skills?

- Complete tasks without adult intervention for increasing periods of time
- Understand and interpret written instructions and text
- Use a number of different sources to find information for the completion of tasks
- Work individually, or in cooperation with a group, to complete tasks
- Be persistent when a task is challenging
- Ask for help when needed
- See mistakes as part of the learning process and 'have a go'
- Transfer learning to and from other areas of the curriculum (whole school involvement?)
- Set themselves high goals and aim to achieve the best they can

THE ABILITY TO:

## Five ways to promote Independent learning

1. Make pupils responsible for their prior knowledge
2. Provide a set of criteria to help pupils assess their own work
3. Let pupils be their own examiner
4. Make pupils responsible for each other's learning
5. Let pupils fail once in a while

WHY IS IT GOOD FOR THE LEARNER?



## WHY IS IT GOOD FOR THE LEARNER?

- Transferable skills - they are 'learning to learn' so the learning process is as important as the content (skills for life)
- Allows for different learning styles
- Self-direction is motivating - begin to think "I can do it". They have a feeling of being in control
- Personal confidence and feelings of competence as a learner
- Allows them to work at their own pace, and to some extent choose when and where learning takes place

## OUR ROLE AS A TEACHER

- To be familiar with the prior learning and achievement of the pupils
- To ensure that the work is meaningful and relevant
- To provide a learning environment that the pupils see as supportive, where they have the confidence to ask questions and have a go. Establish a clear code of conduct
- To plan learning so that the work is structured and achievable, and differentiated as appropriate

- Break large tasks into manageable steps
- To provide regular constructive feedback on their progress telling pupils WWW and EBI.  
Recognises success and achievement
- To provide opportunity for reflection and improvement, setting of targets and determining individual objectives
- Provide resources to help where pupils can access them readily (Learning Resources/Moodle etc) and also include internet reference for pupils to follow
- Use a wide range of learning and teaching strategies and adapt these to different levels of independence
- Set realistic deadlines.

## In the classroom: what works for you?

- How can you encourage your own pupils to become more independent learners?
- What strategies could you try?

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