“Didactic Sequences (DS): a socioconstructivist model for literature education at secondary school ”

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(Universitat Autònoma de Barcelona)
0. Summary

A. Intro
B. Theoretical frame
C. The model of “Didactic sequence”
D. Two experiences on literature education
E. “Studying the History of Literature”
F. Final ideas
A. Intro

- Experiences carried on between 2009 and 2011
- With secondary school students (15 – 16 year old)
- Focused on literature education
- With the use of ICT
B. Theoretical frame

- **Sociocultural theory** Vigotsky, 1978
- **Didactics research** Bronckart & Schneuwly, 1991
- **Natural classroom study** Van Lier, 1988; Coll & Edwards, 2006
- **Writing basic notions** Bereiter & Scardamalia, 1992; Camps, 2008
- **Literature education** Chambers, 2007; Colomer, 2005
- **Use of ICT** Coll, 2008; Hernández Ramos, 2005; Zayas, 2011
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Reading in the classroom & at home
C. “Didactic sequence”

Taking notes on general aspects

Reading in the classroom & at home

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C. “Didactic sequence”

Reading in the classroom & at home

- Taking notes on general aspects
- Writing synopsis of what is being read
C. “Didactic sequence”

- Reading in the classroom & at home
- Taking notes on general aspects
- Writing synopsis of what is being read
- Seeking info about the author
C. “Didactic sequence”

- Reading in the classroom & at home
- Taking notes on general aspects
- Writing synopsis of what is being read
- Seeking info about the author
- Contrasting historical periods
C. “Didactic sequence”

- Watching a film
- Reading in the classroom & at home
- Taking notes on general aspects
- Writing synopsis of what is being read
- Seeking info about the author
- Contrasting historical periods
C. “Didactic sequence”

- Reading in the classroom & at home
- Taking notes on general aspects
- Writing synopsis of what is being read
- Seeking info about the author
- Interpreting the characters
- Watching a film
- Contrasting historical periods
C. “Didactic sequence”

- Interpreting the symbols
- Interpreting the characters
- Watching a film
- Contrasting historical periods
- Taking notes on general aspects
- Writing synopsis of what is being read
- Seeking info about the author

Reading in the classroom & at home
C. “Didactic sequence”
C. “Didactic sequence”

Looking forward:

“A project”

Looking backwards
C. “Didactic sequence”

Phase 1

Looking backwards

Looking forward:

“A project”
C. “Didactic sequence”

Phase 1
- Looking backwards
- Looking forward: “A project”

Phase 2
- Info on the Internet & synthesis
- Composition process
- Screenplay on the project

Phase 3
- Oral exposition
- Blog, wiki, video...

Blog
C. “Didactic sequence”

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<th>Phase 1</th>
<th>Phase 2</th>
<th>Final</th>
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<td>1. Reading and discussing</td>
<td>4. Project:</td>
<td>5. Formal oral exposition</td>
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<td>2. Ground rules of exploratory talk</td>
<td>• Info on the Internet &amp; synthesis</td>
<td>6. Written product</td>
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<td>Student's diary</td>
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D. Two experiences on literature education

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Students talk about their process of learning
F. Final ideas

- ICT help to integrate three difficult items on writing teaching:
  - Process vs Product (wiki)
  - The addressee (Internet info)
  - The metacognitive awareness (video)
- ICT should be approached with a socio constructivist perspective
- ICT > Literature education