

Samskabende samtaler mellem lærer og elev.

- En anerkendende undersøgelse af fortællinger om interaktionserfaringer fra vejledningsrelationen mellem elev og lærer.

Af Ole Løw

Disponering af præsentationen:

- **Projektets hovedformål**

- **Projektets centrale hypoteser**

- **Projektets genstandsfelt -**
vejledningens kontinuum

- **Projektet tre samtalekontekster -**
prospektive refleksioner

- **Drøftelse -**
kommentarer og spørgsmål.

Projektets hovedformål kan jeg sammenfatte i tre dele

- ⊖ Undersøge relationen mellem elev og lærer med henblik på at identificere og beskrive lærerens ***konstruktive relationskompetencer***.

- ⊖ Metodeudvikling med afsæt i grundideen i Anderkendelse og i "Appreciative Inquiry"s ***udgangspunkt i det løfterige og ønskelige*** – det som deltagerne tilskriver værdi.

- ⊖ ***Kompetenceudvikling*** i relation til undersøgelsesresultaterne – operationalisering i forhold til grund-, efter- og videreuddannelse af lærere.

Mit projekts **to centrale hypoteser:**

A Det er min grundlæggende hypotese at (vejlednings) relationen skaber konteksten for læring & selvværd.

A Det er min hypotese at intersubjektive faktorer udgør en afgørende forskel i vejledning.

På den baggrund bliver projektets mindste analyseenhed "person i relation".

Projektets tre samtalekontekster

- *prospektive refleksioner*

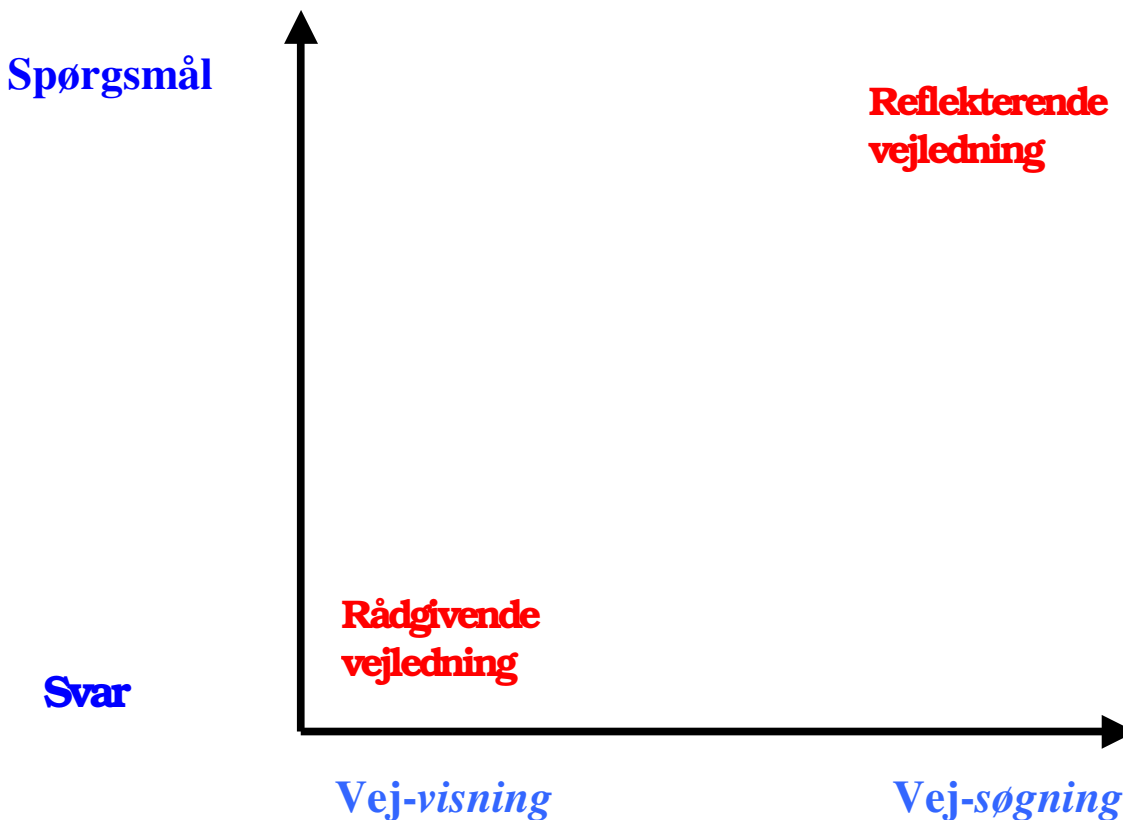
"All descriptions are based on theories of how to make descriptions. You cannot claim to have no epistemology. Those who claim have nothing but a bad epistemology. And every description is based upon, and contains implicitly, a theory of how to describe". (Gregory Bateson)

- **Samtale i ontologisk perspektiv** - menneskelig virkelighed forstås som mennesker i samtale, som en "samtalevirkelighed".
 Det er denne ontologiske pointe Gergen spidsformulerer, når han foreslår René Descartes dictum: "*Cogito ergo sum*" erstattet med "*Communicamus ergo sum*": "*Jeg kommunikerer, altså er jeg*"
 Eller som det udtrykkes af Rom Harré:
"Den primære menneskelige virkelighed er en person i samtale".
- **Samtale i epistemologisk perspektiv** - en grundlæggende erkendelsesform – som en form for konstituering af viden:
".....vi betragter viden som et spørgsmål om samtale og social praksis....." som det siges af R. Rorty

 - antagelsen om kontekst og cirkulære relationer
 - antagelsen om social og sproglig konstruktion
 - antagelsen om narration (fortælling)
 - antagelsen om anerkendelse
- **Samtale i metodologisk perspektiv** - specifikke professionelle samtaleformer – "*De spørgsmål, vi stiller, åbner for én verden og lukker for en anden*", som Peter Lang siger det.

 - vejledningssamtaler
 - kvalitativt forskningsinterview
 - historiefortælling som fortolkning
 - videoobservation som kvalitativ metode

Vejledningens kontinuum – mellem vejvisning & vejsøgning,
mellem svar & spørgsmål, mellem påvirkning & samskabelse.

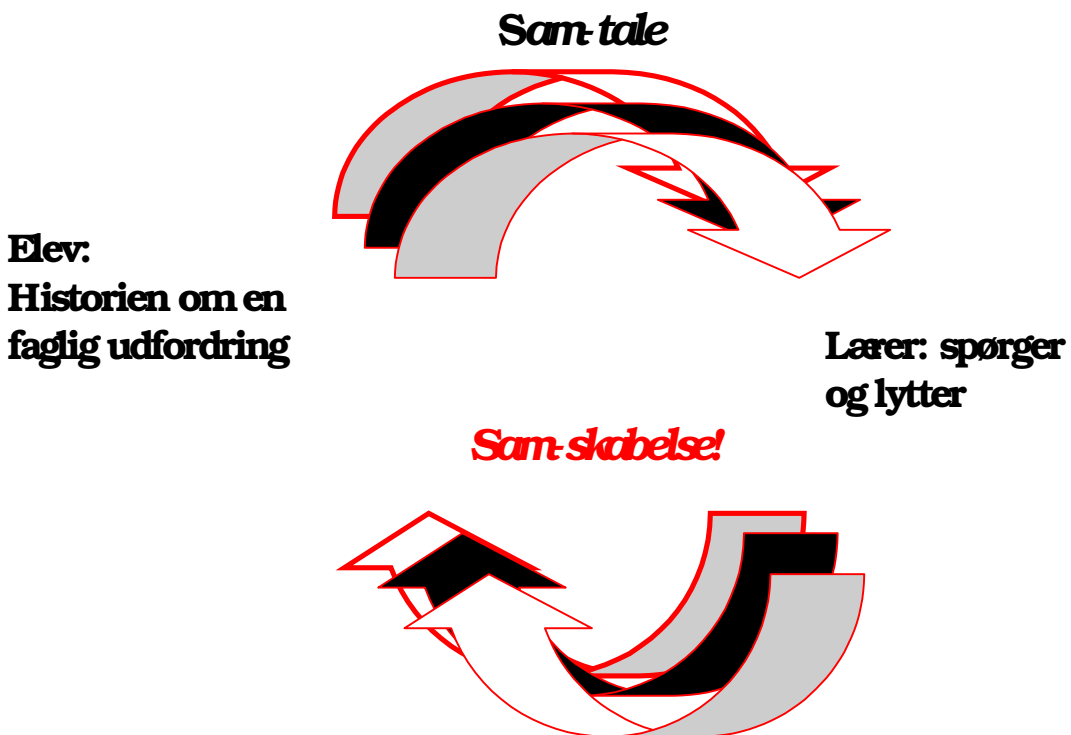


Vejledningssituationen : sigte, relation, aftale, kontrol og ansvar

Faciliterende forholdemåder:

- skabe overensstemmelse - intersubjektiv kongruens (kontext, kontakt, analog/digital, relation/indhold),
- samtale om samtalen (metakommunikation),
- befordre samarbejde og perspektivbevidsthed (social fantasi - intersubjektivt rum) og
- forholde sig anerkendende (lyttende, undersøgende, forstående & fordømsfrit)

Samskabelsesproces



Jeg-du-relation

modsat den lineære models

jeg-det-relation

Introductory paragraph – December 2003.

Ole Löw, authorized psychologist and lecturer of psychology at Aarhus University College of Education, Denmark.

Title of the project:

Collaborative dialogues between teacher and student.

- an appreciative inquiry into narratives about interaction experience of the relationship between student and teacher regarding guidance sessions.

The aim of the project is constituted by the following three parts:

- An examination of the relationship between student and teacher in order to identify and describe the teacher's constructive competence of relationship
- Development of method, point of departure being the basic idea of Acknowledgement and "Appreciative Inquiry" i.e. promising and desirable features – matters to which the students ascribe value.
- Development of competence related to the results of the examination – whether operational in regard to the basic training of teachers or teachers in service

The project will be based on the relationship between teacher and student regarding guidance.

The focus point of the video-recording and interviews will be guidance sessions with individual students as well as groups.

Formally, the project may be related §1.1, 13.2 & 18.5 in the Act on the Danish Primary and Lower Secondary School and the curriculum area of focus on the description of the student's broad, personal development.

With this project I wish to focus on the specific experience of interaction that the participants find important in their narratives about the character and the importance of the relationship between teacher and student. Which accounts do the students and teachers tell each other and me about promising, reciprocal relations between child and adult? Which qualities and attitudes lend themselves to identification? Which relevance do these have for the students' learning and self-worth. ***It is my basic assumption that the relationship between student and teacher creates the context for learning.***

I hope to be able to shed light partly on which issues of social practice – here the guidance session – that the students find important in respect to their learning and self-esteem, and partly on which factors of the teachers' guidance and process-management the teachers themselves find important for their students' academic learning-processes as well as their self-worth and self-esteem.

A specific approach and methodology will be required due to the fact of the starting point of this project being taken in narratives about school (including video-recordings) in addition to the emphasis on successful matters of which the students want more. Such concept of research is not available, however, drawing inspiration from the idea of Acknowledgement and "Appreciative Inquiry" and narrative theory, development of method will be an integral part of this project.

Keywords of the project:

<i>Field</i>	Guidance (counselling)/learning Collaboration/relationships - Interaction/communication Appreciation/self-esteem - Intersubjectivity/social imagination
<i>Theory</i>	Social constructivism/constructionism Cultural psychology/sociocultural psychology
<i>Method</i>	Action research/field studies Appreciative inquiry/narration.