

**Learning in school:**  
not just by students,  
and not only from teachers' DIY insights  
Response to Lani Horn

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הכנס השנתי של היוזמה למחקר יישומי לחינוך

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# VFF

- Video-based  
Formative  
Feedback  
Project

The protagonist of this  
drama: **LEARNING**

# Putting VFF into context: **What is the problem?**

From the review of  
**“Effectiveness of Teachers’  
professional development”**  
(conference booklet):

## Putting VFF into context:

**What** “Teachers invest many hours..  
into their **professional  
development**”

From the re

“**Effectiveness of Teacher  
professional development**”

(conference booklet):

“Which of [the many ways in which  
teachers learn] is effective?”

“It is difficult to give a research-  
based valid and reliable answer ...”

## Putting VFF into context:

Yet, some **conclusions** seem to be **common** to all relevant research studies:

“Effective teachers professional development” (conference booklet):

**Didactic model is ineffective**

**Didactic model: telling teachers what to do**

# Putting VFF into context:

Yet, some **conclusions** seem to be **common** to all relevant research studies:

“Effective teachers professional development” (conference booklet):

...m?

Teachers working together

**Didactic model is ineffective**

**Professional Community Model seems more effective**

We are here!



Video-based Formative  
Feedback (VFF)

VFF into context:

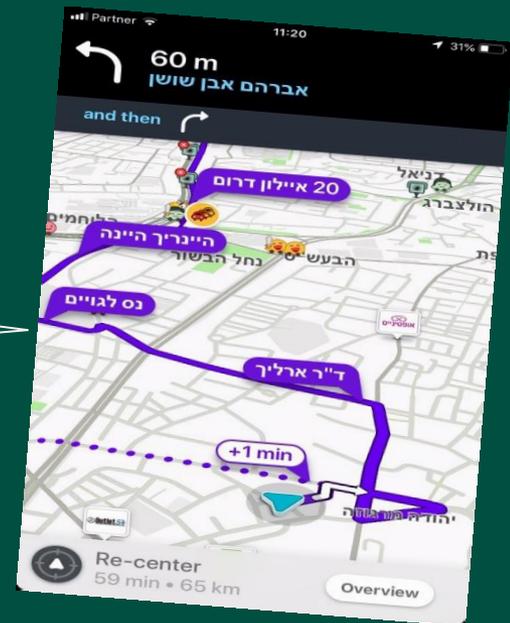
usions  
non to all  
studies:

**Professional  
Community  
Model** seems  
more **effective**

Can we learn  
from VFF project?

Yes, but our learning will be  
more effective if we **theorize**  
(teacher) learning

Because  
**theory** is  
like a map



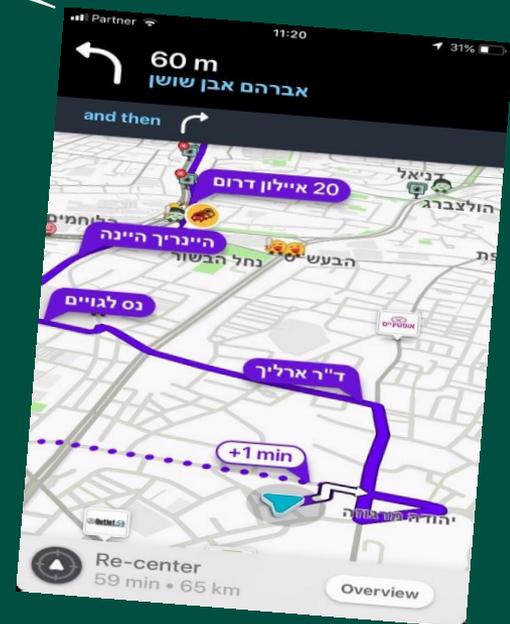
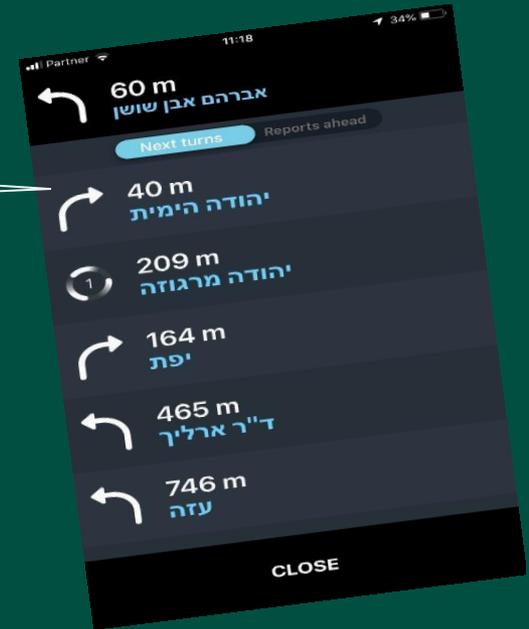
Unlike explicit instructions

the map (theory)

explains

increases our confidence by explaining how things work (or not)

lessens our reliance on memory

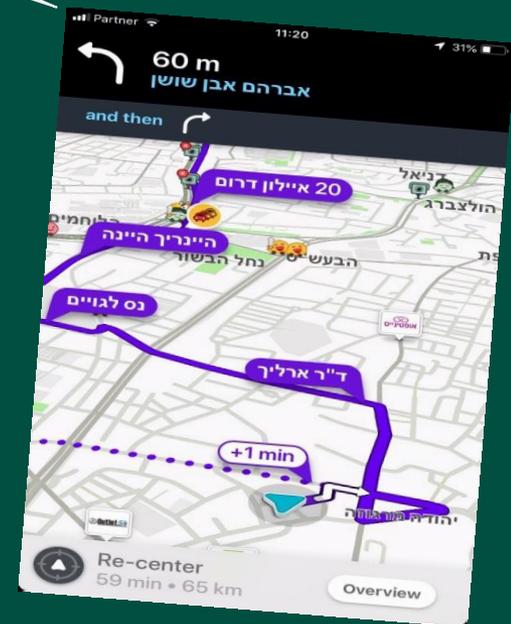
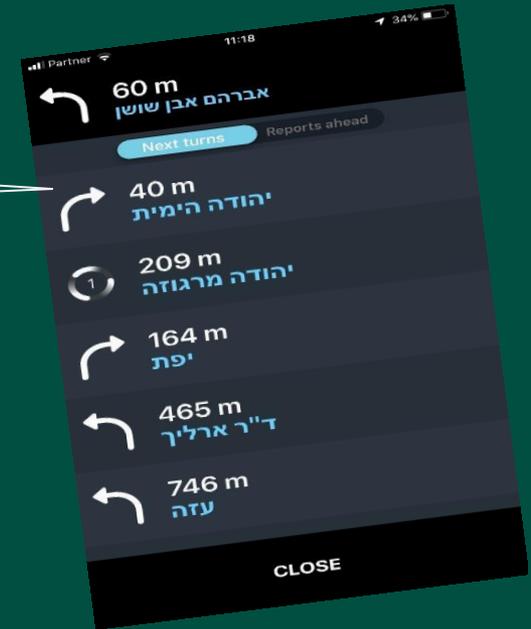


Unlike explicit instructions

the map (theory)

extends

Allows to improve the familiar and to face unfamiliar



begin to

## Things to do in this commentary:

**1. Theorizing (teacher) learning**  
- learning as routinization

**2. Harnessing the theory**

- To explain why things work  
– or not
- To refine VFF

**The teacher's basic need that  
fuels professional learning**

**to know what  
to do when**

There are other aims as well,  
but this one is the most  
pressing, most **fundamental**

**What is it renders the teacher able to make on-the-spot decisions in the classroom?**

**Experience!!!**

**When the teacher finds herself in a situation in which she feels obliged to act,**

**she tends to recall past situation sufficiently similar to the present one to justify doing what was done then**

**What is it renders the teacher able  
to make on-the-spot decisions in  
the classroom?**

**Experience!!!**

**When the  
teacher finds  
herself in a**

**task -  
situation**

**she tends to recall  
a precedent**

# How do routines arise?

- All we do in a competent way involves **replications** of one's own or somebody else's **past actions**

There are other ways of choosing what to do, but when you have to make on-the-spot decision, your past experience speaks louder than any other potential source.

# How do routines arise?

- All we do in a competent way involves **replications** of one's own or somebody else's **past actions**
- The repetitions create **patterns of action** that is, **routines**
- **Learning = routinization** of our actions

# routine

What must happen

task

routine = +

procedure

How it may happen

# routine

In a given task-situation, according to a given person

task

routine

=

+

procedure

In a given task-situation, according to a given person

begin to

## Things to do in this commentary:

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# Today, the need for professional learning is greater than ever

- Old **routines** for teaching have been **taken away**



Don't tell!



Don't use IRE routine!

# Today, the need for professional learning is greater than ever

- Old **routines** for teaching have been **taken away**
- and unprecedented **task-situations** have been created

Arrange productive group work

Orchestrate rich discussion

# How to learn?

- Case 1: **precedents are available**

Others have already developed an appropriate routine

Didactic Model?

Can it be effective?

talking



doing

How likely is the learning experience to be evoked in the classroom as precedent?

# Recruiting a routine in a task-situation

**Problem 1:** We tend to restrict our search for precedents to **contexts similar to the task-situation at hand**

Classroom task-situation may **not hark back** to the one that was introduced by telling or enacting a story

Imagine you try to recognize a person on the basis of a **verbal description** of her face

# Recruiting a routine in a task-situation

**Problem 1:** We tend to restrict our search for precedents to **contexts similar to the task-situation at hand**

Classroom task-situation may **not hark back** to the one that was introduced by telling or enacting a story

This results in phenomenon known as **situatedness of learning**

# Recruiting a routine in a task-situation

**Problem 1:** We tend to recruit precedents to contexts similar to the situation at hand

Lani Horn:  
“Ideas do not  
travel well”

**Problem 2:** Even if one does recruit a precedent from the learned repertoire, the description of the task-situation may be not “thick” enough

# How to learn?

- Case 1: **precedents are available**

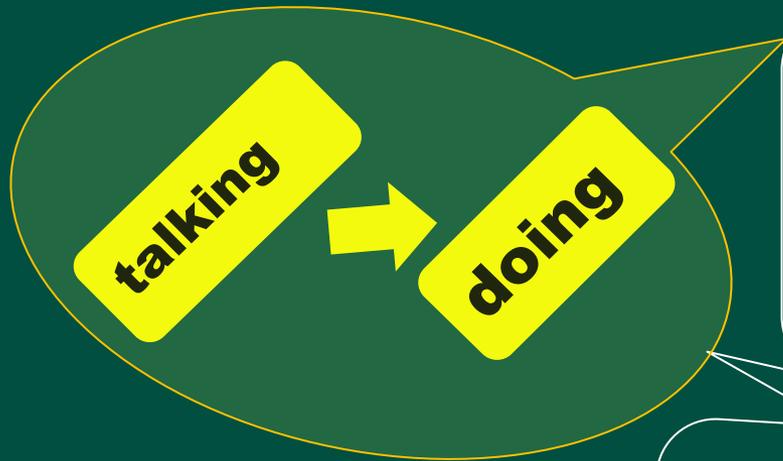
Didactic  
Model?

Workplace  
conversation?  
(Horn)

Unlikely to work

# How to learn?

- Case 1: **precedents are available**



Workplace  
conversation?  
(Horn)

It's still **learning-by-talking**,  
but its context is **closer** to  
classroom task-situation

# How to learn?

- Case 1: **precedents are available**

Didactic  
Model?

Workplace  
conversation  
? (Horn)

Unlikely to work

More likely

**Still, not as effective as we would like (Horn):**

- **opportunities for learning are scarce**
- **the context still not close enough to the classroom**

**Didactic Model?**

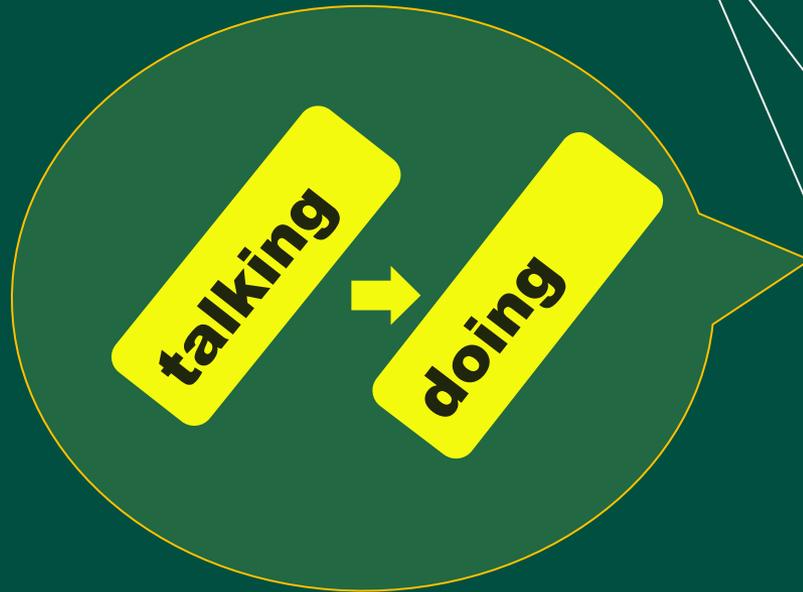
**Workplace conversation ? (Horn)**

**Unlikely to work**

**More likely**

# How to learn?

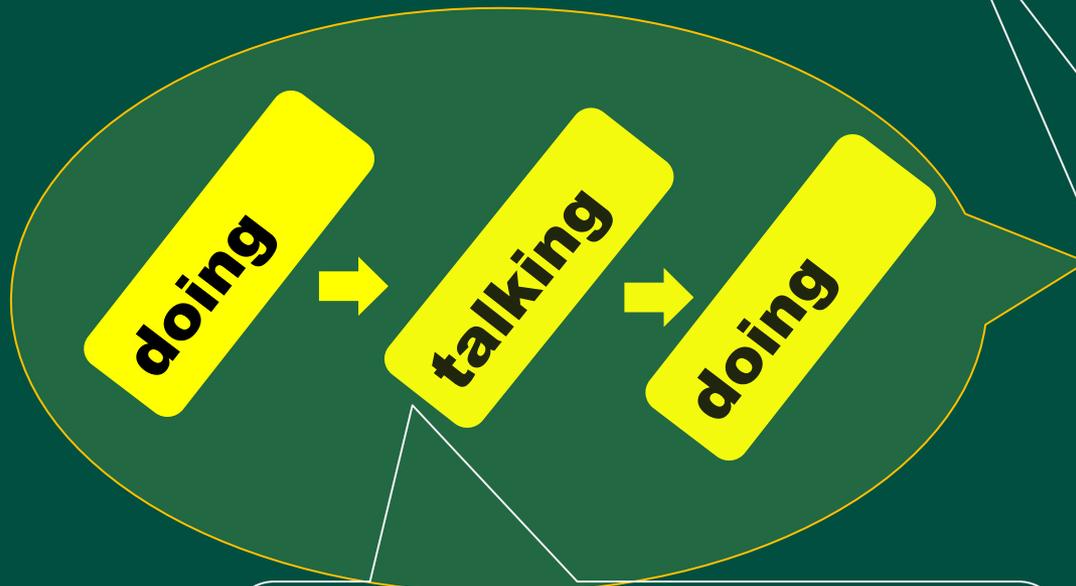
- **Case 2: precedents unavailable or not good enough**



**VFF:**  
Video-based  
formative  
feedback?  
(Horn)

# How to learn?

- Case 2: **precedents unavailable or not good enough**



you put the obvious precedents on hold

VFF:  
Video-based  
formative  
feedback?  
(Horn)

# How to learn?

- **Case 2: precedents unavailable or not good enough**

The context of learning  
much closer **to the context  
of application**

The **chance for application**  
- greater, **the risk of  
distortion** - smaller

**VFF:**  
Video-based  
formative  
feedback  
(Horn)

# How to learn?

**Didactic Model?**

**ineffective**

**Workplace conversation ? (Horn)**

**more effective**

**VFF:  
Video-based formative feedback? (Horn)**

**even more effective**

begin to

## Things to do in this commentary:

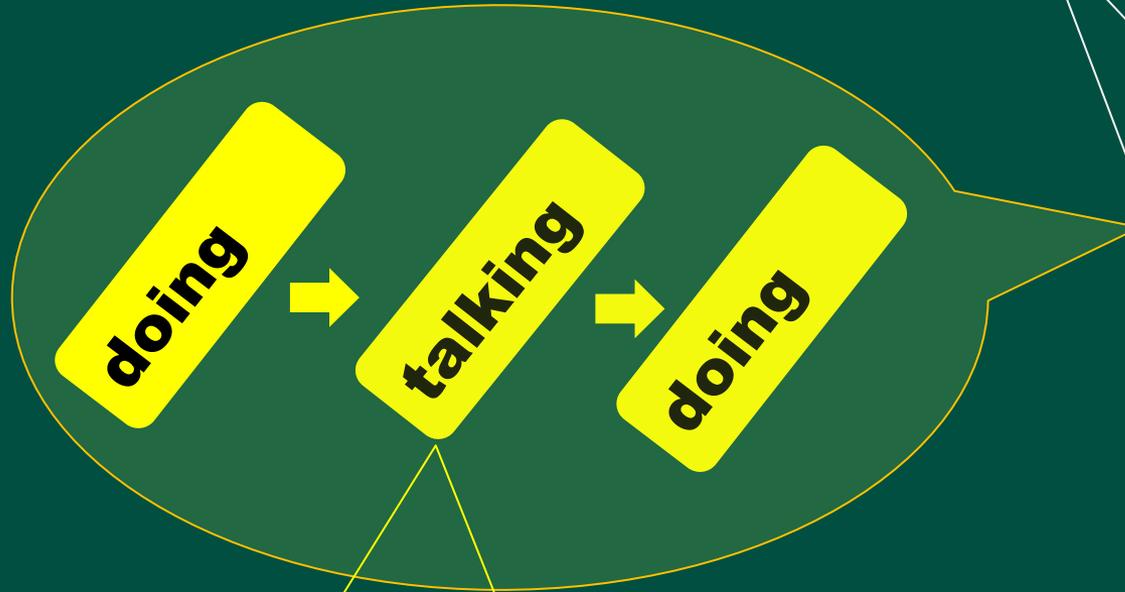
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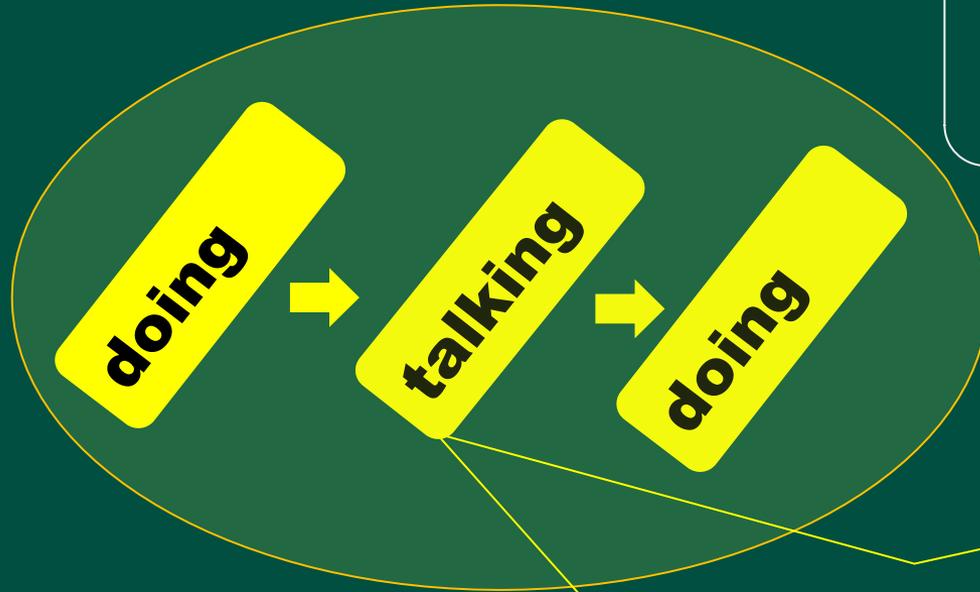
# How to learn?



There are different types of talking

VFF:  
Video-  
based  
formative  
feedback?  
(Horn)

# How to learn?



**Theory explains**

**Theory extends**

Math teachers' learning will be more effective if the talking includes **theory of learning math**

**For instance,**

Julie could have learned about the students' "mis-conception" (also) today from research on **learning statistics**



**For instance,**

Julie could have learned about the students' "mis-conception" (also from what is known today from research on **learning statistics**)

**Wouldn't VFF be then even more effective?**

# Judging from the report i quoted in the beginning

Models of teacher  
development  
leave little space  
for **theories**  
**on learning**

**This needs  
to change!**

So, whatever **learning** is sought

**the  
student's**

**the  
teacher's**

**theories of  
learning**

**should constitute the  
travelers' roadmap**

