

PRODUCTIVE LEARNING

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'Productive learning' – a widespread and slippery concept

- Google (2007): 160.000 hits
 - Another word for 'good' learning?
 - A consequence of accountability culture (productivity and outcomes)?
 - A reaction towards process focus in progressive ped?

Our perspective on 'productive learning'

- Socio-cultural theory: Dewey, Vygotsky, Bakhtin, Engestrøm
- Processes (practices)
 - How do we define 'productive learning processes' ?
 - Affords appropriation
 - Generates new understanding and new knowledge
 - What are important characteristics of such practices?
 - General and contextual
 - NB: Good practices do not necessarily produce good products!
 - What role can technology play?
- Products
 - How do we secure the *quality* of products?
 - What role can technology play in this?
- Productive vs. reproductive, unproductive, counter-productive

Characteristic aspects of productive learning processes

Productive	Reproductive
<p>Fostering curiosity in students (Sarason, 2004)</p>	<p>(Passive) acquisition of external knowledge, values and skills (Biesta, 2001, 2002)</p>
<p>Motivation</p> <ul style="list-style-type: none"> • Inquiry • Disequilibrium (Dewey 1910; 1916a; 1916b) • Problems, questions (Matusov, Biesta) 	<p>Textbook-driven Test & exam driven</p>
<p>Prod participation and interactions</p> <ul style="list-style-type: none"> • Multivoiced • Tension between divergent voices • “inner persuasive word” (Bakhtin, 1984,1986; Wertsch, 1998) 	<p>Relying solely on (teacher) authority</p> <p>“the authoritative word”</p>
<p>Inner contradiction and expansion (Engeström, 1987)</p>	<p>Agreement and consensus as the ultimate goal</p>

How to study the role of technology in prod. learn.?

Jones et al (2007): Necessary to study the activity system

- Example: case study of innovative law education Uni Bergen
 - Productive outcome: better grades, dramatic reduction in failure rate
- MACRO level
 - Strong pedagogical tradition in law: individualistic & reproductive
 - New pedagogy: problem oriented, technology supported social learning

- MESO level

- Total reorganization: strict structuring, compulsory writing, sharing, electronic feedback, all texts public

- MICRO level

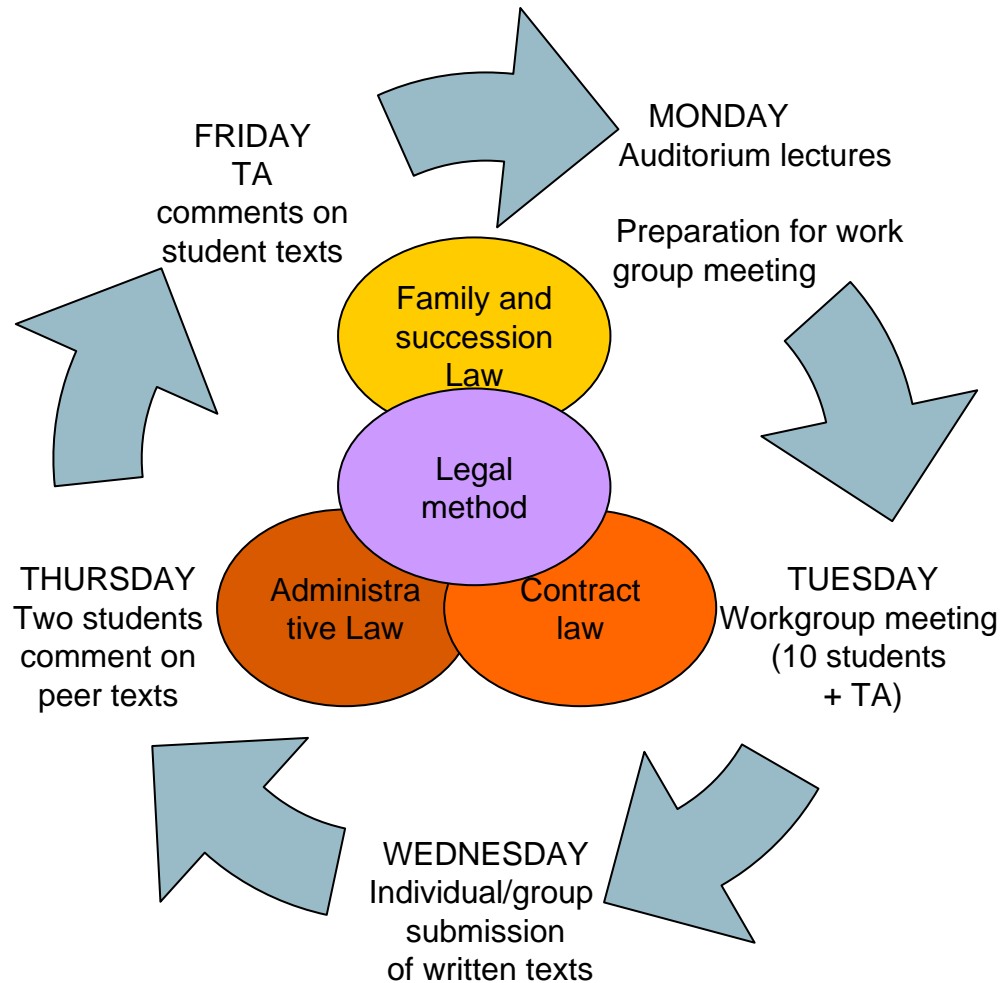
Crucial questions:

- To what extent and how do students utilize the learning potential of divergent voices and conflicting opinions?
- How do students utilize the potentials of the e-network?
- How does this influence the quality of text products?

How technology affected the quality of texts in law edu

Productive interactions	- technology dependent
Strictly structured study cycles: Students submit texts in VLE every week – open access	Provides students with models of high (and low) quality texts - genre requirements
E-feedback from peers required + feedback from Teacher Ass.	New public arena –dialogic space Multiple voices –divergent views: improves argumentation
Counterproductive aspects	
	Strong socializing tools - foster conformity? - colonize learners' & teachers time?

Law students' weekly study rhythm in year 1



Multi-group meetings
every third week

Discussions between 3
student groups lead by
one law teacher/PhD-
student

**Take-
home
exam**

**Sit-
down
exam**

Auditorium lectures