

## **EDUCATIONAL SPACES**

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### **CHILDREN LEARN TO**

### **READ AND WRITE BY *READING AND WRITING***

SO... WE NEED TO CREATE *ENGAGING SPACES* THAT SUPPORTS THEIR READING AND WRITING!

WHAT WE DO IS GREATLY AFFECTED BY WHERE WE DO IT.  
CONTEXT MATTERS

### **CLASSROOM SPACES SHOULD SUPPORT:**

- Engagement
- Instruction
- Independence
- Exploration
- Collaboration
- Sense of Belonging

### **BALANCING EDUCATIONAL SPACES**

- PERFORMATIVE - CONTEMPLATIVE
- DIRECTED - EXPLORATORY
- INDEPENDENT - COLLABORATIVE

### **3 TYPES OF EDUCATIONAL SPACES**

PHYSICAL

SOCIAL

VIRTUAL

#### **PHYSICAL SPACES**

- PERSONAL SPACES
- MEETING SPACES
- RESOURCE SPACES
- COLLABORATIVE WORK SPACES
- COMMUNICATIVE SPACES
- ARCHIVAL SPACES
- PERFORMATIVE SPACES

#### **SOCIAL SPACES**

- WHOLE GROUP MEETING SPACES
- SMALL GROUP SPACES
- ONE ON ONE SPACES
- GATHERING SPACES
- GUEST SPACES
- THRESHOLD SPACES

## **VIRTUAL SPACES**

- PRESENTATIONAL SPACES
- INFORMATIONAL SPACES
- COLLABORATIVE SPACES
- ARCHIVAL SPACES
- AFFINITY SPACES
- COMMUNICATIVE SPACES

## **TRADITIONAL CLASSROOM ARRANGEMENTS**

TELEVISION OR RADIO ROOMS?

ORGANIZED FOR PRESENTATIONS (LECTURES) & TEACHER CONTROL

## **SEATING ARRANGEMENT QUESTIONS**

HOW MUCH ROOM DO YOU HAVE?

CHOOSE DESKS OR TABLES?

HOW MOVEABLE OR FLEXIBLE DOES THE ARRANGEMENT HAVE TO BE?

FOCUS ON TEACHER OR OTHER STUDENTS?

HOW MUCH TIME WILL STUDENTS SPEND AT DESKS?

WHAT ARE STUDENTS' PREVIOUS EXPERIENCES?

DO STUDENTS NEED TO BE ABLE TO LEAVE SEATS?

HOW MUCH TEACHER SPACE IS OPTIMAL?

SEATING ARRANGEMENT APPS

**CLASSROOMS ARE *FORMALIZED SPACES* WHERE CHILDREN DO THINGS THE REST OF US DO OUTSIDE OF CLASSROOMS – LIKE READING AND WRITING.**

SO, *WHERE* DO WE READ AND *WHAT DO WE NEED* AROUND US TO READ FOR EXTENDED PERIODS OF TIME? (MAKE A LIST)

## **IMPORTANT CONSIDERATIONS**

- ENGAGING
- AUTHENTIC
- DISTINCTIVE
- COLLABORATIVE
- RESPONSIVE
- ACCESSIBLE
- AUTHENTIC
- DISTINCTIVE

## **PHYSICAL CONDITIONS**

- NOISE LEVELS (HEADPHONES, MUSIC)
- LIGHTING (FLORESCENT V INCANDESCENT)
- PATHS (MOVEMENT, WORK)
- ACCESS (SINGLE OR MULTIPLE SITES)
- TRANSITIONS (TIMING, GUIDANCE)

## **DESIGN OR DECORATION**

DESIGN: THE ART AND SCIENCE OF UNDERSTANDING PEOPLE'S BEHAVIOR IN ORDER TO CREATE FUNCTIONAL SPACES FOR THEM

## **SETTING GOALS**

- WHAT IS THE PURPOSE OF THIS SPACE?
- WHAT ARE THE VARIOUS ROLES TO BE ENACTED IN THIS SPACE?
- HOW DOES THE PHYSICAL ARRANGEMENT AFFECT THE WAY PEOPLE ACT?
- HOW WILL YOU KNOW IF THE SPACE IS BEING USED SUCCESSFULLY?
- HAVE YOU ELICITED STUDENT RESPONSES AND SUGGESTIONS?

MAKE AN INVENTORY OF YOUR CLASSROOM SPACES

WHAT PURPOSE DOES EACH SPACE SERVE?

## **CLASSROOM COMPONENTS**

- PRESENTATIONAL AREA
- MEETING AREA
- LIBRARY
- SEATING
- STUDENT "STUFF"
- WALLS
- RESOURCE / SUPPLIES AREA(S)
- TEACHER AREA

## **THINGS WE DO IN READING WORKSHOP**

- CHOOSE BOOKS FROM LIBRARY
- READ INDEPENDENTLY
- READ ALOUD TO STUDENTS
- MEET WITH STUDENTS
- PROVIDE LESSONS (PRESENTATIONS)
- TALK ABOUT BOOKS AND IDEAS
- CONDUCT BOOK TALKS
- MEET IN SMALL GROUPS (LIT STUDY, STRATEGY)
- LISTENING CENTER
- AND SO ON...

## **SOCIAL SPACES**

WAYS OF TALKING

OPENING / CLOSING CEREMONIES

THRESHOLDS

RITUALS

ROLES OF TEACHERS AND STUDENTS

BUILDING COMMUNITY

POWER / AUTHORITY

## **QUESTIONS TO ASK:**

- WHAT ARE THE PROCEDURES FOR GOING TO THE BATHROOM?
- HOW BIG IS THE TEACHER'S DESK?
- IS THERE A WAY FOR STUDENTS TO MAKE SUGGESTIONS?
- DOES THE TEACHER EVER ASK IF THEIR TEACHING WORKED?
- ARE OLD LESSON PLAN BOOKS AVAILABLE?
- HOW DOES THE DAY START AND END?
- IS THE TEACHER A "JOYFULLY LITERATE HUMAN BEING"?

## **JOYFULLY LITERATE HUMAN BEING (TEACHER)**

- MULTI-LITERATE
- SHARES READING LIFE
- READS CHILDREN'S LITERATURE
- SENSE OF HUMOR
- ENJOYS CHILDREN
- ORGANIZES CLASSROOM

## **MY RESEARCH ON CLASSROOM TALK**

- MOST CLASSROOM TALK FOCUSED ON LITERAL DETAILS (BASIC COMPREHENSION).
- THE QUESTIONS TEACHERS ASKED DETERMINED (FOR THE MOST PART) THE TYPES OF TALK THAT OCCURRED.
- GREATEST BENEFITS OF DISCUSSION WERE FOR BELOW AVERAGE AND AVERAGE READERS.
- ADDING EVEN SMALL AMOUNTS OF TALK HAD BIG EFFECTS ON COMPREHENSION.

## **5 PRINCIPLES OF DIALOGIC TALK: ROBIN ALEXANDER**

- COLLECTIVE - TEACHERS AND CHILDREN LEARN AND ADDRESS ISSUES TOGETHER
- RECIPROCAL - TEACHERS AND CHILDREN LISTEN TO EACH OTHER, SHARE IDEAS
- SUPPORTIVE - CHILDREN ARTICULATE IDEAS FREELY WITHOUT FEAR OF REPRISAL
- CUMULATIVE - TEACHERS AND CHILDREN BUILD ON EACH OTHER'S IDEAS
- PURPOSEFUL - TEACHERS STEER TALK WITH EDUCATIONAL GOALS IN MIND

## **LANGUAGE OF INSTRUCTION**

CALLING ATTENTION - FOCUSING  
EXPLICITNESS  
EXPLANATORY TALK  
PACING  
OBJECTIVES  
RESPONSES USED TO CONFIRM

## **LANGUAGE OF DISCUSSION**

INVITING PARTICIPATION  
TENTATIVENESS  
EXPLORATORY TALK  
WANDERING  
CONSIDERING POSSIBILITIES  
RESPONSES USED TO EXTEND

### **TRADITIONAL CLASSROOM TALK**

- TEACHERS TAKE TURNS AT WILL
- TEACHERS ALLOCATE TURNS TO OTHERS
- TEACHERS DETERMINE TOPICS
- TEACHERS CONTROL PACE OF DISCUSSION
- TEACHERS INTERRUPT AT WILL
- TEACHERS POSE QUESTIONS AT WILL
- TEACHERS ENDORSE PARTICULAR MEANINGS
- TEACHERS END CONVERSATIONAL TURNS

### **SOME THOUGHTS ON QUESTIONS**

- STUDENT RESPONSES ARE REFLECTIVE OF THE QUESTIONS TEACHERS ASK AND THE EXPECTATIONS SET FOR DISCUSSION.
- FOR MANY STUDENTS, QUESTIONS CAN BE CONFRONTATIONAL, RATHER THAN INVITATIONAL.
- TOO OFTEN QUESTIONS ARE USED TO CONTROL RATHER THAN INQUIRE (WHO'S PAYING ATTENTION?)
- WHO GETS TO ASK THE QUESTIONS IS REFLECTIVE OF THE POWER RELATIONS IN THE CLASSROOM.

### **STUDENT INVOLVEMENT**

- BUILD THE ROOM TOGETHER
- POST-IT VOTING / INPUT
- LIST OF FAVORITES / LEAST FAVORITES
- STUDENT COMMITTEES FOR EACH AREA
- TRY SITTING IN STUDENT DESK
- STUDENT SUGGESTION BOX

### **USING QUESTIONS MORE EFFECTIVELY**

- TEACHERS SHOULD STOP ASKING QUESTIONS THEY KNOW THE ANSWERS TO ALL THE TIME (INTEGRITY).
- TEACHERS SHOULD ASK MORE QUESTIONS IN RESPONSE TO STUDENTS' IDEAS THAN IN FRONT OF THEM.
- QUESTIONS SHOULD ALLOW FOR AN ACCEPTABLE RANGE OF ANSWERS, POSSIBILITIES OR INTERPRETATIONS
- QUESTIONS SHOULD PROVIDE OPPORTUNITIES FOR STUDENTS TO CONFIRM OR DENY, CLARIFY & EXTEND.
- QUESTIONS MUST GO BEYOND LITERAL RECALL AND REQUEST EVIDENCE OF INTERPRETIVE PROCESSES.
- ALLOW STUDENTS TO ASK MORE QUESTIONS.
- "TELL ME MORE" IS BETTER THAN "WHY IS THAT?"

### **Other Considerations:**

TRANSITIONS

PRACTICE

MUSIC

PATHS

## **LIFE IN A CROWDED PLACE**

RITUALS

THRESHOLDS

PARADING

CEREMONIES

## **VIRTUAL SPACES**

PRESENTATIONAL, INFORMATIONAL, OR COLLABORATIVE SPACES?

### **INFORMATIONAL SPACES**

WEBSITE BUILDERS

TWITTER FEEDS

SEESAW – STUDENT PORTFOLIOS ([HTTPS://WEB.SEEAW.ME](https://web.seesaw.me))

GOOGLE CLASSROOM

PARENT CONTACT – [REMIND.COM](http://remind.com)

PARENT CONSENT – [CLASSTREE.SG](http://classtree.sg)

### **COLLABORATIVE SPACES**

WIKI CREATOR: [WIKISPACES](http://wikispaces.com)

VOICE SHARING RECORDER: [VOXER](http://voxer.com)

MESSAGING GROUP APP: [SLACK](http://slack.com)

INTERACTIVE WHITEBOARD: [DOCERI](http://doceri.com)

COMMUNITY BUILDER - [CLASSDOJO.COM](http://classdojo.com)

OTHERS ON [FRANKSERAFINI.COM](http://frankserafini.com)

### **VIRTUAL SPACES CONSIDERATIONS**

PURPOSE OF THE APP OR PLATFORM

STUDENT INVOLVEMENT

PARENT INVOLVEMENT - UNIVERSITY

TIME CONSIDERATIONS

ON-LINE SAFETY

CONFIDENTIAL INFORMATION

BEWARE “TECHNO-BLING”

### **SOME FINAL ASSERTIONS**

THE SPACES WE PROVIDE IN OUR CLASSROOMS HAVE TO BE CONNECTED TO THE THEORIES OF LEARNING WE ESPOUSE.

PROVIDING ACCESS AND CHOICE AND TIME ARE STILL IMPORTANT DIMENSIONS OF THE READING WORKSHOP.

BUILDING A COMMUNITY OF READERS HAS MORE TO DO WITH TEACHING READING THAN ANY LESSONS I’VE CREATED

OUR CLASSROOM SPACES MUST SUPPORT ENGAGEMENT IN THE TYPES OF LITERATE ACTIVITIES WE PRACTICE OUTSIDE SCHOOLS.

CHILDREN MUST FEEL AT HOME IN OUR CLASSROOMS – IF THEY DON’T FEEL LIKE THEY BELONG, HOW CAN THEY ENGAGE WITH THE LITERATE PRACTICES WE EXPECT?