

Working Group 6: *Classroom focussed research, how do kids learn?*
Angela Pesci, Anastasia Evangelidou & Gianna Manno

In a social constructivist frame the idea that students are important sources for the construction of knowledge is widely shared. The role of the teacher remains essential, he/she is the organizer and the facilitator of the whole process of interaction. The actions of communication, both between the teacher and the pupils and between the pupils themselves, are crucial. Personal relationships are the events which determine the quality of the educative process and they express themselves in verbal and non-verbal languages (words, graphs, gestures, postures, ...). The analysis of a class situation in its global entirety is a very complex task, which implies the ability of reading, contemporaneously, the different typologies of communicative actions carried out on the didactic scene. The construction of appropriate observation models appears urgent. This does not mean only isolating some specific communicative forms but to be able to observe how different forms of communication manage together to modify and cause a specific contextual situation to evolve. The aim of this working group could be to discuss how we can observe and analyse the different communicative forms which act together in class, paying attention to verbal and non-verbal languages, to the role of the teachers and to the dynamics between individuals.