

Harald Nilsen

Norway

Hanka Foltová

Czech Republic

Assumptions for Better Learning in the Classroom; 1st International School, Czech Republic¹

Abstract

The article presents an authentic learning situation that implies conditions for better learning. “Findings” are adopted after observation of a class (15 pupils + teacher), primary school, lower level. Better learning – it is suggested – is linked to pupils’ free scope framed in the teacher’s control and firmness, pupils’ attention to the teacher’s instruction, pleasant atmosphere (*to be nice to the others*), receptiveness combined with mutual respect, the teacher as designer of meaning-making and manifold stimulating impressions, the teacher’s responsibility to strengthen pupils’ self-image. In a sum the article emphasises *relational-education*. Neither teacher nor pupils can be better by them selves, but in respectful togetherness.

Key words: *learning/additional learning, teacher’s role, atmosphere, control/freedom, intercommunication, mutual respect.*

¹ An extending Research Report from classroom observation in Poland (Szczecin) and the Czech Republic (Ostrava) is given in the Journal *FREDRIKKE*, volume no. 5/2007 (volume = 45 pages). The article is an extensive revision of the Research Report. The RR can be found: http://www.hinesna.no/system/files/fredrikke/2007_5.pdf