



Improving practice while exploring new ways to connect to students during the pandemic crisis

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About

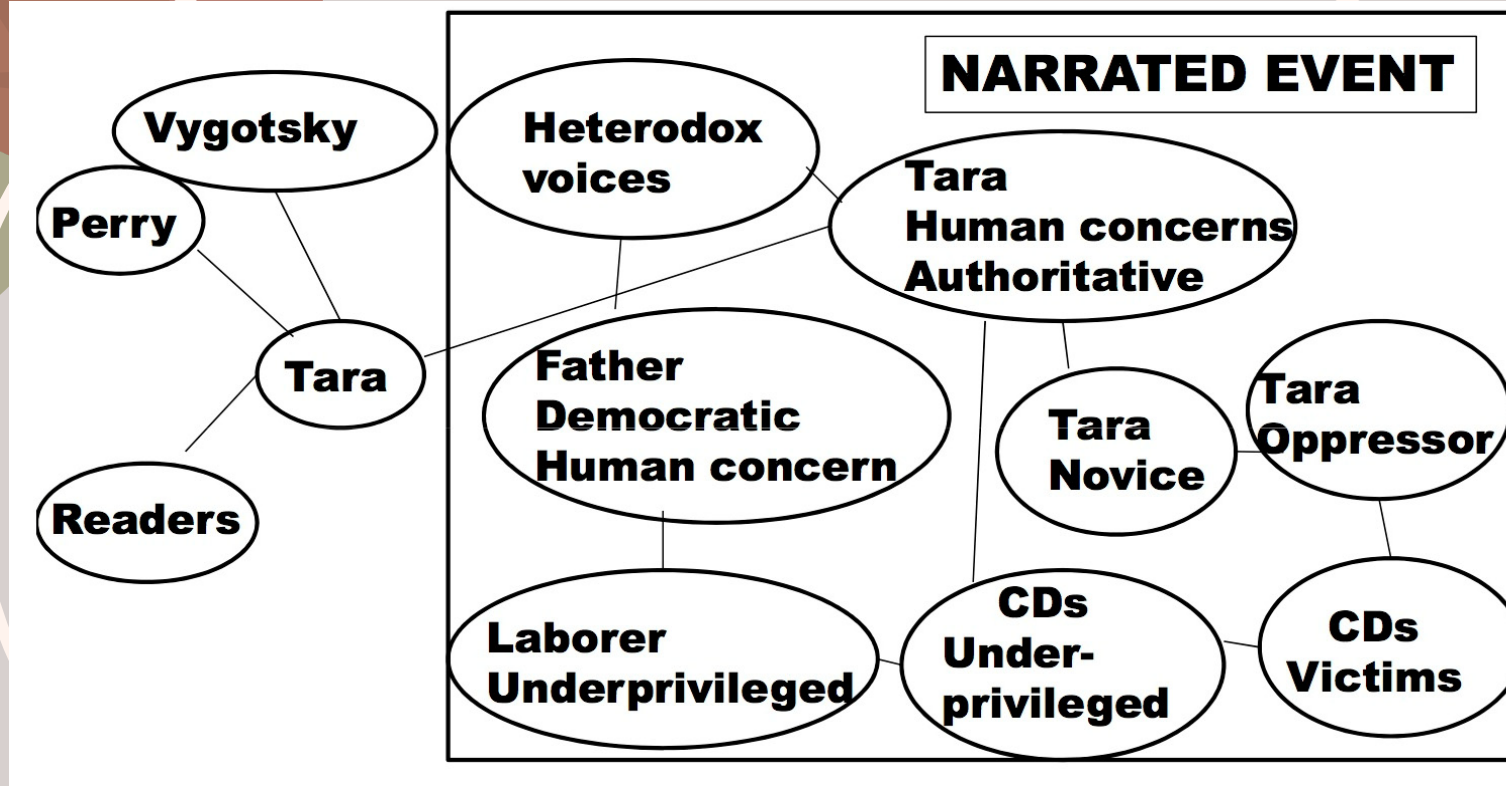
Expansive learning by engaging with
new social formations of activity

Becoming part of new communities of
culture of inquiry

Individually and collectively “changing
lives through AR”

Diversity as a resource for mutual
learning and change

WHERE I COME FROM: MY LIVING CONTRADICTION



WHERE I'M GOING

Deaf to students' voice



Becoming inclusively attentive



Teachers' ethical dilemma during the pandemic

Disruption caused

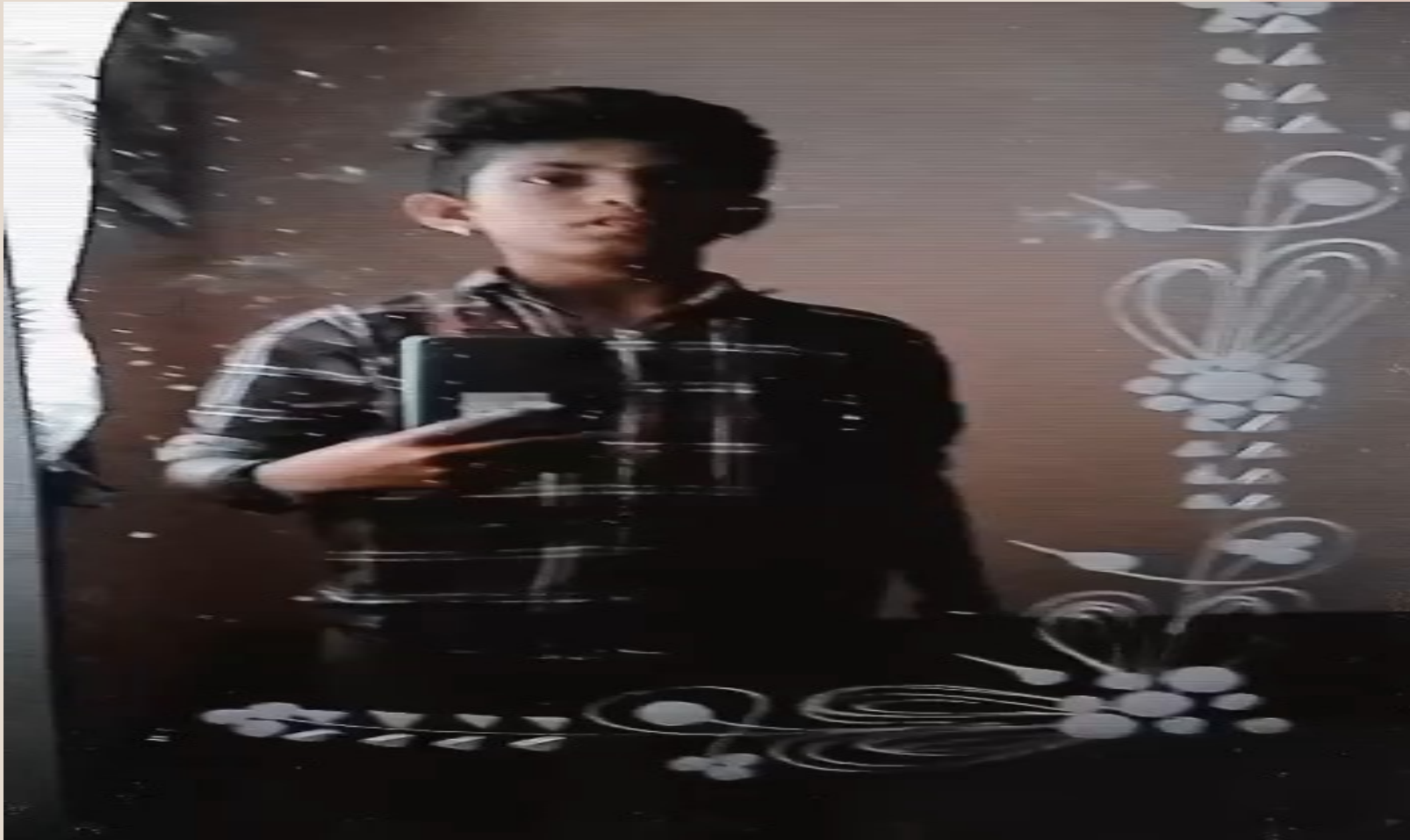
worries about connecting to their rural based students online

- *How can we motivate students to listen to our teaching and answer?* (a teacher)

Opportunity seen

- explore with these teachers how learning could be made personally engaging for their students within digital resources and constraints

Accepting and appreciating diverse cultures



Gaining insights

Teachers found answers to questions with ongoing participation in class and after class discussion and reflection on them

Anitha: I'm getting some answers to my questions about how to engage students by linking whatever talent they have to their learning. I was really surprised by the change in Poorna. He was a very difficult boy, never paid attention. Here, he attends all the classes and even picks up the corrections. Maybe he feels good that his videos are appreciated and discussed in class. We teachers used to think he was wasting time doing useless things and advised him to study. But here, we see everything positively.

The influence of the new experience on students

- Every student felt valued because we identified and acknowledged their interests and unique competencies
- Felt safe to voice their concerns, needs, desires, interests.
- eager to share their interests and engage in meaning making activities based on their contribution
- Enhanced their identity of participation and learning and link the learning to social action

Learning to write while co-constructing a playscript

DATE: / / PAGE: / /

Father - I called police They are coming coming.
asked To family

Police - give me your father's photo.

Father - gave photo photo to police
Police are went to search

Police - show the father's photo where they went and show father's photo to passerby and asked If they see anywhere?

Passerby - He was taken by someone.

Police - checked the CCTV footage in a park and found him and took him away

Father - asked to police where he was got?

Police - Some one kidnap your father, and police told to father and get

Date: / /

1. Police: Will you come with me, because we can find your father soon.

2. Father: Okay sir, I'll come with you.
[They went to the park and searched him. But, Grand father was not there, they went to the school, shops and asked a stranger.]

3. Stranger: I didn't see him.
[They asked many strangers.]

4. A child: I saw him, He went to the hospital.

5. Police: What is the name of the hospital.?

6. A child: The name of the hospital is "Anapala gonda shanthavani memorial hospital."

7. Father & Police: Thank you child.
[They went to the hospital for search him, A few hours later.]

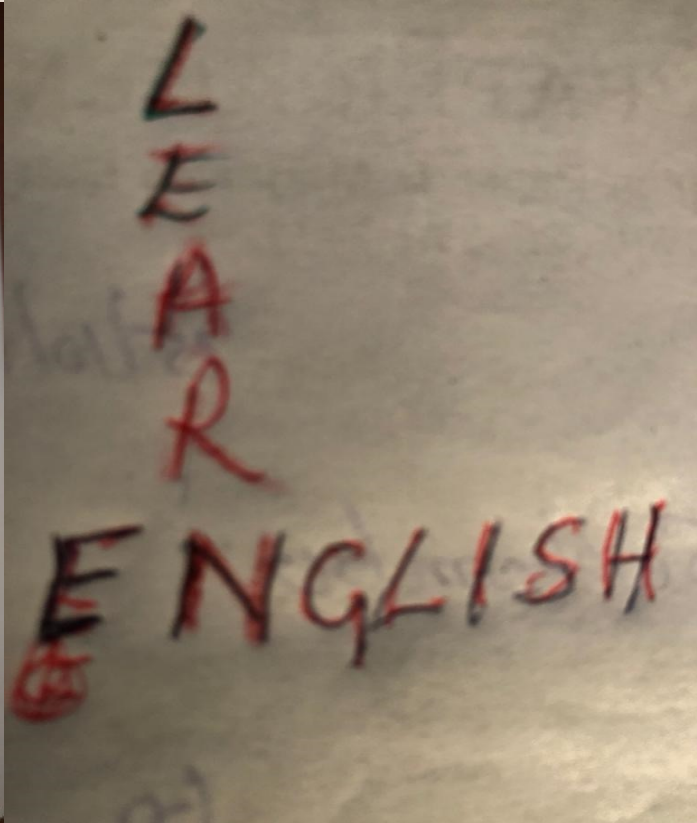
8. Police: Look at there, Your father is sitting on the chair.

9. Father: Pappa, You are alright, Why were you came to here.?

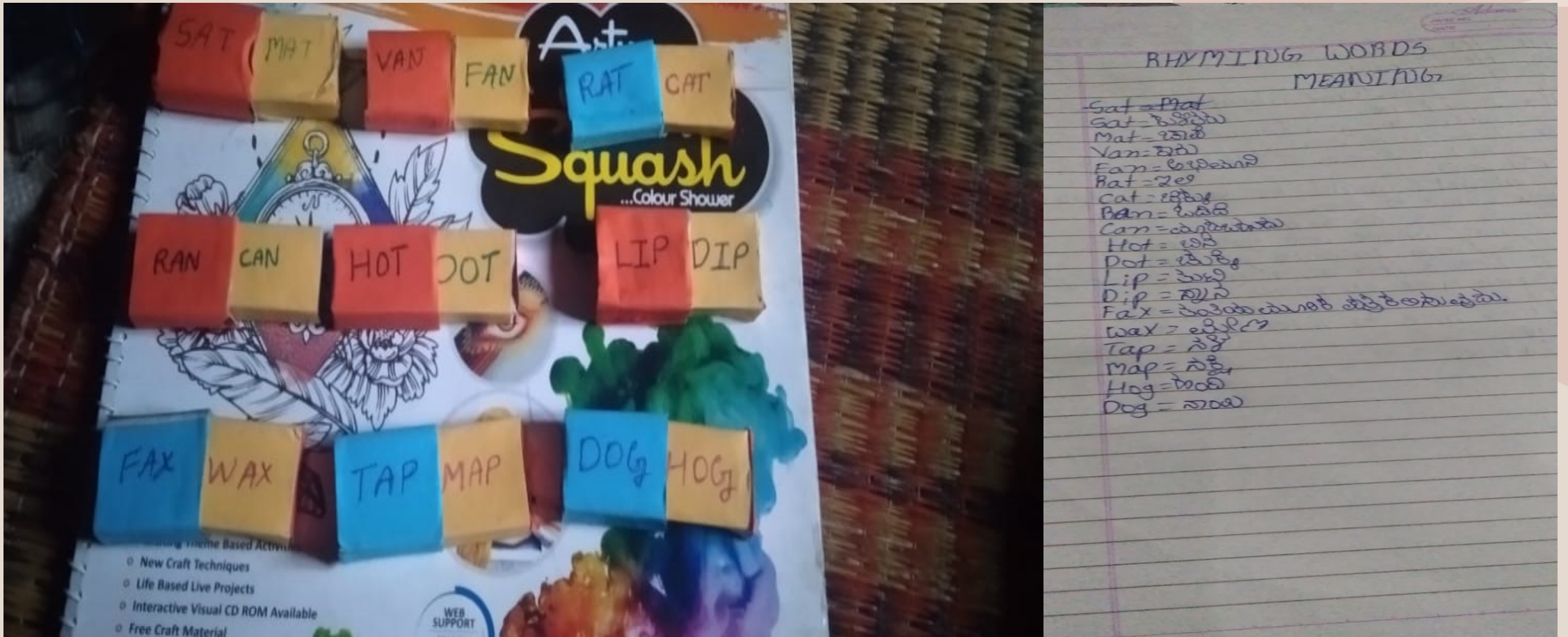
10. Grand father: Yes ~~is~~, I'm Alright my dear son, But I had a stomach ache, so I came to this hospital.

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Language awareness



Displaying learning and understanding

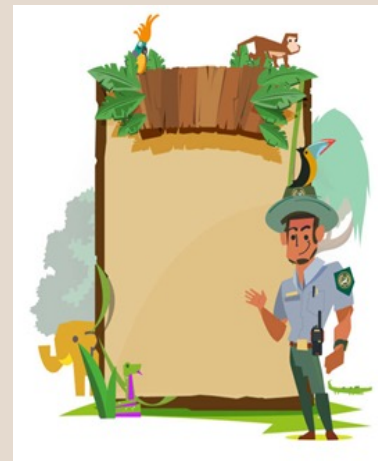


socially responsive career choice

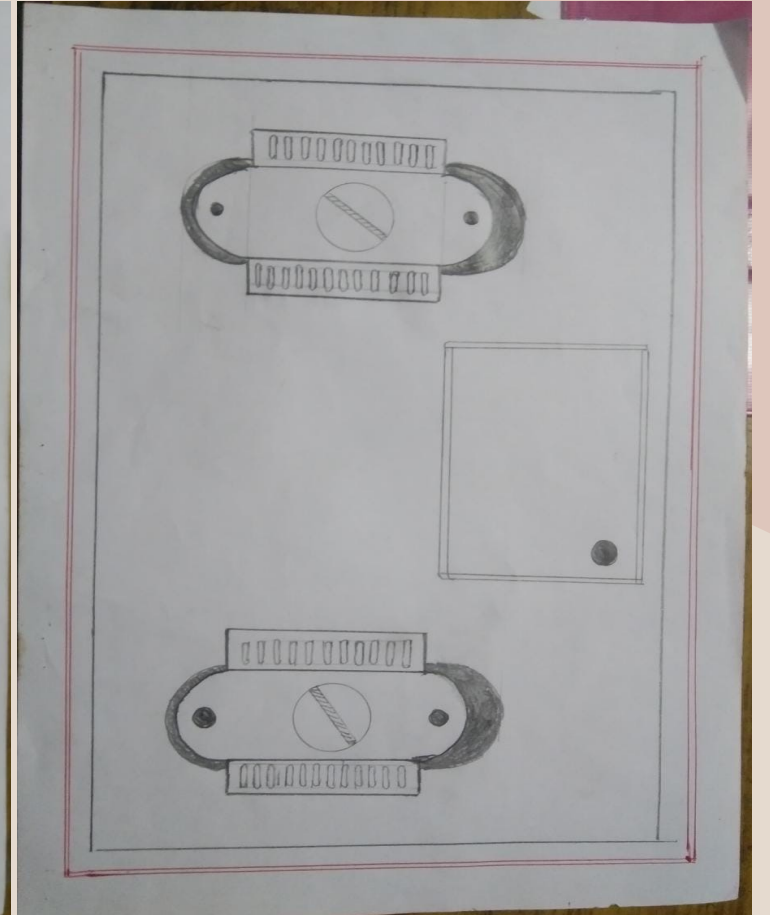
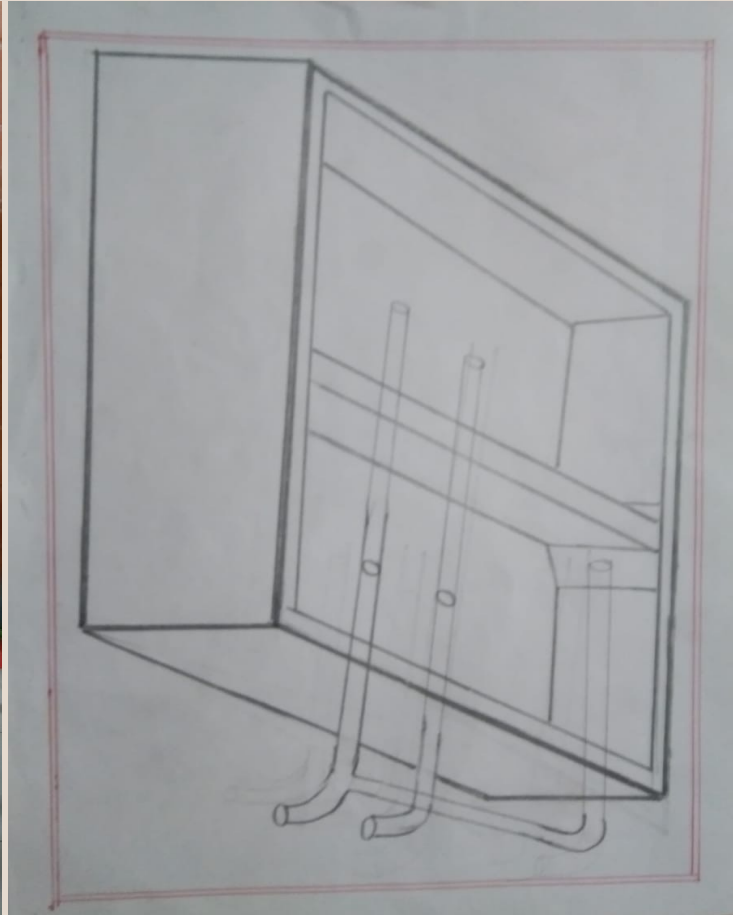
I want to be a policeman
and help people
birds



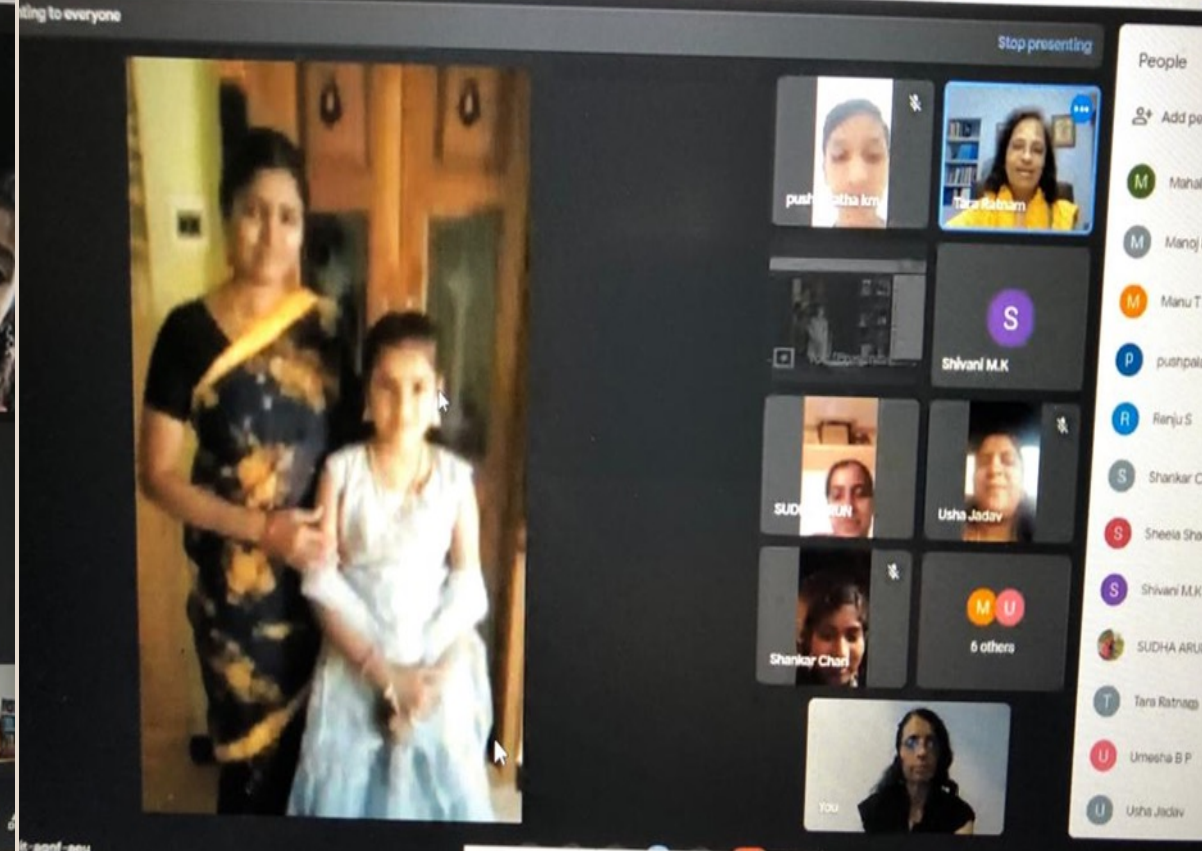
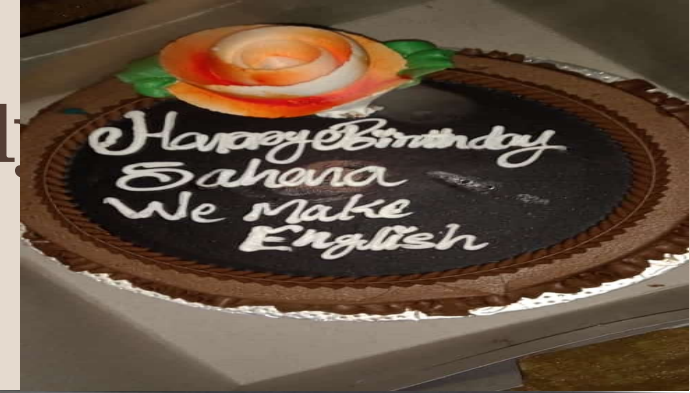
I want to be a forest officer
protect forest, animals and
birds



Linking intention to social action



Birthdays: occasion to meet the family





Co-constructing new meaning of ethics of inclusivity and equity

Equity and inclusivity hangs on the ethical premise that every student matters and is capable

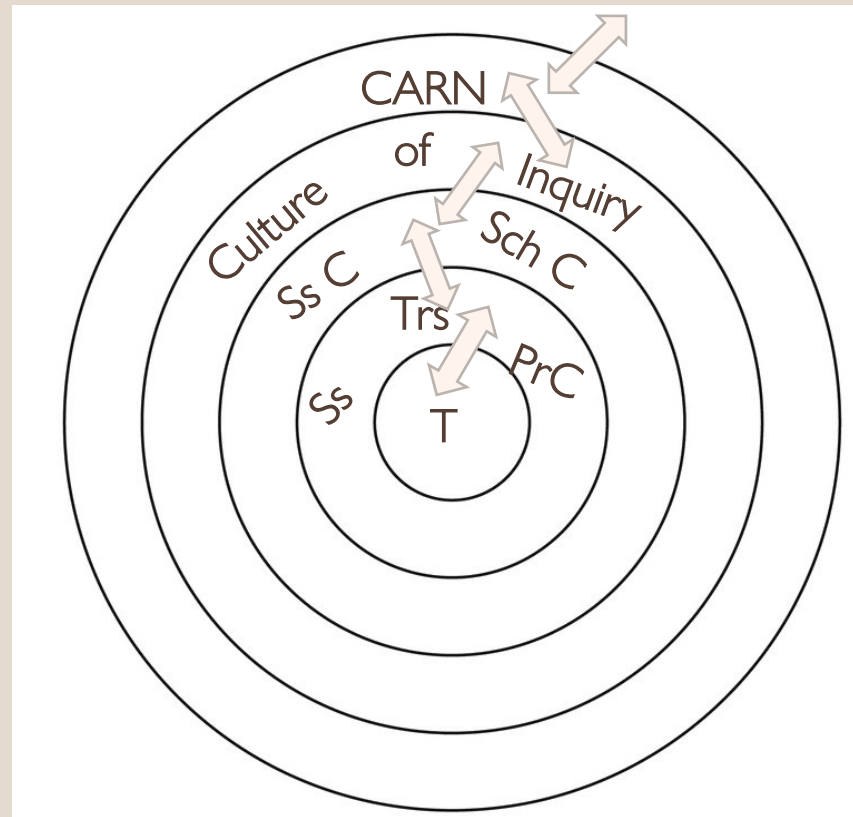
- Teachers' ethical concerns were driven largely by the stipulated curricular learning outcomes that they were responsible for achieving
- Address "learning loss" by finding ways to help students catch up on the learning or knowledge required to pass the standard tests

Move from *monologic* view of equity and inclusivity as promoting the ability of all students to recall and reproduce learning in relation to external standards set by the curriculum



A *dialogic* view of equity and inclusivity as promoting in every student their ability to integrate and produce meaning in a process of learning that engages them ontologically using their voice and creative work

Expanding circles of influence: Connecting to Culture of Inquiry and CARN communities



Nurturing the “best loved self”

Working with common vision, but embedded in diverse contexts

Rich resource for learning from one another

Co-creating new meaning of collaborative research, learning from diversity and furthering the goal of inclusive ethics and equity in education

influencing the self, the other and the social formation





thank you

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