



RECIPROCAL LEARNING AS AN INNOVATIVE MODEL IN INTERNATIONAL EDUCATION: THE AFRICAN DIMENSION

互惠学习是国际教育中的一种创新模式：非洲视角

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Introduction and Background

背景介绍

- **reciprocal teaching** - small group activities for students, especially during reading instruction, where the teacher models for the students and then let them guide their own discussions using the strategies of summarise, question, clarify, predict and respond to help them learn
- 互惠教学- 学生参与的小组活动，尤其在阅读指导过程中，教师在示范总结、提问、阐释、预测等策略后，由学生引导小组讨论，运用以上策略互助学习
- **reciprocal learning** - social learning as learning together through interaction (Jörg, 2004).
- 互惠学习- 是一种基于互动的社会性学习
- **a give-and-take situation suggestive of a symbiotic relationship whereby two or more groups work together in a partnership for their mutual benefit.**
- “给予-接收”概括表明了这种共生关系：两个或两个以上的小组合作以达到共赢
- **education** - guided process of “facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits”
- 教育-是一个引导性的过程，协助学习或知识、技能、价值观及习惯的获得

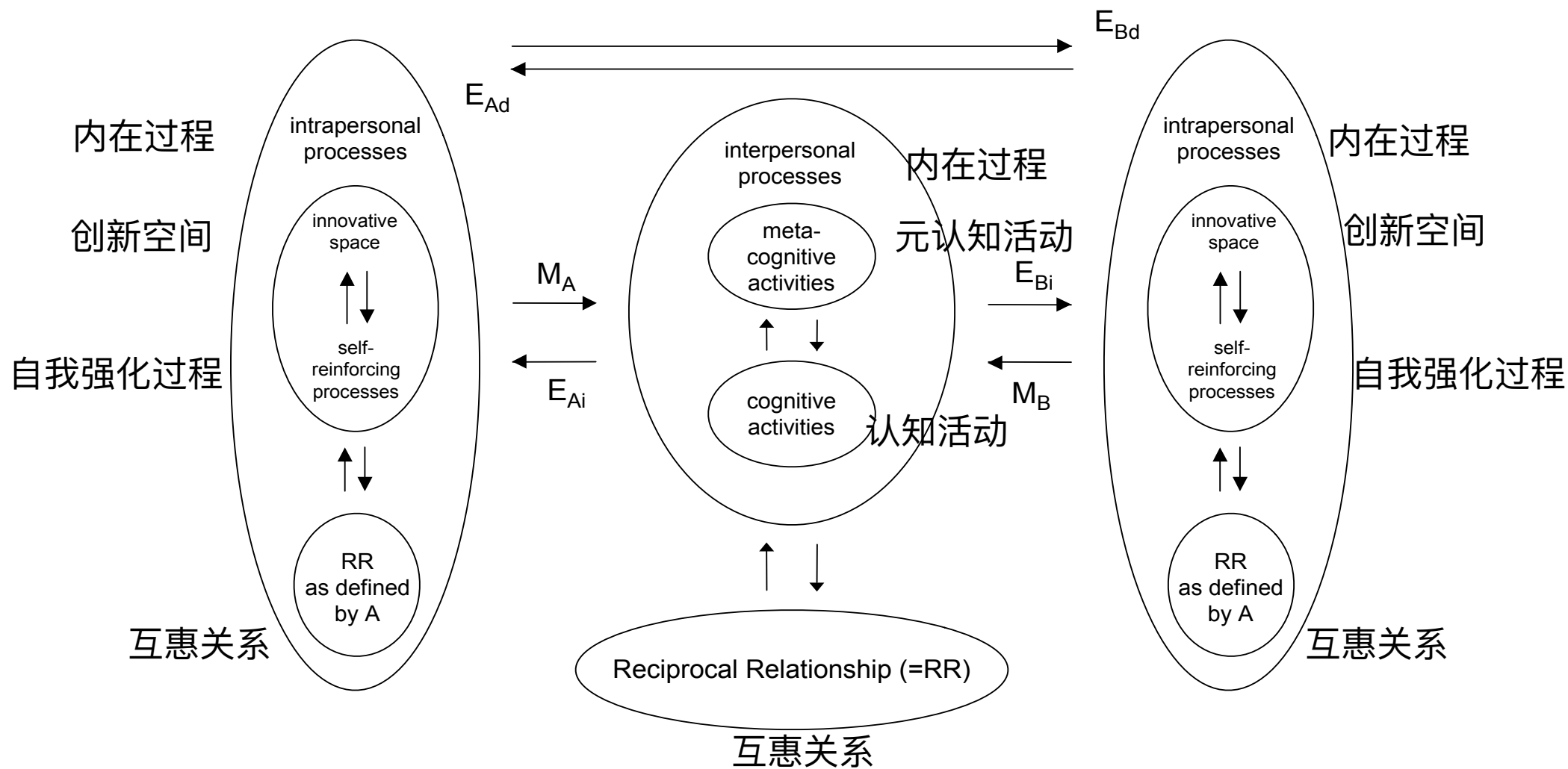


Figure 1 A qualitative model of reciprocal learning (RL) (Jörg, 2004),

Legend: M = Readiness to engage in interaction and into the reciprocal relationship (RR)

E_i = Indirect effect of influencing one another

E_d = Direct effect of influencing one another

Three pillars of education

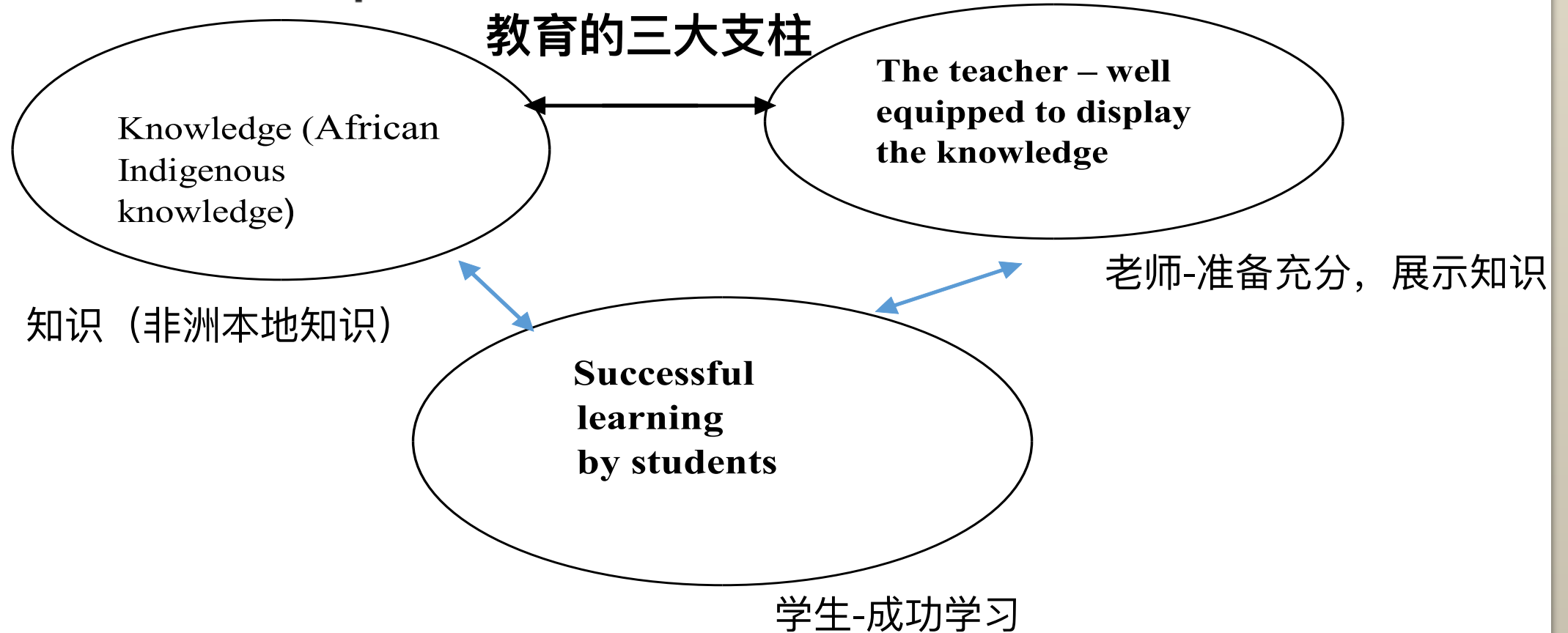


Figure 2: The three pillars of education (The African dimension)



Ọfọ: African traditional “Bone Setter” 非洲传统正骨法

- An Igbo equivalent of orthodox orthopedic surgeons

Igbo等同于骨科医生

- Learn trade by observing someone in the family
观察家庭成员，学习贸易知识

- Ọfọ's skills can be used in a conventional Health Science classroom

Ọfọ技能可在常规科学卫生教室运用

- integrating such African traditional knowledge and expertise into today's classrooms can be Africa's contribution in a global reciprocal learning context
将非洲传统知识和专业技能整合到现代教室中，可能是非洲在全球互惠学习背景下的贡献



Typical case of a traditional Bone setting healing practice 传统正骨康复典型案例

- Environmentally based learning session
基于环境的学习
- Based on direct observation of real life cases
基于对现实生活案例的直接观察

Chinese students learning Igbo in China

<https://www.informationng.com/2019/09/video-chinese-children-learn-igbo-language-in-their-school.html>



Seven key characteristics of a multicultural curriculum

多元文化课程的7个主要特点

- **Characteristic 1: Delivery 教学**
 - Delivery must acknowledge and address a diversity of learning styles while challenging dynamics of power and privilege in the classroom. 教学应满足不同学习者的需要
- **Characteristic 2: Content 内容**
 - Content must be complete and accurate, acknowledging the contributions and perspectives of ALL groups. 内容全面并准确，体现各方面的贡献与观点
- **Characteristic 3: Teaching and Learning Materials 教学素材**
 - Teaching and learning materials must be diverse and critically examined for bias. 素材必须多元、无偏见
- **Characteristic 4: Perspective 观点**
 - Content must be presented from a variety of perspectives and angles in order to be accurate and complete. 观点及角度要广泛、准确、全面
- **Characteristic 5: Critical Inclusivity 包容**
 - Students must be engaged in the teaching and learning process. 学生充分参与教与学的过程
- **Characteristic 6: Social and Civic Responsibility 社会公民责任**
 - Students must be educated about social justice issues and model a sense of civic responsibility within the curriculum. 学生必须学习社会公正，教师示范公民责任
- **Characteristic 7: Assessment 评估**
 - Curriculum must be constantly assessed for completeness, accuracy and bias. 时常评估课程的全面性、准确性及偏向

Lessons from Peter Tabichi's success story:

The way forward

Peter Tabichi 成功故事的经验：前进之路

- a good measure of students' positive accomplishments in education rests squarely on the shoulders of a dedicated teacher.

在教育中，对学生的积极成就的有效衡量标准有赖敬业的老师制定

- there is need for regular, organised teacher interaction and engagement at the global level.

在全球范围内，需要定期组织的教师之间的互动。

- This interaction, in the spirit of reciprocal learning, should include school visits, actual classroom observation sessions, Skype and other types of technology-based observations modeled on a “see-and-learn-from-me, as-I-learn from-you format”

本着互惠学习的精神，这种互动应该包括学校参观，实际的课堂观察，Skype及其他科技支持的观察。这些示范了“看见-从我这里学习，我从你那儿学习”的形式

- the world community should inspire synergy and a spirit of togetherness among teachers all over the globe by uniting them in a common front, cause, or umbrella

国际社会应激发全球教师的协作和团结精神，用共同的事业将大家联合起来

The Student or Learner 学生或学习者

- Should be disposed to benefit from the teaching and learning interaction
让学生更受益于教与学的互动
- Learning involves building upon already existing mental schema
学习包含在已经存在的思维模式上建构新的认知
- The schema of an individual is tied with the cultural background of that individual, and the environment in which the individual grows up.
个人的思维模式与其自身的文化背景及成长环境息息相关
- Children acquire the culture into which they are born, and their early learning in life is drawn directly from this cultural milieu.
儿童自出生起就开始习得文化，他们的早期学习直接来自先天文化背景
- It is necessary that the school continues along the path of learning that the youngster is already treading, building on what the child has acquired from the home and environment.
学校有必要在孩子从家庭和环境中的知识基础上，继续延续年轻人的学习之路
- This proposition is in line with the educational approach in traditional African societies and cultures where learning is drawn from the learner's schema, and is, therefore, heavily environmentally focused and sourced (Ezeife, 2001).
这一主张与传统的非洲社会和文化中的教育方法是一致的。学习是从学习者的模式中提取的，因而传统的非洲社会和文化高度注重环境和来源



LEAH
SHARIBU

The Ife six-year project: The positive impact of schema-based knowledge transmission

Ife六年项目：基于生活模式的知识传播的积极影响

- a solid example of how positively impactful the integration of the life experiences (schema), culture and environment of learners can be in a teaching/learning situation.

整合生活经历（模式）、文化和环境对教与学有积极的影响

- a group of primary school students was taught science from Grades 1 to 6, using a specially designed curriculum. This curriculum incorporated cultural elements, topical issues in the environment, and aspects of the indigenous language (Yoruba) of the students, adapted to suit scientific terminology and jargon.

有一组小学生使用专门设计的课程，学习一到六年级的科学。该课程结合了文化元素、有关环境的热点问题以及学生的母语（约鲁巴语），以适应科学专业术语。

Summary and Conclusion

总结

- the urgently felt need to strongly tie or link education – in all its forms and ramifications – to the impact it

迫切需要将各种形式和结果的教育与其对应影响紧密联系起来

- education has to have real life relevance to the learner

教育需要与学习者的实际生活相关

- education must make students and all learners, in and outside school walls, passionate

教育应让学生 / 学习者在课堂内外都保持热情

- In taking the strong stance in favour of environmentally oriented education – an unwavering and conspicuous anchor in African traditional education - the paper has argued that education has to have real life relevance to the learner for it to be effective and meaningful. This is something that Africa brings to interactive, reciprocal learning world education context.

大力支持以环境为导向的教育，这是非洲传统教育的坚定而显著的基石。该论文认为，教育必须与学习者现实生活相关，才能使其有效和有意义。这是非洲带给互惠学习教育领域的启示。