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Protocol nr. 113

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Name of the protocol

**Active listening**

Sources

Thompson-Grove, Gene, **Common Instructional Framework protocols**

Purpose of the protocol

Due to the importance and complexity of the research-action process and work in Professional Learning Community (PLC), it is important to develop active listening for correctly understand the ideas/dilemmas/questions about our partners.

This technique helps the listener to understand the message and the meanings, avoiding misunderstandings and stimulate the interlocutor to present clearly the information.

The main aim of this protocol is to manage the time used in the meetings and to help the professionals to summarize and to be focused on the question/dilemma. The other aim consists in helping the professionals to analyze other types of communication (e.g., body language).

Material

How you can use this material in your practice

This protocol should be used as follow.

**First part:**

1. Form a group of three persons.
2. Each group member predisposes two minutes to present a situation. (About the topic below)
3. The remaining elements only listen carefully without expressing any opinion / question.

**Second part:**

1. Stay in the same group.
2. Each element has one minute to present a situation (can be the same as the previous one, but more objective).
3. The remaining elements, perform questions. Each element has two minutes to formulate and perform question. (Note the first question)
4. Each element sharing with the whole group the first question to colleagues and talk about the experience.

Debrief - reflection and metacognition

Feedback on the use of the tool

All the teachers have a very good feedback about this protocol. However, they indicate some aspects to improve this tool:

- Important time management of the theme in education.
- Avoid losing time that is required,
- Manage time and synthesize ideas
- Listening without interacting no easy task.



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- The "time" factor can be decisive for the success or failure of communication between peers.

Suggestion

- For the second part of the activity in small group: the topic should be the same in order to register more objectively any differences. Then power up -ia extend it to a larger group. Important to have a few minutes of preparation subject to talk.

Exemplification

Themes:

- Content / knowledge;
- Student;
- Curriculum;
- Teaching Context;
- Professional identity and personal;
- Beliefs about teaching;
- Strategies practice.