Who knows best – the teacher or the student?

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What happens when the students know more about the subject than the teacher? Within the framework of this paper we intend to discuss and analyse a class room situation when a student actually knew more than the teacher about the content of the subject. How is the relation between the student and the teacher affected by this situation? How is the learning process, as well as the psychosocial climate affected? The aim of the paper is to illuminate, enable understanding of, and discuss the meaning of social relations in the process of learning and psychosocial well-being. The point of departure of the analysis and discussions will be Alfred Schutz’s theory of the phenomenology of the social world. In the paper we limit the discussion to raise some ideas of how the student’s inherent knowledge and power can affect the learning situation, which in turn can have impact on the psychosocial well-being.