

PRINCIPLES of TEACHING

lecture 12



Lectures

1. Knowing is *being*.
2. Knowing is *historied projection onto the present*.
3. Knowing is *networked, embodied, & distributed*.
4. Knowing is *conflicted, transphenomenal, & decentralized*.
5. Learning is *complex*.
6. Learning is *about coherence*.
7. Learning is *fixing abilities*.
8. Learning is *expanding the space of the possible*.
9. Teaching is *enacting beliefs about knowing and learning*.
10. Teaching is *acting as the consciousness of a collective*.
11. Teaching is *discerning possibilities*.
12. Teaching is *mindful participation in unfolding worlds*.

Lecture 12

Teaching is *mindful participation in unfolding worlds*.

- 12.1) false dichotomies (teacher as consciousness)
- 12.2) tensions (teacher as global citizen)
- 12.3) evolutions (teaching as engaging with the as-yet unimagined)

5 meta-discernments ...

- **Conflations**
 - things that are different, but typically undifferentiated
- **Harmonies**
 - things that are different and differentiated, but should be considered as complementary and simultaneous
- **False Dichotomies**
 - things that aren't different, but often differentiated
- **Tensions**
 - things that are different and differentiated, and should be considered in tension
- **Evolutions**
 - things that are different, but that carry one another in their horizons or histories

Lecture 11

Lecture 12

Some False Dichotomies

unhelpful distinctions

individual / collective

self / society

mental / behavioral

theory / practice

(from *Engaging Minds*: theory/practice, biology/culture; individualized/norm-referenced; subjective/objective; Newtonian mechanics/statistical regression; mental/behavioral; nature/nurture; skills/comprehension; rational/empirical; self/society; child-centered/teacher-centered; control/freedom)

12.1) some false dichotomies

(things that are typically separated,
but perhaps shouldn't be.)

(teaching as consciousness of the collective)

“teacher as consciousness-of-the-collective”

**How this metaphor might help
avoid some false dichotomies:**

Background: “The ultimate irony of human existence is that we are supreme individualists whose individualism depends almost entirely on culture for its realization.” (Merlin Donald, 2001)

Points:

Consciousness is both individual and collective.

Society is enfolded in and unfolds from self.

“teacher as consciousness-of-the-collective”

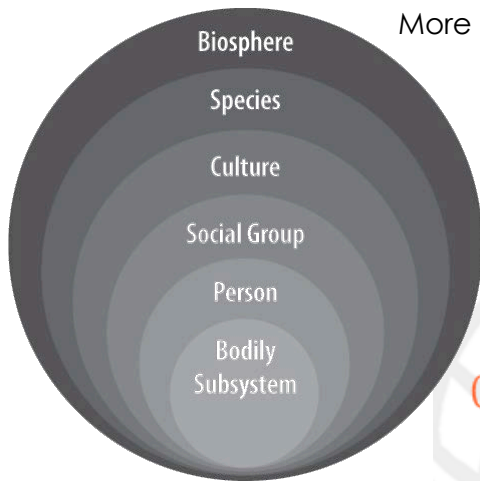
**How this metaphor might help
avoid some false dichotomies:**

Background: “People experience far more than their consciousness perceives; ... they interact far more with the world and with each other than their consciousness thinks they do; ... the control of actions that consciousness feels it exercises is an illusion.” (T. Nørretranders, 1998)

Points:

Mental activity and physical activity are inseparable.

Theories are acted out in practices.

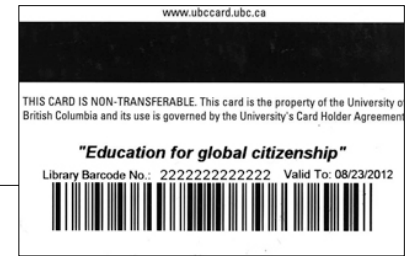


More transphenomenally:

Are these healthy systems?



global citizens



President Toope's definition:

- the obligation to respect and protect
 - the people around us
 - the world in which we live
- ethical and mindful action
 - sensitivity to emergent complexity
 - attentiveness to one's participation



Traits for the educator aspiring to be a Global Citizen
(Source: Young and Coleman, 2002, p. 15)

In addition to having a sense of humor and fun, a Global Citizen who is an educator:

- feels empathy with others;
- has a sense of identity and self-esteem and promotes these feelings to others;
- has an understanding of and active commitment to social justice and equity;
- has an understanding of and respect for diversity;
- has a belief that people can make a difference;
- has an understanding of and active commitment to sustainable development;
- has an understanding of peace and conflict, and has the willingness to behave cooperatively and resolve conflict;
- has the ability to think critically, challenge injustice and argue effectively;
- has an understanding of globalization and interdependence, and an active commitment to learning more about such issues.

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12.3) some evolutions

(distinct phenomena that carry one another in their histories and horizons)

(Teaching is engaging with the as-yet unimagined.)



Teaching is engaging with the as-yet unimagined.

FREQUENTLY NOTED:

We are currently preparing students
for jobs that don't yet exist ...

... using technologies that
haven't been invented ...

... in order to solve problems we
don't even know are problems yet.

Your own evolutions

(which seem to come in multiples, not pairs)

- **Most** of you will spend your first years of teaching in a quite **instrumental** (coping) mode.
- It's a necessary step in the development of expertise in any complex domain.
- Later on, if you want to become a great teacher, you'll have to be **growth-minded** and find ways to keep things **effortful**.
- The principal intention of this lecture series was to point to possibilities for post-instrumental, growth-minded, effortful study.
- Remember that newbies (with greater **fluid intelligence**) tend to have a greater influence than oldbies on the evolution of a domain.

Some Evolutions

(which seem to come in multiples, not pairs)

- **consciousness** as about-me
 - ↪ as about-us
 - ↪ as about-humanity
 - ↪ as about-more-than-humanity
- **universe** as static (Aristotelian metaphysics)
 - ↪ as dynamic (Newtonian mechanics)
 - ↪ as adaptively changing (complexity science)
- **teaching** as educating
 - ↪ as inducting
 - ↪ as instructing
 - ↪ as conditioning
 - ↪ as facilitating
 - ↪ as empowering
 - ↪ as engaging *with the as-yet unimagined*

BCCT Standard #8:

Educators contribute to the profession.



Top Teachers ...

- prompt all their students to learn more
- are “all over the map,” in terms of teaching styles
- are “aggressive learners” – participate in pro-D and graduate studies
- change attitude more easily when presented with compelling evidence
- are “high complexity,” “big consciousness” people
- **choose to be** “growth-mindset” people



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