

PRINCIPLES of TEACHING

lecture 9



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 ...
11. Teaching is ...
12. Teaching is ...

Lecture 9

Teaching is *enacting beliefs
about **knowing** and **learning***.

- 9.1) (p)rehearsals
- 9.2) a genealogy of **correspondence**
metaphors of *teaching*
- 9.3) a genealogy of **coherence**
metaphors of *teaching*

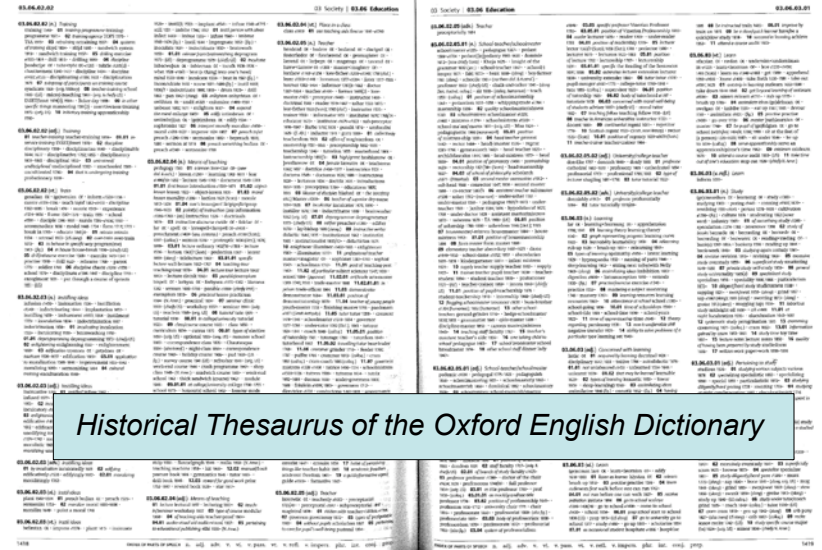
9.1) (p)rehearsals

Rehearsal 1 • from Lecture 1

advising	drilling	imbuing	opening eyes
alerting	edifying	imparting	participating
ameliorating	educating	implanting	pedagogy
bettering	emancipating	improving	persuading
brainwashing	empowering	improvising	perturbating
breaking in	enabling	inculcating	pointing out
briefing	encouraging	indoctrinating	pounding into
caring	enculturating	inducting	preparing
catechizing	enlightening	influencing	processing
coaching	exercising	informing	professing
communicating	explaining	initiating	proselytizing
conditioning	expounding	instilling	protecting
conversing	fitting	instructing	rearing
convincing	feeding	interpreting	refining
correcting	forming	lecturing	reforming
crammering	fostering	liberating	remediating
cultivating	framing	mastering	schooling
demonstrating	giving voice	mentoring	sharpening
developing	grilling	mediating	shepherding
directing	grounding	minding	showing
disciplining	guiding	modeling	structuring
drawing in	honing	nourishing	telling
drawing out	illuminating	nurturing	training
	illustrating	occasioning	tutoring

Jot down a few synonyms that you find compelling and a few that you find annoying.

Rehearsal 1 • from Lecture 1



Rehearsal 2 • from Lectures 1–8

Knowing is ...

- *being*
- *networked*
- *embodied*
- *distributed*
- *conflicted*
- *transphenomenal*
- *decentralized*

• HISTORIED PROJECTION
ONTO THE PRESENT

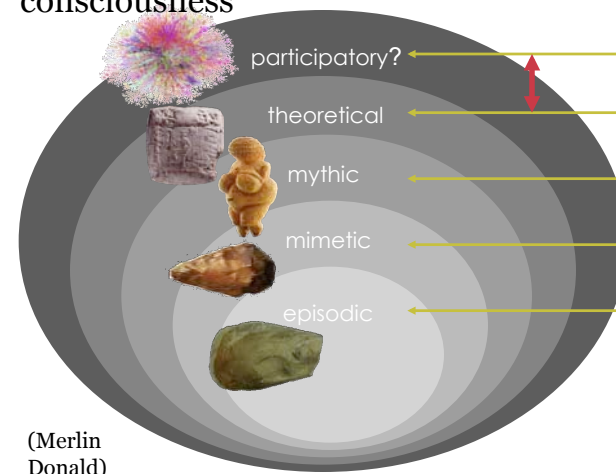
Learning is ...

- *complex*
- *about coherence*
- *fixing abilities*
- *expanding the space
of the possible*

• RECURSIVELY INTERRUPTING
HABITS OF PROJECTION

Rehearsal 3 • from Lecture 8

Techs transform consciousness



(Merlin
Donald)

Techs transform teaching

- *elaborating & co-creating*
- *anticipating & preparing*
- *storying & interpreting*
- *showing & correcting*
- *accidental & nondeliberate*

Western Worldviews

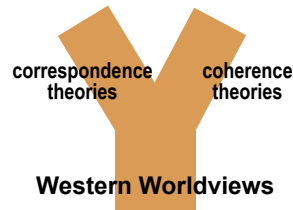
- Correspondence
- Coherence

Correspondence Theories

- Objective knowledge is assumed to be “out there”; subjective knowledge is assumed to be “in here”.
- Learning is constructing an internal model/representation that matches/corresponds to external reality.

Coherence Theories

- Knowing is used to flag the inseparability of knower-&-knowledge.
- Learning is a continuous coherence-maintaining process of updating of relationships among the agents (e.g., neurons, forms, ideas, people) that comprise a system.



Western Worldviews

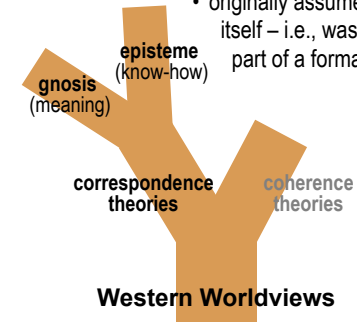
- Correspondence
 - gnosis
 - episteme
- Coherence

gnosis

- knowledge about meaning, wisdom, purpose
- associated with artistic/poetic genres – myths, parables, metaphors, etc.
- originally deemed to be deep knowledge – the proper and necessary site of education

episteme

- practical knowledge
- associated with everyday life – know-how, logic, etc.
- originally assumed to take care of itself – i.e., was not considered part of a formal education



Western Worldviews

- Correspondence
 - gnosis
 - mysticism
 - religion
 - episteme
- Coherence



mysticism

- recovery of one-ness by drawing out what is inscribed in one's being
- teaching is about education
- emphasis on “liberal arts”

religion

- recovery of one-ness by being drawn into formalized structures
- teaching is about induction
- emphasis on discipline



Then something happened ...

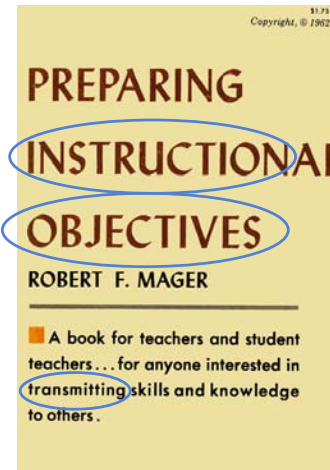
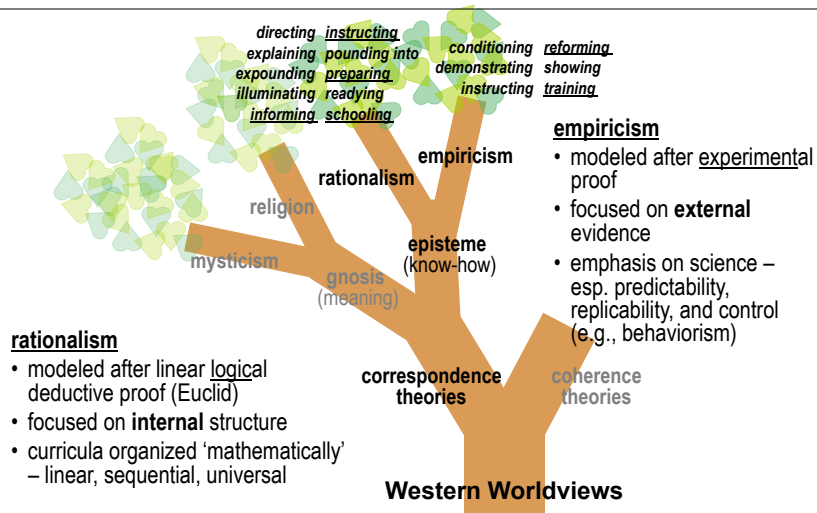
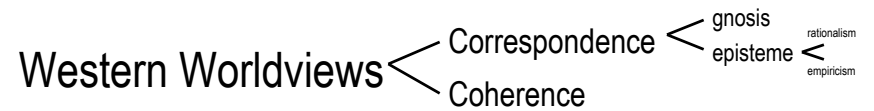
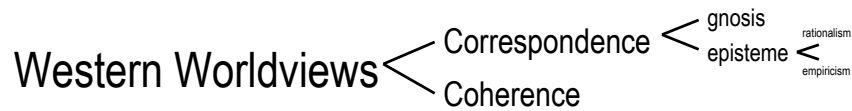
... a cultural shift in emphasis from **gnosis** to **episteme** ...
 ... and with that a shift in how schools are structured ...

Le maître d'école
 Adrian van Ostade, c. 1610



At School
 Artist unknown, c. 1650





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1 OBJECTIVES 1
(What the book is about)

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(Importance of being explicit)

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(Do they communicate?)

4 IDENTIFYING THE TERMINAL BEHAVIOR 13
(What will the learner be doing?)

5 FURTHER DEFINING THE TERMINAL BEHAVIOR 25
(What conditions will you impose?)

6 STATING THE CRITERION 44
(How will you recognize success?)

7 SELF-TEST 54
(How well did you do?)

(Importance of being explicit)

(How will you recognize success?)

The point?

BCCT Standard #5:

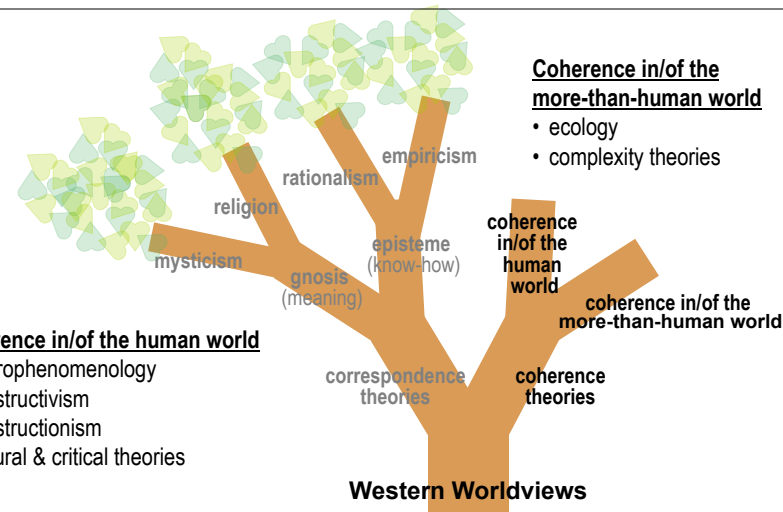
Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.

(undertones of measurement and control)

- The issue here isn't just metaphors ... it's the web of implication
- For instance, 'instruction,' 'evaluation,' and 'reporting' are rooted with a mechanical conception of learning and a production model of schooling ...
- ... hence concerns with implementation, effectiveness, efficiency, accountability, management, etc., etc.
- So the point is not that it's "bad"; rather, it is that no web of metaphors is innocent.
- And this web is particularly un-innocent.

9.3) a genealogy of **coherence** metaphors of teaching

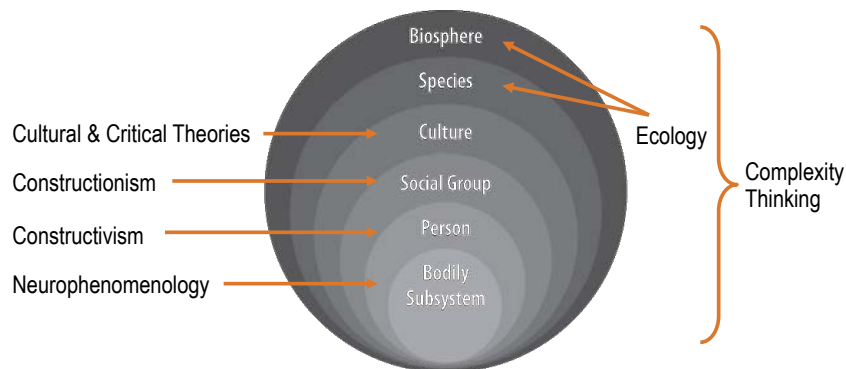
Western Worldviews $\left\{ \begin{array}{l} \text{Correspondence} \\ \text{Coherence} \left\{ \begin{array}{l} \text{in/of human world} \\ \text{in/of more-than-human world} \end{array} \right. \end{array} \right.$



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COHERENCE IN/OF
THE HUMAN WORLD

COHERENCE IN/OF THE
MORE-THAN-HUMAN WORLD

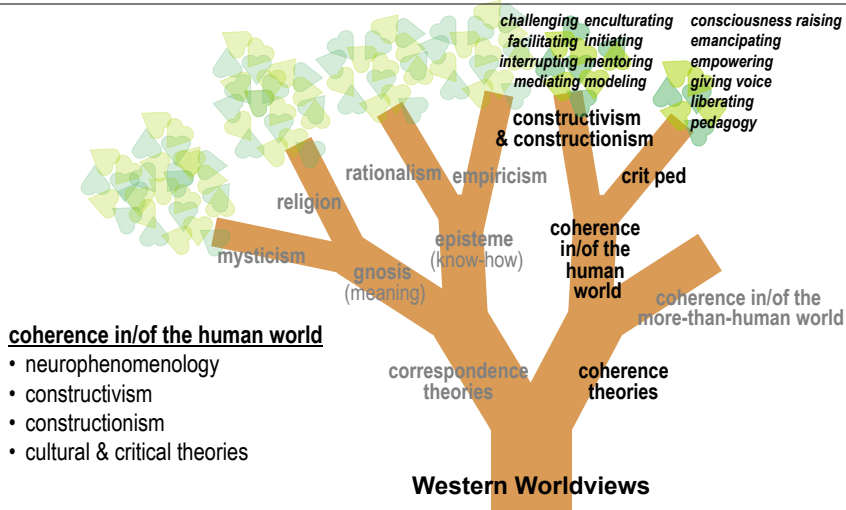


(from LECTURE 3) Coherence Theories

	FRAME	BODY/SYSTEM	EVOLVING FORM	TEACHING FOCI
Coherence in/of the human world	Neurophenomenology	Psyche	Nervous System	neural density; effortful study
	Constructivism	Person	Personal Understandings	challenging experiences; interrupting beliefs
	Constructionism	Social Corpus	Cliques, Professions, Disciplinary Knowledge	apprenticeship; modeling; counseling
Coherence in/of the more-than-human world	Cultural and Critical Theories	Body Politic	Societies, Cultures, Economies	raising consciousness; giving voice; activism
	Ecology	Planet	Species, Ecosystems	mindfulness; responsibility
	Complexity	Transphenomena	Learning/Living Systems	participation; engagement

Western Worldviews

- Correspondence
- Coherence
 - in/of human world
 - in/of more-than-human world



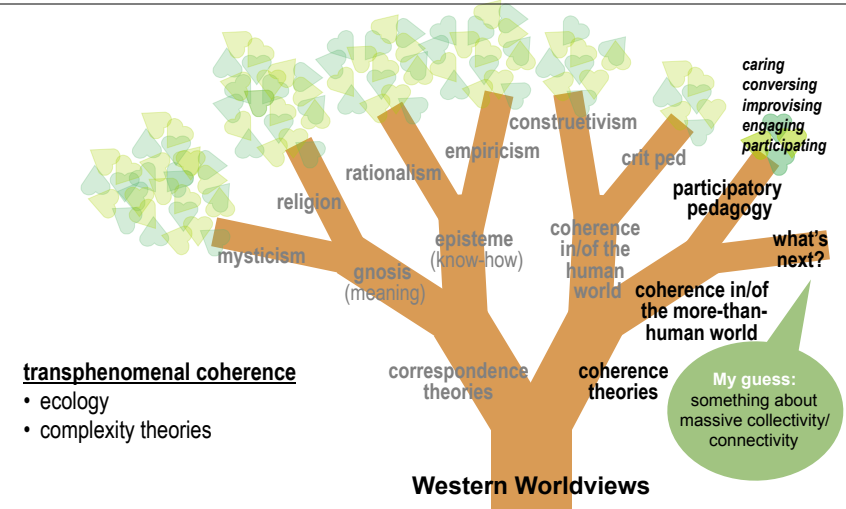
- coherence in/of the human world**
- neurophenomenology
 - constructivism
 - constructionism
 - cultural & critical theories

(from LECTURE 3) Coherence Theories

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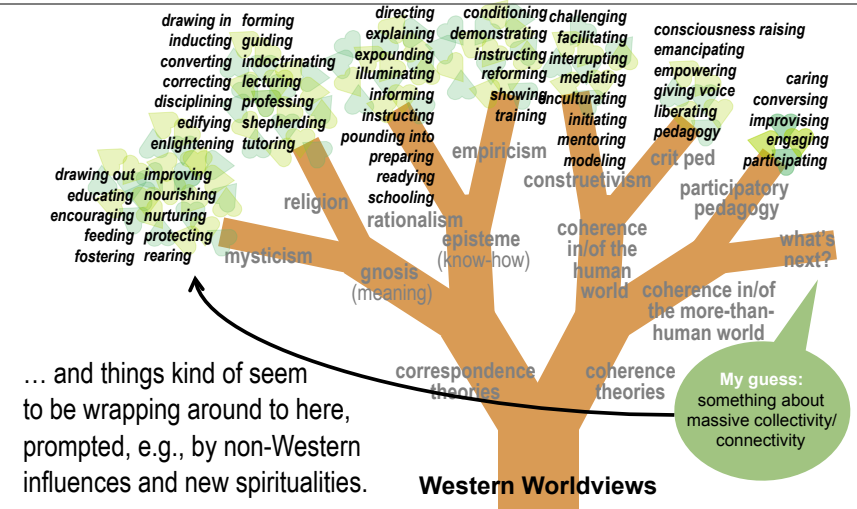
Western Worldviews

- Correspondence
- Coherence
 - in/of human world
 - in/of more-than-human world



- transphenomenal coherence**
- ecology
 - complexity theories

A Genealogy of Conceptions of Teaching



... and things kind of seem to be wrapping around to here, prompted, e.g., by non-Western influences and new spiritualities.

The points?

- “**Teaching**” is one of the most contested notions that you’ll encounter.
- Conceptions that are rooted in religion and rationalism prevail – explicitly and implicitly.
- All of your teaching will rest on embodied convictions on the nature of **knowing**, the processes of **learning**, and the purposes of **education**.
- It’s important to be mindful ... partly because ...
- **we all harbor inconsistent and incompatible beliefs ...**

We all harbor inconsistent and incompatible beliefs ...

