Teaching and Learning in a Community of Thinking

Theory and Practice

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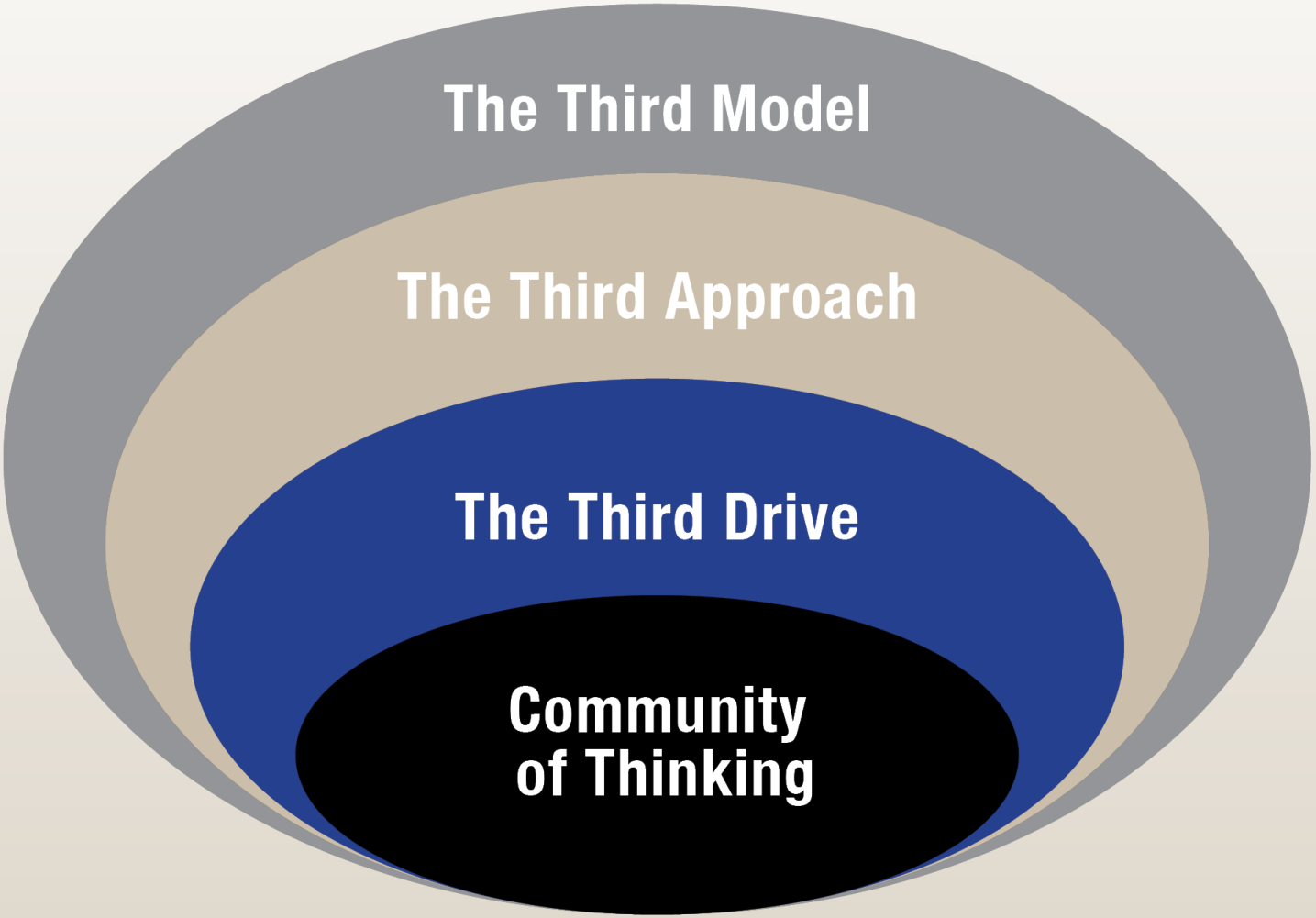
Context Circles



The Atomic Pictures of traditional Education

- Learning is listening

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- Teaching is telling
- Knowledge is an object
- Mind is container
- The aim of teaching and learning is a student who knows

The Grand Picture or The Mimetic Chain

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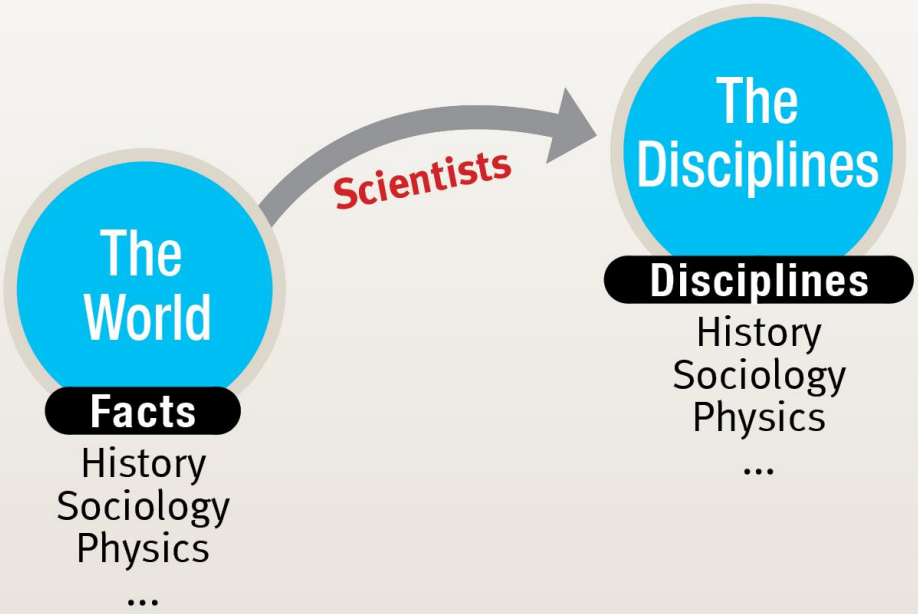

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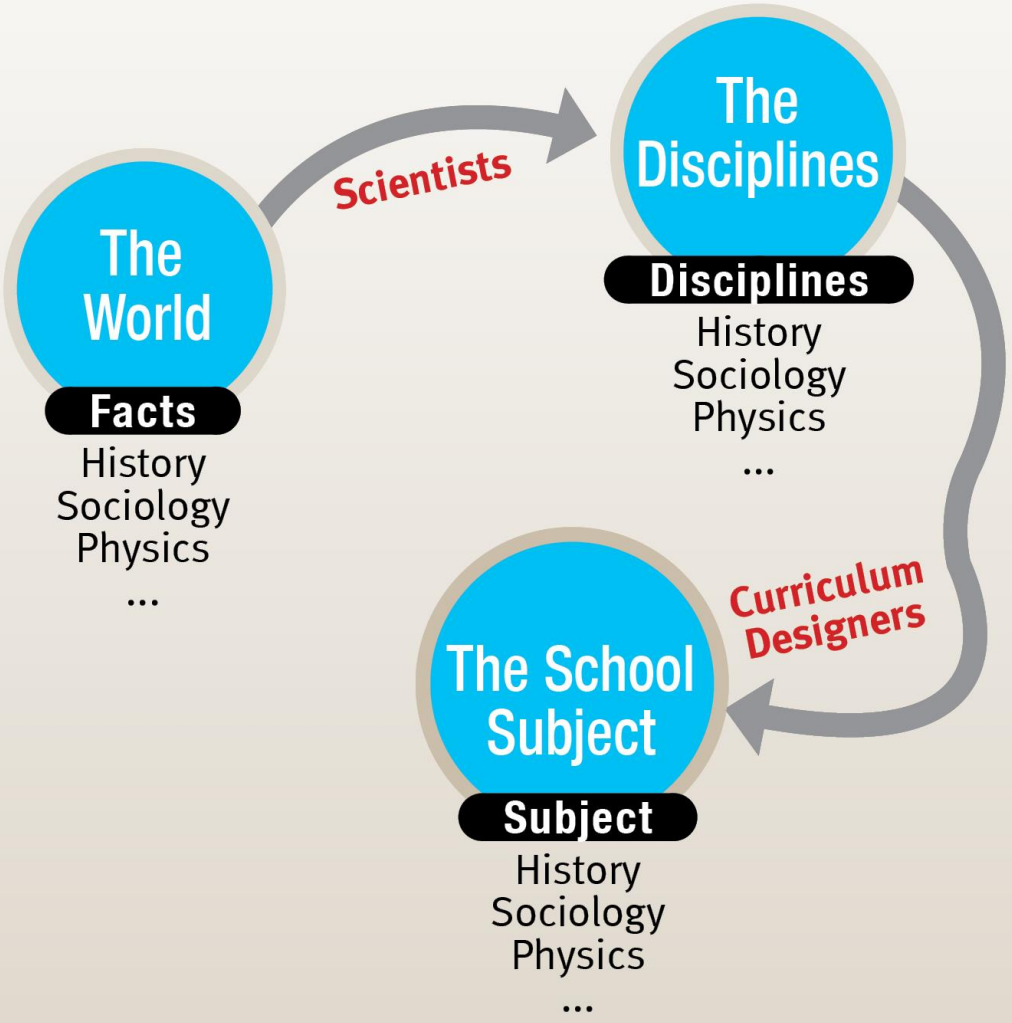

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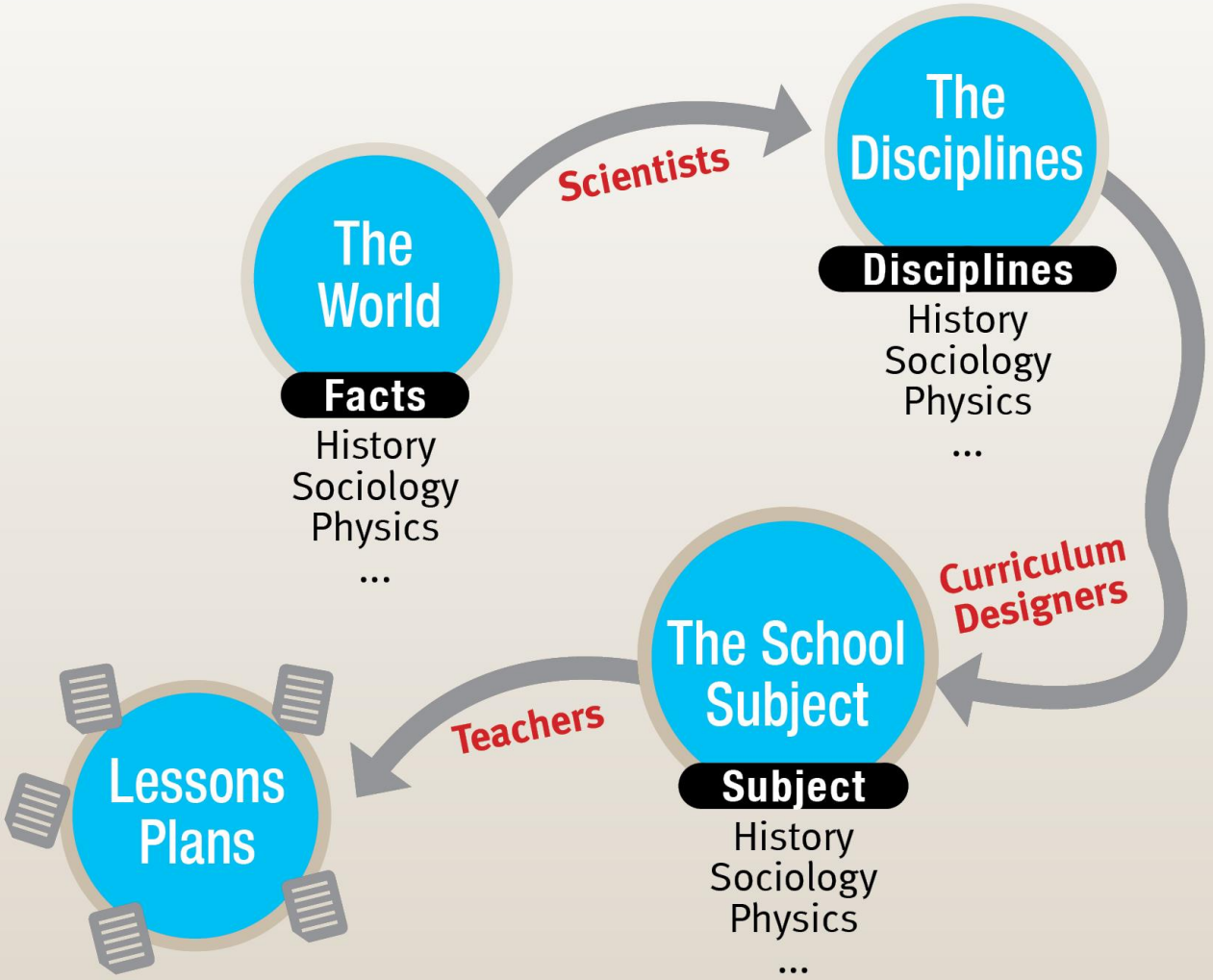

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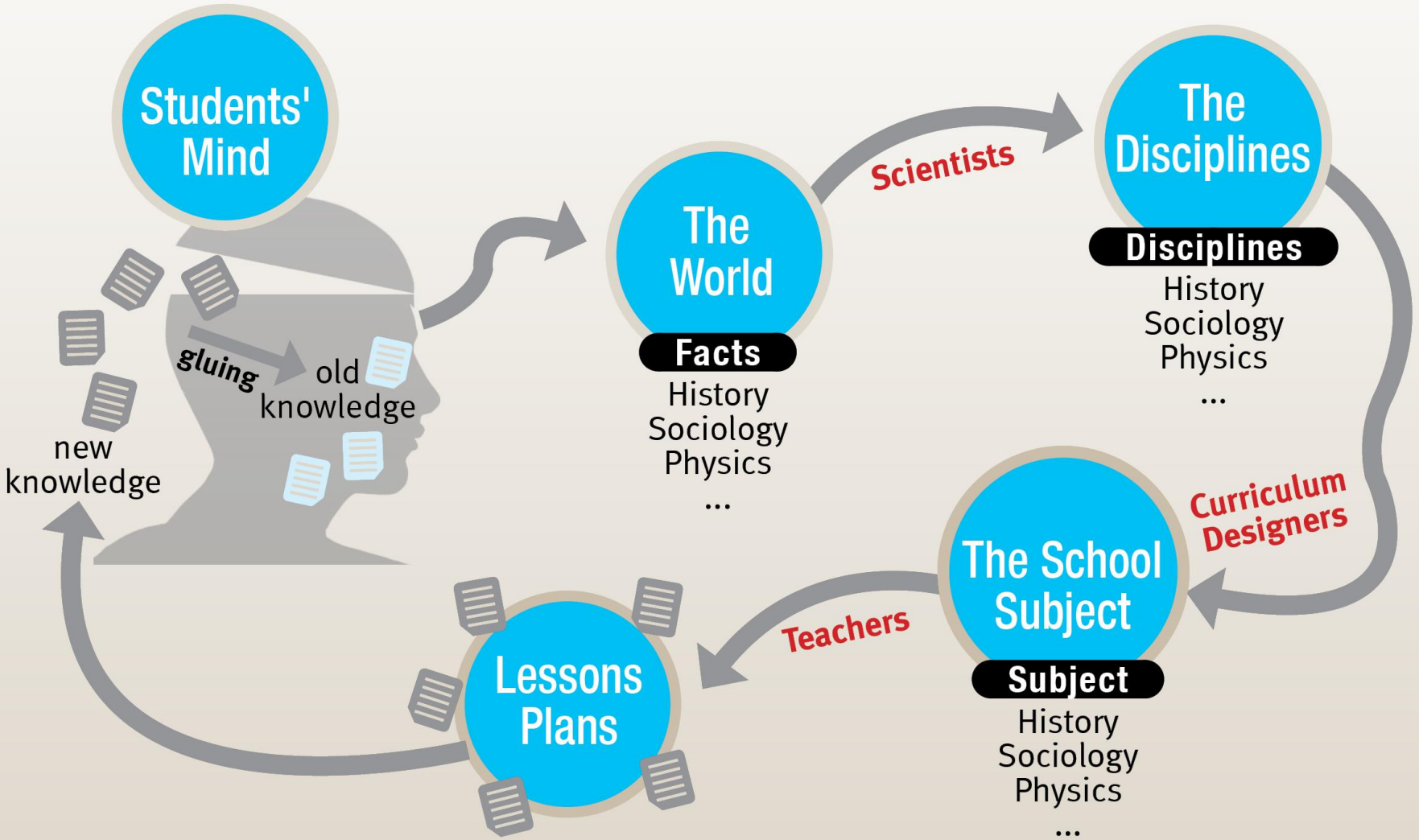


A Question

What wrong with theses pictures?

What am I doing here?

Good Learning ≠ Listening

Involvement

+

Understanding

=

Good Learning

Involvement in the process of learning

Ego involvement ≠ Task involvement

Understanding

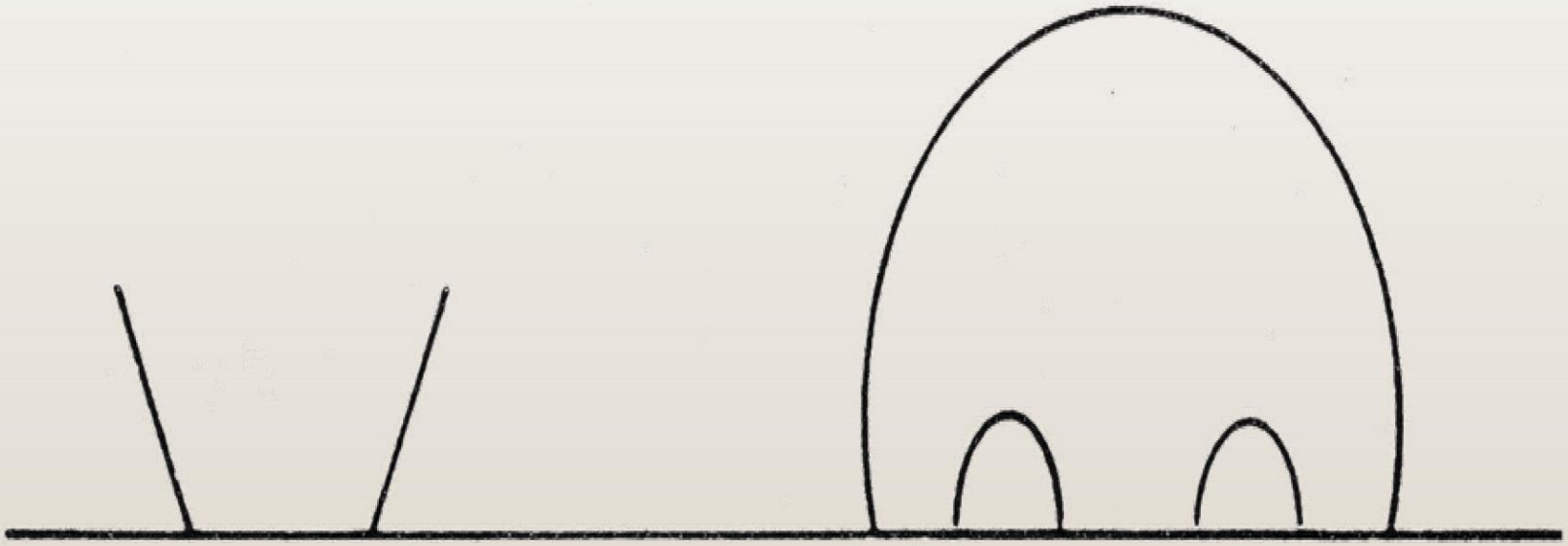
=

Locating

+

Performing

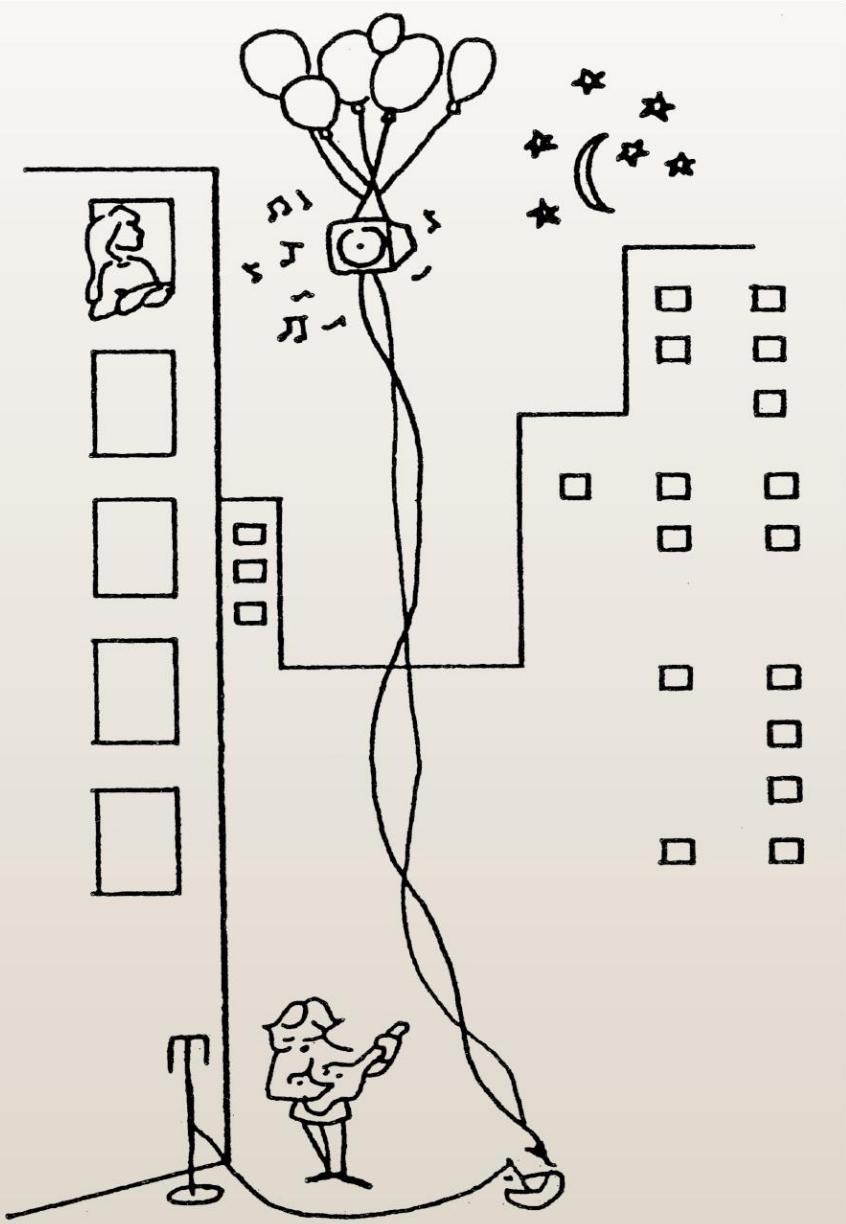
Lines and Circles



Text Without Context

If the balloons are exploded the whole thing is falling on my head... why not scream? Well, the scream will not be heard since the windows are closed... what's wrong with face to face talking? It could be so simple... but not effective... there is no happy love...

The Troubled Lover



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To present knowledge	To think about and through knowledge	To criticize and create knowledge
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge

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A Question

Recall a good learning experience:

- which conditions made it possible?

Basic Conditions for Good Learning

Motivation	Personalization	Organization
Undermining	Multiple Intelligences	Demanding and Supportive
Autonomy	Stages of Understanding	Dialogic
Realms of Meaning	Unique Biography	Flexible

Alternative Atomic Pictures

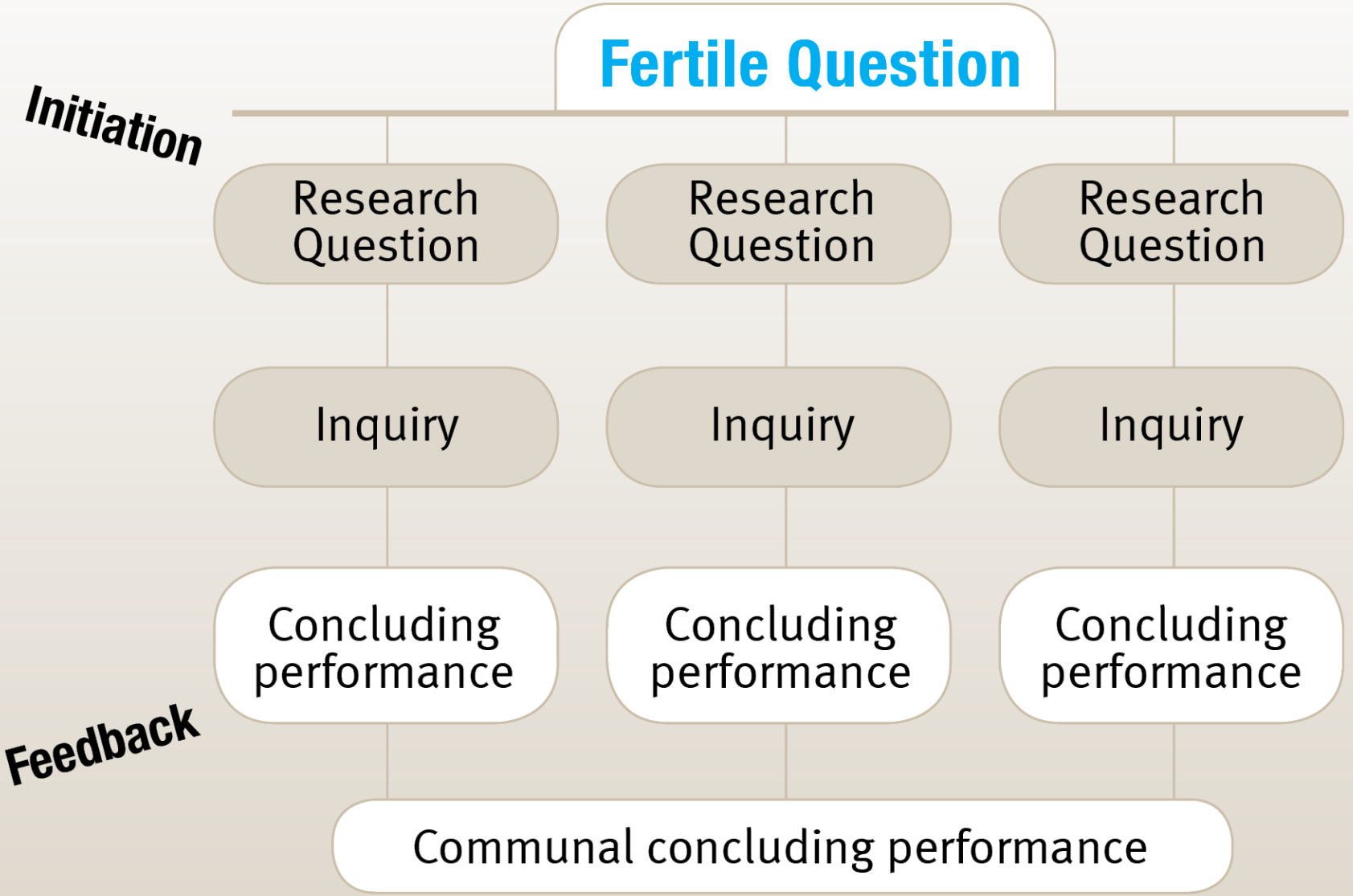
- Good learning is involvement + understanding
- Good teaching is providing conditions for learning (indirect teaching)
- Knowledge is a structure or a “story that works”
- Mind is interpretative activity
- To be educated is to know how to relate to knowledge

Community of Thinking

An educational practice based on the alternative atomic pictures

Its primary components include:

- **Fertile question**
- **Research question / Inquiry**
- **Concluding performance**


Fertile Question
Initiation
Research Question
Research Question
Research Question
Inquiry
Inquiry
Inquiry
Concluding performance
Concluding performance
Concluding performance
Feedback
Communal concluding performance

Fertile Question

- Open
- Undermining
- Rich
- Connected
- Charged
- Practical

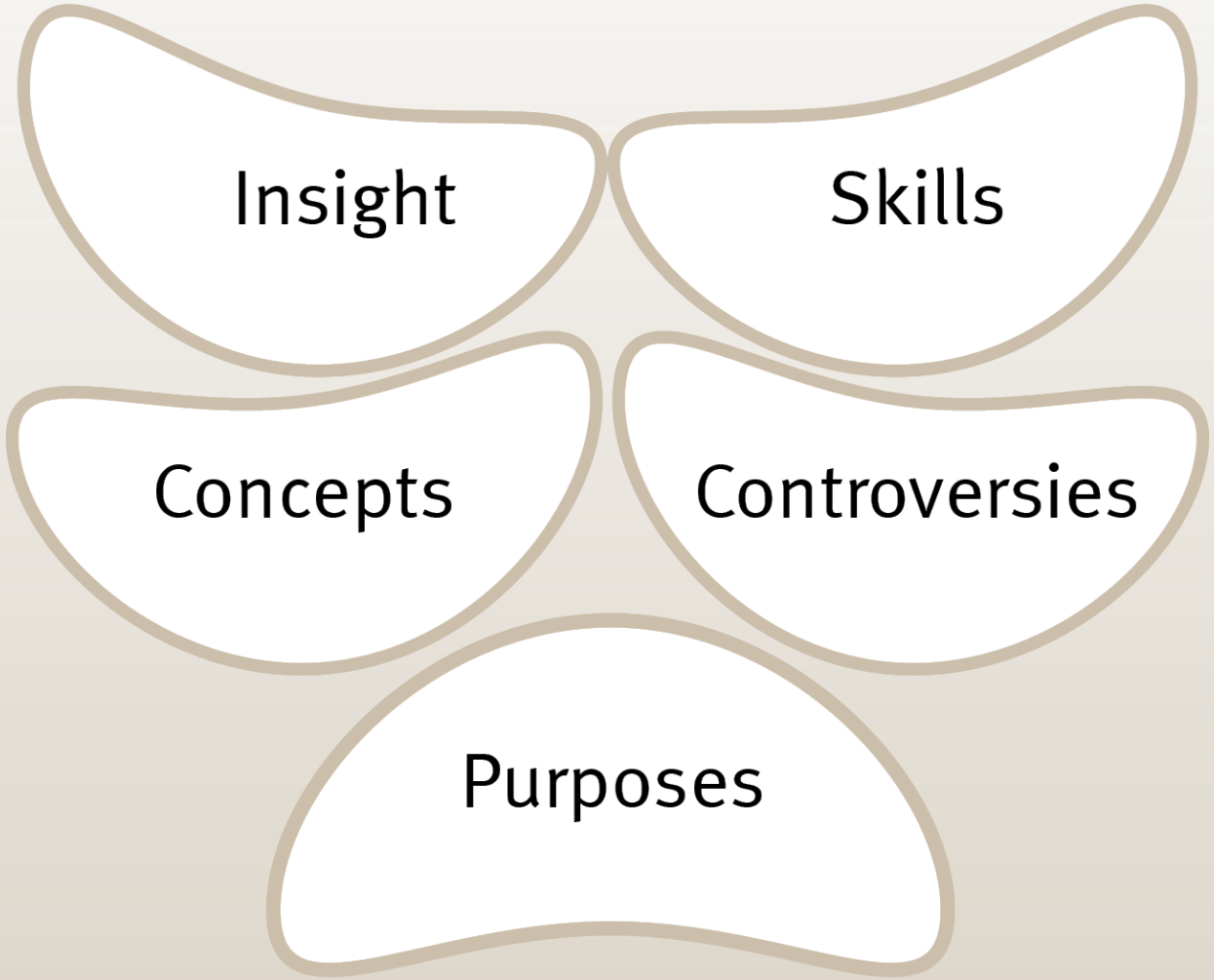
Fertile Questions

- The Human Genome project – a curse or a blessing? (biology)
- Human beings are products of nature or nurture? (biology)
- Development and environment – do they go together? (geography)
- How is it that the generation that called WWI "the war to end all wars" initiated a Second World War within two decades? (history)
- How come the oppressed accept their oppression? (history; the peasants in middle ages)
- Our independent day is their Nakba (catastrophe): must it be this way? (history)
- Did the Zionist project succeed? (history)
- A Jewish Democratic state – is it possible? (civil studies)
- Does Islam fit or contradict modern life? (Islam studies)
- What is love? (multi-disciplinary: sociology, psychology, biology, literature)
- Do the Olympics advance our values? (Australia)

Assignment

Try to invent a Fertile Question

The pedagogical knowledge unit



Research Question

- **Interesting** (subjectively and objectively)
- **Rich**
- **Connected** (also to the Fertile Question)
- **Practical**

Fertile Question:

Is the US a Declining Power?

The impact of the economy crisis?

The impact of the contesting powers?

Ways to empower the US?

Fertile Question:

Is the US a Declining Power?

The impact of the globalization?

The impact of wrong foreign policy?

Fertile Question:

Did the Zionist Project succeed?

From Herzl's point of view?

From Jabotinsky's point of view?

From a futuristic point of view?

Fertile Question:

Did the Zionist Project succeed?

From the point of view of scholars?

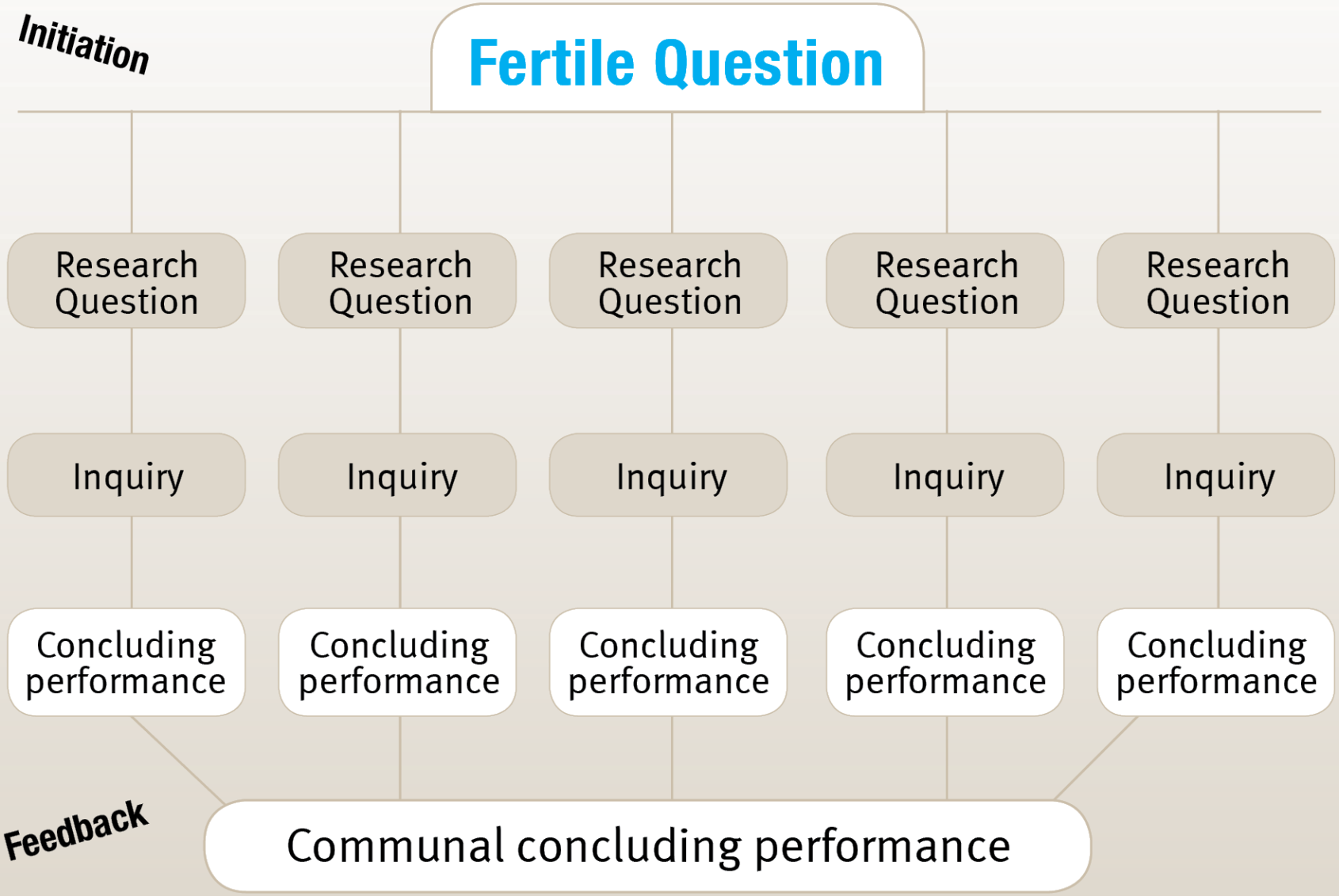
From the Point of View of the fathers of socialist or religious Zionism?

Assignment

Try to invent Research Questions

Concluding Performance

- Research paper
- Policy paper
- Mock trial
- Dramatic performance
- Documentary film
- Presentation
- Guiding a tour
- Exhibition
- Academic conference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Fertile Questions?

Thank You

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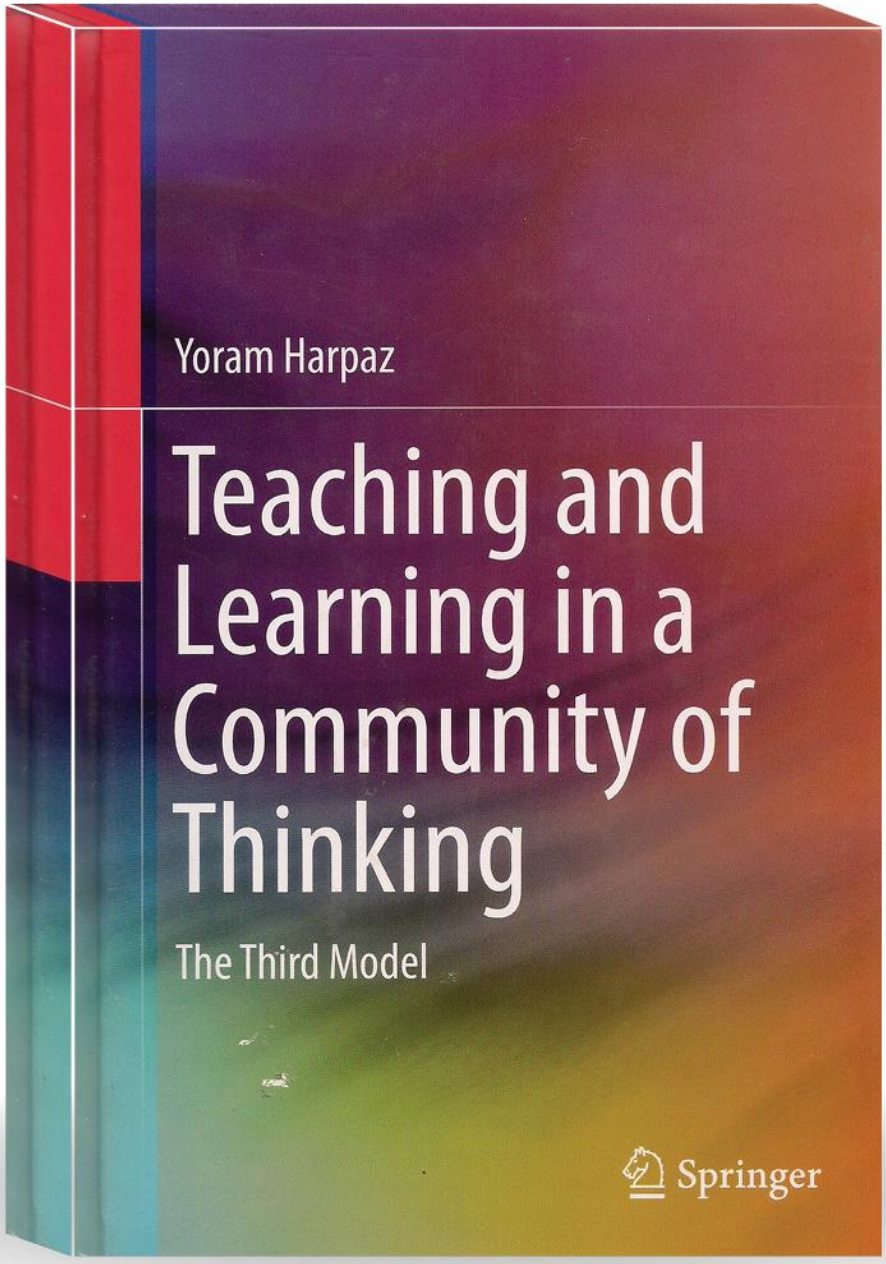
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The Third Model
Springer