

# Teaching and Learning in a Community of Thinking

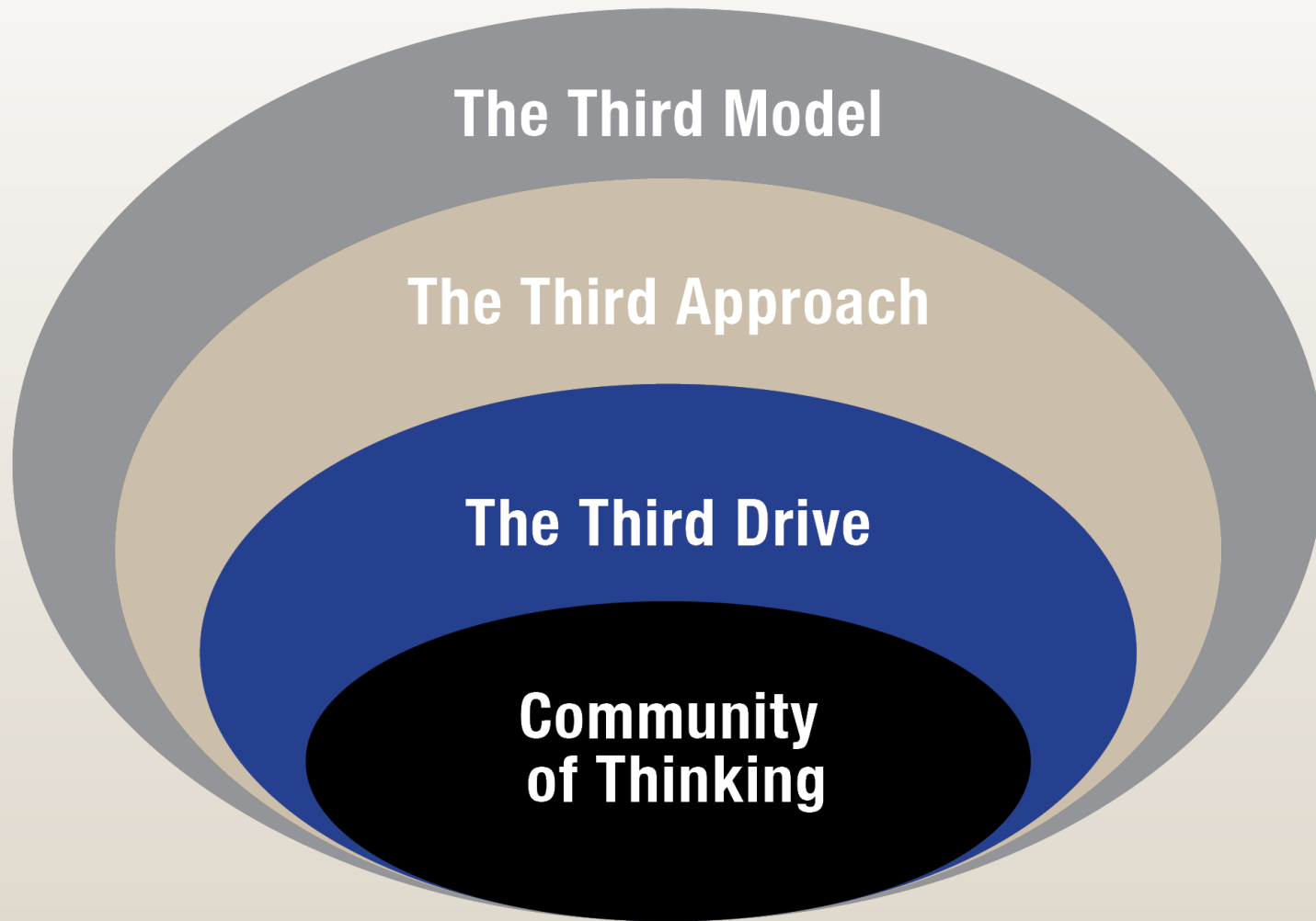
Theory and Practice

**Yoram Harpaz**

[www.yoramharpaz.com](http://www.yoramharpaz.com)

[yorhar@netvision.net.il](mailto:yorhar@netvision.net.il)

# Context Circles



# The Atomic Pictures of traditional Education

- ⊙ Learning is listening

# The Atomic Pictures of traditional Education

- ⊙ Learning is listening
- ⊙ Teaching is telling

# The Atomic Pictures of traditional Education

- ⊙ Learning is listening
- ⊙ Teaching is telling
- ⊙ Knowledge is an object

# The Atomic Pictures of traditional Education

- ⊙ Learning is listening
- ⊙ Teaching is telling
- ⊙ Knowledge is an object
- ⊙ Mind is container

# The Atomic Pictures of traditional Education

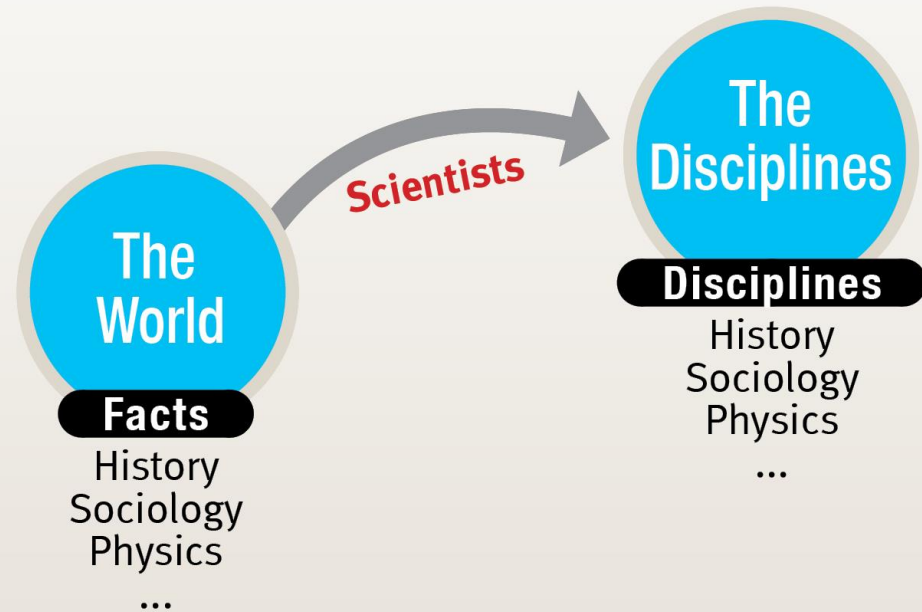
- ⊙ Learning is listening
- ⊙ Teaching is telling
- ⊙ Knowledge is an object
- ⊙ Mind is container
- ⊙ The aim of teaching and learning is a student who knows

# The Grand Picture or The Mimetic Chain

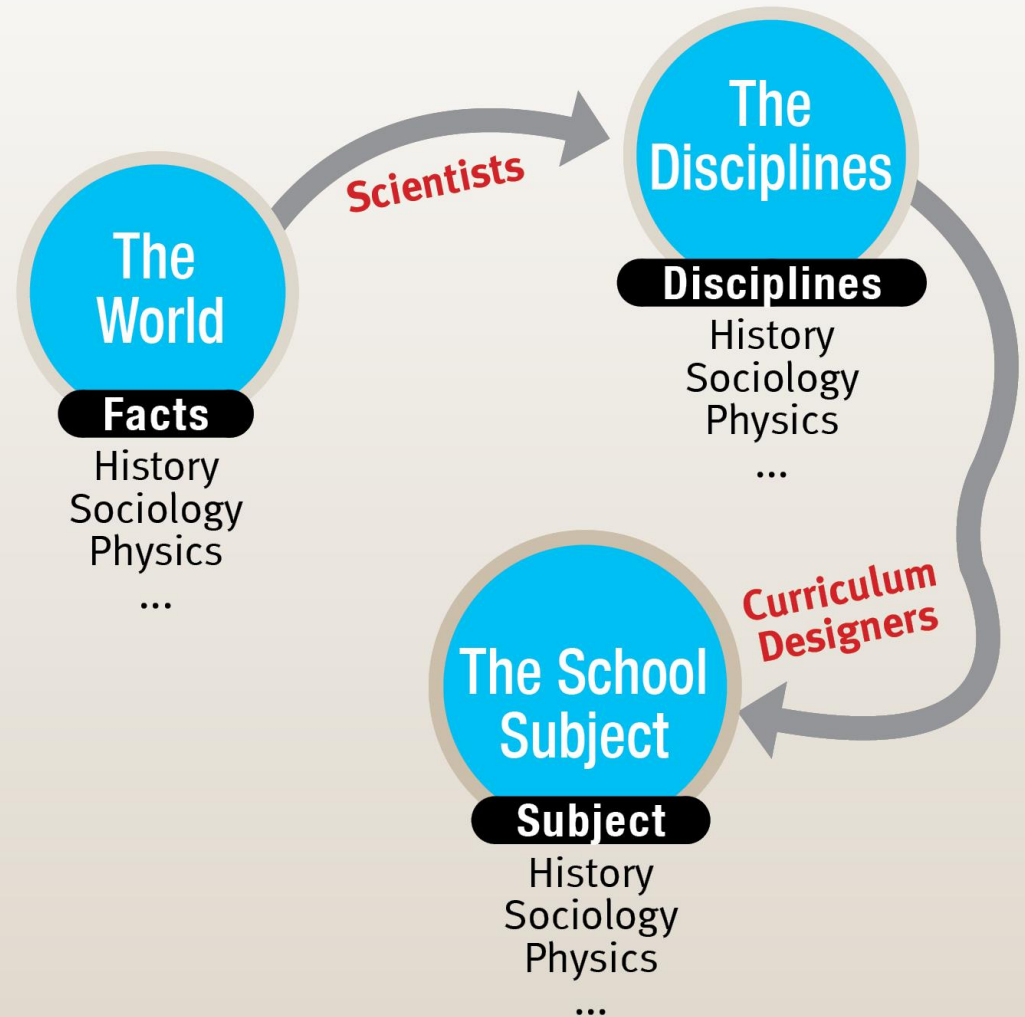




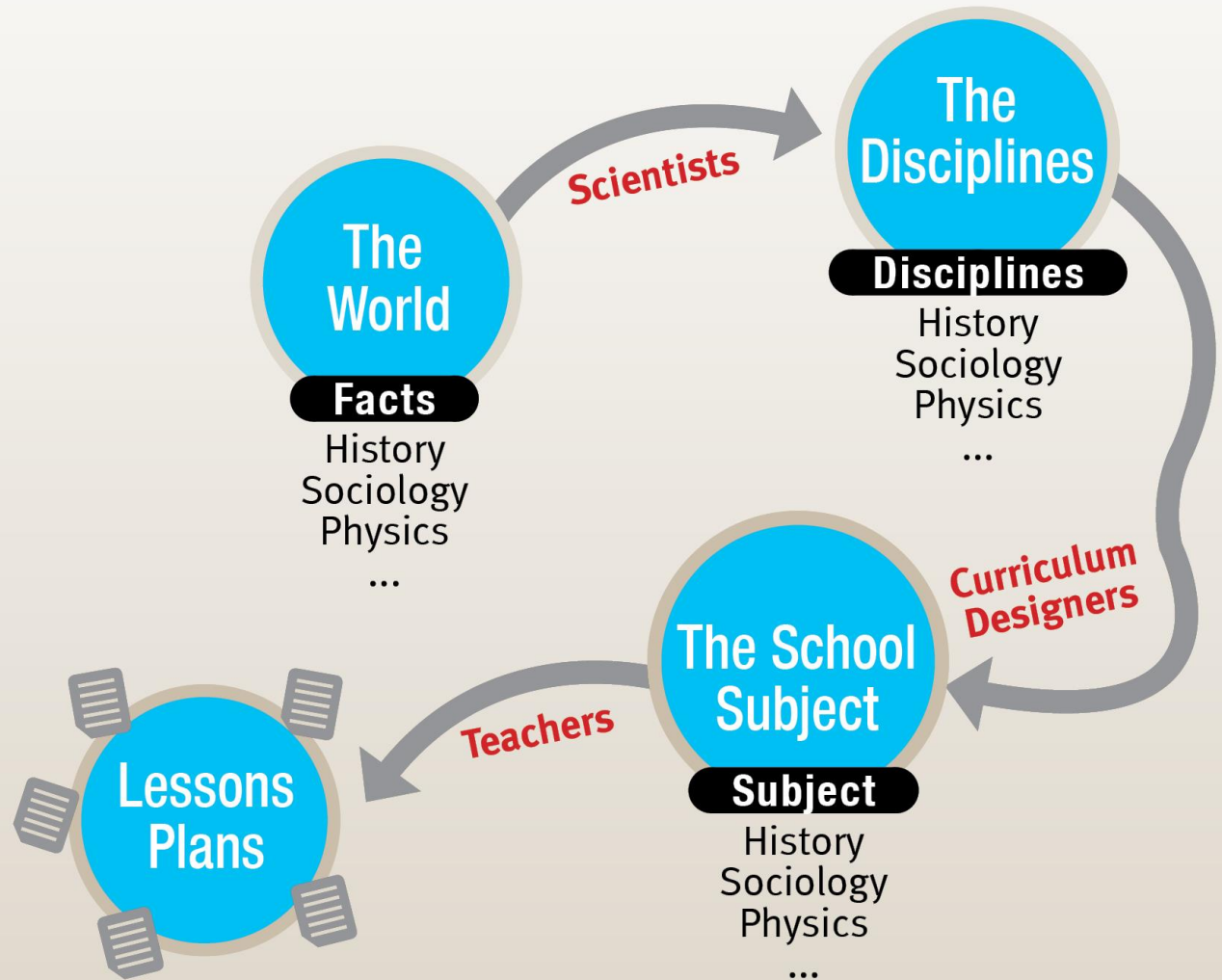
# The Grand Picture or The Mimetic Chain



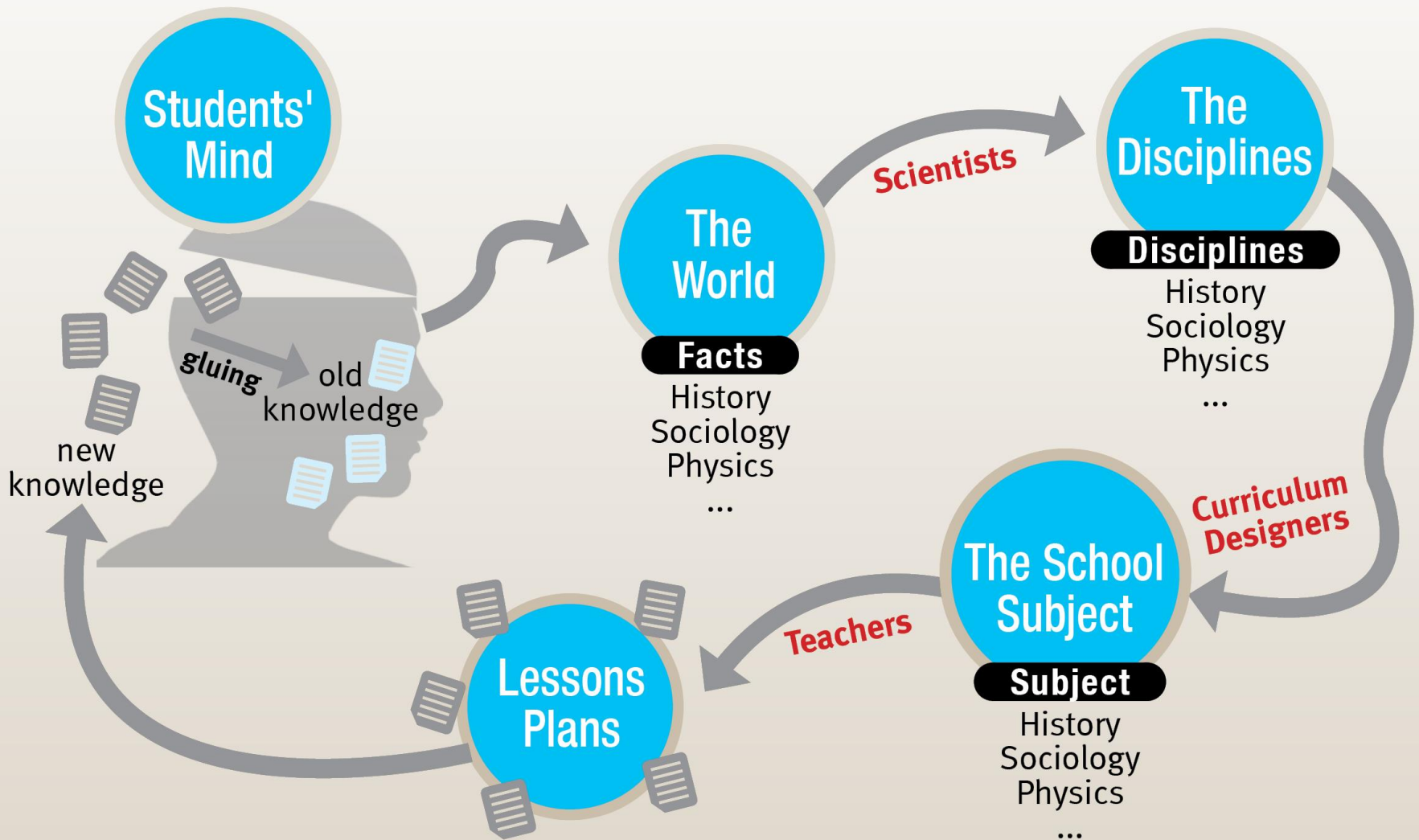
# The Grand Picture or The Mimetic Chain



# The Grand Picture or The Mimetic Chain



# The Grand Picture or The Mimetic Chain



# A Question

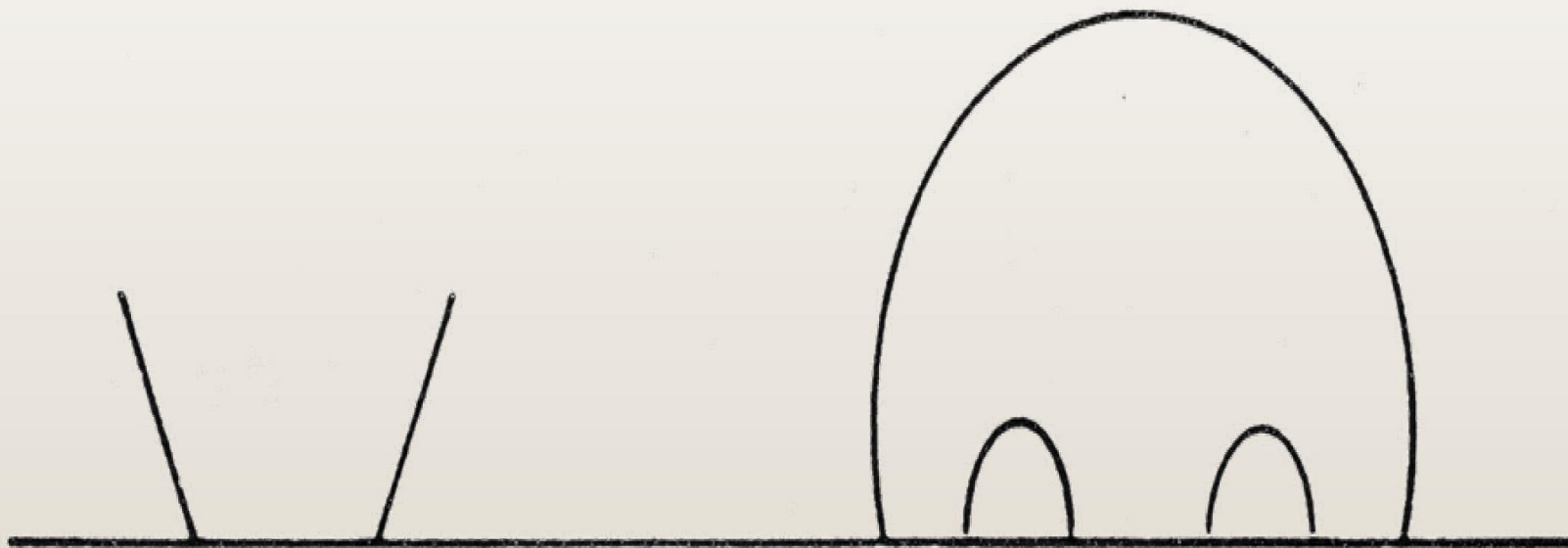
What wrong with theses pictures?

What am I doing here?

# Good Learning $\neq$ Listening

Involvement  
+  
Understanding  
=  
Good Learning

# Lines and Circles

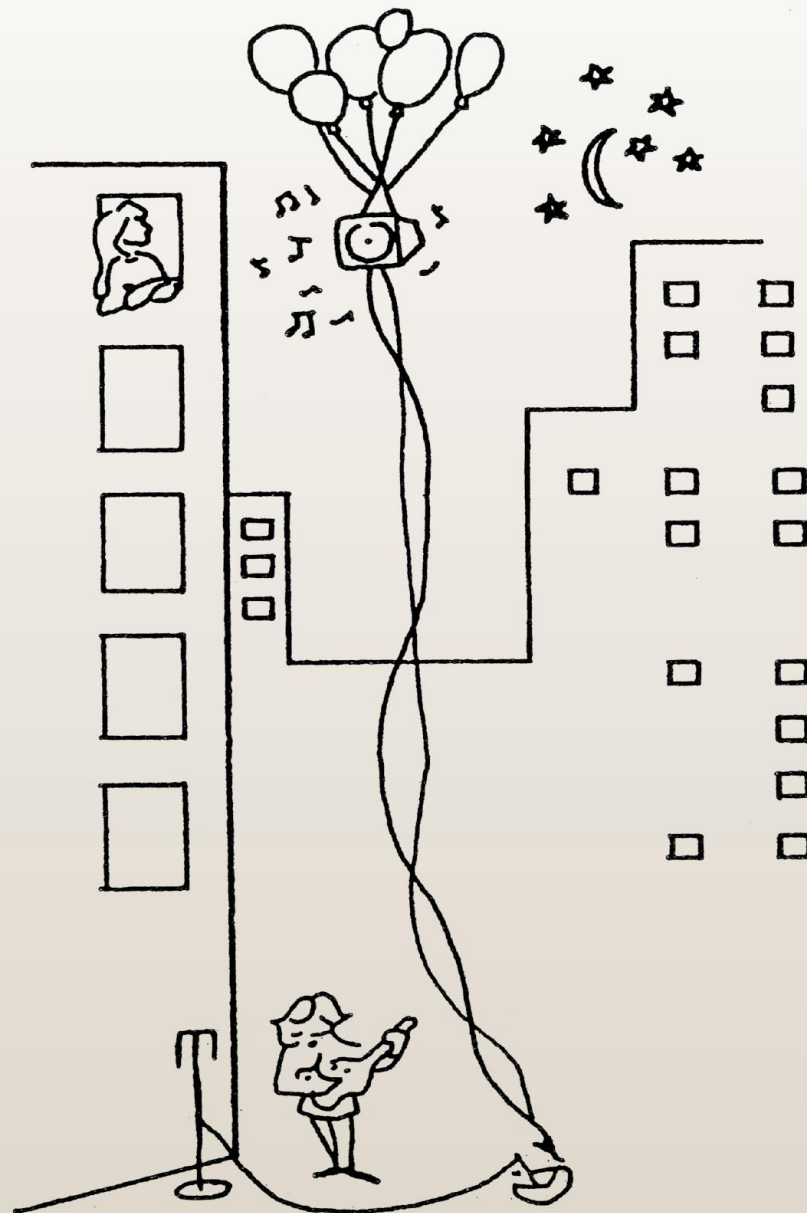


# Text Without Context

If the balloons are exploded the whole thing is falling on my head... Why not screaming? Well, the scream will not be heard since the windows are closed... What wrong with face to face talking? It could be so simple... but not effective... There are no happy loves...



# The Troubled Lover



# Understanding Performances

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

# Understanding Performances

<b>To present knowledge</b>	<b>To think about and through knowledge</b>	<b>To criticize and create knowledge</b>
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge
To explain knowledge	To apply knowledge	To expose contradictions and tensions in knowledge

# Understanding Performances

<b>To present knowledge</b>	<b>To think about and through knowledge</b>	<b>To criticize and create knowledge</b>
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge
To explain knowledge	To apply knowledge	To expose contradictions and tensions in knowledge
To suggest interpretations of knowledge	To suggest examples, metaphors, analogies, comparisons	To question knowledge

# Understanding Performances

<b>To present knowledge</b>	<b>To think about and through knowledge</b>	<b>To criticize and create knowledge</b>
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge
To explain knowledge	To apply knowledge	To expose contradictions and tensions in knowledge
To suggest interpretations of knowledge	To suggest examples, metaphors, analogies, comparisons	To question knowledge
To build a model for knowledge	To generalize from detailed knowledge	To reveal basic assumptions of knowledge

# Understanding Performances

<b>To present knowledge</b>	<b>To think about and through knowledge</b>	<b>To criticize and create knowledge</b>
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge
To explain knowledge	To apply knowledge	To expose contradictions and tensions in knowledge
To suggest interpretations of knowledge	To suggest examples, metaphors, analogies, comparisons	To question knowledge
To build a model for knowledge	To generalize from detailed knowledge	To reveal basic assumptions of knowledge
To represent knowledge in various ways	To contextualize knowledge	To formulate counter knowledge

# Understanding Performances

<b>To present knowledge</b>	<b>To think about and through knowledge</b>	<b>To criticize and create knowledge</b>
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge
To explain knowledge	To apply knowledge	To expose contradictions and tensions in knowledge
To suggest interpretations of knowledge	To suggest examples, metaphors, analogies, comparisons	To question knowledge
To build a model for knowledge	To generalize from detailed knowledge	To reveal basic assumptions of knowledge
To represent knowledge in various ways	To contextualize knowledge	To formulate counter knowledge
To present perspectives on knowledge	To predict on the basis of knowledge	To create knowledge on the basis of knowledge

# Understanding Performances

<b>To present knowledge</b>	<b>To think about and through knowledge</b>	<b>To criticize and create knowledge</b>
To express knowledge in your own words	To analyze and synthesize knowledge	To give reasons and justify knowledge
To explain knowledge	To apply knowledge	To expose contradictions and tensions in knowledge
To suggest interpretations of knowledge	To suggest examples, metaphors, analogies, comparisons	To question knowledge
To build a model for knowledge	To generalize from detailed knowledge	To reveal basic assumptions of knowledge
To represent knowledge in various ways	To contextualize knowledge	To formulate counter knowledge
To present perspectives on knowledge	To predict on the basis of knowledge	To create knowledge on the basis of knowledge



# A Question

**Recall a goof learning experience:**

⦿ which conditions made it possible?

# Basic Conditions for Good Learning

<b>Motivation</b>	<b>Personalization</b>	<b>Organization</b>
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

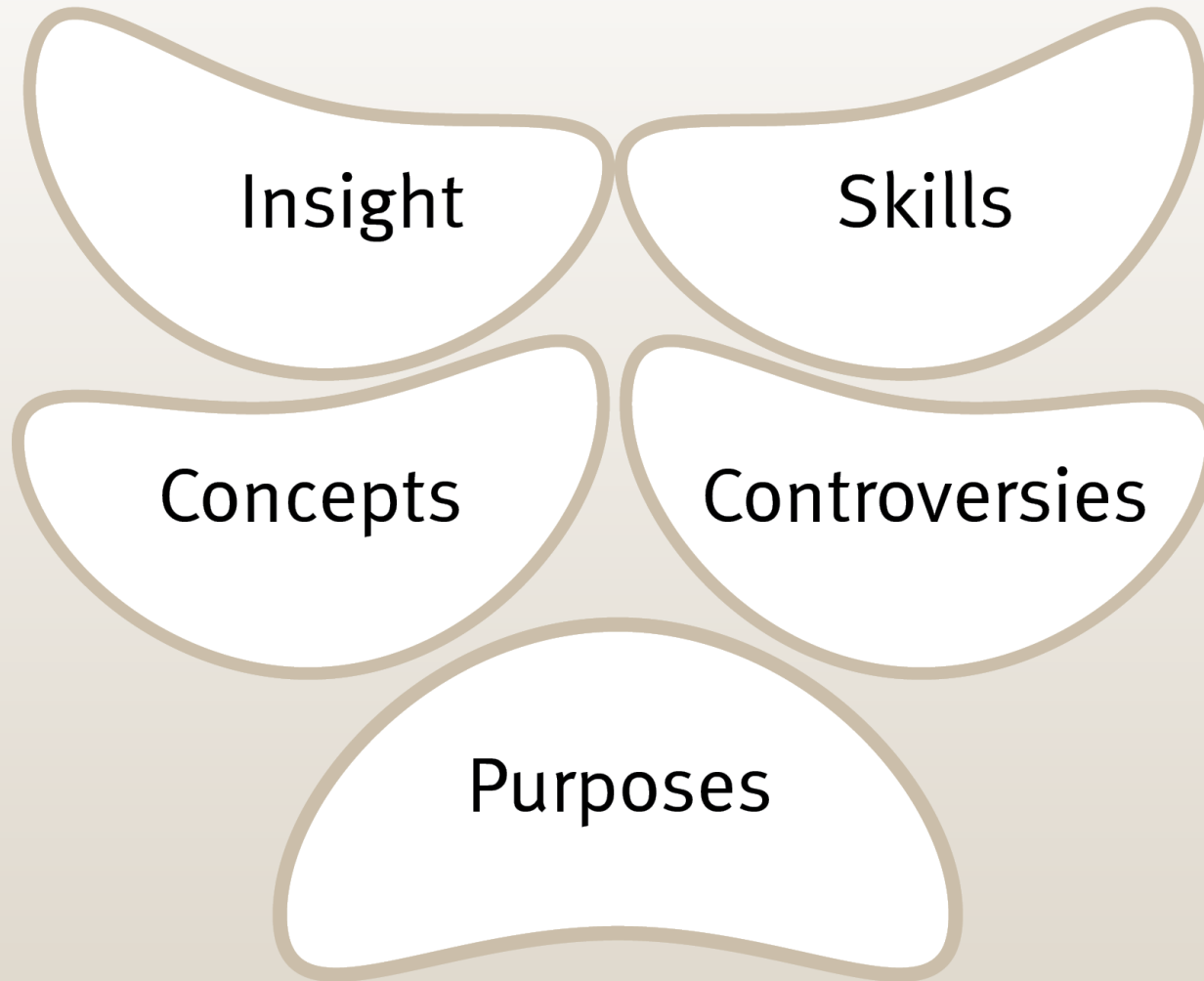
- ① **The Human Genome project – a curse or a blessing? (biology)**
- ① **Human beings are products of nature or nurture? (biology)**
- ① **Development and environment – do they go together? (geography)**
- ① **How is it that the generation that called WWI “the war to end all wars” initiated a Second World War within two decades? (history)**
- ① **How come the oppressed accept their oppression? (history; the peasants in middle ages)**
- ① **Our independent day is their Nakba (catastrophe): must it be this way? (history)**
- ① **Did the “Zionistic project” succeeded? (history)**
- ① **A Jewish Democratic state – is it possible? (civil studies)**
- ① **Do the Islam fits or contradicts modern life? (Islam studies)**
- ① **What is love? (multi-disciplinary: sociology, psychology, biology, literature)**
- ① **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 U.S a  
Declining  
Power?**

The impact of the  
contesting powers?

The impact of the  
economy crisis?

**Fertile Question:**  
**Is U.S a  
Declining  
Power?**

Ways to  
empower  
U.S?

The impact of the  
globalization?

The impact of wrong  
foreign policy?

**Fertile Question:**  
**Did the  
“Zionistic  
project”  
succeeded?**

From Herzl's  
point of view?

From Jabotinsky's  
point of view?

**Fertile Question:**  
**Did the  
“Zionistic  
project”  
succeeded?**

From the  
point of  
futurists?

From the point of  
view of scholars?

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

**Fertile Question:**  
**Do Islam fits  
or contradict  
modern life?**

Islam and  
democracy?

Islam and  
humanism?

**Fertile Question:**  
**Do Islam fits  
or contradict  
modern life?**

Islam and  
education?

Islam and  
women status?

Islam and other  
religions and  
cultures?



# Assignment

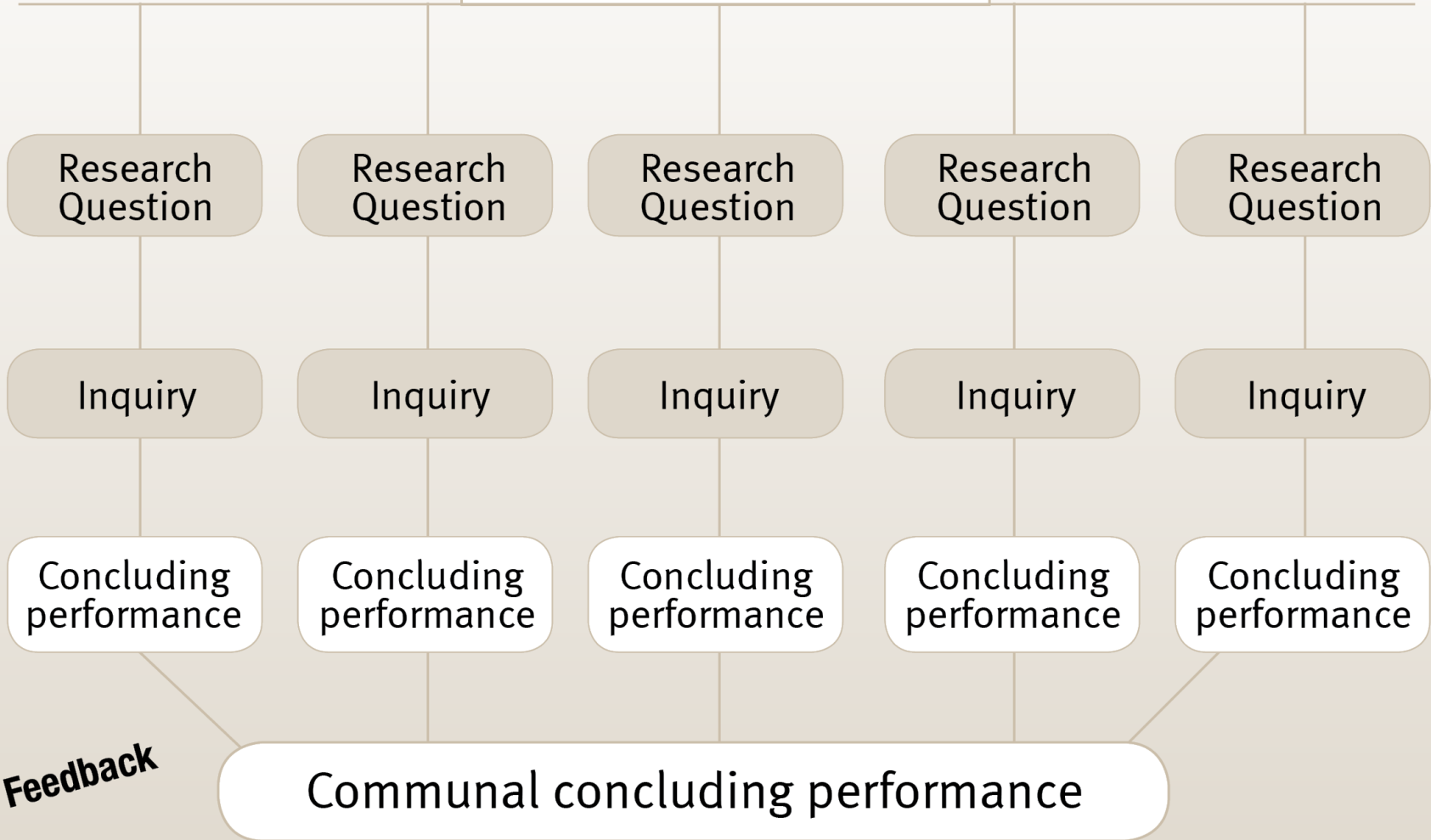
**Try to invent Research Questions**

# Concluding Performance

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

**Initiation**

# Fertile Question



**Feedback**

# Fertile Questions?

Thank You

Yoram Harpaz

# Teaching and Learning in a Community of Thinking

The Third Model

 Springer