

FACULTY SUMMER INSTITUTE DEFINING NEW APPROACHES TO TEACHING AND LEARNING

When we consider revising, renewing, renovating, or revisiting our teaching methods, it is wise to delve into our values concerning teaching and learning. We will try to show you how these values can be supported and even explored more deeply with the use of technology in your teaching:

- a) **Providing Information and Stimulating Conversation**
 - i) syllabus, assignments, and handouts in several formats: Blackboard and eCollege courses
 - ii) course notes (textual, PowerPoint, and audio):
<http://imctwo.csuhayward.edu/klant/engl341/Notes/index.html>
 - iii) living lectures: eCollege course
- b) **Teaching as Modeling and Learning as Discovery** (fostering information competence)
 - i) Web unit on Emily Dickinson: <http://imctwo.csuhayward.edu/klant/engl341/>
 - ii) PowerPoint Presentation on Data Organization
 - iii) “What's This?” website <http://isis.csuhayward.edu/alss/soc/nan/starters.htm>
- c) **Teaching as Negotiation and Learning as Culture Building**
 - i) Central Coast Online Dictionary: <http://cla.calpoly.edu/CCOD/>
- d) **Teaching as Fostering Disequilibrium/Defamiliarization and Learning as Resolution**
 - i) PowerPoint Presentation on Explication
- e) **Teaching as Engaging Our Students in “Flow”—the Joy of Learning**
 - i) Student Website on Bill Readings:
<http://imctwo.csuhayward.edu/klant/readings/lant.htm>
 - ii) Student PowerPoint Presentation on Country Music and Realism
- f) **Teaching as Enabling the Use of Sophisticated Thinking and Organizing Strategies** (transduction of information from one medium to another and use of databases)
 - i) MERLOT: <http://merlot.org>
 - ii) Language Diversity Project:
<http://daedalus.lib.calpoly.edu/langdiversity/index.html>
 - iii) Puzzle by Robert McKim
 - iv) Music Animation Machine by Robert Malinowski

Some Quotations from Our Discussion:

Mikhail Csikszentmihalyi (1990) defines flow as “...the state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will do it even at great cost, for the sheer sake of doing it.”

One result of flow is psychological growth, that is, the individual becomes more complex or elaborate. The psychological mechanisms that account for growth are differentiation and integration. Differentiation is the need for the individual to remain unique from

others whereas integration is the need to feel connected to other people and other ideas. These seemingly opposite processes work together to achieve a state of balance between goals and expectations, not unlike the Piagetian process of equilibration.

L.P. Rieber
“Seriously Considering Play,” 1996

The teacher can ...open wide a topic of locution to speculation and negotiation. To the extent that the materials of education are chosen for their amenableness to imaginative transformation and are presented in a light to invite negotiation and speculation, to that extent education becomes a part of...”culture making.” The pupil, in effect, becomes a party to the negotiatory process by which facts are created and interpreted. He becomes at once an agent of knowledge making as well as a recipient of knowledge transmission.

Jerome Bruner,
Actual Minds, Possible Worlds, 1986

[According to Piaget's theory], learning cannot occur unless an individual is in a state of disequilibrium (i.e. mental structures not in “balance”). Learning is defined as the construction of new knowledge resulting from the resolution to the conflict. Piaget theorized that knowledge was always transitory, continually shifting in shape and form. Piaget referred to individual mental structures as “schemes.”

L.P. Rieber
“Seriously Considering Play,” 1996

To “defamiliarize” is to make fresh, new, strange, different what is familiar and known. Through defamiliarization the writer modifies the reader's habitual perceptions by drawing attention to the artifice of the text. This is a matter of literary technique. What the reader notices is not the picture of reality that is being presented but the peculiarities of the writing itself.

J.A. Cudden
A Dictionary of Literary Terms and Literary Theory, 1991

Unlike those teachers who have already “arrived” at their known destination, who are comfortably positioned in the institution and mainstream culture, who now consider teaching as just beckoning students to follow them to the wonderful territory they have occupied, edifying teachers...do not have this feeling of being at home with their knowledge... They are not contented with playing merely the role of spectator and magical aid. Their eyes are always gazing beyond the known for the unknown; their attention is always directed toward questions and problems created by the status quo and norms of the day; their interest is always focused on searching for better ways of living and communicating in a changing world, and they never stop actively participating in the conversation, which, to them, is the means and end of inquiry.

Xin Liu Gale
Teachers, Discourses, and Authority in the Postmodern Composition Classroom, 1996

A PUZZLE

One morning, exactly at sunrise, a Buddhist monk began to climb a tall mountain. The narrow path, no more than a foot or two wide, spiraled around the mountain to a glittering temple at the summit.

The monk ascended the path at varying rates of speed, stopping many times along the way to rest and to eat the dried fruit he carried with him. He reached the temple shortly before sunset. After several days of fasting and meditation, he began his journey back along the same path, starting at sunrise and again walking at variable speeds with many pauses along the way. His average speed descending was, of course, greater than his average climbing speed.

Prove that there is a single spot along the path the monk will occupy on both trips at precisely the same time of day.

Robert H. McKim
Experiences in Visual Thinking

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<http://it.coe.uga.edu/~lrieber/play.html>