CTM 1: Bringing New Thinking Into Classroom Practice*

Fred Mednick

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Abstract

In Course 1, you'll explore (a) aspects of effective teaching (b) educational theories (c) approaches to learning (d) contemporary issues in education, all for the purpose of applying what you learn to your classroom.

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Schoolchildren

Figure 1: Learning with joy

1 Learning Objective

In Course 1, teachers explore (a) aspects of effective teaching (b) educational theories and approaches to learning and (c) contemporary issues in education. The focus is on applying what has been learned directly to your classroom.

Resources

Course material and conversations with global colleagues.

List of Assignments

Assignment 1: Your Assessment of Aspects of Good Teaching
Assignment 2: The Power of Questions
Assignment 3: Towards an Imagined Dialogue
Assignment 4: Applying Theory
Assignment 5: Critical Questions
Assignment 6: One Day of Multiple Intelligences
Assignment 7: Applying Multiple Intelligences
Assignment 8: Towards a New Intelligence
Assignment 9: Active Reading and Creating Dialogue
Assignment 10: Starting with Your Classroom
Assignment 11: Professional Reflections
Assignment 12: Effectiveness of Course One

Timeline

4 - 6 weeks
Required Reading: **Education 2050** by Dee Dickinson of New Horizons for Learning[1] .
PDF Version below
Education 2050 [2]

2 A Different Perspective

The 21st century marks the beginning of some key changes in education. A shift from:

1. regional views to **global**views
2. covering the material to **uncovering**the material
3. passive receipt of information to **active**inquiry
4. product orientation to **process** orientation
5. compliance and competition to **collaboration**and **inquiry**.

Here is what we mean: Education has often focused on one's own regional views. In a society with no interaction with the outside world, this might suffice. However, in our global society requiring different kinds of skills - an awareness of cultures, and collaboration across borders - a regional view may not be enough. In fact, those regional views may be pushed by the current power in charge.

It used to be, too, that if one mastered a body of material and memorized facts, one would be considered a master as well. This view has held that there is a finite amount to know, and the one who accumulates the most - succeeds.

An educated person, however, is more than the sum of facts; s/he is able to think, to solve problems, to collaborate on new approaches. An educated person relies on research and experience to **uncover** new questions, rather than simply cover the material. This requires an active and imaginative mind, an appreciation for risk and inquiry, and an ability to learn from one's mistakes.

We tend to think of these views by remembering the name of a person: **Dr. CROSS**. Each letter stands for education that meets the needs of children and inspires learning:

Discovery: learning to uncover information and use it

Risk: taking a chance and learning from mistakes

Camaraderie: using the value of the group to enhance learning and pool resources

Real Tasks with Real Consequences: providing opportunities to take on and be held accountable to challenges

Out of the ordinary: moving beyond passive seat time to active learning in the community, out of doors, through one's own exploration of interests

Skills: connecting all curriculum to national standards and educated competencies

Service: using education in a way that meets the needs of one's society

3 Defining Terms

Global Education vs. Education that is Global

Teachers Without Borders is not about global education as the accumulation of facts about the world or geography lessons. While these are, indeed, important, we are focused on education that is global in the encompassing of methodologies that treat the whole child, the subject as whole exploration, the integration of subjects with learning as a whole.

Traditional vs. Tradition

Another highlight is the difference between traditional and tradition. Alfred North Whitehead made this distinction clear: He defines traditional as the "dead ideas of the living." He defines tradition as the "living ideas of the dead" - a nice distinction and a guide. No one wants to eliminate the masterpieces of bygone eras or dismiss one's history for the sake of the newest trend.

[1] http://www.newhorizons.org
[2] http://cnx.org/content/m13284/latest/file:Education2050.pdf

An educated person for the 21st century remembers and appreciates history, while simultaneously embracing the present. In fact, anything sustainable protects the future by grounding it in the past. Our courses reflect wisdom, whether that comes from the villager relying on oral tradition, or the scholar relying upon the written tradition of text and context.

Teachers Without Borders respects tradition and learning that stems from local communities, wherever they may be. In fact, we depend upon indigenous knowledge. We consider the cultural aspects of a society as one of its pillars. We want to emphasize, therefore, the importance of the contributions that come from societies that may not have a written language or contemporary technological devices. A 21st-century education, therefore, should not be substituted for "modern," "better," or "western." It follows that a 21st-century education celebrates and enhances wisdom wherever and whenever it takes place.