The Teaching Gestalt

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@jondron

Technology Enhanced
Knowledge Research
Institute (TEKRI)

Athabasca University
FACULTY OF SCIENCE & TECHNOLOGY
School of Computing & Information Systems

IFNTF
International Federation of
National Teaching Fellows
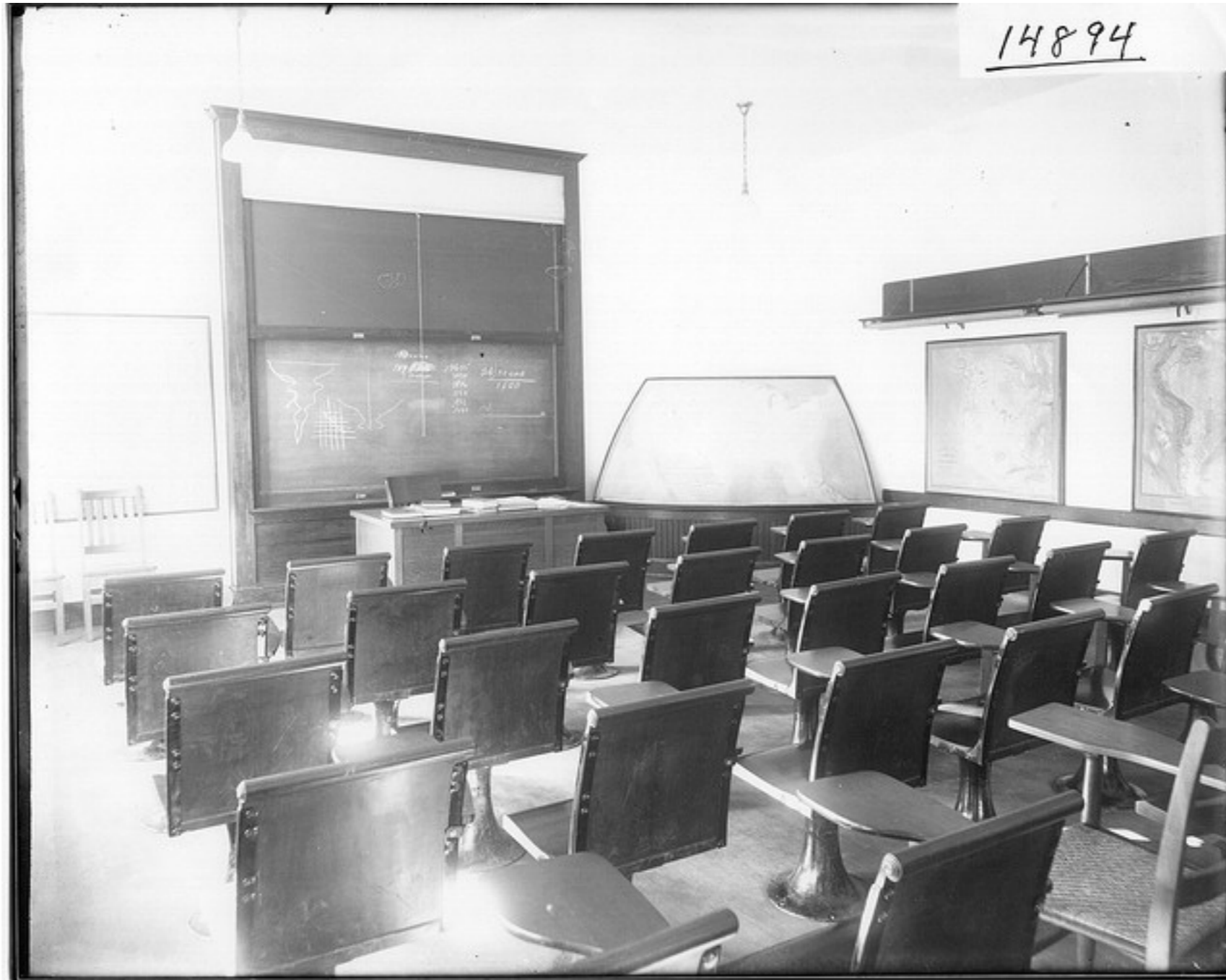
Why are you here? (right now)

Do you *have* to be here?

Does your *entire future* depend on what you will learn in roughly the next 40 minutes?

and yet...

classes

faculties

tests

semesters

exams

schools

terms

universities

textbooks

timetables

certificates

seminars

Why?

assignments

**attendance
requirements**

convocations

lectures

tutorials
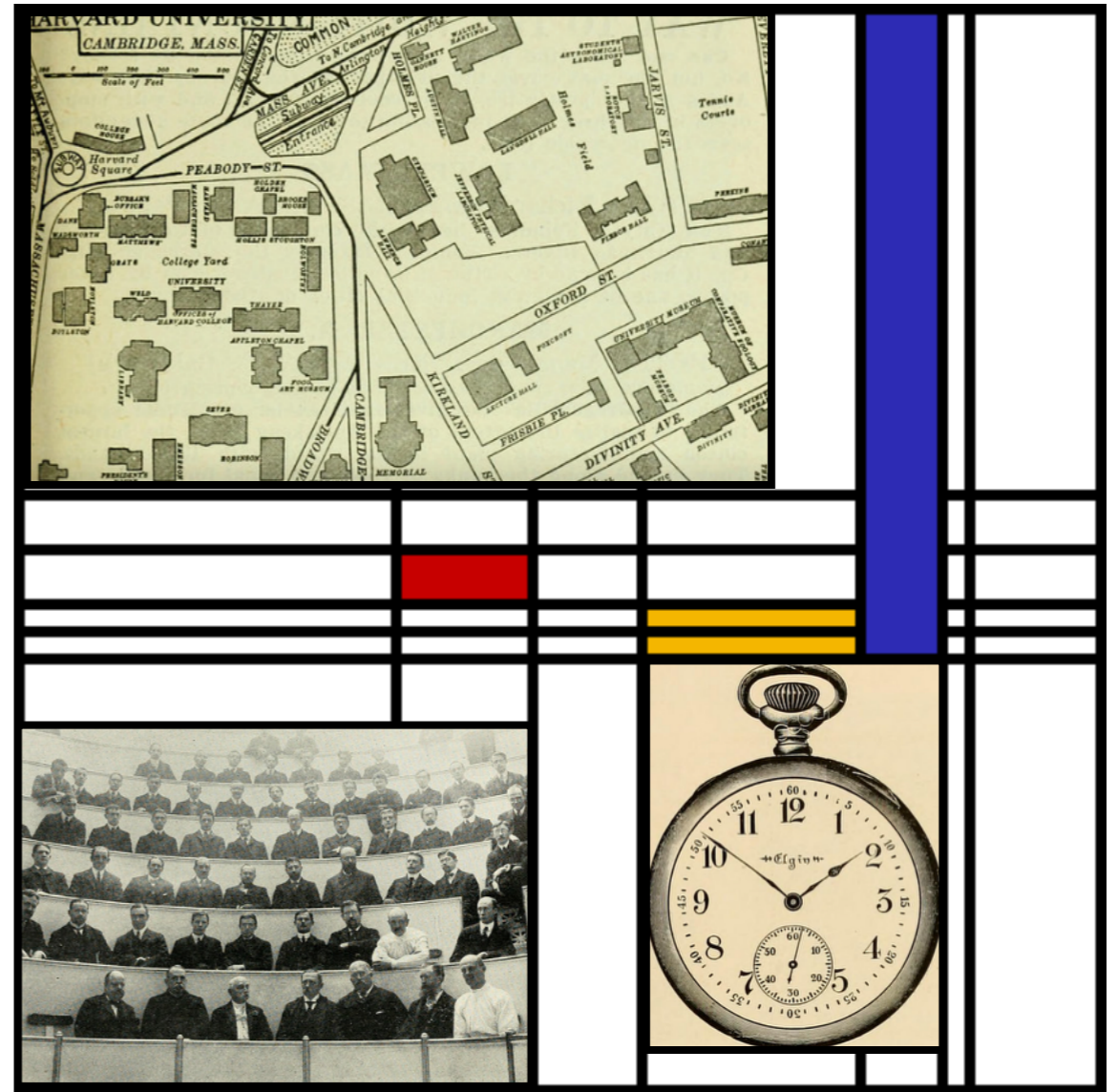
courses

programs

curricula
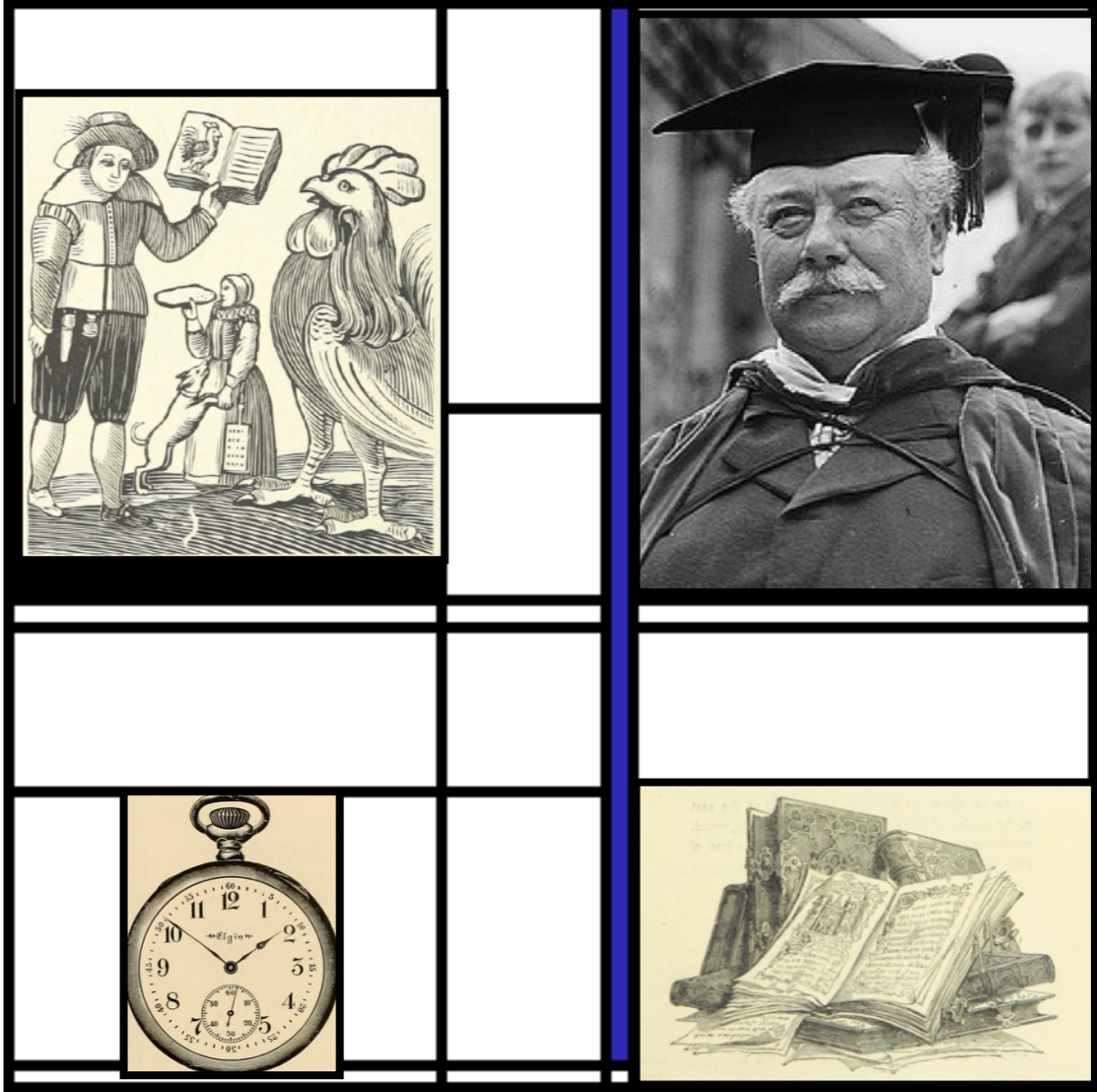
learning outcomes

**rules &
regulations**

libraries

**Traditional in-person pedagogies and institutions
are a solution to…**

Physical
boundaries

**Traditional in-person pedagogies and institutions
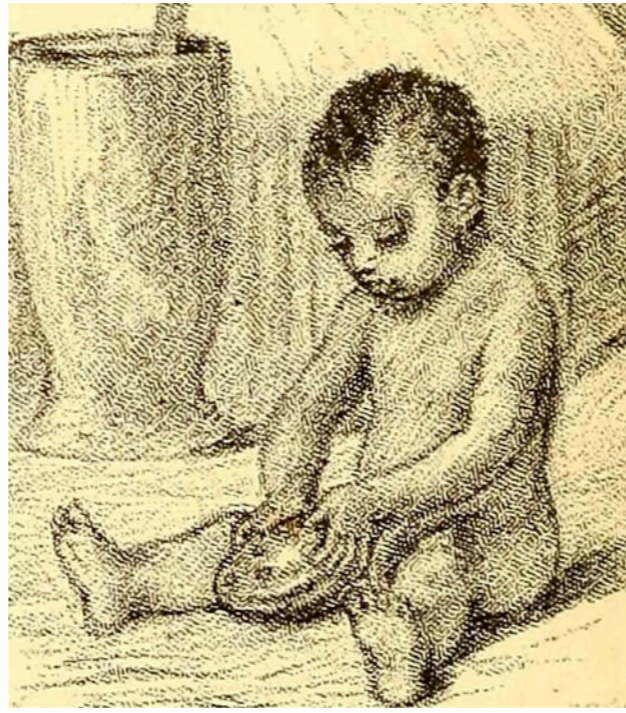are a solution to…**

Scarce

resources

And, most importantly…

Traditional in-person pedagogies and institutions are a solution to the fact that…

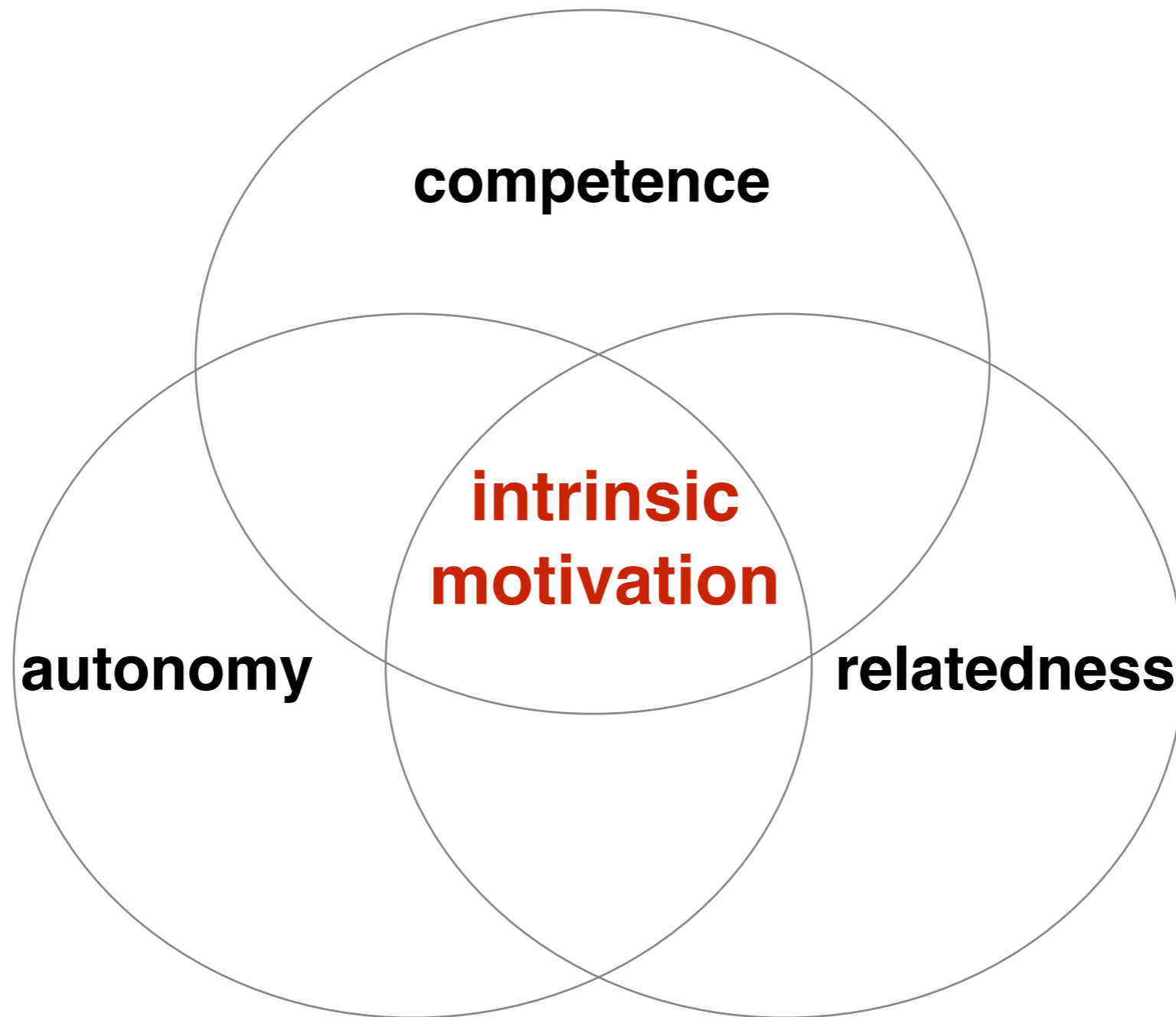…there are people who *do not actually want to be there* right now

Nothing is more intrinsically motivating than to learn

so what's going on?

Intrinsic motivation

competence

intrinsic motivation

autonomy

relatedness

http://selfdeterminationtheory.org

Deci, E.L., & Ryan, R.M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behaviour. Psychological Inquiry, 11, 227-268

p-learning and motivation

Support needed	Innate p-learning tendencies
✗ **Competence**	One size fits all. Some will find it too hard, some will find it too dull.
✗ **Autonomy**	The teacher controls every second of classroom time.
✓ **Relatedness**	Generally very good. Belongingness is easy to achieve, caring is easy to communicate.

The default solution

punishment
&
reward
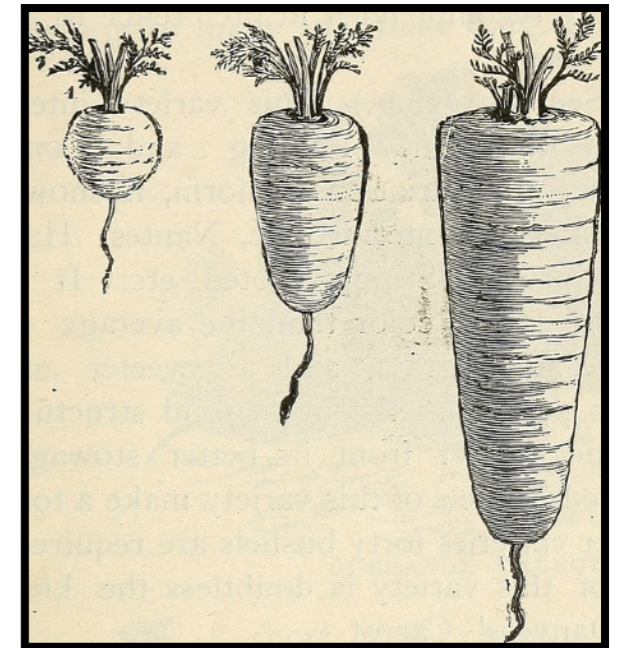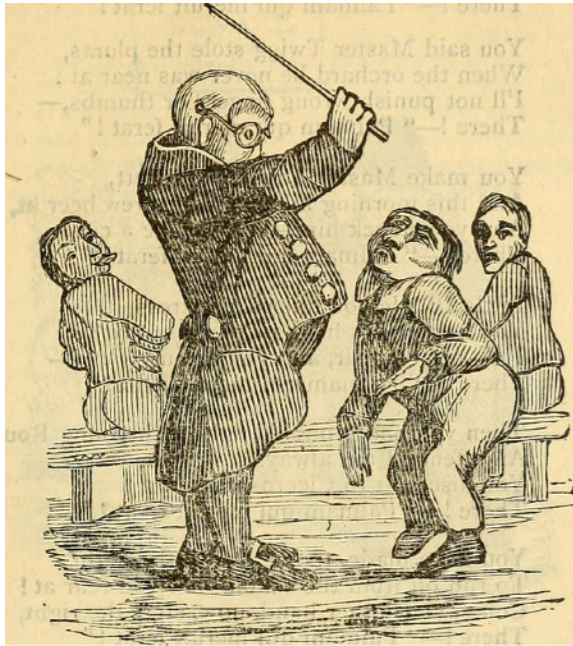
Extrinsic motivation crowds out Intrinsic motivation

The reward, or avoidance of punishment, becomes the purpose (and *stays* that way)

http://selfdeterminationtheory.org/

Physical classrooms innately **demotivate.**

We try to restore lost motivation with our pedagogies

Good classroom pedagogy:

- puts learners in control*

- supports the challenged, and challenges the unchallenged

- leverages the social

active learning

inquiry-based learning

problem-based learning

mastery learning

reflective practice

project-based learning

learning portfolios

scaffolding

anchored learning

experiential learning

debate
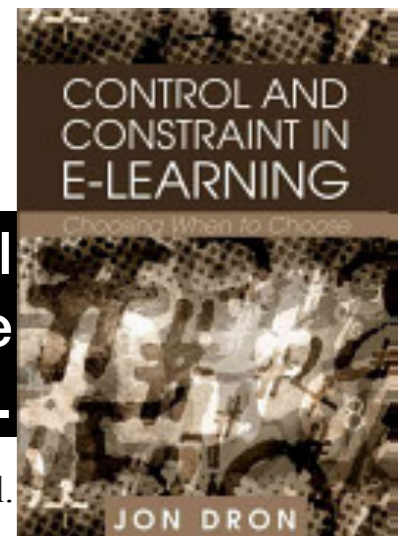
case-based learning

situated learning

communities of inquiry
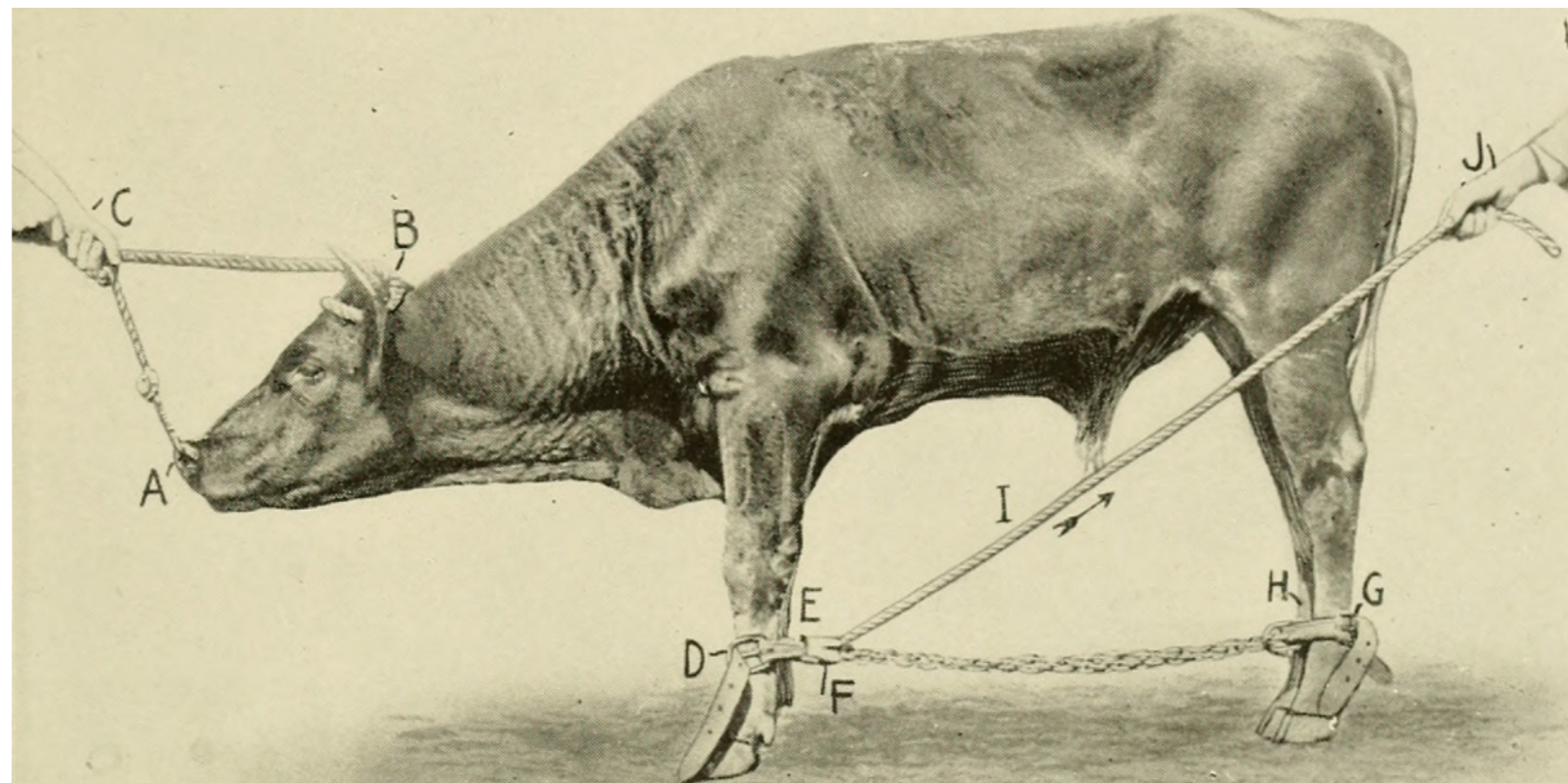
social construction

cognitive apprenticeship

flipped classrooms

CONTROL AND CONSTRAINT IN E-LEARNING

JON DRON

*IMPORTANT: choice alone is not equal to control: we must be able to choose *not* to choose.

Dron, J. (2007). *Control and Constraint in E-Learning: Choosing When to Choose*. Hershey, PA: Idea Group International.
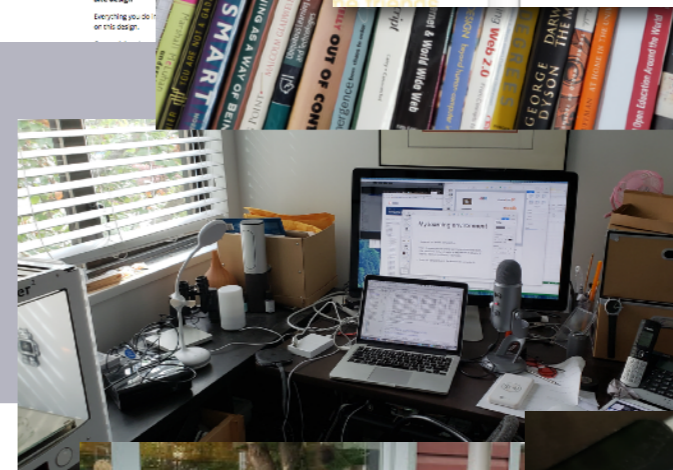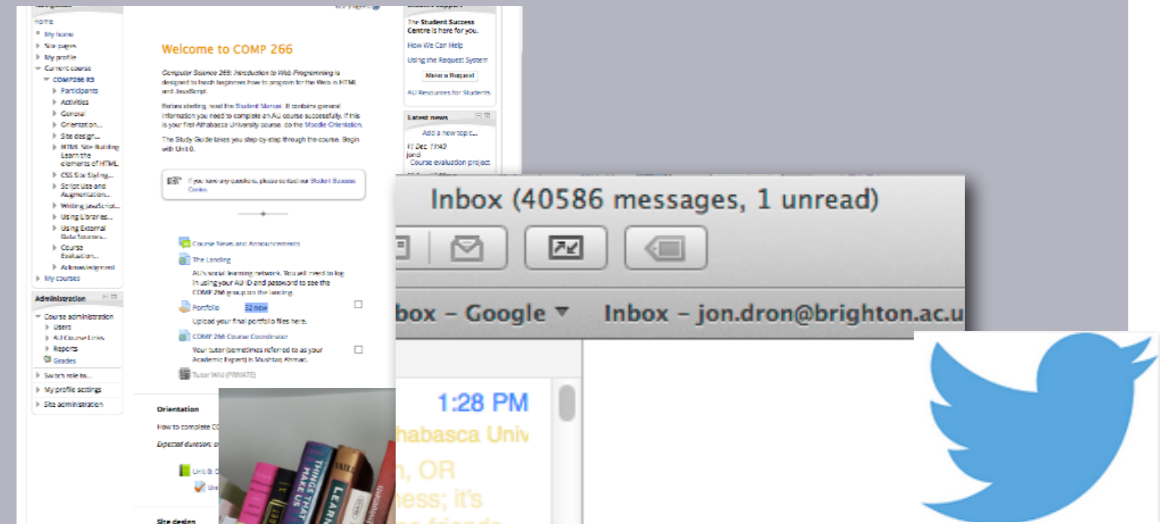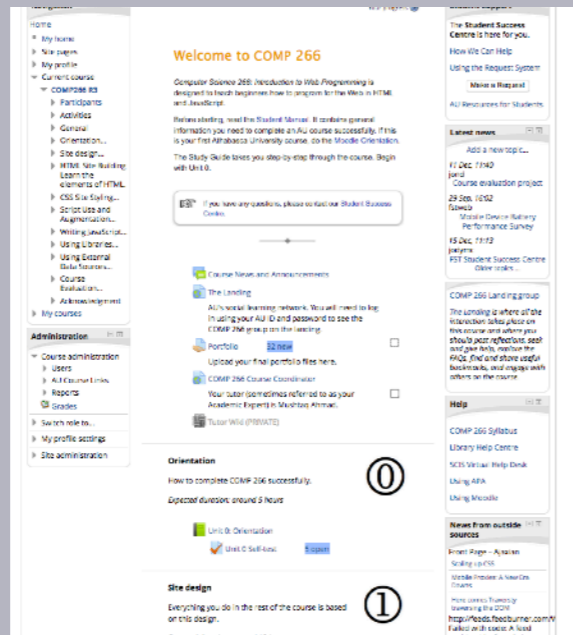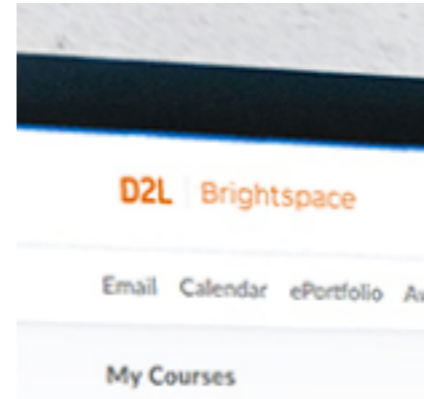
But what happens when we take away the constraints?

Online, the teacher is *never* innately in control

Online, there is a cornucopia of ways to learn, a plethora of people and stuff to learn from

The teaching environment | The learning environment
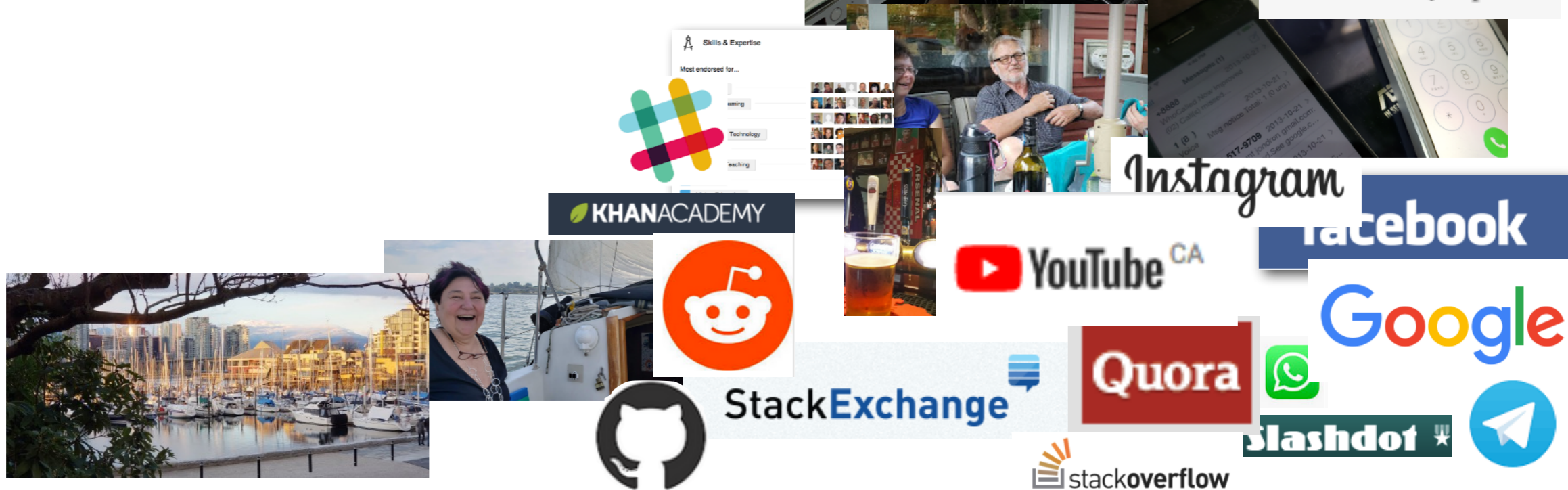
and yet…
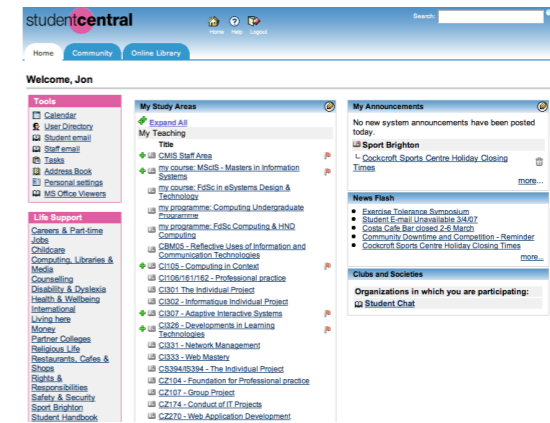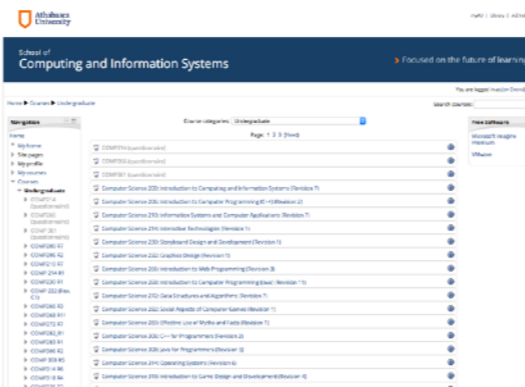
What happens when you take away the power of the teacher but keep the same pedagogies?

http://cogdogblog.com/2012/11/27/owning-massive/
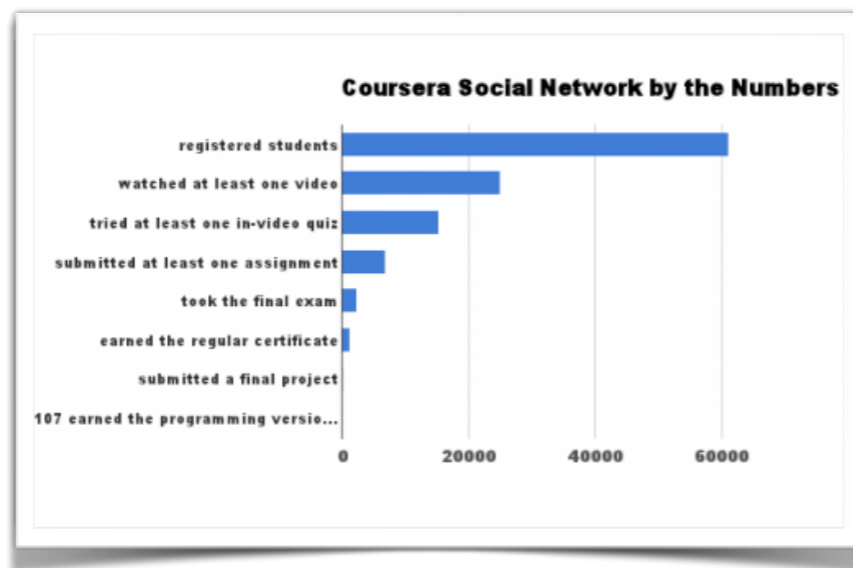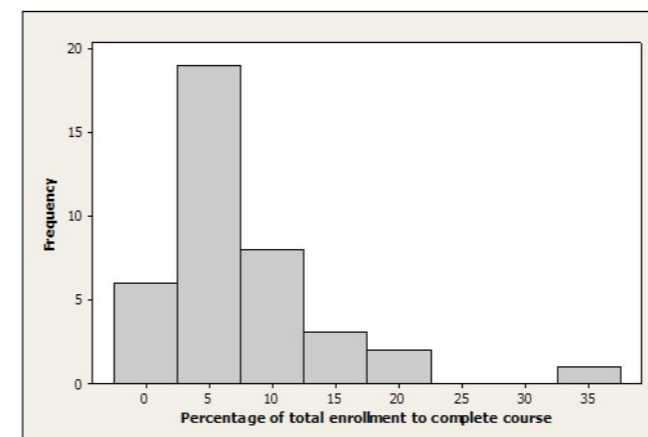
Figure 4. Histogram of completion rates for the sampled courses (n = 39).

"Completion rates range from 0.9% to 36.1%, with a median value of 6.5%"

Katy Jordan, 2014: http://www.irrodl.org/index.php/irrodl/article/view/1651/2774

What's the first thing you do when you want to learn something?

me too

technology

"the orchestration of phenomena for some use"

Arthur, W. B. (2009). *The Nature of Technology: what it is and how it evolves* (Kindle ed.). New York, USA: Free Press.

learning technology

technology that includes pedagogies as part of its orchestrated assembly

anyone/anything can be
part of that orchestration

the teaching gestalt

Mounting
a
Wild-Cat.

We can
teach you
how.
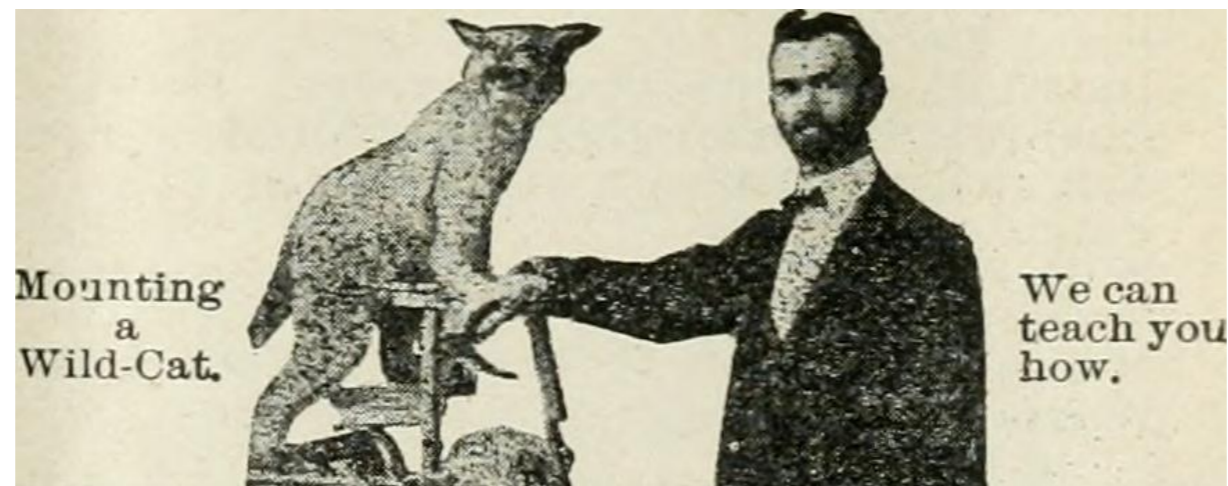
How many teachers are there in this picture?

How many teachers are there in this picture?

Online, we swim in a sea of teachers

What is teaching like when you let go…

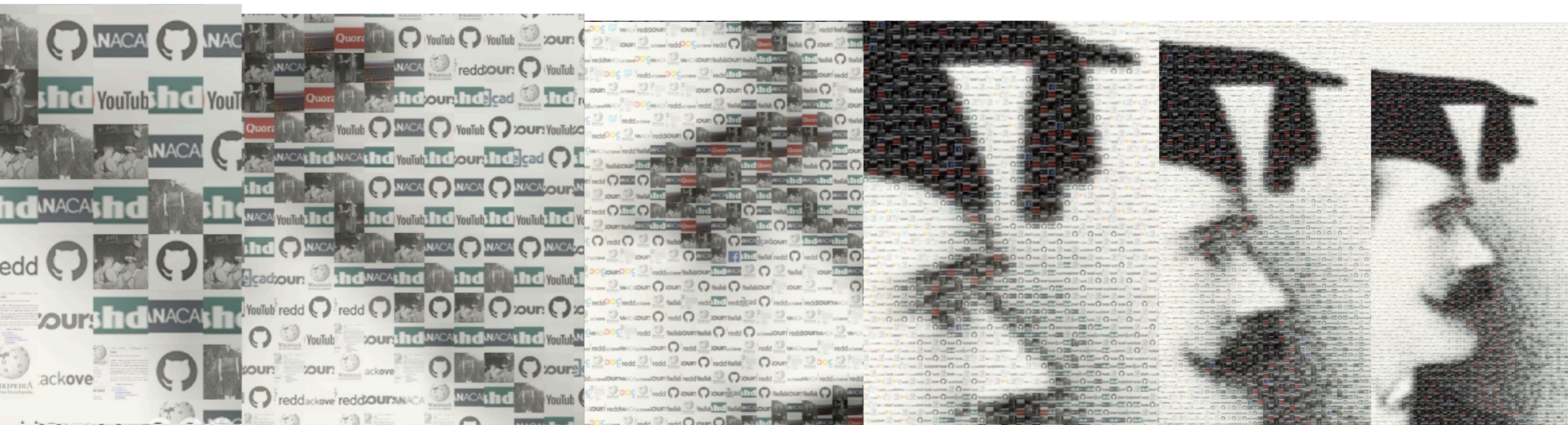# ...and when you have no means of coercion?
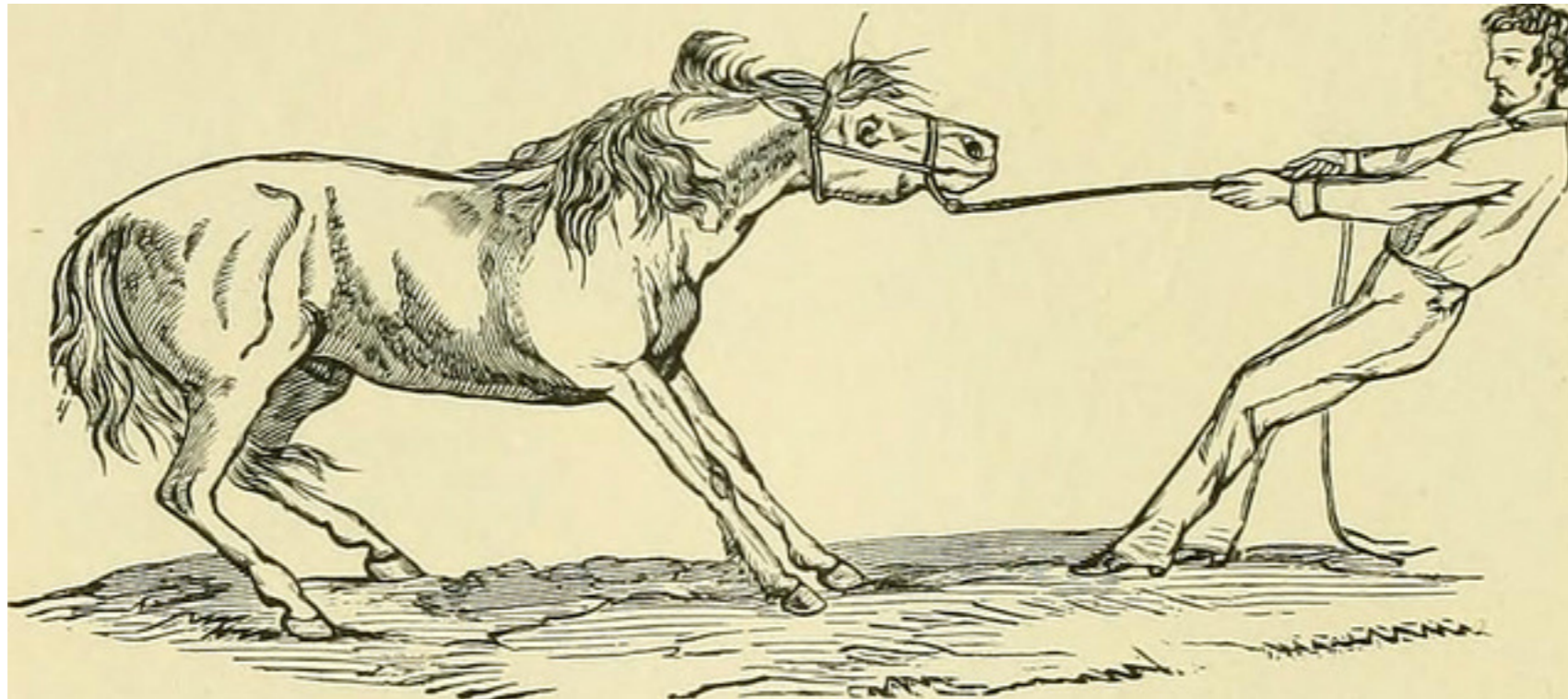
Pedagogies of the gestalt

Connectivist family examples:

- Connectivism (Siemens, Downes)

- Rhizomatic learning (Cormier)

- Networks of practice (Wenger, Trayner & deLaat)

- Heutagogy (Hase & Stewart)

- Transactional control (Dron)

Common traits:

distributed cognition;
sense making, wayfinding, filtering, navigation;
personal but networked/networked individualism;
complex systems, emergence;
connection not consumption;
learner control;
social construction;
reification, persistent traces;
networks of people, artifacts & machines;
cooperation more than collaboration;
creation, engagement, sharing, openness

Gestalt freedoms

Where

What you reveal to whom

Who is in control (asking for help vs being told)

What you learn, where you learn it from

When

How fast

What kind of media

How you learn (pedagogies), how you are assessed

Who with, how you relate to them

What tools

Place • Disclosure • Delegation • Time • Content • Pace • Method • Relationship • Technology • Medium

High
Medium
Low
Very Low

TEACHING CROWDS

LEARNING & SOCIAL MEDIA

Jon Dron
Terry Anderson

Social learning from the gestalt

Wiki editors,
Alumni networks,
Communities of interest

Subject areas,
Geographically collocated people,
People with shared characteristics,
abilities, etc

Social networks -
Friends, Work,
Community

net

set

group

Ad-hoc learning networks,
Clubs & societies,
Communities of practice

Universities,
Departments,
Companies,
Nations,
Tribes

Classes,
Tutorial groups,
Seminars,
Project teams

TEACHING CROWDS

LEARNING & SOCIAL MEDIA

Jon Dron
Terry Anderson

http://teachingcrowds.ca

Leonardo's to-do list

TO DO :

** [CALCULATE] THE MEASUREMENT OF MILAN and SUBURBS. *

→ [FIND] A BOOK THAT TREATS OF MILAN and ITS CHURCHES, WHICH IS TO BE HAD AT THE STATIONER'S on the WAY to CORDUSIO.

[DISCOVER] + THE MEASUREMENT OF THE CORTE VECCHIO (the COURTYARD in THE DUKE'S PALACE)

THE MEASUREMENT OF THE CASTELLO (THE DUKE'S PALACE ITSELF).

* GET THE MASTER OF ARITHMETIC (probably an ACCOUNTANT) to SHOW YOU HOW TO SQUARE A TRIANGLE

* GET MESSER FAZIO (A PROFESSOR OF MEDICINE and LAW in PAVIA) to SHOW YOU ABOUT PROPORTION.

* GET THE BRERA FRIAR (at the BENEDICTINE MONASTERY in MILAN) to SHOW YOU De PONDERIBUS (a MEDIEVAL TEXT on MECHANICS).

→ [TALK to] GIANNINO, the BOMBARDIER, re: THE MEANS by which the TOWER of FERRARA is WALLED without LOOPHOLES (!?!)

ASK BENEDETTO PORTINARI (A FLORENTINE MERCHANT) by WHAT MEANS THEY GO ON ICE in FLANDERS??

* DRAW MILAN *

* ASK MAESTRO ANTONIO HOW MORTARS are POSITIONED ON BASTIONS by DAY or NIGHT.

[EXAMINE] the CROSSBOW of MAESTRO GIANETTO.

* FIND A MASTER of HYDRAULICS and GET HIM TO TELL YOU HOW TO REPAIR A LOCK, CANAL and MILL in THE LOMBARD MANNER.

→ [Ask ABOUT] the MEASUREMENT OF THE SUN, PROMISED me by MAESTRO GIOVANNI FRANCESE

* → TRY to GET VITOLONE (THE MEDIEVAL AUTHOR OF a TEXT on OPTICS) which is IN THE LIBRARY at PAVIA, WHICH DEALS WITH THE MATHEMATIC.

CALCULATE

FIND

DISCOVER

GET nnn TO SHOW YOU

TALK TO

ASK

DRAW

EXAMINE

FIND A MASTER

TRY TO GET (a book)

https://www.npr.org/sections/krulwich/2011/11/18/142467882/leonardos-to-do-list

serves

builds networks/*is* a network

creates

challenges

supports

assembles

inspires

discusses

models behaviour

discovers

creates foci

emerges

the gestalt teacher

engages   **connects**   **cares**

These slides:
https://landing.athabascau.ca/file/view/3469049/dtl2018-the-teaching-gestalt
or
https://tinyurl.com/dtl2018
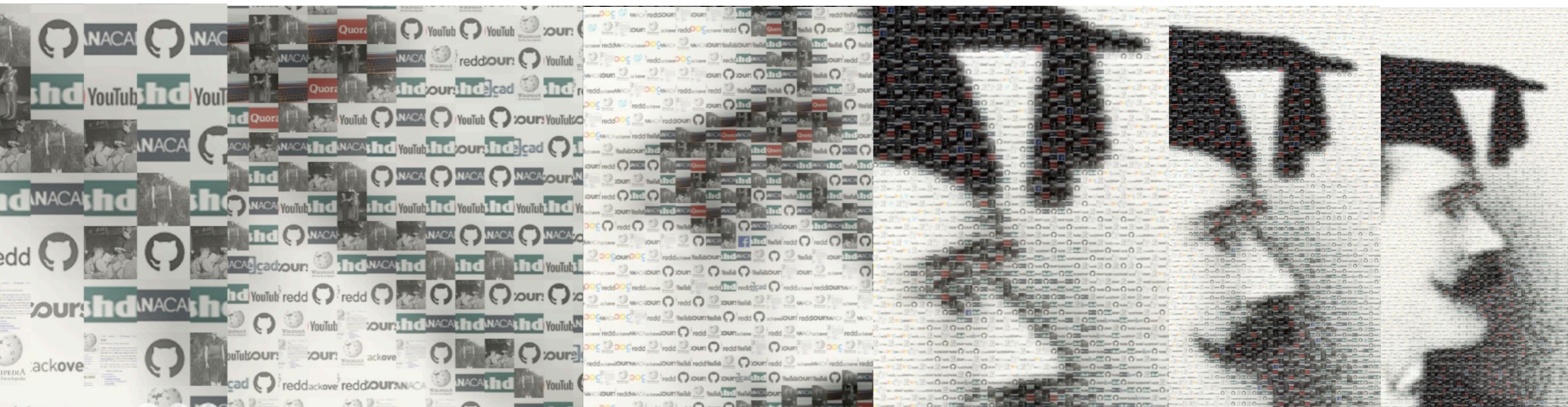
Talk to me:

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