Week 13

Q & A Discussion session

Group work

- We will have 40 minutes in class to respond to the questions as a group. Each group is responsible for addressing the questions with couple sentences for 10 minutes. During the group work, you may consult on your readings.

- Prepare a 2-3 min response for each question.

RR Questions on Humanistic Approach

Facilitators: Erdem, Bilge, Sercan

Individualist or social approach

- Hatice C. I wondering that how can ve overcome not only being an individual but also being a social individual? At that point, humanism seems a bit individualist not socialist approach.

Curriculum restrictions

- Gamze: I like this quote very much because this is what I have been trying to do during my teaching experiences; however, I could not apply it to the instruction most of the time. Even if I wanted to, there have been lots of constraints, obligations and rules that I could not ignore. My behaviors have always been like this but my instruction has not been exactly and I feel sorry for that. And I still wonder how can I appreciate and respect individual differences and needs when I am obligated to apply a standard curriculum to all of the students?

Changing education system?

- Gamze: As it was stated in the text, I completely disagree with this idea. Creating a better society does not need to educate all of the individuals in the same way with the same thoughts. On the contrary, if we achieve helping students to become self-actualized individuals and respect them, we obtain a society with better individuals and when they come together they will form a better society automatically. We are ignoring humanistic approaches from the beginning of our education system and the current situation of our society is clear; it is no good. I have always believed in the power of humanism. The problem is how can we turn into a better society, who appreciates humanism and applies its principles? Is it enough to only change our education system?

Equal opportunity in education

- Sinem: Quote 1: " An alternative approach to evaluation is a "non-judgemental" approach in which the role of the educational technologist is ""to help others to gather information ad to think about the issues in a supportive, non-threatening environment"" (p.29). "

- I haven't thought about the alternative of evaluation. Evaluation is something that I never judged and every action is evaluated somehow, it is not only in the classroom but also outside the classroom. However, That pushes me to think harder and harder, again and again, every issue in education field I should not acknowledge easily and be a sceptical about the concept before using it.

- Is equal opportunity in education emerged by means of humanism?

Humanistic education & Constructivism

- Dincer:

  – What differs humanistic education view from constructivist view? If they are related, how?

Self-actualization

- Burcu: Regarding the humanism as an institutional paradigm, Patterson (1973) stated that the purpose of education is to develop self-actualizing persons" (P.22). I am not sure what is the exact meaning of the concept "self-actualization" here. Is it like self-fulfillment? He also suggests that there are two aspects of humanistic education: facilitating instruction in a more humane way and developing affective aspects of the learner, which is designed to lead to greater understanding of self and others. What can be the examples for "affective aspects" of the learner?

Freedom?

- Bilge: In Rogers' readings, there is point on teachers at school. He says in humanistic school environment there are students soming from the field area, not educational background. If they have a certificate and experienced enough to share with students, they can teach. I want to raise the controversial issue in Turkey. Field specialists can teach after one year psychological training. Is it what Rogers support?

- Rogers also mentions freedom in classroom environment. What we mean by freedom here? Is it the autonomy that we provide our students in the classroom or choice free students? How we can manage it?

RR Questions on Situated Cognition

Facilitators: Hatice, Saime, Gamze

Providing support during instruction

- Burcu: The concept of scaffolding draws on the work of Vygotsky (1978), though the term first came into use in an article written by Wood, Bruner and Ross (1976). Some believe that building construction is an appropriate metaphor for providing support during instruction that can be removed as the learner no longer needs it (J.S. Brown,Collins & Duguid, 1989). What is the reason for removal? Because of teacher-centered environment though scaffolding is much more learner-centered strategy? I am a bit mixed???

Integrating doing and knowing

- Quote 1: "Proponents of situated learning argue that knowledge remains imert and unused if taught in contexts that separate knowing from doing."by Driscoll. This quotation reminded me what humanism suggested more or less. If we can prevent learners from using their knowledge in real life, it remains meaningless. Then we as teachers cannot have the right our students questions like "Hocam, Why are you teaching this topic if we do not use it?

- Bilge: I would like to add my wonders to the first quotation above. How can we integrate doing and knowing all the time and for all the subject matters? I, as English teacher, can present the dynamic environment for students to use their language knowledge actively, but can Sinem do it for every topic she covers, for example?

Cognitive Apprenticeship

- Sinem: Quote 2:"Many students still fail to see the relationship between traditional school-based learning and real-world applications, and many educators who are competent practitioners fail to provide learning experiences that adequately connect theory to practice"

    – Integration cognitive apprenticeship is foreseen to eliminate this problem. I barely understand how this concept overcome the problem. Without practicing in the field how can modeling, reflecting, articulating be helpful for learners or educators to transfer theory into practice. These are some methods helping to imagine the situation. However real-life is different

Teaching effectively

- Quote 1: "Even in modern societies, when someone has the resources and strong desire to learn, they often hire a coach a tutor to teach them by apprenticeship-demonstrating that apprenticeship continues to be more effective even in modern societies." by Collins.

- Gamze: I think this summarizes the main idea why we need teachers. Even if a person know their weaknesses and strengths, a tutor is always helpful. That is also why peer learning is so effective i think. However, I think it is not enough. As the texts suggested, a tutor should also provide meaningful learning experiences to the learners. I think the methods might differ, there is no one right method or approach or theory; but the core idea is the same. However, I could not help but wonder why cannot we succeed to teach effectively when the main idea is that simple?

Situated cognition and assessment?

- Evrim: What are the major forms of assessment according to the situated view? How do they differ from the assessment applications of other instructional theories?

RR Questions on Constructivism

Facilitators: Dincer, Canan, Defne, Burcu

Constructivism & Humanism

- Bilge: In some ways, constructivist perspective seem to go hand in hand with humanism in terms of self discovery and awareness. Am I exaggerating because I am full of humanism or is there similarities in fact?

Multiple forms of models

- Hatice C. My question is about multiple forms of models. If we use multiple forms of models, multiple metaphors and analogies and multiple interpretations of same information for one topic, does it cause chaos?

Constructivism and Assessment

- Evrim: What claims did the constructivists make about the superiority of their perspective in terms of assessment? What are the major forms of assessment? How can we relate these assessment forms to our current educational practices both in Turkey and in other countries?

RR Questions on Elaboration Theory

Facilitators: Abdullah, Nasim, Sinem, Hatice

How much learner control?

- Bilge:
  - Quote 1: "Finally, this theory may be the only one that specifically allows for some learner control over the selection and sequencing of the content." by Reigeluth. With this quotation, I had a chace to consider all the theories once more in terms of control and sequence of the content from learner's perspective.
  - Can we enlarge this control? What are the limitations on the learner's control? When I re-consider the methods, I can tell that many methods allow learners to control over their own learning not in the content based. Content directly affects the intructional tools, therefore, the learning. As a starting point, the content sequence is a beneficial one according to my understanding.

Authentic Problems

- Canan: In the parts talking about problems and problem-solving, the term "authentic probems" are used. I am somewhat confused about the real definition and usage of this construct. As far as I know it signifies some sort of daily life connection or in other words; meaningful learning. I decided that I should look for this term some more and read about it.

Boundaries of macro-level approach

- Burcu: In the readings a general idea is to create macro-level for students in Elaboration Theory. I think this point faces with constructivist approach in logic to some extent but methodological part may differ. Hovewer I am not sure about the boundaries of such a macro-level. How should a teacher arrange it while preparing lesson plans or planning his/her instructional style in line with the subject and materials?

Elaboration theory and assessment

Evrim: How do elaboration theory integrate assessment? How is it different than other views?