KNOWING
PROCESS OR PRODUCT?
The role of the teacher-mediator in the construction of meaning

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People

poppies

fence

path

trees

sky
People  fence  poppies  path  trees  sky
old times  strawhats  nature  hot  sun
sunday  vacation
People

poppies

fence

old times

nature

sunday

blurry

touches

path

trees

sky

strawhats

sun

hot

vacation

no drawing

traces of paintbrush
A WAY OF PAINTING

blurry
touches

no drawing
traces of paintbrush
A WAY OF PAINTING

blurry

touches

no drawing

traces of paintbrush

CHOICE OF COLORS

soft

pastel
A WAY OF PAINTING

blurry
touches

no drawing
Traces of paintbrush

CHOICE OF COLORS

soft pastel

PRESENCE OF LIGHT

sunny shadows
Reflections in water

FEELING

Feels good pleasant
STYLE

A WAY OF PAINTING
- traces of paintbrush
- no drawing
- blurry

CHOICE OF COLORS
- soft
- pastel

PRESENCE OF LIGHT
- sunny
- reflections in water
- shadows

FEELING
- pleasant
- feels good

Impressionism
Impressionism

**STYLE**

**TECHNIQUE**
- Optic mix of colors
- Lack of contours
- Short strokes with blend

**CHOICE OF COLORS**
- Light pure colors
- Close to the solar spectrum

**CHOICE OF SUBJECTS**
- Landscapes or portraits or cities or still life
- Reflections in water shadows luminosity colored

**PRESENCE OF LIGHT**
- Shadows

**FEELING**
- Immediacy
- Spontaneity
- Harmony
COURS ELEMENTAIRE :

Le jeu nous a apporté beau
tle dîner et je lui beaucoup aimé.

il était très intéressant

sont et les photos

était très belle.

1. J'ai trouvé que c'était très

en supposée douteusement parce

que c'était bien expliquer.

2. J'ai trouvé que c'était un peu

amusant et que les maîtresses me dir

a rire.

3. Il va ma beaucoup intéressé pour

recommencer.

4. Vous avez vu ?

exactement du plus connu au moins connu

de Victor Hugo à Michel Nicolle.
Out of different worlds, they were pleased to have created a common world!
Knowing, then, is an ongoing process, not a product, it is a way of knowing, one could even say a way of being.
MIGRATION : A WORKING DEFINITION

change of location…
in a certain manner…
in any length of time …
with varying rythms …
from the place of origin …
to one or several destinations …
which can be explained by various causes …
preserving certain ties to their origin …
... The students should gradually become conscious of the assessment criteria, with practice in collaborative research tasks like for example:

“Could the Roman colonization of Gaul be considered as a migration?”

“Were the Barbarians of the Dark Ages pacific migrants or rude conquerors?”
In a written synthesis the assessment criteria could be:

- The relevance of the choice of characteristics
- The depth of the analysis, the exactitude,
- The coherence of the organization…
Gradually, the procedure itself can become a resource, a powerful thinking tool, to advance their understanding in other domains of knowledge.
Discern?

- « cernere » in Latin means to sort
- « dis » means by separating
  Discern = to sort by separating

According to the dictionary, Discern = Distinguish with judgment - Judge correctly
Francisco Varela’s theory of “enaction”:

“Meaning is not out there, it is enacted, it emerges in the process of inquiry and context.”
As Jerome Bruner commented on Vygotsky’s notion “**zone of proximal development**”:

“...the tutor serves the learner as a vicarious form of consciousness until such a time as the learner is able to master his own action through his own consciousness and control...then he is able to use it as a tool...”
In Nelson Goodman’s words:

“... growth in knowledge is not by fixation of belief, but by the advancement of understanding... an acuity of insight... recognizing patterns is very much a matter of inventing and imposing them. Comprehension and creation go together.”
A SOCIO-COGNITIVE APPROACH
5 conditions affecting the teaching-learning process

1. Transform the content …

2. Express the content …

3. Engage the learner …

4. Guide the process …

5. Prepare for transfer …
1. **Transform the content** in terms of the expected transfer
   - What is essential?
   - To do what?
   - At what level of abstraction?

2. **Express the content** in the form of contextualized “encounters” or “examples”: making knowledge come alive.
FUNCTION OF EXAMPLES

- Offer multiple, contextualized experiences of the ‘knowing’
FUNCTION OF EXAMPLES

- Offer multiple, contextualized experiences of the ‘knowing’
- Express knowledge in a global analogical form
Parameters for DNA reproduction
FUNCTION OF EXAMPLES

- Offer multiple, contextualized experiences of the ‘knowing’
- Express knowledge in a global analogical form
- Serve as a shared focus, « a joint attention »
FUNCTION OF EXAMPLES

- Offer multiple, contextualizes experiences of the knowing
- Express knowledge in a global analogical form
- Serve as a shared focus, « a joint attention »
- Provide meta-cognition
LEARNING SITUATION
CO-CONSTRUCTING MEANING

3 - Engage the learner in a process of constructing meaning
First:
THERE HAS TO BE AN ACTIVITY/TASK

- Pupils participate and produce
- Clear goal
- Intellectual challenge
- Space for dialogue and argumentation
- Feedback all along
- Self-evaluation
Second:

ESTABLISHING INTERSUBJECTIVITY

- What does it mean to know in this class?
- How do I know when I know?
- What do I risk?
- How can I count on the teacher?
- Am I allowed to make mistakes, to explore, to ask questions, even stupid ones, without being judged?
It is the teacher’s responsibility to:

- invite the students to participate in a project,
- equip them so that they can take their part in it,
- create the trust that makes them willing to persevere.
LEARNING SITUATION
CO-CONSTRUCTING MEANING

3 - Engage the learner in a process of constructing meaning

4 - Guide the process of negotiating meaning
It’s when a concept changes meaning that it has the most meaning.

Gaston Bachelard
LEARNING SITUATION
CO-CONSTRUCTING MEANING

3 - Engage the learner in a process of constructing meaning

4 - Guide the process of negotiating meaning

5 - Prepare for transfer of what was learnt and of the thinking processes by meta-cognition.
The « *world on paper* » has been transformed into a cultural activity in which everybody can participate.
The challenge of the school, then, is

- to succeed in committing the students to participate in their own learning,

- to take personal responsibility for it –

- but only after having made sure that they have the necessary tools – cognitive, emotional, social, technical - to take on that responsibility.
« Never regard study as a duty but as an enviable opportunity to learn to know the liberating influence of beauty in the realm of the spirit for your own personal joy and to the profit of the community to which your later works belong. »

Albert Einstein
THANK YOU FOR YOUR ATTENTION!