

Pestalozzi

Training Resources

Diversity of world views and world
knowledge in the classroom
“Perception of the self and others”

by

Author: Csilla Hos - Hungary

Editor: Olga Ferreira



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

Diversity of world views and world knowledge in the classroom “Perception of the self and others”

by

Author: Csilla Hos - Hungary

Editor: Olga Ferreira

Last edition: **September 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Can you see what I see?

Expected outcome

- To help participants to explore and become more aware of their own multiple identities, values and perspectives, which influence the way they see and interpret the world.
- To encourage and enable participants to explore sensitive social issues, such as racism with their classes in order to promote active tolerance and peaceful co-existence.

Target group

Type of training	School level / age	Subject area
Initial and in-service teacher training	All educational levels	Foreign languages; social studies; ethics; social and personal development

Brief description of the unit

Participants are invited to take part in a series of activities in which they can discover how they perceive themselves and others. They are given the chance to discuss issues related to the diversity of perspectives, identities and realities, as well as the methodological implications of working with these topics in the classroom.

Methods/techniques used

The sessions are based on experiential learning followed by reflection and discussion in small groups and in plenary. Through role-play, a guessing game, dancing, interpreting images and a film, participants are given the opportunity to use their multiple intelligences.

Time 4 hours (including two 10-minute breaks)

<u>Session 1</u> - Activity 1 - Activity 2 - Break	▶ 60 minutes - 30 min - 20 min - 10 min
<u>Session 2</u> - Activity 4 - Activity 5 - Activity 6 - Break	▶ 90 minutes - 30 min - 30 min - 20 min - 10 min
<u>Session 3</u> - Activity 7 - Activity 8 - Feedback	▶ 90 minutes - 60 min - 20 min - 10 min

Tips for trainers:

As the participants are encouraged to explore similar issues with their classes, it can be useful to set up an online platform for them to keep in touch after the workshop. This would help keep up the momentum gained in the training session and facilitate the sharing of resources and ideas.

Resources

A selection of quotes on perception	Appendix 1
A selection of optical illusion pictures	Appendix 2
PowerPoint presentation on world views / Weltanschauung and slides accompanying each activity	Appendix 3
Website on optical illusions	http://www.sapdesignguild.org/resources/optical_illusions/index.html
Music video	http://www.youtube.com/watch?v=XQDH-ZblG08
Short film 'Strangers'	http://www.youtube.com/watch?v=RpjHSiQLPmA
Extract from: Newson, D. (2010) 'Teaching and the real world' in <u>Melting pot extra: Teacher or Educator?</u> , IATEFL- Hungary, October 2010	Appendix 4
Feedback form	Appendix 5
Diversity of world views and world knowledge in the classroom: Basic Assumptions Document	
Basic Assumptions Document	

Activity 1 Let me introduce...



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To aid the development of positive group dynamics and promote a listening attitude; ➤ To introduce and clarify the focus of the workshop. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To get to know each other and become familiar with each participant's background; ➤ To create an open atmosphere which promotes active listening; ➤ To introduce the focus of the workshop and the outlines of the sessions; ➤ To clarify the notion of 'world views' or 'Weltanschauung' as used during the workshop. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Interviews in pairs; ➤ Working with quotes; ➤ Free discussion in pairs and in plenary. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Selection of quotes on perception (Appendix 1) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The chairs should be arranged in a circle or U-shape to promote interaction;; ➤ The quotes should be printed off in large font so that each quote fills an A4 sheet (different font and different colour paper can be used for each quote). The authors of the quotes should not be included on the print-offs; ➤ The A4 sheets are Blu-tacked to the wall prior to the session; ➤ The first slide of the PowerPoint presentation (birds-fish image) is projected at the start of the session – this is the first image the participants see when they come into the room. 	

► Instructions/procedure:

- 1. Trainer welcomes participants;
- 2. Participants form pairs by finding someone in the group who they do not know or do not know well; the pairs are given 2-3 minutes to find out something important about each other so that they can introduce each other briefly to the whole group (if participants know each other, they should find out from each other what motivated them to come to the session: why are you here?)
- 3. Each participants introduces their partner (or their motivation to take part in the training session) briefly (in 2-3 sentences) to the group;
- 4. The pairs continue working together; they are asked to walk around in the room, read the quotes on the walls and choose their common favourite; once they have chosen their favourite quote, they take it off the wall and go back to their seats;
- 5. When back in the circle, one participant from each pair reads out their quote in a clearly articulated, expressive manner; the other participants listen and reflect; no comments are allowed at this point;
- 6. Trainer introduces the topic of the workshop and highlights the importance of raising our own and our students' awareness of the fact that the way we see the world depends on who we are, where we stand and what we know;
- 7. Trainer can refer to the cover slide and ask 'Who noticed the birds first?' 'Who saw the fish first?' 'Who saw both?';
- 8. Trainer shows two slides (slides 2, 3) with the definitions of Weltanschauung; participants read the definitions for themselves; comments and questions are invited to discuss thoughts triggered off by the quotes and definitions.

Activity 2 Can you see what I see?



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To raise awareness of the fact that the brain <i>interprets</i> experience, resulting in subjective realities created by each individual. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To get participants to experience multiple perspectives and multiple realities; ➢ To challenge participants' belief in objective reality and their trust in what they "see"; ➢ To have fun with optical illusion pictures. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Interpretation and discussion of images in groups. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Online dictionaries : <ul style="list-style-type: none"> - Random House Dictionary, © Random House, Inc. 2010 - Roget's 21st Century Thesaurus, Third Edition - Web.rollins.edu ➢ Website on optical illusions : http://www.sapdesignguild.org/resources/optical_illusions/index.html ➢ Appendix 2: Selection of optical illusion pictures 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ In order to project optical illusion images from the website, internet connection is needed. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Trainer projects slides with 'optical illusion' pictures (slides 4,6) and participants sitting close to 	

<p>each other discuss what they see; alternatively, the pictures can be printed off (Appendix 2) for participants to look at and discuss them in small groups; participants are encouraged to try to see both images “hidden” in the pictures and help each other in the process;</p> <ul style="list-style-type: none">➤ 2. Trainer raises the question: What does it depend on what we see? (In the case of the pictures of the fish/birds, two profiles, and musician/woman the ambiguity is based on subjective contours and the choice of background / foreground. The image of the couple is seen as a group of dolphins by 3-year-olds, which shows that we do not see what we do not know about. The face hidden in the landscape can only be seen from a distance. The optical illusion of the images projected from the website is based on context, contrast, depth etc., which works more effectively when seen on the screen.)➤ 3. Slide 7 is shown with a text on how the brain works, how we interpret what we experience of the world - "The mind sees and the mind hears. The rest is blind and deaf."➤ 4. The plan of the workshop can be displayed at this point so that participants know what to expect (slide 8).	
---	--

<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Can you remember a situation in your life when you and somebody else interpreted the same situation in different ways?➤ Was it a positive or negative experience?➤ Was there a conflict involved?	
--	--

Activity 3 Can I have a look at your identity card?



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To introduce the topic of multiple identities through a get-to-know-each-other activity. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To get to know each other (if group members already know each other, the activity still makes sense as it focuses on how participants perceive themselves); ➢ To raise awareness of the complexity of each individual's identity; ➢ To highlight that identities are created and that they evolve, change and develop; ➢ To reflect upon the role teachers can play in educating young people for a more peaceful future. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Socialising activity. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The room should be arranged so that there is enough space for participants to mingle; ➢ The trainer should arrange a colourful selection of picture cards with some inspiring images for participants to choose from and provide a set of colour pens. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. The trainer projects a slide showing his/her self-made "ID card" (slide 9 – my example) including various aspects of his/her identity; Participants can ask the trainer two questions related to any of the items on the "ID card"; it demonstrates the interaction that will take place between pairs of participants during the activity; ➢ 2. The trainer displays the picture postcards and each participant selects one and prepares his own ID card; 	

<ul style="list-style-type: none"> ➤ 3. Participants mingle and trade information based in their ID cards and ask for explanations of two of the 'entries'; ➤ 4. When back in plenary, the trainer shows 'Time for reflection' slide (slide 10) and encourages participants to think and discuss about the activity. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The ID cards can be prepared on simple sheets of paper. Pictures and colours can suggest and add to a creative and individual profile; ➤ Participants should be encouraged to talk to more than one person while mingling; ➤ It is important to stress that participants can decide for themselves to what extent they want to open up and what they are ready to reveal about themselves; ➤ The trainer can also stress that the reflection triggered by the activities is as important and useful as what is actually being said, so no one should feel pressured. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ What is the most interesting fact you have found out about somebody? ➤ How easy / difficult was it for you to create your ID card? ➤ Can you think of a time when your ID card would have been different? ➤ Has anybody identified themselves as 'an educator'? Why (not)? ➤ How do you feel about this activity? 	

Activity 4 Watch your valuables!



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To reflect on the importance of values and to discuss how they affect the way we see the world and behave. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To identify some values that we see as guiding principles in our professional practice; ➢ To get to know ourselves better. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual reflection; ➢ Small group discussion. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Trainer should provide a box or basket with a lid for each group, in which the participants will place their valuable objects. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ 1. Participants form groups of 5-6; each group receives a box or a basket and chooses one group member (a 'treasurer') to guard it; ➢ 2. Participants are asked to put two items they have on them into the box / basket, e.g. jewellery, watches, car keys, or something that has emotional value for them; the full container is looked after by the 'treasurer'; ➢ 3. In order to get their valuables back, participants have to create a 'value card' to replace each item they have "donated"; on each card they should write one value that they hold very dear and a 	

<p>value that acts as a guiding principle in their professional practice;</p> <ul style="list-style-type: none"> ➤ 4. The trainer demonstrates the activity by introducing one of her values, e.g. ‘trust’ and explains why she feels this value is/has been important for her in teaching/training ; ➤ 5. Participants reflect, make their cards and then they introduce their values to their groups by giving at least one example of a situation when they acted following that particular value; group members can question and make comments; as soon as a value has been introduced, the card is exchanged for the valuable object; in the end, every participant gets his items back; ➤ 6. Reflection and discussion, with slide 12. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ When asking for participants’ valuables, reassure them that they are going to get them back, and make sure they can see the box/basket all the time. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Did you find anything surprising or strange during the activity? ➤ How diverse are our values? Is the diversity of values within a group an asset or a potential problem? ➤ If you used this activity with your students, how would you change it? Why? ➤ How safe did you feel when your valuables were taken away? ➤ How can we, as teachers, create a safe learning environment for our learners? 	

Activity 5 My philosophy of life



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To explore the concept of 'world views' through personal philosophies of life. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To get participants to reflect on and compose their own philosophies of life; ➤ To raise awareness of how our multiple identities, values etc. form a system through which we interpret the world around us; ➤ To try to step into other people's shoes; ➤ To have fun. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Individual reflection followed by a guessing game; ➤ A display composed of the materials produced during the activities; ➤ Discussion. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Newspapers quote using the term Weltanschauung from www.wordsmith.org. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Trainer should provide blank cards and Blu-tack. They should also make sure that there is some kind of 'blutackable' surface in the room, where the display can be presented. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. Participants form groups of 6; each participant places their ID cards and two value cards (from the previous two activities) on their laps or on the floor 	

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ 2. The trainer shows slide 13 with the example of Gwyneth Paltrow's Weltanschauung i.e. personal philosophy of life: "My life is good because I'm not passive about it" ➤ 3. Participants are invited to think about and compose their own philosophies of life; they are asked to write it on the cards provided ➤ 4. The philosophy-of-life cards are mixed up and a participant from the group is asked to read them out one by one; the others try to guess whose 'life motto' they have just heard; the guessing is helped by the ID cards and value cards ➤ 5. Finally, participants create their 'self-displays' by sticking their ID cards, value cards and philosophy-of-life cards on a surface ➤ 6. Participants walk around, read what is on display, ask questions and make comments ➤ 7. While participants are still walking, slide 14 can be projected to aid reflection. | |
|--|--|

<p>▶ Tips to trainers/anticipated difficulties:</p>	
--	--

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ By this time participants should know enough about each other to make informed guesses about each other's philosophies of life. However, it is no problem if they cannot always guess correctly - the most important thing is to try to identify other people's perspectives; ➤ Condensing one's philosophy of life into one sentence can be rather challenging - remind participants that it is no problem if they do this activity in a light-hearted, even humorous way. | |
|--|--|

<p>▶ Debriefing/reflecting:</p>	
--	--

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ How happy are you with your own self-display? ➤ Does it reflect who you are? (Is my display really me? Or how I see myself? Or how I'd like people to see me in this group?) ➤ Whose self-display do you find provocative / strange / intriguing? Why? ➤ Have you done similar activities with your students? Can you imagine doing something similar? ➤ What would you like to achieve? | |
|--|--|

Activity 6 Stepping into someone else's dance-shoes



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To enable participants to identify with a 'foreign' folk tradition by learning a folk dance. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To promote respect for the music and dance tradition of a 'foreign' culture - preferably for one that participants are either unfamiliar with or might even attach some negative connotations to); ➤ To mix and use multiple intelligences (kinetic, musical); ➤ To energise the group and end the session on a positive but thought-provoking note. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Circle dance. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Music video: http://www.youtube.com/watch?v=XQDH-ZbIG08 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ There should be enough space for all the participants to dance in a large circle. The music can be played from YouTube or it can be downloaded from there in advance. Make sure the sound is loud enough to fill the room. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. Trainer shows slide with the map of Serbia, points out Užice, where the dance comes from (slide 15); ➤ 2. Participants form a circle, trainer teaches steps of the Serbian folk dance, Užičko kolo; 	

<ul style="list-style-type: none"> ➤ 3. The steps are practiced without music; ➤ 4. Participants listen to the music and then dance to it. 	
--	--

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ This activity should be both challenging and fun. The challenge might stem from the fact that the dance is unfamiliar or that the culture it comes from has negative associations for some participants; ➤ If these associations are too negative, the activity will create bad feelings and might be counterproductive. In any case, telling the participants what has been planned and asking them if they feel like dancing a certain dance will make participants realise they have a choice. If they refuse a certain dance, the trainer can ask any participant to propose another dance and teach the group. (Thanks to YouTube music for almost any dance can be easily downloaded). ➤ Afterwards, reflecting upon and discussing the participants' reasons for refusing a certain dance can be very fruitful. The aim of the discussion is to highlight the importance of separating folk art and traditions from unfortunate historical events: Can I remain open to the positive aspects of a people's culture despite our histories being burdened? ➤ If the trainer does not feel comfortable dancing, s/he can teach a song or a poem instead, e.g. in a language unknown to the participants; 	
--	--

<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ After the dance, participants should have a break, drink tea or coffee, and have a chat. The dance experience should be left 'in the air'. 	
---	--

Activity 7 Strangers



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To create an opportunity for participants to experience, reflect on and discuss different ways of perceiving and relating to people who they see as ‘others’. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To experience an activity that can be used with teenagers to explore the topic of racism; ➤ To encourage participants to step into other people’s shoes and see the world from another perspective; ➤ To develop tolerance and acceptance of ‘others’ and reject violence. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Watch a film and discussing it in small groups and in plenary; ➤ A quiz; ➤ Role -play. 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Short film ‘Strangers’ by Erez Tadmor & Guy Nattiv : http://www.youtube.com/watch?v=RpjHSiQLPmA 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. Participants watch ‘Strangers’; their task is to figure out who the characters are and what is happening; after that, participants discuss, in small groups, their interpretations of the story and their first reactions; ➤ 2. Questions / tasks for second viewing: What are the indications of each character’s identity? How do the characters perceive each other? How do these perceptions change as the story unfolds? - plenary discussion of the questions and any emerging issues; 	

<ul style="list-style-type: none"> ➤ 3. Role-play: the group is divided into three groups; in each group one volunteer becomes the main 'actor' and randomly receives a slip saying which role to play: the Arab man, the Jewish man, or one of the skinheads; the other participants in each group are the family of the protagonist; the situation is: the Arab / Jew / skinhead arrives home after the incident shown in the film, has dinner with their family and they talk about the day; the role-plays are done in 'aquarium' style: while one group is performing, the other participants are sitting in a circle around them, observing; ➤ 4. Reflection and discussion aided by reflection slide 16. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ It is crucial that participants discuss their interpretations of the story in small groups before moving on to the role-play as not everyone will notice all the details at first viewing; ➤ Instead of the 'aquarium-style' set up for the role-play, groups can perform their situations simultaneously (with no 'audience watching') and then they can discuss and compare their experience in plenary. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ How did it feel to be the Arab/ the Jew / the skinhead? ➤ How relevant are these issues in your country? ➤ Should controversial topics, such as racism, be dealt with in schools? What methods can be used to do so? 	

Activity 8 Diversity of world views in my classroom



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To encourage and inspire participants to explore topics related to world views with their learners. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To discuss the methodological implications of working with controversial issues and aiming at attitude change; ➤ To produce a set of principles for classroom work on world views; ➤ To introduce the online platform the group can use to stay in touch, share their experience and resources, and get / provide support. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Brainstorming and discussion in small groups; ➤ Guidelines; ➤ An online platform; ➤ Reading an extract from D. Newson's article 'Teaching and the real world' (Appendix 3) 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ The Basic Assumptions Document 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The online platform should be set up prior to the workshop so that participants can see how it works during the final session. This will probably encourage those who have less technical knowledge. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ 1. This activity is directly linked with the previous activity: Should controversial topics (e.g. racism) be 	

dealt with in schools? What methods can be used to do so? Participants discuss their views in plenary, relating their ideas to the various topics and activities they have been exposed to during the workshop;

- 2. Trainer shows slide 17 and reads out (or gives out on a handout) the full extract from Dennis Newson's article;
- 3. In groups of 3-4 participants brainstorm ideas on topics, activities and materials they can imagine using with their learners; each group creates a list of methodology guidelines they feel are important when exploring world views with their students – Trainer collects these to upload them to the platform;
- 4. The online platform is presented and participants are invited to join;
- 5. Slide 18 is shown with extract from Basic Assumptions Document as a farewell idea: vision of schools for the future.

Debriefing/ Evaluation and assessment



10 minutes

- The participants complete the unfinished sentences. (Appendix 4: Feedback form)

Appendix 1: Quotes about perception

“The mind sees and the mind hears. The rest is blind and deaf.”

Epicharmus

"The question is not what you look at, but what you see."

Thoreau

“What you see and hear depends a good deal on where you are standing; it also depends on what sort of person you are.”

C.S. Lewis

“The eye sees only what the mind is prepared to comprehend”.

Robertson Davies

“Only in quiet waters things mirror themselves undistorted. Only in a quiet mind is adequate perception of the world.”

Hans Margolius

“Your opinion is your opinion, your perception is your perception--do not confuse them with "facts" or "truth". Wars have been fought and millions have been killed because of the inability of men to understand the idea that EVERYBODY has a different viewpoint.”

John Moore

“No two people see the external world in exactly the same way. To every separate person a thing is what he thinks it is -- in other words, not a thing, but a think. “

Penelope Fitzgerald

“Truth is universal. Perception of truth is not.”

(Anonymous)

“The difference between a flower and a weed is a judgement”.

(Anonymous)

“What we think, or what we know, or what we believe, is, in the end, of little consequence. The only consequence is what we do.”

John Ruskin

“We do not see things as they are. We see them as we are.”

The Talmud

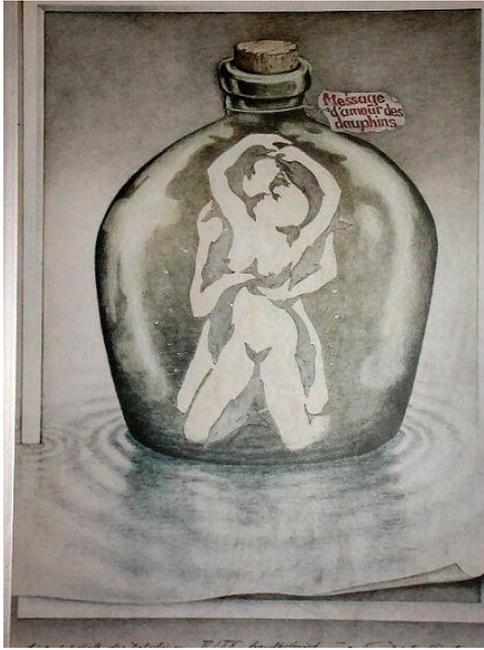
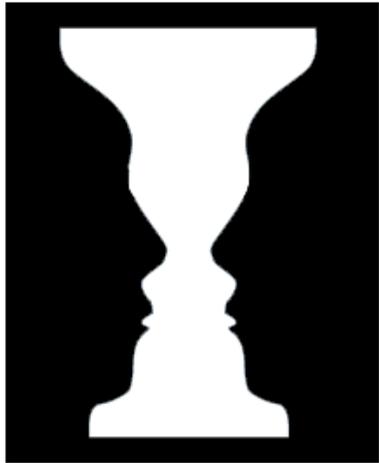
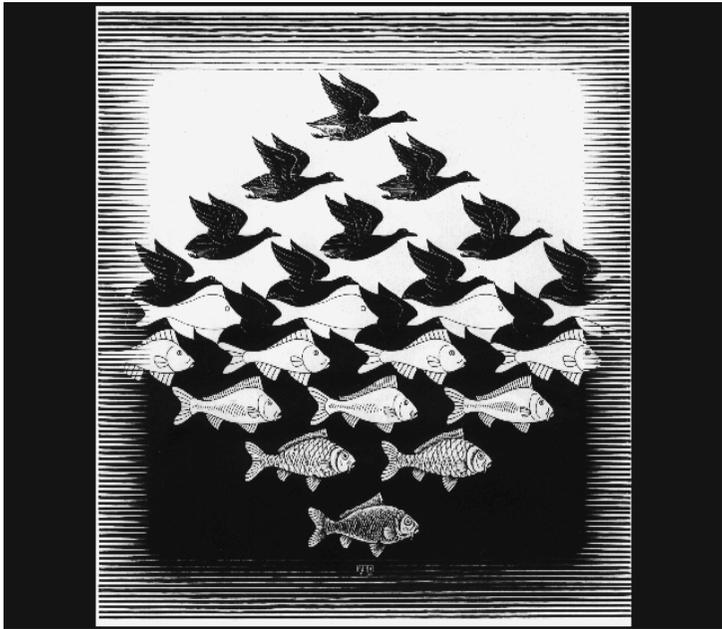
"The limits of my language are the limits of my world."

Ludwig Wittgenstein

"...What happens is of little significance compared with the stories we tell ourselves about what happens. Events matter little, only stories of events affect us."

Rabin Alameddine

Appendix 2: Optical illusion pictures



Appendix 3 : Power point presentation (texts for slide)

Slide 1:

Perceptions of self and others

Diversity of world views and world knowledge in the classroom

Slide 2:

Definitions of Weltanschauung - wordsmith.org

MEANING:

noun: World view; philosophy of life; a framework through which to interpret the world.

ETYMOLOGY:

From German Weltanschauung (world view), from Welt (world) + Anschauung (perception).

NOTES:

When we bring in a word from another language, sometimes we borrow it and at other times make a loan translation. The word weltanschauung appears so useful that English has borrowed the original form and also made a loan translation: world view.

USAGE:

"Gwyneth Paltrow summed up her weltanschauung thus: 'My life is good because I am not passive about it.'"

(Richard Dorment; Gwyneth Paltrow Feels Good -- And So Can You; Esquire (New York); Sep 16, 2009)

Slide 3:

Definitions of Weltanschauung

web.rollins.edu

The problem of worldview (world view) is an analytical construct that deals with a difference between the real and the perceived to be, by encompassing beliefs and observations.

1. the overall perspective, *image, or picture* from which one sees and interprets the world.
2. a collection of beliefs about life and the universe, held by any person or society of people, the individual's worldview is usually reinforced by their group's views.

Slides 4-6

What can you see? (optical illusion pictures)

Slide 7:

Definitions of Weltanschauung
web.rollins.edu

Illusions are a nice window into how the brain works. "The mind sees and the mind hears. The rest is blind and deaf." said Epicharmus 450 years before the birth of Christ. It is surprising to find out that the eye cannot see, it merely perceives information which is passed down to the brain where innumerable processes of classification, comparison, and decision-making are initiated.

Slide 8:

What are we going to do?

Session 1: Introductions

- Let me introduce ...
- Our quote
- Can you see what I see?

Session 2: Perception of self

- Can I have your identity card, please?
- Watch your valuables!
- My philosophy of life

Session 3: Perception of others

- Dancing 'their' dances
- Strangers: video, role-play
- World views in my classroom

Slide 9:

My Identity Card

I am a/an...

- woman
- mother
- teacher of English
- Hungarian
- citizen of former Yugoslavia
- Christian
- daughter
- friend
- aunt
- lover of nature and the sea
- collector of pebbles

Slide 10:

Time for reflection

- What is the most interesting fact you have found out about somebody?
- How easy / difficult was it for you to create your ID card?
- Can you think of a time when your ID card would have been different?
- Which aspect of your identity is active now?
- Has anybody identified themselves as ‘an educator’? Why (not)?
- How do you feel about this role?

Slide 11: Watch your valuables!

Slide 12:

Time for reflection

- How diverse is your group in terms of values displayed?
- Do you see the diversity of values as an asset or a potential problem? Why?
- How safe did you feel when your valuables were taken away?
- How can we, as teachers, create a safe learning environment for our learners?

Slide 13:

Definitions of Weltanschauung

wordsmith.org

MEANING:

noun: World view; philosophy of life; a framework through which to interpret the world.

USAGE:

"Gwyneth Paltrow summed up her weltanschauung thus: 'My life is good because I am not passive about it.'"

(Richard Dorment; Gwyneth Paltrow Feels Good -- And So Can You; Esquire (New York); Sep 16, 2009)

Slide 14:

Time for reflection

- How happy are you with your own self-display? Does it reflect who you are? (Is my display really me? Or how I see myself? Or how I'd like people to see me in this group?)
- Whose self-display do you find provocative / strange / intriguing? Why?
- Have you done similar activities with your students? Can you imagine doing something similar? What would be your aims?

Slide 15:

Let's dance Užičko kolo

Slide 16:

Time for reflection

- How did it feel to be the Arab / the Jew / the skinhead?
- How relevant are these issues in our country?
- Should such topics be dealt with in schools? What methods could be used to do so?

Slide 17:

Dennis Newson:

Teaching and the real world

From: Teacher or Educator? (IATEFL-H publication)

The teacher in today's world cannot possibly remain interested in his or her subject alone... Goodness knows what the teaching profession can do to counteract [all the social problems], but they are one of the few groups who are in a position to have some influence on the young. Teachers can no longer be mere ... academic subject experts, they must be true educators. What do you think?

Slide 18:

From: Diversity of world views and world knowledge in the classroom, Basic Assumptions Document

“Schools should be a safe place to educate future citizens in order to be able to live together in a peaceful and democratic society, where the right to be different is recognised. Schools should be a suitable place to practice critical thinking and negotiation as important skills, needed for a common consensus of living together in a society.”

Slide 19:

Thanks for coming and sharing ☺

Appendix 4: Extract from article by D. Newson

„My view of England these days is shaped by news broadcasts, local newspapers and the headlines I read on the BBC’s Twitter entries. Here is a quote from today’s latest BBC tweet:

1 August 2010 Man in serious condition after Hackney shooting. A man is in a serious condition in hospital after being shot in east London. The 19-year-old suffered several gunshot wounds in Powell Road, Hackney, at about 1620 BST on Saturday.

And you only have to go back one day to find:

31 July 2010 Man tries to kidnap girl, 12, in Rochford, Essex. [...]

I haven’t done any academic study, I am just illustrating a subjective impression I have formed. But those two news items, so quickly and easily found, do provide a thumbnail impression of the violence that appears to be a feature of modern life in large cities in Germany and England.

What can we, teachers, do for young people growing up in such a world? I honestly do not know, but I am quite certain we have to raise our sights above our professional concern with the imparting of the English Language.

The teacher in today’s world cannot possibly remain interested in his or her subject alone; cannot be as one-track minded as I was in the 60s. Goodness knows what the teaching profession can do to counteract the fallout from rising unemployment amongst parents and gloomy prospects for future employment for all but the academically cleverest amongst school pupils, but they are one of the few groups who are in a position to have some influence on the young. Teachers can no longer be mere technicians, academic subject experts, they must be true educators. (my highlights)

What do you think?”

Dennis Newson

‘Teaching and the real world’ (*Teacher or Educator?* IATEFL-Hungary publication, October 2010. p27)

Appendix 5: Feedback form

During this workshop I felt most engaged when ...

I felt lost when ...

As a result of this workshop I feel ...

I am going to ...

Dealing with world views in the classroom is...

I hope ...

Any other comments:

Thank you for taking part and sharing your views!
