

WORKSHOP QUESTIONS

Copyright © 1987-2017 John Bickart, Inc.

Emerson, Dewey and Pat

Do you feel I'm being too easy on my students?

Have you had students like Pat who often go off point with lateral comments, but sometimes turn out to be useful? How do you feel about this? How do you handle them?

How do you strike the line between respecting and managing a creative, but tangential student?

How do you respect some offbeat comments from some and discourage others? How do you keep control if you let students get a little off topic?

Do you feel confident enough to acknowledge that a student is saying something you haven't thought of before, for which you are grateful? What is the effect on the class when you do that? Can you remember experiencing that as a student? If so, what effect did it have on you?

Can you recall a time where you were glad you showed respect for an outlandish student. What was the effect of your respect on the rest of the class? Have you had the opposite – a time where you wished you hadn't put down a deviation from your agenda? Why? What happened?

How can you foster nonconformity and yet have some level of order in the class? Do you wish to foster nonconformity? How?

How would one encourage and train oneself to be more intuitive – if being intuitive includes being creative enough to receive fresh ideas?