

WORKSHOP QUESTIONS

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Mr. T.

Have you ever witnessed a student go through a transformation? Name a few qualities that were different as the student changed.

Differentiate between one of your favorite lessons that you feel *transforms* your students versus a favorite lesson that only *informs* your students. Are both necessary? What does each kind of lesson empower in your students?

Have you had a teaching moment where you stayed silent to let the lesson sink in? What was the lesson? Why did you stay silent?

Do you ever present a topic, then suspend discussion of it until the students have slept on it?

If *observing* is paying attention without thinking, and *analyzing* is thinking after paying attention, can you recall a lesson where observation and analysis were separate? Name a few qualities that are alive in your students while they are observing / analyzing.

Think of a case where you feel a student was transformed. Do you think it had anything to do with that which the student was observing? What do you feel was the nature of the transformation?

You just did a demonstration of one of your favorite history / science / literature / mathematics / _____ (fill in the blank that suits you) topics. Since we always start thinking about what we've just seen or observed, what might be a benefit of leaving the observation phase alone, before we begin to think about it? Why not begin immediately talking about it?

What might be some ways of deepening the experience of observation in the subjects you teach?