

# Today

- I. Last Time
- II. bell hooks
- III. Directness

I.\*Superforecasting: What would you like to forecast? What caveats are connected to forecasting? What is our relationship to uncertainty? We are having a very deep experience of uncertainty right now. We discussed the value of not turning everything into two poles.

Howard Zinn “You can’t be still on a moving train. “

II. Valuable to take students backgrounds into accounts. Teachers as catalysts rather than performers/leaders.

Learning as gaining an understanding of how to be in the world.

Tenure as the beginning point of depression.

Discussion of her experience at the segregated schools. The individual investment into students at her black school.

To what degree should the classroom be a forum for discussion vs. a place where the teacher instructs/lectures? Certainly subject dependent.

Learning as freedom. The mind/body connection. Teacher as healer.

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The idea of learning as freedom is deeply connected to a context and in particular to the person that is experiencing that process.

Learning as a freedom in a required education context is tricky.

There's a shift of mindset that can happen when you decide to take on something on your own terms.

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The physical toll of doing everything. It seems that her experience of academia was grueling or a grind.

The corona virus provides another window on these themes. If you are not part of a specific group experiencing biases, you can too easily go blind to these biases.

II. Complacency is connected to a lack of experience with the difficulties/experiences of those in other settings.

People feel challenged/attacked and fight against having their privilege pointed out.

The rage that those have experienced bias can carry. Reframing inequality in terms of a joint project.

Why should the person that has experienced bias be the one to adjust?

Becoming more comfortable with anger. And with discussions of race.

The dialog of “safe spaces” has evolved to a point where it isn’t clear exactly what is meant.

III. Directness=learning with the goal of direct application to your interest.

Transfer=carrying a learned subject/topic into an area where you didn't initially learn it. (Michelen Chi)

Euclidean geometry is often taught in high school, what real world area would we carry it into?

Transfer is most focused on whether you will recognize that you can apply a tool you have learned to a situation of current interest to you.

Transfer doesn't happen. Unless you learn something in the very context to which you wish to apply it, it is exceedingly rare to see that you can apply it.