

# Group 5 Discussion Summary

(individual notes follow)

Our group discussion focused on the point of view of a learner. Environment, people, and experiences affect the direction of a student. As teachers, we have the power to make serious changes in the dispositions of students, changing the direction of their life forever. The way we control students can either have positive and negative results, so we have to be aware of conscious and unconscious control techniques so that we most effectively encourage and challenge our students to succeed. We will always be changing our methods of control, because different students will come from different backgrounds, with different life experiences.

We as teachers need to be creative and constructive in a learning environment. We need to find ways to use students' wants and needs to guide them rather than by brute force. Force should only be used in order to keep a student from hurting his/herself and/or others, because in a situation such as that, students are most likely engaged in activity they are not fully capable of understanding. Use of control is something that we believe takes practice and constant awareness as we learn ourselves.

Students need to find a drive within themselves or personal goals that shape their behavior. Education is the attachment of meaning of an idea or concept to the students' lives. They need to own the knowledge that they can find useful some day.

Attitude, attention, belonging are other factors that reinforce a student's willingness to learn. Some students imitate the actions of another, because they see a quality or value in another person that really inspires them to be the same. This is an advantage to a teacher. Within reason, a teacher can encourage students to be just like him/her by doing something interesting that they have never done before. A teacher should be careful as to how he/she approaches students who copy too much because the students will get turned away by the loss of connection they found to have positive energy. A teacher should encourage them to become better and take the risk to venture off a little. Immaturity is taken in a negative way to a student, but is actually a positive word because it means that one has promise and capabilities.

Again, we discussed the relationships and differences of training vs. education. Training is the physical reactions to the environment that don't involve reasoning. Education is the processing, reasoning, and decision making associated to the outcome of one's actions or a series of events; in other words, making use of a situation so that it can be applied at a later time. Bad habits form from the lack of reasoning involved with an action.

If students were completely dependent and helpless, they will never grow. Students have the capabilities of learning and discovering themselves. Our job is guidance and support. We are there to take control of unforeseen consequences. We are there to show students how to learn for themselves, to show them tricks, and introduce activities that are meaningful and useful.

# John Berner Notes

## Dewey Chapter 3 and 4

Direction- leading in a certain continuous course; both simultaneous and successive;

Guidance- the idea of assisting through cooperation the natural capacities of the individuals guided;

Control- an outside force or energy brought over on an individual that shows resistance; an emphatic form of direction of powers, and covers the regulation gained by an individual through his/her efforts quite as much as that brought about when others take the lead;

Adequate Control- the successive acts are brought into a continuous order- each act not only meets its immediate stimulus but helps the acts which follow.

Assistance- guiding a function that has already been intended;

Re-direction- shifts the activities already going on into another channel;

### Modes of Environmental Direction

- direction, control, and guidance should each be balanced with each other, so that order of activity is achieved
- activity must be centered at a given time in such a way as to prepare for what comes next
- unless one is cognizant of the energies which are already in operation, one's attempts at direction will almost surely go amiss
- those engaged in directing the actions of others are always in danger of overlooking the importance of the sequential development of those they direct

### Modes of Social Direction

- adults are naturally conscious of directing when they are aiming to oppose resistance
- most apt to make mistakes and use unhelpful physical force (we need to discriminate between physical and moral or educative results)
- force should only be used when trying to protect one's own good
- physical results can lose participating disposition in getting a desired result
- more permanent and influential modes of control are those which operate without intention
- the occasion for the more conscious acts of control should be limited to acts which are so instinctive or impulsive that the one performing them has no means of foreseeing their outcome
  
- physical things do not influence the mind except as they are implicated in action for prospective consequences

-individuals modify one another's dispositions only through the special use they make of physical conditions

- a smile, a frown, a rebuke, a word of warning or encouragement, all involve some physical change (personal influence)
  - imitation, emulation, the need of working together, enforce control
  - adjustment to a mental act involves a response to a thing in its meaning where a physical stimulus does not (an individual consciously making sense as to why they themselves are performing an act)
  - repeated responses to recurrent stimuli may fix a habit (training)
  - being able to respond to the thing in view of its place in an inclusive scheme of action; to foresee the drift and probable consequences of the action of the thing upon us and of our action upon it (education)
  - without point or meaning, one can not be socially directed
  - mind as a concrete thing is precisely the power to understand things in terms of the use to which they are turned in joint or shared situations (method of social control)
- our actions are socially controlled when we endeavor to refer what we are to do to the same situation in which another is acting (putting one's self in another's shoes)

#### Imitation and Social Psychology

- built upon the notion of imitation or copying of others
- imitative instinct is the conforming to the patterns set by others and reproducing them in their own scheme of behavior
- people respond in the same way to the same stimuli (cultural)
- prior approvals and disapprovals have a large influence
- reinforced by the desire to be included in a group (peer pressure)
- referring to being a copy cat can have a negative result being that the mimicking individual is seeking relationship
- social control means the formation of a certain mental disposition; a way of understanding objects, events, and acts which enables one to participate effectively in associated activities

#### Applications to Education

- Intentional education signifies a specifically selected environment, the selection being made on the basis of materials and method specifically promoting growth in the desired direction
- education is not an affair of telling and being told, but an active and constructive process, is a principle almost as generally violated in practice as conceded in theory

#### Conditions of Growth

- the primary condition of growth is immaturity (the ability to develop)
  - if helplessness were all there were in dependence, no development could ever take place
  - being sheltered by others does not promote growth
- there is always a danger that increased personal independence will decrease the social capacity of an individual

-plasticity is referred to the ability to learn from experience, the power to retain from one experience something which is of avail in coping with the difficulties of a later situation (the power to develop dispositions- to modify actions based on the results of priors)

### Habits as Expressions

-habit means an ability to use natural conditions as a means to ends; an active control of the environment through control of the organs of action

-habituation is getting used to one's surroundings

-routine habits are unthinking habits

### The Educational Bearings of the Conception of Development

-education is development

-the educational process has no end beyond itself

-the educational process is one of continual organizing, reconstructing, and transforming

-it is commonplace to say that education should not cease when one leaves school

# Cassi Koepp Notes

## Chapter 3 Dewey

- 1) The environment as directive
  - a) Direction, control, or guidance-forms which general functions of education assumes
  - b) Control conveys-the notion of an energy brought to bear from without and meeting some resistance from the controlled
  - c) Direction is more neutral term and suggests the fact that the active tendencies of those directed are led in a certain continuous course
  - d) Every stimulus directs activity
  - e) Direction is both simultaneous and successive
  
- 2) Mode of social direction
  - a) Feel the need to control others who are doing something we do not want them to be doing\* We all do this whether we know it or not!
  - b) The very existence of the social medium in which an individual lives, moves, and has his being is the standing effective agency of directing his activity
  - c) The difference between an adjustment to a physical stimulus and a mental act is that the latter involves response to a thing in its meaning
  - d) In both kinds of responsive adjustment activities are directed or controlled
  - e) Expressive movements which others are sensitive-blushing, smiling, frowning, clinching fists, natural gestures of all kinds\*We can determine how someone is feeling by these gestures!
  - f) A child tends to use things the same way he sees others use them ex) chairs, hats, tables\*We need to be a good example for our young children!

- 3) Imitation and social psychology
  - a) Interaction with things may form habits of external adjustment
  - b) The basic error in the current notion of imitation is it puts the cart before the horse
- 4) Some applications of Education
  - a) Language represents the physical conditions that have been subjective to the maximum transformation in the interests of social life
  - b) Children go to school to learn, but it is treated as a social business\*Gives children the social aspect of living!
- 5) Children are not born into customs and beliefs, they need to be directed or controlled
- 6) Books and conversation are relied on too much

#### **Chapter 4 Dewey**

- 1) The conditions of growth
  - a) Society determines its own future in determining that of the young
  - b) Primary condition of growth is immaturity
  - c) Immaturity means the possibility of growth
  - d) Adulthood is a fixed standard
  - e) The fulfillment of growing is taken to mean an accomplished growth
  - f) Key to understanding the 2 key traits of immaturity-dependence and plasticity
  - g) There is always a danger that increased personal independence will decrease the social capacity of an individual
  - h) Humans learn to learn\*We are taught everything that we do!
- 2) Habits as Expressions of Growth
  - a) Habit is the form of executive skills, of efficiency in doing
    - i) The ability to use natural conditions as means to an end
  - b) Inclination- an active preference and choice for the conditions involved in its exercise\*good definition
  - c) "bad" habits are habits so severed from reason that they are opposed to the conclusions of conscious deliberation and decision
  - d) Only an environment which secures the full use of intelligence in the process of forming habits can counteract tendencies
- 3) The Educational Bearings of the Conception of Development
  - a) Life is development and that developing, growing, is life
  - b) Conformity is made equivalent to uniformity
  - c) Education should not cease when one leaves school
  - d) Manifestations are not to be accepted as ends in themselves

# Cassy Findlay Notes

**Week Two**  
**John Dewey**  
**Pgs 23-53**

## **Chapter 3**

Direction, control, guidance.

Guidance- assisting through cooperation.

Control- brought about with meeting some resistance.

Direction- activities are centered on a continuous course, it is a basic function and can be assistance or ruling.

We should be careful when we use control. Control has hurt the school system in the past. Government and state have also been built upon this principle. Many individuals would always like to have their own way, but also want to take part in the activities of others. This control can have directive powers.

Every stimulus directs activity and directs it to an object. The response is an answer. Because of this, it seems that all direction or control guides the activity to the end.

-In some cases the stimuli is not called out to specific responses. There may also be wasted energy. An example in the book would be a beginner biker against an experienced one. In order to be successful, you need to focus and fixate on the action so there may be a response. You need to eliminate distractions and other movements. There may also be a response that does not fit in. A person who is boxing may dodge a certain blow, but may subject himself to a harder one later.

Direction is both simultaneous and successive- it requires that each act be balanced with those before and after. "Focusing and ordering are thus the two aspects of direction, on spatial, the other temporal." The first hits the mark, and the second keeps balance. Activity must be centered so you know what comes next. You need to look out for future occurrences, such as the dilemma with the boxer.

There are two conclusions. External direction is impossible. The environment only gives the stimulus, these responses come from the individual. If the person is forced by threats, if he has his own control, he will not be scared. Although there are customs and rules, such as adults providing stimuli, young participate where their actions take place, so nothing can be forced upon them.

-Control may also be short sighted. It may accomplish its immediate effect, but it can throw the person out of balance. If someone makes a threat on a person, they may arouse fear, and can throw the person out of balance. It will prevent them from doing something, and may lead to even worse things.

### Modes of social direction

Adults do best directing others when they mean to. But the more control there is, the less deliberate it is.

- when someone is being disobedient, we feel the need to control them. If we are too direct, we make mistakes. We need to be careful not to use superior force or control, as to discriminate between physical and moral results. But there are times when force is good, such as having to force feed someone. You may have to use a harsh voice. We can also prevent someone from doing something wrong, such as shutting a person up who is going to burglarize. It may make him quiet, but won't prevent him from committing the crime. "When we confuse a physical with an educative result, we always lose the chance of enlisting the person's own participating disposition in getting the result desired, and developing within him an intrinsic and persistent direction."
- We should limit the instinctive or impulsivity that can occur when this happens. If not, shame, ridicule, disfavor can occur. (this can happen today) back then these were used when a troublesome behavior was identified.
- The methods of control are so obvious. They are mentioned so there is notice.

There is not a direct influence on one being to another by use of a physical environment. Physical changes include, a smile, a frown, or a warning or sentence of encouragement. If a daughter did something without the mother ever telling her, such as holding an object, the child might hold the object because of how her mother held it. There was never any contact. Some influence is personal, such as personal contact. Direct modeling and stand associations are a common pursuit. This is one way of forming a disposition. This is done by the use of things. Having sensory impressions is helping to combine ideas in a meaning. A stone or tree for example, conveys different impressions of touch, smell, etc... A chair is something you use, while an orange is something you eat.

A difference between and adjustment to a physical stimulus and a mental act it involves a response to its meaning. You hear fire, and you get water to put it out, you respond intelligently. A clap of thunder will startle you, but you respond to the disturbance as a meaning.

In both activities, the actions are both controlled. Direction can be blind. There may be training but no education. Habits can possess us and control us and can pass judgement if we don't do anything about it. A child who bow every time he meets someone because he was conditioned to by someone putting pressure on his neck, this means he was brought up or educated to do it.

We attach the same meanings when we have the same ideas as someone else. Otherwise there is no common understanding. In a shared activity, each person refers what he is doing to the other person. If you pull the same rope as the other person is pulling, that is not a shared activity. If a pin passes through a manufacturing line through many people, each person does their part without knowing who else is doing what. They are each doing their own activity to contribute to a single outcome. There is no consequence in

this one, but there is for the rope tuggers. They view the consequences of their own acts and there is a common understanding.

Physical things do not influence the mind, and a person can modify another's dispositions only through the use of physical conditions. Expressive movement such as blushing, smiling, frowning, clenching of fists, and other natural gestures, are in themselves, not expressive, but organic. A person does not blush just because they are embarrassed, they blush because of blood rushing to the cheeks. A frown may present uncertainty or hesitation.

# Mai Nhia Thao Notes

## Ch. 3 & 4

### Dewey

#### Chapter 3

#### Education as Direction

##### A. The Environment as Directive

-3 General function of education

###### \*Direction

~basic function, simultaneous and successive

~continuous course of guidance assistance

~acts be balanced to achieve order

###### \*Control

~conveys the notion of an energy brought to bear from w/out and meeting some resistance from the one controlled

~empathic form of directions of power

~proper control will prepare for upcoming acts after the first act of an incident

###### \*Guidance

~assisting through cooperation the natural capacities of the individuals guided

-All these three functions are relevant to each other in terms of working with one to the next.

-Stimulus directs activity

\*Ex: light being a stimulus to the eye, the eye's purpose is to see

-Stimulus to a beginner vs. and expert is totally different

~EX: beginner in bicycling to an expert

##### B. Modes of Social Direction

-Adults are conscious to direct when they see something unfit

Two modes of control:

\*Controlling becomes more direct when others are misbehaving

~using quick immediate action to put control needs to e discriminate b/t physical and moral results

- \*Physical control result in physical change
  - ~body language
  - ~child imitating an adult can produce mutual understanding without having to vocally direct the control
  - ~using things as recognition of other things that are involve
  - ~behaving physically is a mental quality also
    - mind is actively thinking on a mean

#### C. Imitation and Social Psychology

- “Interaction with things may form habits of external adjustments.”
- theory state that individuals imitate others to form a social control, having a role model.
  - \*Idiots may imitate but have or know no meaning behind what they had just imitated.
  - \*to have meaning and old value in an imitation act, one must act effectively

#### D. Some Applications to Education

- “...native differences ate not sufficient to account for the difference in culture.”
- Language continues to play a large important social tool for learning and teaching
- Children go to school intending to learn, how?? Need to grasp meaning in learning, known as a social business
- all children immature in process of learning need direction and control
- common understanding allows social control
- other ways of learning (activities) should conducted not always just through books and conversations

### Chapter 4

#### Education as Growth

##### A. The Conditions of Growth

- society prepares the immature by determination of the mature’s own future
- immaturity implies to the opportunity of growth and the ability to develop
- Adults experience learning when the physical mature adult brings self to a immature mode
  - \*two different traits of immaturity
    - ~dependence and plasticity
    - maturity allows growth of independent and self-discipline

##### B. Habits of Expressions of Growth

- Habits: a form of way of doing certain types of things
  - \*Adapting to change with/in an environment; conformity
  - \*Adapting to environment requires self-discipline and accepting the wrongs that may be encountered.
    - \*\*\*\*Changing the current climate, environment, or society to best meet the need and growth of the individual
    - \*\*\*\*the word habit tend to stir up the negativity of “bad habits”
    - Instead of good habits compared to fixed habits

C. The Educational Bearings of the Conception of Development

-Education is development, everything depends upon how development is conceived

\*that the educational process has no end beyond itself; it is its own end

\*the educational process is one of continual reorganizing, reconstructing, and transforming

\*habits boost a learner's plasticity of experiences to gain

\*applying to new aims are active habits that include thought, intervention, and initiative.