

**“Education is not preparation
for life”**

John Dewey

Tom Lee, Pacific Union College
for the Pacific Union Conference Curriculum Committee Meetings
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tdlee@pucedu



AUTHORITY

Reason

Experience

“The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are miseducative.” Experience and Education, by John Dewey. 1938.

“It is not enough to insist upon the necessity of experience, nor even of activity in experience. Everything depends upon the quality of the experience, which is had.”

“Hence the central problem of an education based upon experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences.”

“On the other hand, if an experience arouses curiosity, strengthens initiative, and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future, continuity works in a very different way. Every experience is a moving force. Its value can be judged only on the ground of what it moves toward and into.”

Visual experience –

Students examine photographs to learn about hydrothermal vent communities

Simulated experience –

Students build three-person cardboard subs and simulate an ocean dive in the school gym to collect organisms

Direct experience –

Students participate in a marine oceanography cruise to study hydrothermal vent organisms

Verbal experience –

Students listen as the teacher describes biotic and abiotic factors affecting vent communities

Vicarious experience –

Students watch a *NOVA* program on the work of marine researchers studying deep sea vents

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“The principle of continuity in its educational application means, nevertheless, that the future has to be taken into account at every stage of the educational process. This idea is easily misunderstood and is badly distorted in traditional education. Its assumption is, that by acquiring certain skills and by learning certain subjects which would be needed later (perhaps in college or perhaps in adult life) pupils are as a matter of course made ready for the needs and circumstances of the future. Now ‘preparation’ is a treacherous idea.... [I]t is a mistake to suppose that the mere acquisition of a certain amount of arithmetic, geography, history, etc., which is taught and studied because it may be useful at some time in the future, has this effect, and it is a mistake to suppose that acquisition of skills in reading and figuring will automatically constitute preparation for their right and effective use under conditions very unlike those in which they were acquired.”

“What, then, is the true meaning of preparation in the educational scheme? In the first place, it means that a person, young or old, gets out of his present experience all that there is in it for him at the time in which he has it. When preparation is made the controlling end, then the potentialities of the present are sacrificed to a suppositious future. When this happens, the actual preparation for the future is missed or distorted. The ideal of using the present simply to get ready for the future contradicts itself. It omits, and even shuts out, the very conditions by which a person can be prepared for his future. We always live at the time we live and not at some other time, and only by extracting at each present time the full meaning of each present experience are we prepared for doing the same thing in the future. This is the only preparation which in the long run amounts to anything.”

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IT'S A
PROJECT-BASED
WORLD



<http://www.gettingsmart.com/its-a-project-based-world/>

Project-based Life

Rethinking the way we look at the
school/life intersection.

<https://rmjohnson45.wordpress.com/2016/09/24/project-context-matrix/>



The background of the slide is a vibrant, multi-colored image of the Orion Nebula, showing swirling clouds of gas in shades of red, blue, and purple, with numerous bright stars scattered throughout.

Understanding by Design (UbD)

Active Learning

Inquiry Learning

Problem-Based Learning

Project-Based Learning

“In a review of the research on project-based learning, Thomas (2000) identified five distinguishing features of project-based learning:

- The use of projects that focus on content that is central to the curriculum. These projects become the primary vehicle for content learning, and often, assessment.
- Projects are based on questions of importance or driving questions (Blumenfeld et al., 1991). Driving questions must be germane to the content, and crafted both to engender optimal student engagement and foster active intellectual pursuit of solutions.
- Projects involve students in ways that require them to identify problems, develop and design solutions, and create an end product such as a presentation, report, invention, or model.
- Projects are student-centered to the greatest extent possible. Teachers serve as resources, facilitators and guides, but it is the students who define, choose and carry out their projects.
- Projects are developed from reality-based ideas and problems rather than on academic exercises and pursuits. The projects represent authentic efforts in solving or investigating real-world dilemmas.”

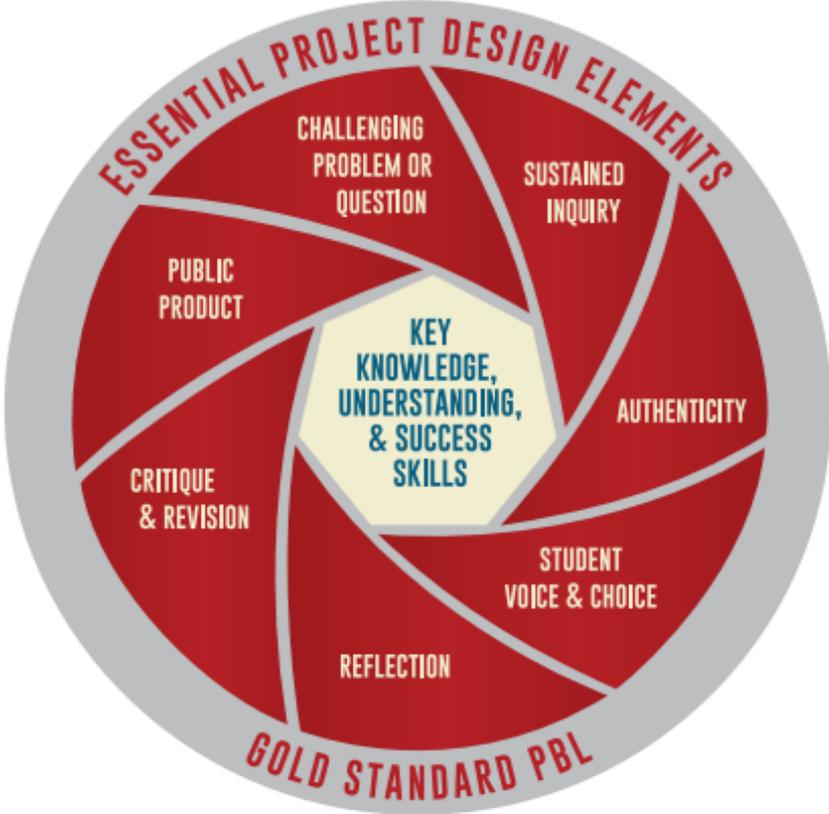
Projects	Project-Based Learning
Can be done at home without teacher guidance or team collaboration.	Requires teacher guidance and team collaboration.
Can be outlined in detail on one piece of paper by the teacher.	Includes many “Need to Knows” on the part of the students and teachers.
Are used year after year and usually focus on product (make a mobile, a poster, a diorama, etc.).	Is timely, complex, covers many TEKS, and takes a team of highly trained professionals significant time to plan and implement.
The teacher work occurs mainly after the project is complete.	The teacher work occurs mainly before the project starts.
The students do not have many opportunities to make choices at any point in the project.	The students make most of the choices during the project within the pre-approved guidelines. The teacher is often surprised and even delighted with the students’ choices.
Are based upon directions and are done “like last year.”	Is based upon Driving Questions that encompass every aspect of the learning that will occur and establishes the need to know.
Are often graded based teacher perceptions that may or may not be explicitly shared with students, like neatness.	Is graded based on a clearly defined rubric made or modified specifically for the project.
Are closed: every project has the same goal. (As in the example above, the end result is always The Alamo.)	Is open: students make choices that determine the outcome and path of the research.
Cannot be used in the real world to solve real problems.	Could provide solutions in the real world to real problems even though they may not be implemented.
Are not particularly relevant to students’ lives.	Is relevant to students’ lives or future lives.
Do not resemble work done in the real world.	Is just like or closely resembles work done in the real world.
Do not include scenarios and background information or are based on events that have already been resolved.	The scenario or simulation is real or if it is fictitious, is realistic, entertaining, and timely.
Are sometimes based around a tool for the sake of the tool rather than of an authentic question. (Make a Prezi.)	Use technology, tools, and practices of the real world work environment purposefully. Students choose tools according to purposes.
Happen after the “real” learning has already occurred and are just the “dessert.”	Is how students do the real learning.
Are turned in.	Is presented to a public audience encompassing people from outside the classroom.
Are all the same.	Is different.
Make a model (or diorama or mobile . . .) of the Alamo.	Design a fortification that would take your community through a bio or other non-traditional attack and make a recommendation to the city council for future planning.

Here's one way to describe project-based learning. It is a way of letting students extend and lead their own learning by researching questions they pose about the content we are responsible for teaching. They will present their final products to the public—not to an audience of one (the teacher).

If the question can be answered by Googling, it's not the right question.

Middle School Project: Public Art

NEW MODEL for GOLD STANDARD PBL:



The Buck Institute

<http://www.bie.org/>

Some Criticisms of PBL Include

- May lack important organization and structure in which some things are better learned, e.g. elementary [math](#)
- The final product, not the learning, can become the focus; “The Science Fair Effect” (Lee, pers. comm.)
- Slackers
- Few commonly shared criteria for what constitutes an acceptable project
- Underlying philosophies [☹️](#)
- Without carefully designed tasks, skilled teachers, and school conditions that support projects, project-based learning can devolve into a string of activities with no clear purpose or outcome.

Research on PBL says

- Students in project-based classrooms exhibited greater **gains in content knowledge** than their traditionally taught peers.
- Gains were also **higher in the areas of process and group skill development and information literacy skills** when compared to lecture-based classrooms.
- ...a **reduced need for disciplinary actions** during project-based study, citing increased student engagement as the chief reason.
- Several studies indicated that the **beneficial academic effects** of project-based instruction **were most pronounced for middle- to low-achieving students**
- ...the possibility that much of the success in project-based learning is not due to the core values or practices unique to student-centered instruction, but rather that teachers simultaneously implement a variety of evidence-based practices – in other words, that **good teaching transcends methodology**.

Let's try a couple problems.

Read your team's scenario and discuss what you are going to have to do to complete the task. Be ready to share with the entire group.

You'll only have five minutes. 😊

entist
Academy

ADMINISTRATION



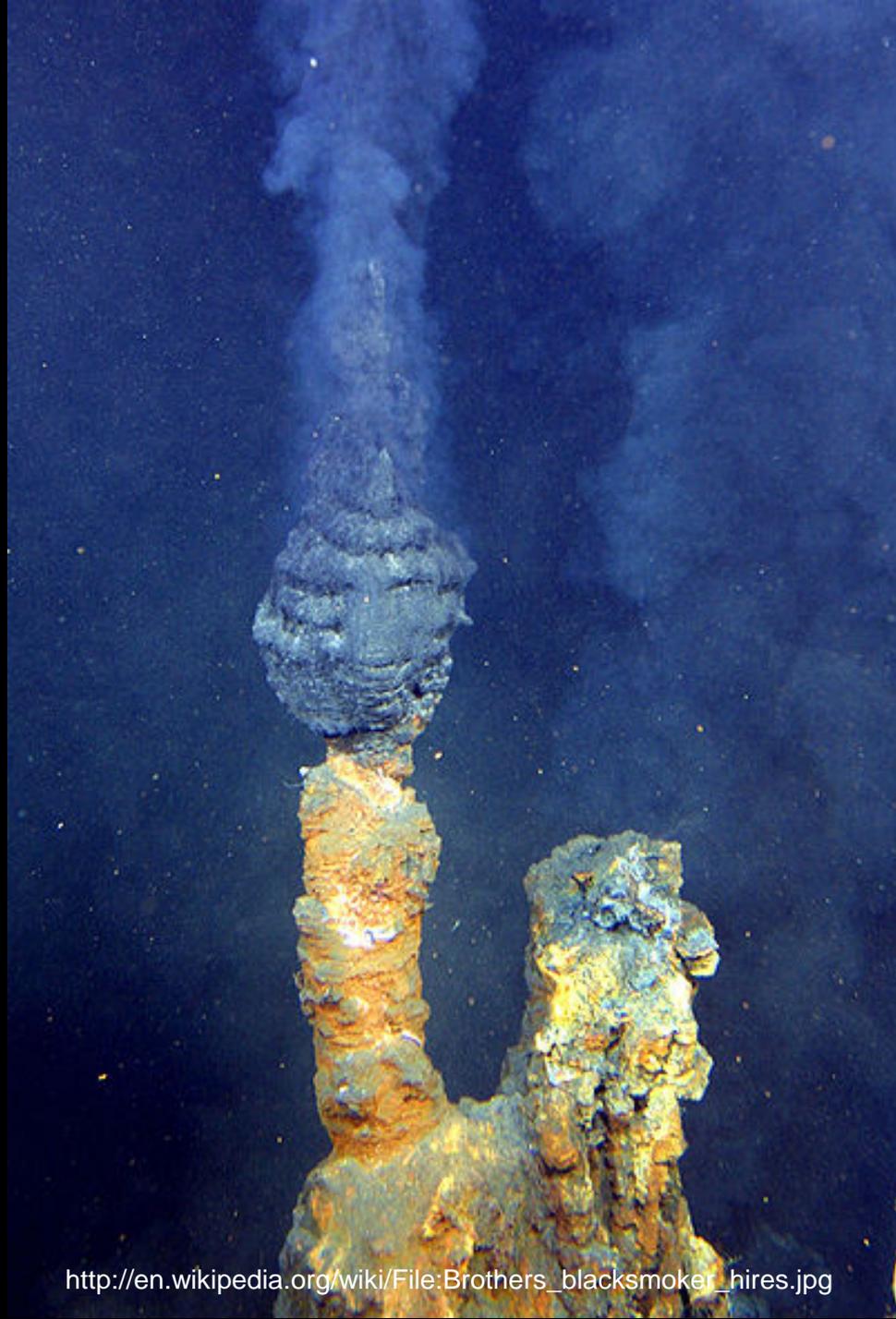


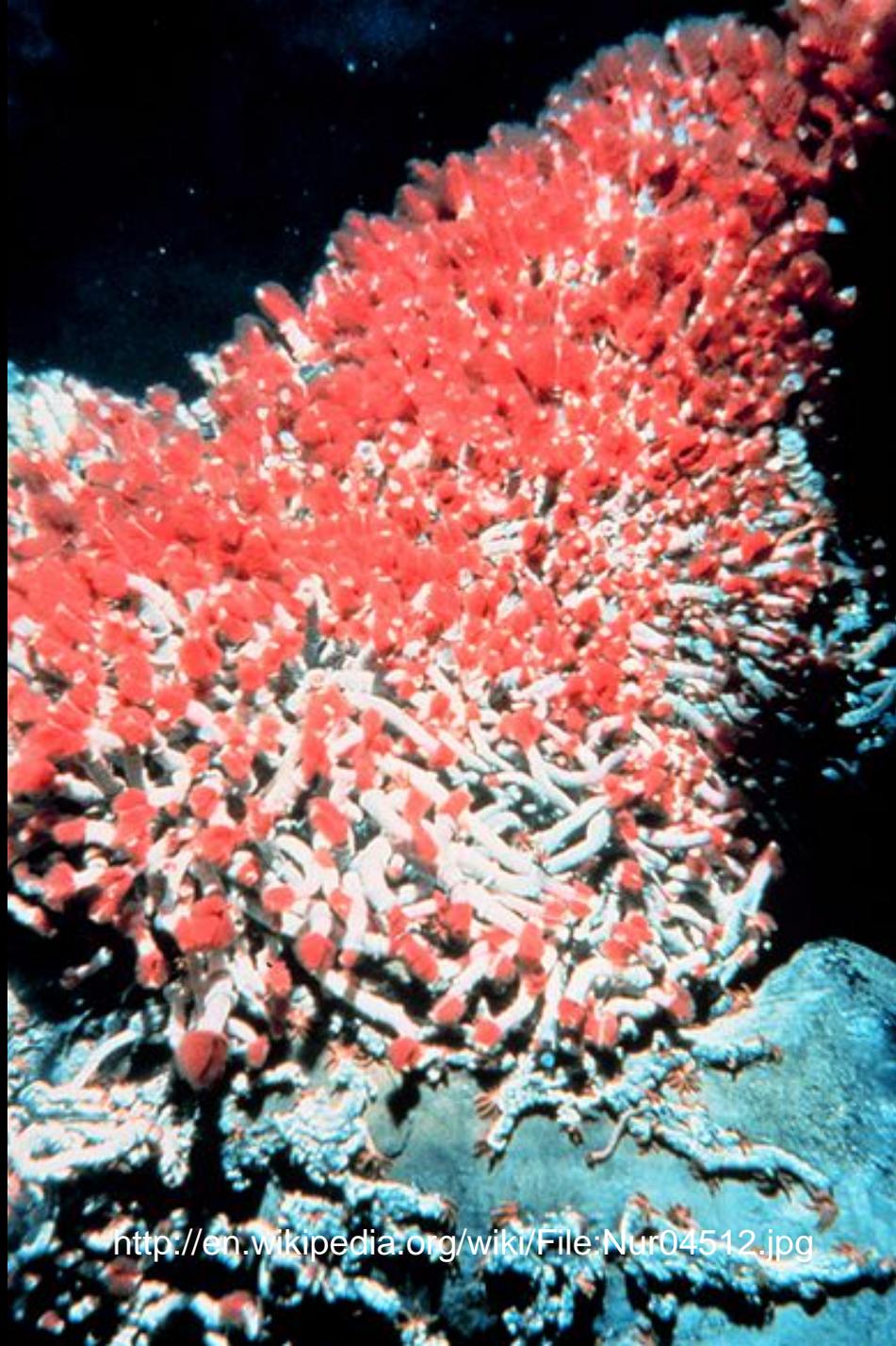
WISH TO BE IN THE
BUT I'M NOT SO SURE

Happy Birthday

Student Name: _____
Date: _____

Scientist's Name: _____
Object Sampled: _____
Property Measured: _____





<http://en.wikipedia.org/wiki/File:Nur04512.jpg>

Columbia
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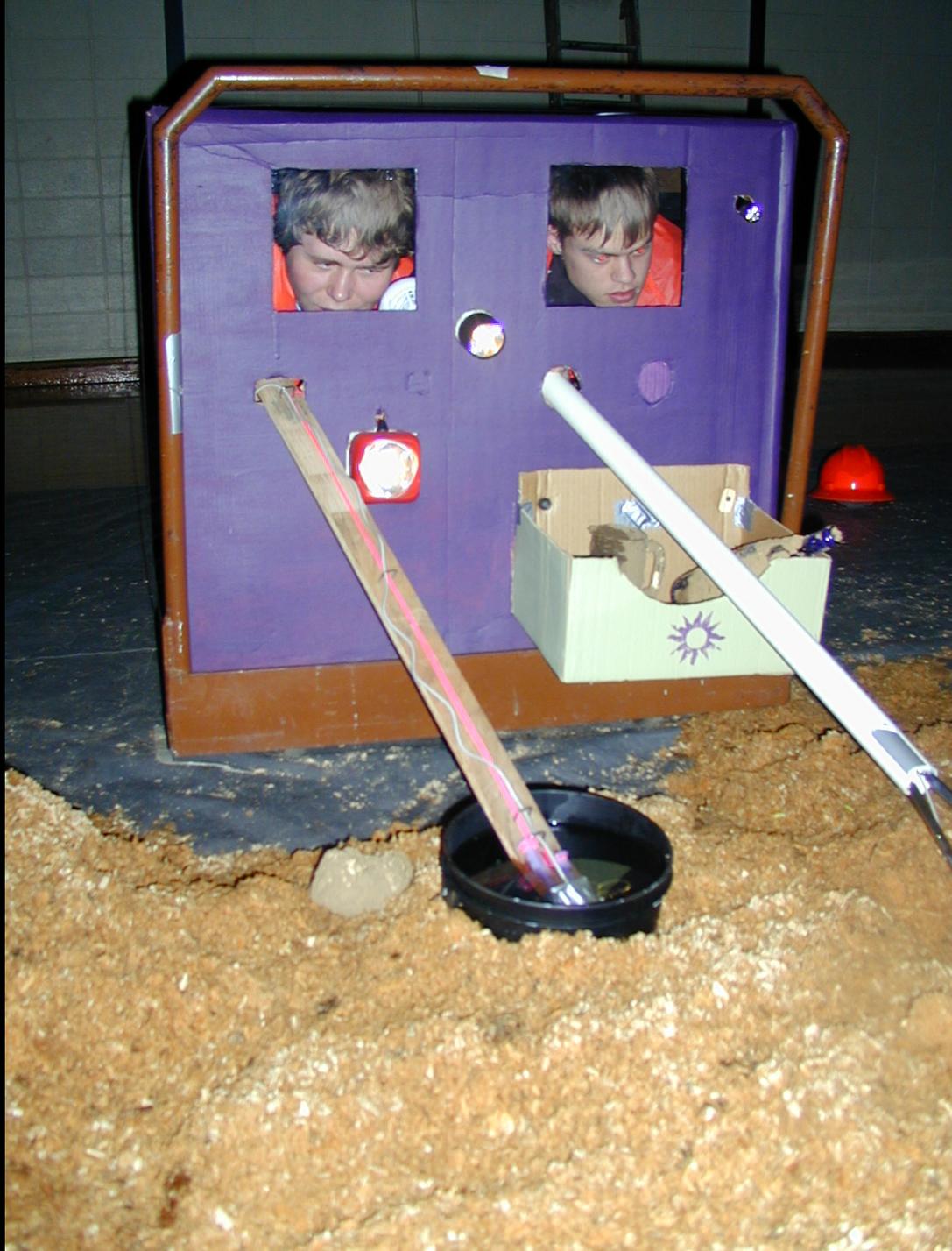


SUNSHINE DELIGHT
SUN
SMILES

KODIAK
VOLLEYBALL

AD











My Definition

Characteristics

Examples

Non-examples

