

Co se děje ve “študákově duši”, tedy v lidské mysli, když (se) učíme?

What happens in the student’s “soul”, i.e. in the human mind when we learn?

- Jak se dostat pod povrch, kam ani neurobiologie či neurozobrazování nedosáhnou?
- “Kam rozum nemůže, tam pošle metaforu.” (Milan Rúfus)
- ***“Má-li obrázek hodnotu tisíce slov, potom má metafora hodnotu tisíce obrázků.” David Smith***
- *How can we get “under” the surface – where neurobiology or neuroimaging cannot reach?*
- “Where the reason cannot go, there it sends a metaphor.” (Milan Rúfus, a Slovak poet)
- **‘If a picture is worth a thousand words, then a metaphor is worth a thousand pictures’ – David Smith**

Mike Anderson [MA] (interviewed by Robyn Jackson [RJ]); at ASCD conference: Association for Supervision and Curriculum Development (ASCD); accessed March 30, 2017

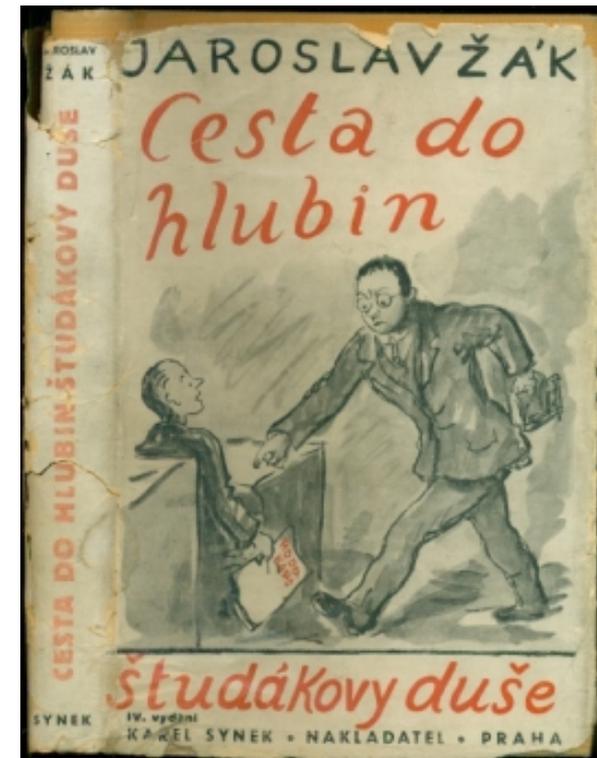
- *When a teacher asked a Grade 7 boy why he had not done his best in an assessment, the kid said: “Mr. Wilhelm that was a writing prompt; you made me do that - that was your work, not mine.”*
- *The teachers was reminded of a quote: “Any man that does another man's work is a slave”*
- *MA: So: “...think about your kids and the work they do; how much of the day do they spend doing your work and how much of the day do they actually spend doing their work...?”*
- *MA: And if they spend all day doing your work, how do they feel?*
- *RJ: like slaves...” (Anderson/Mindsteps)*
- Sedmák, který na písemce nevydal ze sebe to nejlepší: “Pane učiteli, to bylo psaní na dané téma – to byla vaše práce, ne moje.”
- Učitel si připoměl citát: “Kdo dělá práci jiného člověka, je otrok.”
- Kolik času tráví žáci/studenti děláním **NAŠÍ** práce a **ne jejich**?
- **A jestli stráví celý den děláním NAŠÍ práce, jak se při tom cítí?**
- **Jako otroci...** (Anderson/Mindsteps)



Jak může působit metafora: UČENÍ JE ÚŘEDNICKÁ PRÁCE?

The potential impact of a metaphor: IS LEARNING BUREAUCRATIC OFFICE WORK?

- “Pravým opakem jsou zjevy, jež bychom nazvali **“kantorští ouřadové”**. Vyloží prostě, co vyložit třeba, “vocaď a pocad’ se to naučíte”, protom to “vocaď až potad’” **vyzkouší** a tím je jeho úřední povinnost splněna. **Študáci se ovšem přizpůsobí. “Vocaď až potad’ se mu to naučíme, když to tak chce, a tím je to vyřízeno.” Hlubší zájem o předmět je ubit.**” (Jaroslav Žák, *Cesta do hlubin študákovy duše*, kapitola 13)
- **Případ studenta R: “get your act together”** – asi uhodnete, že kolega laborku ze studenta nakonec vypáčil... získal laborku, ztratil studenta
- **Případ studentky B: “Just tell us the right answer...”** – nebojte se, neřekl jsem jim tu “správnou odpověď”!





Proč metafory učení?

Why metaphors of learning?

“Kam rozum nemůže, tam pošle metaforu.”

Milan Rúfus

- **Co na to Komenský? Does Comenius have anything to say?**
- “Encyklopedie, které jsem viděl, i ty neuspořádanější, ... Zdály se mi podobnější *hranici dříví*, srovnaného s velkou péčí a s vkusným pořádkem, *než stromu, který vyrůstá z vlastních kořenů* a rozvíjí se silou vrozeného ducha ve větve a listy *a nese plody*. A my toužíme po živých kořenech věd a umění, po živém stromu a živých plodech...” (Komenský, Pansophiae Prodomus, 175-176, zdůraznění - rb)
- Comenius says that the textbooks and encyclopedias of his day are “more similar to a pile of logs, arranged with great care and in a tasteful order, than to a tree growing from its roots, developing by the power of its inborn spirit into branches and bearing fruitage.” (Comenius, Pansophiae Prodomus, 175-176)
- “Předně škola bývá nazvána *dílnou* lidskosti...” (Komenský, **Fortius oživlý**, bod 9) / “First of all, school is often called the workshop of humanity...” (Fortius Redivivus, point 9)
- Práce v dílně i v sadu vyžaduje správné nástroje...
- Work in both a workshop and/or in an orchard requires the right tools...

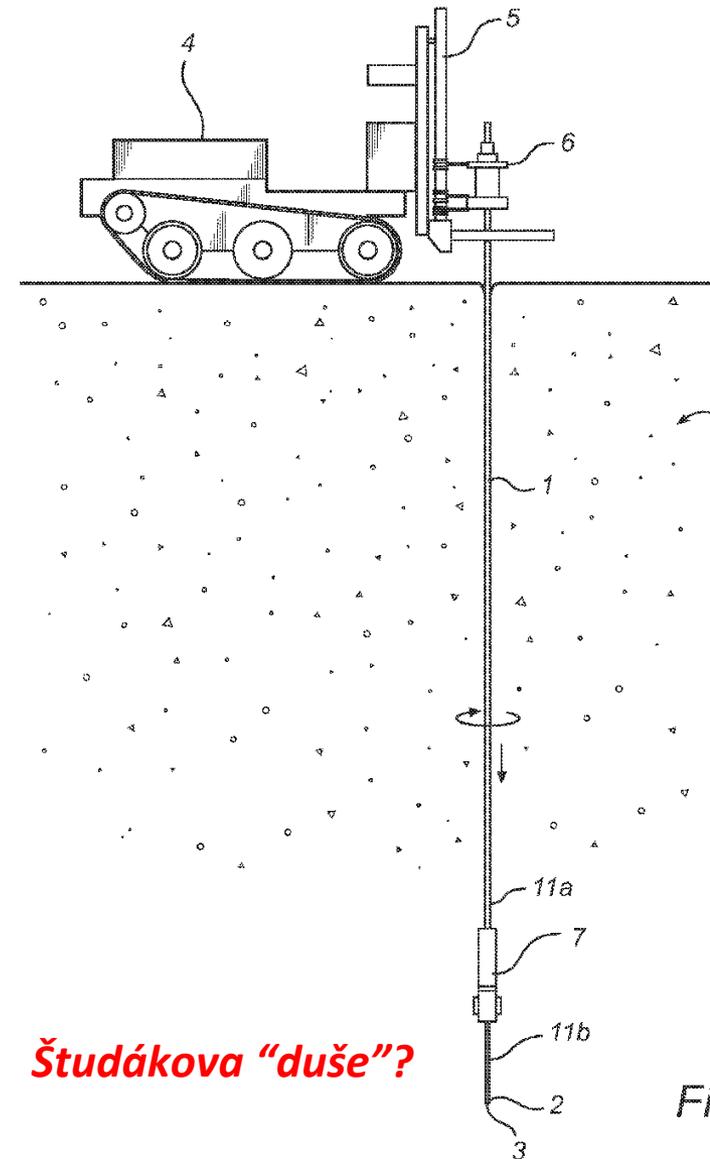




Několik důležitých otázek...

A few important questions...

- Jaké jsou současné metafory učení (se) a jak ovlivňují úspěch či neúspěch kognitivních procesů při výuce?
- Mohlo by vlivem metafor docházet k nějakému **podmiňování** (conditioning) nebo **primingu**, tedy ovlivňování postojů k učení a volby postupů? (Hoey, etc.)
- Mohli bychom **změnou metafor** učení docílit změny postojů studentů i učitelů k výuce?
- What are the current (dominant) metaphors of learning and how do they influence the success (or lack thereof) of the cognitive processes in learning/teaching?
- Could metaphors effect a type of conditioning or priming effect on the learners' attitudes and choice of learning strategies? (cf. Hoey, etc.)
- Could it be that by changing the metaphor(s) of learning we could help achieve a change of students' and teachers' attitudes to learning?



Študákova "duše"?

FI

Výchozí bod(y)

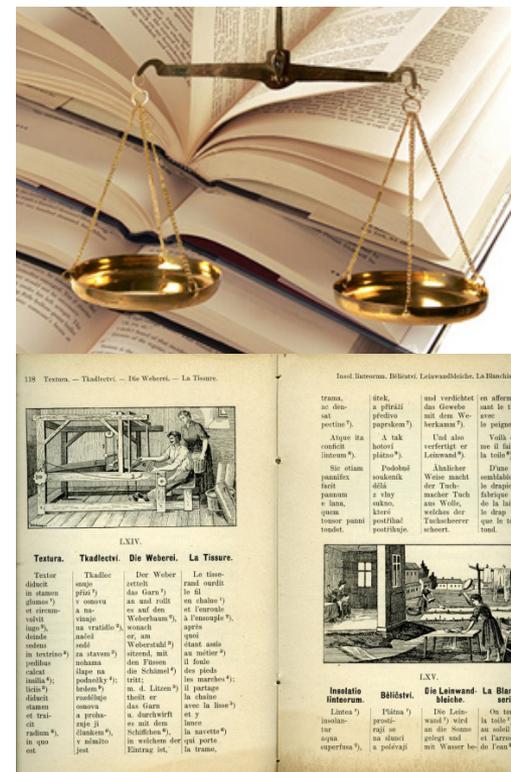
Starting point(s)

- Konceptuální (kognitivní) metafora:
- **Conceptual (cognitive) metaphor (Lakoff & Johnson, 1980)**
- “Pojmy, kterými se řídí naše myšlení, nejsou pouze věcí intelektu. Řídí i náš každodenní životní provoz až do těch nepřízemnějších detailů.
- ***Pojmy nám strukturují všechno, co vnímáme, jak se pohybujeme ve světě a jaké vztahy si vytváříme k ostatním lidem.***
- Je-li pravdivý předpoklad, že náš pojmový systém je do značné míry metaforický, potom bude způsob, jak myslíme, co prožíváme a co každý den děláme, do značné míry záležitostí metafory.” (Lakoff a Johnson, *Metafory, kterými žijeme*, 1980/2014, str. 15)
- **Semino(vá) et al.:** korpus, → Metaphor Menu pro pacienty s rakovinou a jejich ošetřující personál. (2014, 2015), “empowerment”, NHS doporučilo jeho použití v praxi a BMJ publikovalo výsledky
- **Semino et al.: Metaphor Menu** for cancer patients – reported by **BMJ**, recommended for health care staff by the **NHS** in the **UK**



Background: okolnosti a zázemí výzkumu

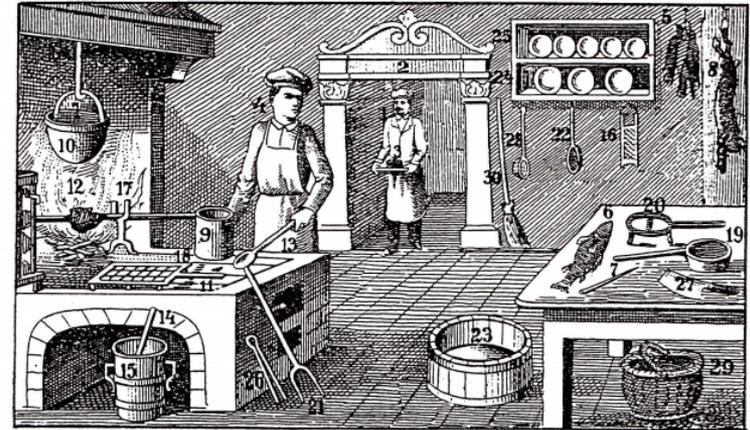
- **International School of Prague (ISP)** v Praze-Nebošicích (ISP): AJ střední škola: EAP → EAL: “full immersion program” (*metafora!*)
- Samostatná výuka akademické angličtiny +
- **podpora ve třídě (na hodinách)** → možnost spolupracovat se studenty i učiteli napříč předměty i kulturami = **zdroj autentických (ne spekulativních)** - cf. Deignan 2005, Hanks 2010, etc.) **metafor učení**
- V této fázi výzkumu: kvalitativní analýza
- **ISP: Studenti** z cca. 60 různých kultur, **učitelé:** Austrálie, ČR, Jižní Afrika, Kanada, Nový Zéland, SR, UK, USA.
- Collecting **authentic** (not speculative or theoretical) **metaphors** of learning in the multicultural *International School of Prague*



Já maluji... ty maluješ... malování Světa v metaforách

'Painting' the *Orbis Metaphoricus*, a World perceived through metaphors

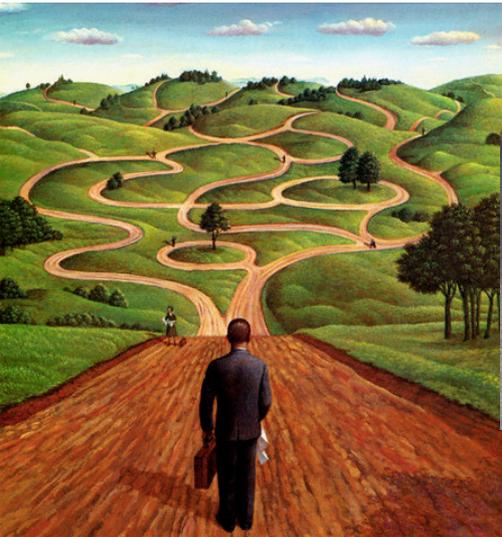
- **Jazykový obraz světa:** hodnoty, stereotypy and schémata – v ISP se “scházejí i střetávají” či “slévají” ze 60 různých kultur
- Tento jazykový obraz světa nebo **svět v obrazech by měli “malovat”** nejen ředitelé, učitelé a rodiče, ale **i studenti**.
- Jaké je učení pro ně a jaké by ho chtěli mít?
- Které metafory jsou (de)motivující? Pro koho? A proč?
- **The ‘metaphorical picture of the world’ should be painted not only by the admin, teachers and parents, but also by the students.**
- **What is learning like for the students? And what do they want it to be like?**
- **Which metaphors do they find (de)motivating? Why?**
- **Learning Metaphor Survey:** 3 otázky (writing prompts => studenti to považovali za běžné cvičení v akademickém psaní):
 1. What is learning?
 2. Learning is like...because... (solicitovaná metafora)
 3. choose a metaphor that works for you and why?
- Od Komenského *Orbis pictus* k současnému *Orbis linguae pictus*, neboli:
 - potřebujeme ***Orbis metaphoricus***



LXI.

Res coqui- naria.	Cookery.	Das Koch- werk.	L'Art de cuisine.	Kuchařství.	A főzés.
Coqus ¹⁾ e cella penaria ²⁾ promit obsonia ³⁾ et coquit cum puero culinario ⁴⁾ varios cibos.	The cook ¹⁾ brings forth provisions ³⁾ out of the larder ²⁾ and with the chef ⁴⁾ makes various meats.	Der Koch ¹⁾ nimmt aus der Speise- kammer ²⁾ Esswaaren ³⁾ und kocht mit dem Kü- chenjungen ⁴⁾ verschiedene Speisen.	Le cuisinier ¹⁾ tire du garde- manger ²⁾ les aliments comestibles ³⁾ et prépare avec le garçon de cuisine ⁴⁾ différents plats.	Kuchař ¹⁾ ze spi- žírny ²⁾ vybírá vařivo ³⁾ a vaří s kuchti- kem ⁴⁾ rozličná jídla.	A szakács ¹⁾ az élés- kamrából ²⁾ kiválasztja a főzivalót ³⁾ , és megfőzi a kuktá- val ⁴⁾ együtt a különböző ételeket.

Sémantické kategorie detekovaných metafor: *Devatero metafor*(ických kategorií)?



- I. CESTOVÁNÍ
- II. TVOŘIVOST
- III. VÁLČENÍ
- IV. VIDĚNÍ

- V. PRÁCE
- VI. KONZUMOVÁNÍ
- VII. OBCHODOVÁNÍ
- VIII. PŘÍRODNÍ PROCESY
(ZEMĚDĚLSKÉ, HOŘENÍ...)
- IX. PŘENOS



I. UČENÍ JE CESTOVÁNÍ [cf. ŽIVOT JE CESTA (Lakoff), TÓRA JE CESTA (Procházková)]

I. LEARNING IS A JOURNEY

- “You’re all reading the same book, **you’re travelling through it**... and – it’s an **appropriate journey metaphor** – who’s reading the Odyssey?” English 9
- “It’s February already, we’ve been doing this [OPVL] for a while now, so it’s time to **take off the training wheels; has anybody used training wheels on your bicycles?**...” (SS9) – RIDE/DRIVE SUBSET?
- “now we’re going to **segway into** the unresolved issues...” (SS9)
- “... you need to think what’s **the most mileage you can get out** of your IB diploma...” (Bio 9)
- **quest** & quiz
- “to discuss what works, what doesn’t work and what are the **roadblocks?**” PD, ISP
- “If I **run into a cul de sac**” (PD video on metacognition)
- “... a lot of it [success in quiz taking] is about the timing, **thinking on your feet**...” SS9
- “how do we make this work so that it feels **fuelling**, not fatiguing for us...” Mark Church, Sept. 21, 2016, ISP Staff meetings.



UČENÍ JE ŘÍZENÍ VOZIDLA, NAVIGACE, ORIENTACE

- “I’m thrilled that these [non-cognitive/growth mindset] factors are now understood to be a central part of education and are ...things that **drives** learning?” (Carol Dweck, in EdWeek)
- “Curiosity **drives** learning” (ISP 2020 Vision)
- to **drive** the point home
- “I just lost my **train of thought**...” (Bio 9) idiomatic
- “As we **embark** on an updated Educators’ Conference in November, we are gathering the needs of practitioners ...!” ECIS Newsletter

UČENÍ JE ORIENTACE V PROSTORU (PROSTOROVÉ ORIENTOVÁNÍ)

- **Treasure hunt** (hledání pokladu), study **guide**, **map** a concept **road (road map)** to understanding
- ‘... you’re in **the right church, find the pew**’ (Chem Phys 10)
- “... just **ballpark** it...” (Bio ES 9; in answer to: “do we have to measure it exactly?”)
- “As we **embark** on an updated Educators’ Conference ... we are gathering the needs of practitioners ..., so that we ensure that our content **aligns** with your needs!” ECIS Newsletter
- “Special Report: **Navigating** New Curriculum Choices (EdWeek)
- “In filling the energy levels, you have to follow the arrows... it’s like **following the yellow brick road**.” (Chem Phys 10)
- Sailor metaphor: “we are **cruising** in uncharted waters”

LMS: “Výtěžky” z hlubin študákovy duše

Learning Metaphor Survey (LMS): “Extracts” from the depths of the student’s soul

- “I like the metaphor “Roadmap to a concept” because learning is not something negative but something positive and helpful and a roadmap on a journey is very helpful. And by being able to understand the roadmap makes you reach your destiny.” FE, Grade 9
- “Learning is a journey” metaphor seems to fit my thought above because people go through a journey of choice whether they will continue traveling for more knowledge (to get more diamonds) or choose to stop and rest. In Korea there is a similar metaphor that “life is like a marathon”. When you stop for a bit to rest, others will pass you and making it hard for you to catch up. In my opinion, I slightly disagree with this statement because learning is a lifelong journey and can continue for your entire life but marathon is temporary and cannot decide your life. Everyone can learn; this means that everyone is able to continue their journey.” KHC

II. UČENÍ JE TVOŘIVÁ ČINNOST – část první

II. LEARNING IS A CREATIVE ACTIVITY – part one

UČENÍ JE STAVĚNÍ (6 příkladů)

- **scaffolding** meaning making with multi-modal approaches to language
- **deconstruction**, joint & independent **construction** of academic texts (ESL in the Mainstream)
- builds cultural knowledge and build skills,
- this concept is a **foundation** to build on...
- ‘I’ll give you **constructive** feedback...’
- this point **destroys** the argument

UČENÍ JE VAŘENÍ

- ‘now we’re **cooking with gas**’ – when a student gets something right; Bio 9
- ‘here’s a **recipe** for success’
- “how do we make this work so that it feels **fuelling**, not fatiguing for us...” “it seems to me like you need a bit more time to **simmer** on this... so, simmer” Mark Church, Sept. 21, 2016, ISP Staff meetings.
- Student A: “I always read the whole recipe before I cook something... MM: ...that’s the best thing I’ve heard today.... **It makes me wonder: if we do that with our recipes, why don’t we do this with our tests?**” Bio 9



UČENÍ JE ARCHITEKTONICKÉ PLÁNOVÁNÍ (ARCHITEKTONICKÝ DESIGN)

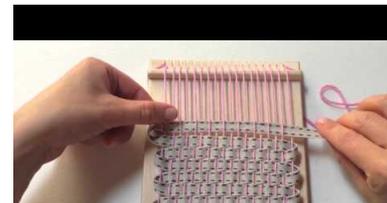
- **NEW!** “The ACE acronym represents the three domains that create an interdependent and inter-related ‘Learning Eco-System’ ...: Learning **Architecture**, Learning **Culture**, and Learning **Ecology**. The underlying metaphor is that of a **house, designed by thoughtful architecture, ...**” (NEASC website), EdWeek, etc.
- “understanding **by design**...” (PD, Jay McTighe)

UČENÍ JE TKANÍ (WEAVING)

- A **spinoff** of a standardization process/e.g. Laurent Romary talk;
- “Teachers **weave** social-emotional learning **into** academics: In Oakland, Calif., some teachers are working to deepen their knowledge on how to **integrate** social-emotional learning **into** their teaching of traditional subjects such as reading, writing, and math.”
- “what a **tangled web we weave**...” teacher to student/s
- **spinning** stories...
- **Network?** Framework? SPOJENÍ SE SÍŤOVÝM PROPOJOVÁNÍM?

UČENÍ JE TVOŘIVÁ PRODUKCE

- “students should be **producers** of new knowledge, not just passive consumers...”
- ‘this essay is your **product**...’
- “Use your time in class **productively**”



II. UČENÍ JE TVOŘIVÁ ČINNOST – část druhá

II. LEARNING IS CREATIVE ACTIVITY – part two

UČENÍ JE HRA / HRANÍ (cf. Comenius: Schola ludus)

- ‘the **rules of the game** are...’
- Sport metaphors: ‘hit the homerun’; to score a goal?, right off the bat...
- “this is **not a spectator sport**... you have to do the problems!” (Chem Phys 10)
- **Music improvisation** metaphor (Jazz/E. McIntosh):
- Metaphor of Teaching: **Conducting an Orchestra**; (rb/PD: E. McIntosh)
- When you finish this activity, **you get to the next level** (computer game-style)

UČENÍ JE TANEC (TANČENÍ)

- **“Solving word problems is like learning the waltz**, the steps... 1,2,3... ta ra ra ra, you need to take ballroom dancing...Step 1: what do we know? Step 2: what do we do? Step 3: How do we do it?...” (Chem Phys 10)
- “... I am **giving up my dancing shoes**... you’re going to wear them...” (Bio ES)
- DANCE / CHOREOGRAPHY Metaphor: “teachers **‘choreographers of learning experiences’** (use instruction to help students become competent users of the intellectual tools...)” (Garfield Gini-Newman, at ISP, February 27, 2017, Prague)

UČENÍ JE PROGRAMOVÁNÍ (POČÍTAČE)

- **INNOVATIVE!** “For it is not education to teach students to repeat sentences they do not understand so that they may pass examinations. **That is the way of the computer. I prefer the student to be a programmer.**” (Postman, 1980, p. 37)

UČENÍ JE DEŠIFROVÁNÍ (DETEKTIVNÍ VYŠETŘOVÁNÍ)

- **“solve the puzzle** of...”
- Language **detectives**
- To **divine** the meaning out...
- To **ferret out** the meaning or a conversation:
- **Figure** it out!
- **cross-examination** debate (in Social Studies and Earth Science 9)
- Projectile motion **investigation** (also: investigating the effect of pH on enzyme activity, etc.)



III. UČENÍ JE VÁLČENÍ (VÁLKA, BOJOVÁNÍ)

III. LEARNING IS WAR

- **attack** a (math) problem;
- to **conquer** a concept
- “**Battling** Fake News in the Classroom”
- To **shoot** (a question)
- “This was an **onslaught** of a review...” (Chem Phys 10, after a Crash Course video on Unit Conversions & Sig Figs)
- “Let me show you another way to **attack** this [calculation problem in Chem/Phys].” (ChemPhys 10)
- “**Have at it.... Attack!**”
ChemPhys 10: a call to start working on a lab



Další dolování v hlubinách študákovy duše...

Further mining in the depths of the student's soul...

- “Personally, I like the idea of thinking of learning as a war. It insinuates that you must continue working or “battling” for an extended period of time. It also gives a slight atmosphere of competition and for me, being a reasonably competitive person, this **helps to motivate me to finish the problem** I am working on or “win the war” so to speak. However, I do feel that this **only works in certain contexts** such as math problems or short questions and **not so much for deeper thinking**. For deeper thinking in classes such as social studies or English I find the idea of ‘learning is a journey’ metaphors to be intriguing but am yet to hear an example of one that I really like.” AS
 - “Learning is a war also works for me, because for me **learning is also a process of overcoming challenges**. Those challengers can be described as countercurrent, **if you best up the challenges and you give up, then you will never develop your skill**. But if you overcome the challenges, then you will keep going, and then reach the top of mountain.” F/YHN
- “When teachers advise to students that you need to **“create tactics and attack the question accurately”** or “think the exam questions as enemies you need to conquer and overcome”, he or she is applying **‘Learning is a battle** with opponents in the game’ metaphor to us. This has the most **significance for me due to my interest in** this extent of the **topic**. I used to enjoy **science fiction** fantasy books that are closely related to the **fighting with monsters**. Furthermore, one of my recent comic book I read includes the quite similar metaphor, which is ‘learning is war with questions’ and the author of the book **shows the creatures that represent the test questions** and students as one of the fantasy roles such as magician or swordsman.” T-KMK, Grade 9

IV. UČENÍ JE VIDĚNÍ (HLEDĚNÍ, NAHLÍŽENÍ)

IV. LEARNING IS SEEING

- Srv. “**POCHOPENÍ JE VIDĚNÍ**” (Lakoff a Johnson, 119)
- ‘it **dawned** on me’/him
- to **be in the dark** = not to understand
- “...if there are language issues we think could really **cloud comprehension.**” (EAL)
- Teaching: **preview, review, overview** of a topic, lesson, unit of learning (multiple examples)
- “**The challenge is of course that we must use all four lenses when viewing our work.**
- If we only use a **telescope**, we are so focused on the future that we never consider how our work right now will affect our ability to get there.
- If we only use a **microscope**, we lose sight of the big picture and get too bogged down by the details.
- If we only use a **periscope**, we become so obsessed with obstacles and challenges that we quickly lose our way.
- If we only use the **stethoscope** we may avoid making the hard decisions.
- This is why it is so critical to **use the right lens** at the right time and to be aware when you are **depending on solely one lens.**
- So I’m curious. **Through what lens are you currently viewing your work right now? How would it look different if you viewed it through another lens?**” (R. Jackson, Mindsteps)



LMS: Ještě nějaké úlovky z hlubin...

LMS: A few more “trophies” from the depths...

- “The metaphors that work the best for me would be “learning is seeing”. **Seeing works best for me because personally, I feel as if learning ultimately boils down to** learning the skills and adapting mindsets that will **help us see problems with our world and then see solutions** to those problems. With every assignment in every subject, I see the problems, analyze/ think, and try to see a solution. Therefore, my learning process is best described as training to see problems and their solutions.” SKJ
- “It connects to other subjects as well. I think true learning is being able to see and understand the significance and content that you are learning. **To truly learn, you have to see (open your eyes to) the information.** You cannot learn blindly, without actually looking at what’s in front of you and **see the value** it has as a ‘piece’ of learning.” MV
- “The metaphor that works best for me is the “LEARNING IS SEEING” metaphor. This is because it helps me when I ‘see’ the question or answer because **in my mind that makes me think through the whole question and visual[ize] what is being asked.** Also, **it doesn’t imply that there is a final destination (like the journey metaphor) or that learning is a competition (like the game or war metaphor).** This metaphor is only focused on the learner.” VL

V. UČENÍ JE ÚŘADOVÁNÍ / PRÁCE

V. LEARNING IS OFFICE WORK

- “Rodrigo, **get your act together...**” (Biology 10, 2006)
- teacher to students: “it’s your **job** to read these texts and ask questions...” (multiple variations; e.g. “my job is to....; your [i.e. students’] job is to prepare...”, etc.)
- **Work out** the problem; **work through** it..., **work your way through** the word problems
- ‘if you go through the changes and **keep the bookkeeping**...if you **do the accounting** ...’ (sixty symbols video on potential and kinetic energy/ ChemPhys)

PRÁCE:

- Tvořivá
- Manuální
- Úřadování
- Otrocká/nucená



VI. UČENÍ JE KONZUMOVÁNÍ (JEZENÍ, PITÍ)

VI. LEARNING IS CONSUMING

- **digest** the material (cf. chew the cud; food for thought; ruminating; regurgitating; drink in knowledge);
- “don’t talk now, **digest**...” (English 9, while explaining the goals of a short story writing process; October 14, 2016, ISP, Prague) –
- “It’s about what you’ve gained from the research; if you’re only regurgitating, it’s not enough...” M. Cox, Jan. 18, 2017, Eng.9: “I want an argument... I don’t want you to be just **regurgitating**...” SS9, Leanne Fleming, March 1, 2017, ISP, Prague
- **swallow** a book (biblical allusion? Ezekiel, John)
- **drink** in the information;
- Spoon **feeding**;
- **Feedback**;
- Get to the **meat** of the matter
- “I’d **bitten off more than I could chew**.” IDIOMATIC - in a teachers’ online article by Sam Patterson: www.edutopia.org
- “I don’t want them to just **regurgitate**, I want them to think” Leanne Flemming, about a SS9 essay – not on causes of WWI, but practices.
- Whiteboard inscription: “Please take 1 copy of each handout from the ‘handout **buffet**’ on the side of the room.” (IB2 History classroom; L. Fleming, Jan. 13, 2017, Prague) – Food metaphor
- ‘after so much new info, we need to to **ruminare**’ – a teacher; (ISP? Or elsewhere?)



LMS: Fáráme dál: Dobrou chuť do studia...

LMS: Going deeper into the shaft: Bon appetit for your studies...

- “The symbolism behind digestion and consumption of material is evident and the most effective for myself in terms of learning and receiving information. This is due to the clear analogy in relation to food. When you eat, your body processes this food to provide you with energy (calories) and other health benefits, which can be compared to digesting information, as this newly found information provides you with an opportunity to form new opinions and ideas. When you digest information, you process it. This processing results in a mental methodology when forming opinions, such as ‘Why does this work?’ or ‘How does this work?’...” OD, Grade 9
- “Learning is eating” metaphor works for me the best. In order to make the materials you have learned during class to be ‘yours’, you are responsible for yourself to accept the knowledge and thoroughly think why this is related or works like it.” MK



VII. UČENÍ JE OBCHODOVÁNÍ

VII. LEARNING IS TRADING



UČENÍ JE OBCHODNÍ TRANSAKCE:

- **Negotiate** the meaning [“Most of this quiz is multiple choice, and labeling some diagrams, shouldn't be too difficult to **negotiate**.” email to students; March 11, 2016, ISP] – BUSINESS NEGOTIATION?
- “... but I think you are **shortchanging yourself** when you collect only these data...” (Bio 9)
- “...we considered this as a **sales pitch**...” (Bio 9)
- “These electrons have different energy levels... does everybody **buy that**? [Yes]” (Bio 9)
- “if many hands **contribute** to this change in learning, then many hands will be able to **cash in** on this **investment**... create a **bank**...” Mark Church, Sept. 21, 2016, ISP Staff meetings.
- Mike Anderson [MA] (interviewed by Robyn Jackson [RJ]); at ASCD conference: ‘for students to be better **consumers**... no, consumers is too passive... it’s more about them **taking real ownership** of their learning...’
- “Special Report: **Navigating** New Curriculum Choices: ...A wide range of forces...have combined to yield a bewildering array of **curricular choices** for the classroom. In this special report, *Education Week* focuses on helping educators navigate an increasingly diverse **marketplace** of new—and often promising—curricular **choices**.” (EdWeek)

UČENÍ JE VLASTNĚNÍ (PŘIVLASTŇOVÁNÍ)

- “You **own** this powerpoint... it is on the website.” (Bio ES 9, November 6, 2014)
- Students should take **ownership** of their lessons and learning... (teacher comment - cf. with Alvin Toffler’s concept of information age where many can own the same idea/information at the same time)
- Students **owning** their own learning; observing their own learning, PD: Sept. 29, 2015, Prague, video



VIII. UČENÍ JE PŘÍRODNÍ PROCES

VIII. LEARNING IS A NATURAL PROCESS



UČENÍ JE PĚSTOVÁNÍ

- **Plant** a **seed** of knowledge - **cultivate**:
- “Just as great literature provides rich content for inquiry and analysis, fine art offers powerful opportunities to **cultivate** literacy skills and build content knowledge. ... Let art **expand** your students’ skills and world of knowledge.” (PD: Engaging the Eye)

UČENÍ JE HOŘENÍ (OHEŇ)

- Popular quote: Education is not filling a bucket, but **lighting a torch**.
- “**Igniting** Student Engagement: A Roadmap for Learning” “**Igniting** a Passion for Reading” (Edutopia)
- “you’re **on fire** today!” (teacher to student)

UČENÍ JE ORGANICKÝ RŮST (PŘIROZENÝ RŮST)

- Organic **Growth**: “Teachers Need a Growth Mindset Too
- ‘this is an **infertile** discussion’
- Such activities are **a fertile soil** for thinking
- A student is **flourishing/blossoming** (or not) during a type of learning activity

UČENÍ JE PLOZENÍ

- **cross-pollination** (between students, departments, disciplines)
- “what was the **seed** that developed into that nominalization? – the noun!” EAL 9
- A **brainchild** – [cf: **concept**; conceptualize || **conception, conceive**]
- “The **time was pregnant** with a new spirit that **engendered** a **renaissance** of human **culture**. It was in that atmosphere that the great library and Mouseion saw the light of day in Alexandria.” (Britannica)

UČENÍ JE EKOLOGICKÁ INTERAKCE

- “ACE – The Learning **Ecosystem**: The **Ecology** of **Learning** defines the physical and social/emotional ‘space’ in which learning occurs. It encompasses the **nature** of relationships, interactions, and communication within the learning community that sustain its values and norms. An effective **learning ecology** supports and is aligned with the architecture and culture of learning...**The underlying metaphor** is that of a house, designed by thoughtful architecture, **enlivened** by the vibrant culture of its inhabitants, and **embedded in an ecology** that defines its identity in space and time.” (NEASC website)
- “how do we make this work so that it feels **fuelling**, not fatiguing for us...” ...‘think about what’s the next **evolution**... we are not rehashing, we’re trying to **evolve**’ Mark Church, Sept. 21, 2016, ISP Staff meetings
- “**For Educators, Curriculum Choices Multiply, Evolve**. How is a district to choose in a curriculum **landscape** that includes open educational **resources**, digital ‘playlists,’ teacher-**designed** lessons, and old-fashioned textbooks?” (EdWeek)



LMS: Ovoce stromu moudrosti...

LMS: The fruit of the tree of wisdom...

- “Learning/ teaching is like growing and looking after a garden. I say this because this is an example of an activity which is never and can never be entirely completed, the flowers or other plants you are growing will never stop growing. In order to grow and look after a garden **you must nurture it initially and be sure to help it as best you can**. Furthermore, once the plants you **always must continue to add things to the plants (water, sunlight, soil)**.
- Similarly, one can never be finished learning/ developing as a plant can never be finished growing. One must nurture young children in learning environments so they can gain the confidence necessary for learning. One must **continuously be trying new things and adding new information and concepts** in order to successfully teach.” AS, Grade 9



IX. UČENÍ JE PŘENOS

IX. LEARNING IS TRANSFER

UČENÍ JE PŘENOS POTRUBÍM (POHYB V POTRUBÍ) / CONDUIT TRANSFER

- The traditional “**transmission** model of teaching” – teacher conference
- “**transfer** of learning ... Ferlazzo shares five ways teachers can help students **make connections** across subject areas and the world beyond the classroom.” (edublog)
- “If that will **flow** into implementation.” (2015, ISP)
- “It’s not easy to **convey** good meaning with a graph.” (Bio 9, 2015, ISP)
- “how do we make this work so that it feels **fuelling**, not fatiguing for us...” “**tapping** into the brain trust we have here...the internal expertise’... Mark Church, Sept. 21, 2016, ISP Staff meetings.
- “I need your **input**, Grade 9” Eng.9

UČENÍ JE ZJEVENÍ (ZJEVOVÁNÍ) (AUTORITATIVNÍ)

- ‘and there is a law behind this [motion] and now **I’ll just reveal it to you...**’ (Combined Science 9, ISP, Prague)
- “Who **needs an inspiration?**” (Math 9, offering help)
- Mughal Empire’s decline => “any more ideas? No? Well, we’ll **let it reveal itself** more next class...” SS9, ISP, Prague
- ‘I will now **reveal** the program and the **vision**’ ... PD meeting, ISP



Další autentické metafory...

- UČENÍ JE **SBÍRÁNÍ (SBĚR)**
- UČENÍ JE **LOV(ENÍ)**
- UČENÍ JE **TĚŽBA (TĚŽENÍ)**
- UČENÍ JE **VYPLŇOVÁNÍ MEZER**
- UČENÍ JE **FYZICKÁ PODPORA (POSKYTOVÁNÍ PODPORY)**
- UČENÍ JE **MECHANICKÉ ZACHÁZENÍ (S PŘEDMĚTY)**
- UČENÍ JE **MÍCHÁNÍ (SPOJOVÁNÍ?)**
- UČENÍ JE **NESENÍ NÁKLADU**



- UČENÍ JE **ANATOMICKÉ PITVÁNÍ**
- UČENÍ JE **NABÝVÁNÍ JAZYKA**
- UČENÍ JE **SÍŤOVÉ PROPOJOVÁNÍ**
- UČENÍ JE **OTEVÍRÁNÍ (DVEŘÍ)**
- UČENÍ JE **VERTIKÁLNÍ POHYB**
- UČENÍ JE **RODINNÁ INTERAKCE (SŇATEK, MANŽELSTVÍ, PLOZENÍ, ADOPCE)**
- UČENÍ JE **PROBOUZENÍ**



More authentic metaphors...

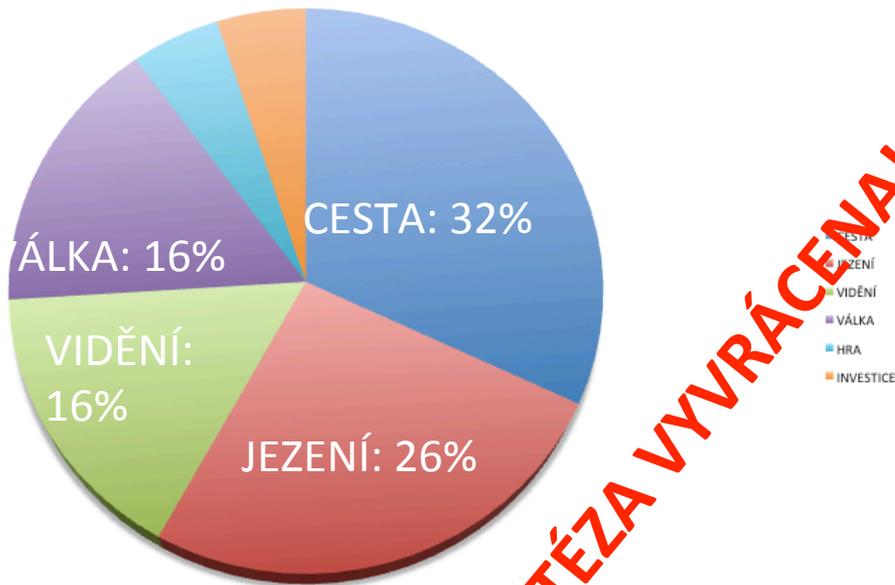
- LEARNING IS COLLECTING
- LEARNING IS HUNTING
- LEARNING IS MINING
- LEARNING IS FILLING GAPS
- LEARNING IS PROVIDING PHYSICAL SUPPORT
- LEARNING IS MECHANICAL HANDLING OF OBJECTS
- LEARNING IS MIXING (CONNECTING)
- LEARNING IS CARRYING A LOAD



- LEARNING IS ANATOMICAL DISSECTION
- LEARNING IS LANGUAGE ACQUISITION
- LEARNING IS NETWORKING
- LEARNING IS OPENING (DOORS)
- LEARNING IS VERTICAL MOVEMENT
- LEARNING IS FAMILY INTERACTION
- LEARNING IS AWAKENING



Learning Metaphor Survey



HYPOTÉZA VYVRÁCENA!

- Předběžný průzkum “študákovy metaforý” – preference (2 třídy)
- Preliminary LMS – 2 classes to start with...
- ***Hypotéza:*** HRA bude nejoblíbenější...
- **Reality check: hypotéza vyvrácena! Hypothesis proven wrong...**
- UČENÍ JE CESTA (**JOURNEY**) - **32%**
- UČENÍ JE JEZENÍ (**CONSUMING**) - **26%**
- UČENÍ JE VIDĚNÍ (**SEEING**) - **16%**
- UČENÍ JE VÁLKA (**WAR**) - **16%**
- UČENÍ JE HRA (**PLAYING**) - **5%**
- UČENÍ JE INVESTICE (**INVESTMENT**) - **5%**

Cíl: “Learning Metaphor Toolkit”

*Sada metaforických nástrojů (pro
Komenského dílnu lidskosti)*

(aneb Brašna študákových metafor)



Podobně jako “Metaphor Menu” od Seminové et al. (2014), explicitní rozhovor o metaforách učení mezi učiteli a studenty by mohl být produktivnější, kdyby studenti věděli:

- Že existuje víc, než jen jedna nebo dvě metaforu učení (pro různé přístupy k procesu)
- Že si **mohou vybrat ty metaforu, které pomáhají** JIM a dodávají JIM sílu zvládat učení úspěšně
- Že je mohou **sdělit učitelům** a oni ty metaforu budou **brát v potaz** v průběhu učení
- Že se mohou naučit **metaforu používat jako nástroj** poznávání i metakognice
- Že **učitelé** mohou tu samou **“brašnu” využít** k tomu, aby mohli žáky **lépe motivovat a povzbuzovat**

- **Jak a co dál?**
- **CorCo: Corpus Comenius**
- Měření prominence pomocí kvantifikace, frekvence a dalších korpusových postupů
- **Learning Metaphor Survey**





Goal: “Learning Metaphor Toolkit”

Just like the “**Metaphor Menu**” by Semino et al. (2014), an explicit discussion about metaphors of learning between teachers and students might be more productive, if the students knew that:

- There are more than just one of two learning metaphors (for different approaches to learning)
- Students can choose those metaphors that really help THEM and give THEM the strength they need to meet the challenges of learning successfully
- Students can share these metaphors with their teachers and teachers will take them into consideration while teaching
- Students can learn to use metaphors as tools of learning and metacognition
- Teachers can use the same Metaphor Toolkit to help motivate and encourage students

- **What next?**
- **CorCo: Corpus Comenius**
- Measuring metaphor prominence by quantification – frequency and other corpus linguistic methods
- **Learning Metaphor Survey – complete, quantify, summarize and compare with admin and teacher perceptions**

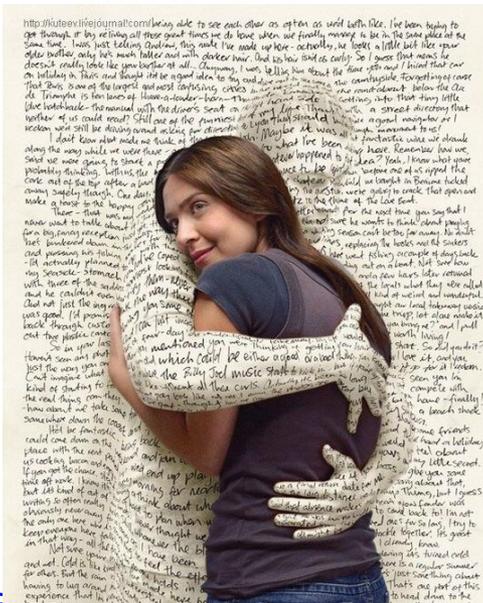


Bacon's Metaphor:



- Ants
- Spiders
- Bees

- “Those who have handled sciences have been either **men of experiment** or **men of dogmas**. The men of experiment are **like the ant**, they only collect and use; the reasoners **resemble spiders**, who make cobwebs out of their own substance. But **the bee** takes a middle course: it **gathers** its material from the flowers of the garden and of the field, but **transforms** and digests it by a power of its own...” (Bacon, Francis. *The New Organon [Book One. 95]*. 1620)
- **Možná nám metafory pomůžou zlepšit vztah “študáků” ke čtení a učení... a objeví se více včel, než pavouků či mravenců...**
- **Maybe metaphors can help us improve the students’ attitudes towards reading and learning... and maybe we will see more creative “bees” than speculative spiders or collecting ants...**



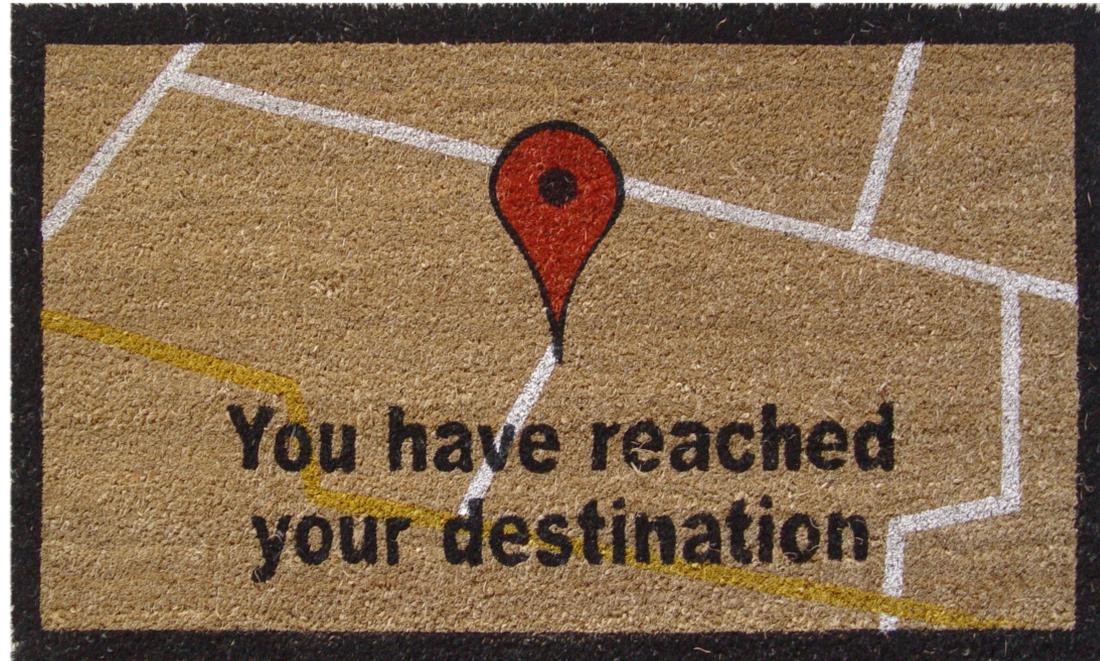
تمت!

- Děkuji
- Ďakujem
- Thank you

• شكرا

• תודה

- ευχαριστω



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