

**BIG IDEAS THAT WILL
CHANGE THE WAY YOU TEACH**

BIG IDEA... What to Think/ How to Think

Excerpts from Keynotes and Presentations

DR. JACK TIERNEY



“By taking in account what science has revealed about thinking and feeling, we can design and deliver more efficacious instruction in richer learning contexts.”

Most of education has historically been about “what” to think!

Margret Mead and many other folks have argued that we should not do that!

“Children must be taught
how to think, not what
to think,”

Margaret Mead

I disagree.

“WHAT” is about “CONTENT!” “HOW” is about “PROCESS”
BOTH ARE IMPORTANT!

“What to think” is an important part of development - eliminating the need for each individual to re-discover most of human knowledge.

For many -but not all- of life’s situations knowing “what” can be very helpful.

That said...



“What” to do if you encounter a bear.

...if we only teach kids “what” to think,
we leave very little room for them to participate in knowledge construction.



“...one nation, indivisible,
with liberty and justice for all.”

When we require kids to recite the Pledge of Allegiance,
we are teaching them “what” to think.

We do not ask them to reflect on what they are saying, nor do we ask
them to cite evidence that what they are saying is true.

We simply expect them to believe.

When we help kids learn “how” to think, they are better able to evaluate the “what.”

We find this to be true among adult learners as well, particularly teachers and educators who
have been told exactly what to think about their work and their mission.

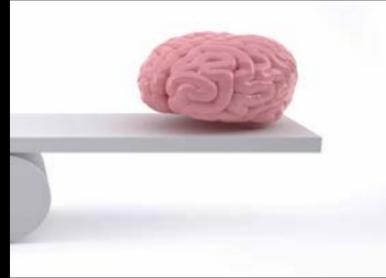


My goal, as a “teacher’s teacher”, is not to tell teachers what to think, but rather to propose a “how to think framework” that builds on what teachers already do within their respective “subject areas” and across the curriculum.

This requires some re-thinking of traditional approaches.

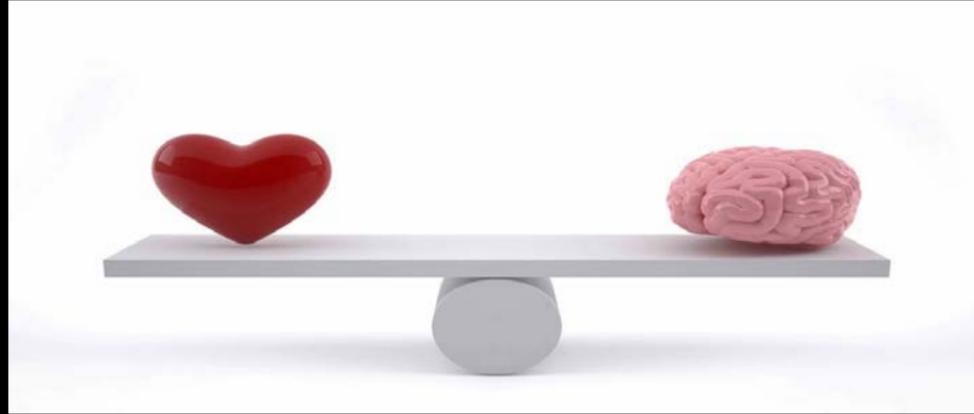
The FEEL-THINK-PREP-ACT Framework suggests a somewhat different starting point when designing or redesigning curricula.

While traditional instructional design begins with “what does the student think?”



...our approach begins with
“what does the student feel.”

It is in the dynamic interaction of these two brain functions - thinking and feeling - that we are able to prepare for and engage in beneficial action.



By taking in account what science has revealed about think and feeling, we can design and deliver more efficacious instruction and richer learning contexts.



Presentation/Keynote: Educating in a Time of Student Empowerment:

In this engaging keynote/presentation Dr. Jack Tierney describes his four-step “FEEL – THINK - PREP – ACT” framework for educating in a time of student empowerment drawing on research and focusing on “big ideas” and “do-able” applications.

Workshop I: Educator Beliefs / Articulation and Consensus Building:

Dr. Jack Tierney engages educators in active discussion around salient issues such as: school shootings and violence, student activism, curricular vs social responsibilities, belief systems, brain-based learning, and facilitates consensus building on school-based responses.

Workshop II: Designing for Student Empowerment: Activity/Lesson Development:

Dr. Tierney guides educators through the process of designing standards-based learning activities, lessons, and curricular modifications that empower students to speak up and participate in civil society.

Workshop III: Facilitating Student Empowerment: Programs and Methods:

Dr. Tierney summarizes recent research and program development and facilitates planning, preparing, and supporting school-sponsored social-conscious student activity.

Contact: drjohntierney@gmail.com