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| An Approach – Teaching to Motivate and Inspire Students to Learn |

Our approach to teaching practice is grounded in the facilitation of learning. By that we mean that we do not attempt to instil knowledge in a static sense but that we encourage students to question events and texts in such a way as to develop comprehension of concepts and processes in a participatory way.

Our material involves questioning as a means to integrate related concepts and techniques. We emphasise a dynamic approach involving recursive evaluation of texts and facts, acceptance of difference, and the application of concepts to actual events; be it in the context of the unit, the educational institution, or the wider community.

Our approach to teaching practice is influenced by the experience of facilitation in the context of community development. We noticed that constructive debate could be stimulated by benign intellectual provocation. By inserting a certain amount of strangeness in the everyday we can actually reduce tension and foster a group dynamic based on comparison rather than confrontation.

Education is a complex process that can be stimulated by using student statements as opportunities to reassess ideas. Student feedback helps us develop techniques such as ongoing assessment, interactive projects, student driven examinations topics, and the use of media other than conventional academic writing.

For example, essays can be other than linear text.



These developments were going hand-in-hand with research in semiotics and the complex dynamics of the construction of meaning. The integration of dynamic educational practices and theoretical explanations of the processes at hand create an environment conducive not only to intense student participation but also to their growing interest in the concepts underlying analytical practices.

Students can apply the recursive questioning techniques to the topics of one unit while also calling upon material from other units and, then also, to their everyday life. The flexibility of our approach encourages recognising the relevance of various practices and various disciplines. We encourage a multi-disciplinary approach to education, research, and development.

We welcome feedback and encourage students and teachers to map timely solutions to address emerging issues. One development in that regard is a growing interest in asynchronous learning and the advantages of online interactions. These advantages include the ability to react in greater detail to various posted opinions, to build on existing material and use recursive comments as a base for recognition of the importance of difference and transformation, including in teaching and learning