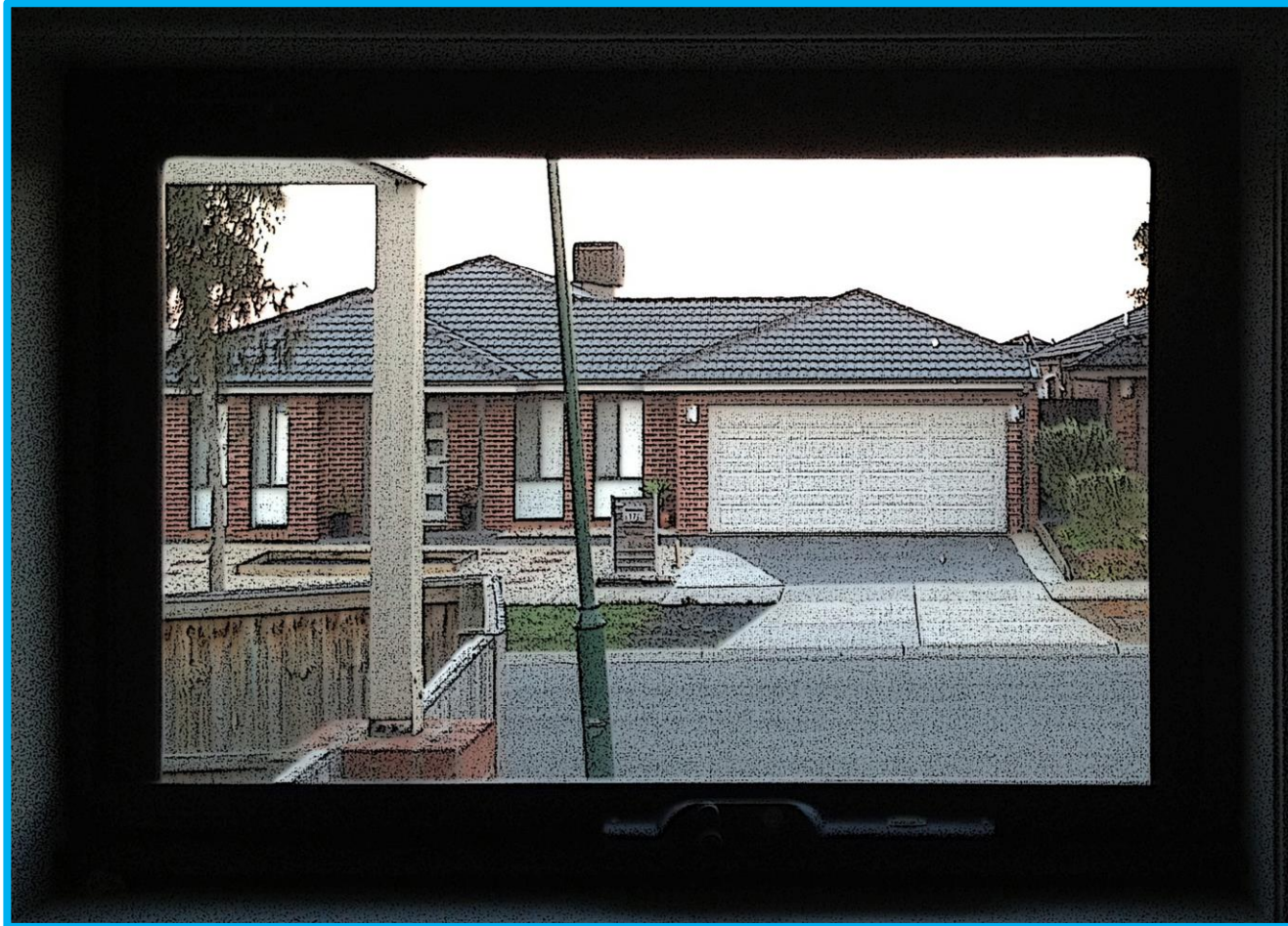# Reframing
Flexible Teaching and Improved Learning

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Dr Pierre Van Osselaer PhD

Macleay College, 1 February 2017

OSS Education, revised 18 November 2023

(Van Osselaer, 2012)

'Reframed'

'Ways to reveal perspectives.'

Health and safety.

Emergencies.

At times...

Tea, coffee, and facilities.

One frame... another...

(Martinez, 2021)

'Perspectives'

Reframing is about changing perspectives. It is about recontextualising events and material. It is about changing the frame of reference by which we make sense of information. Reframing involves removing barriers…

(Van Osselaer, 2020)

2009 Perth Street Directory. 45th Edition, UBD, 2009, 34E

'Reading'

- The literature on reframing is extensive, growing, and relevant to both pedagogic practice and academic material.

- The works mentioned in this presentation are examples... Reframing is also about extending the research.

- Beckman and Barry (2007) address the issue of learning through innovation.

- They refer to a graph by Kolb (p 28), with two axes of learning 'Abstract Conceptualisation-Concrete Experience' and 'Reflective observation-Active Experimentation'.

- In that same graph, Kolb refers to actions:
  - assimilating,
  - converging,
  - diverging,
  - accommodating.
- These are ways to reframe.
- It must be pointed out that Beckman and Barry reflect upon these… and so should we.

- In *Reframing: creativity for innovation* (Benammar 2014), it is stated that one would 'learn how to create innovative ideas and perspectives'…

- This points at an ability to acquire the relevant knowledge and skills, but it then also points at a possible need to be exposed to reframing as a practice outside of the frames one already uses to make sense of the world.

- Sale (2014) , considers the challenges associated with reframing and the design of teaching and learning activities.

- Sale emphasises the value of pedagogy involving real world activities and the use of performance-based learning.

- These activities and the 'performance' involved require reframing for the educational context but also for the specific experience of each student.

- In 'How reframing a problem unlocks innovation', Seelig (2013) emphasises how new views assist interpretation and critical thinking.

- Seelig suggests that changing conceptual frames engages the learner and provides a better understanding of the concepts at hand.

- This leads to engagement as triggered by changing conceptual frames… applying an approach also associated with problem-based learning.

- 'Workplace problems occur… it's how a manager perceives and reacts to the problem that determines success or failure' (Tanner 2022).
- One could rephrase this as: 'educational problems can be triggered… it is how teacher and learner react to the problems that determines the knowledge and skills acquired'.
- 'Reframing is positive when you choose to take a difficult situation and make something positive out of it' (Tanner 2022).
- Tanner emphasises changing perspective, include on 'errors'…

- Challenges require novel approaches that involve risk… and training for problem solving.

- Webster-Wright (2016), argues for a new discourse; a change of focus from content delivery to developing learning competency.

- Webster-Wright draws a Professional Development (PD) path from research, to reframing, to aim for relevance, to a need for paradigm shifts in PD.

- As reframing supports improved professional development it implies that education in general can benefit from reframing.
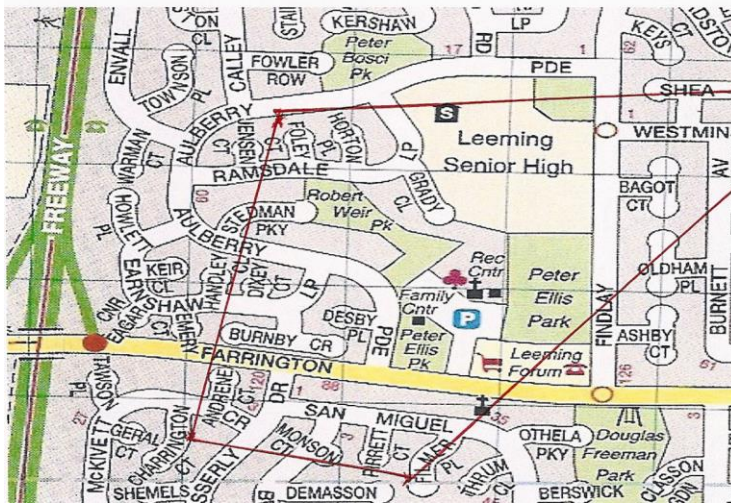
(Van Osselaer, 2007)

- The present approach to reframing fits within a semiotics 'framework'.

- This 'framework' relies on the ability to reframe an example of everyday life… investigating signification.

'Paradigmatic analysis involves comparing and contrasting each of the signifiers present in the text with absent signifiers which in similar circumstances might have been chosen… and considering the significance of the choices made' (Chandler 2014).

'The use of one signifier rather than another from the same paradigm is based on factors such as technical constraints, code… convention, connotation, style, rhetorical purpose and the limitations of the individual's own repertoire. The analysis of paradigmatic relations helps to define the "value" of specific items in a text.'

(Chandler 2014)

'Some semioticians refer to the 'commutation test' which can be used to identify distinctive signifiers and to define their significance - determining whether a change on the level of the signifier leads to a change on the level of the signified' (Chandler 2014).

gucci-guilty-chris-evans-26358867-1366-768.png (1366×768) (fanpop.com)

- What frame(s) of reference do we recognise?

- How would we reframe this to critique the ad?

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Shift.

- Let us consider some questions regarding reframing in education:

  - Student recruitment.

  - Representation.

  - Diversification.

  - Real World.

- Questioning assumptions.

- Should we recruit students outside the 'frame'?
- Apart from an interview, should we request a formal letter of application; one in which the student must outline learning expectations.
- Are such expectations 'frames' useful for questioning and triggering reframing?
- Can this be used to tailor teaching frames?
- If reframing is about recontextualising and changing the frame of reference, should we encourage students to take electives outside their primary choice?

- A more blended delivery would help reframe both educational communication and unit material.
- Online forums can lead to a different integration of teaching and learning.
- We may talk about representation… about the mask… that which both hides and reveals.

- Parallel frames from various disciplines enhance understanding of underlying patterns.
- Using events contemporaneous with the lessons provides opportunities for both diversification of perspective and integration with actual events.
- Combining more than one form of delivery with more than one approach to the material triggers interest in the learning process itself.
- Reframing encourages a matrix view and suggests patterns that imply the opportunity for innovation as part of the learning process.

- Academic institutions are part of the 'real world'.
- The closer we come in the classroom to professional practices from the outside, the more relevant we are likely to be.
- Using professional mistakes to reframe topics encourages the development of problem-solving skills.
- Using masks may hide but it also reveals… by necessity, the difference between perception and what leads to it… Perspective.
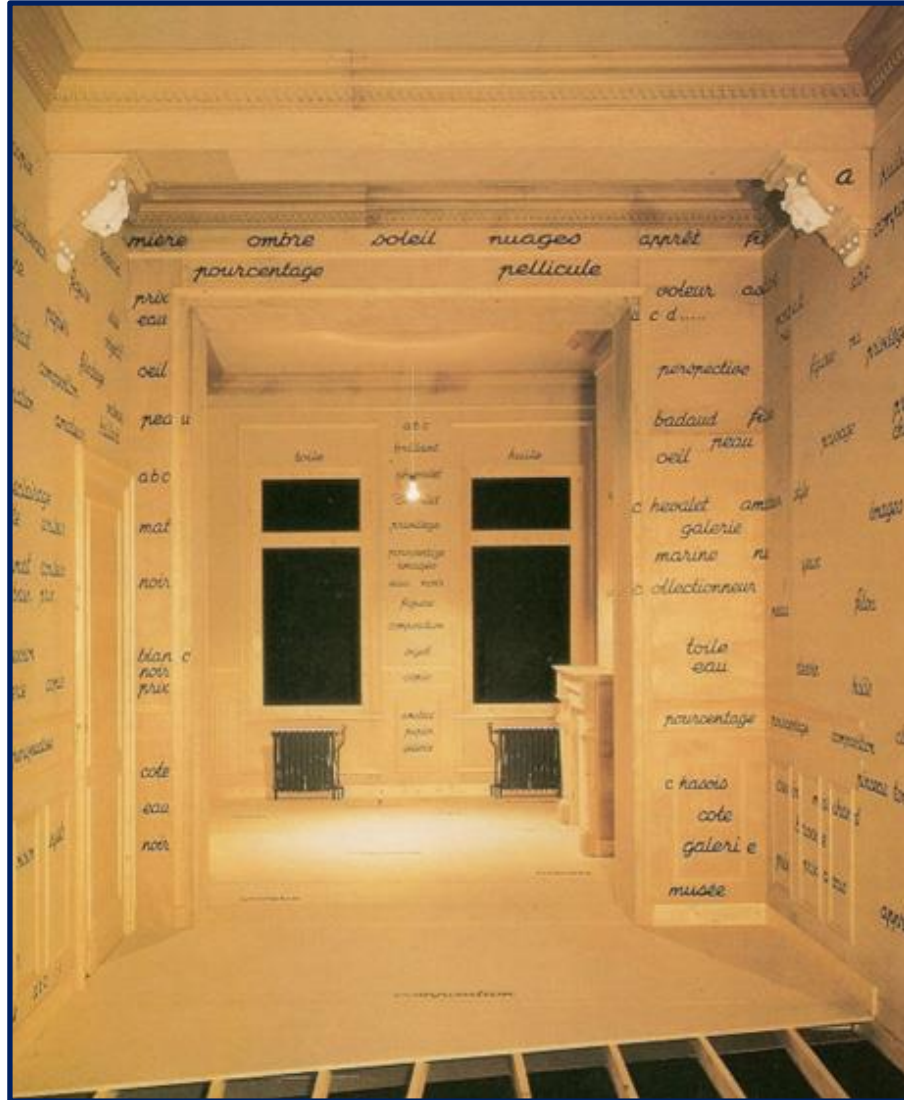
(La salle blanche – Marcel Broodthaers 1957)

- What I may have used:

  - Teaching the other.

  - Teaching the moment.

  - Testing the actual.

- It is a matter of experience.

- Using semiotic principles to clarify a variety of concepts across disciplines.
- Using interdisciplinary examples and comparative analysis.
- Using professional experience; case studies of events with critical outcomes involving legal, economic, and/or personal risks.
- Using the unusual, such as explaining how relinquishing control in high-risk activities provides a topical example of situations where excessive control is counterproductive and situational awareness critical.

- Using events 'in the moment' helps inform the relevance of meaning to context.

- Using events in the news.

- Using issues raised by students in class.

- Using issues with a clear need to consider different perspectives.

- Demonstrating how reframing helps us make sense of ongoing questioning as a tool to solve problems arising.

- Tests close to actual situation engage students and do help performance through relevance.
- Allowing students to work on the same topic throughout a unit encourage reframing and understanding of adaptation.
- It also helps them build a more complex picture of the issues at hand.
- Allowing students to select a topic out of a set favours relevance… and requires meaningful engagement from the educator.
- As for grading, we must emphasise comments and contextualisation… ongoing reframing.

- Experience shows that reframing does work in business.

- It often is an essential tool in problem solving and consulting.

- Informed by semiotic practice, reframing is a critical tool for making sense.

- If this is the case, we should encourage its use… We may reframe.
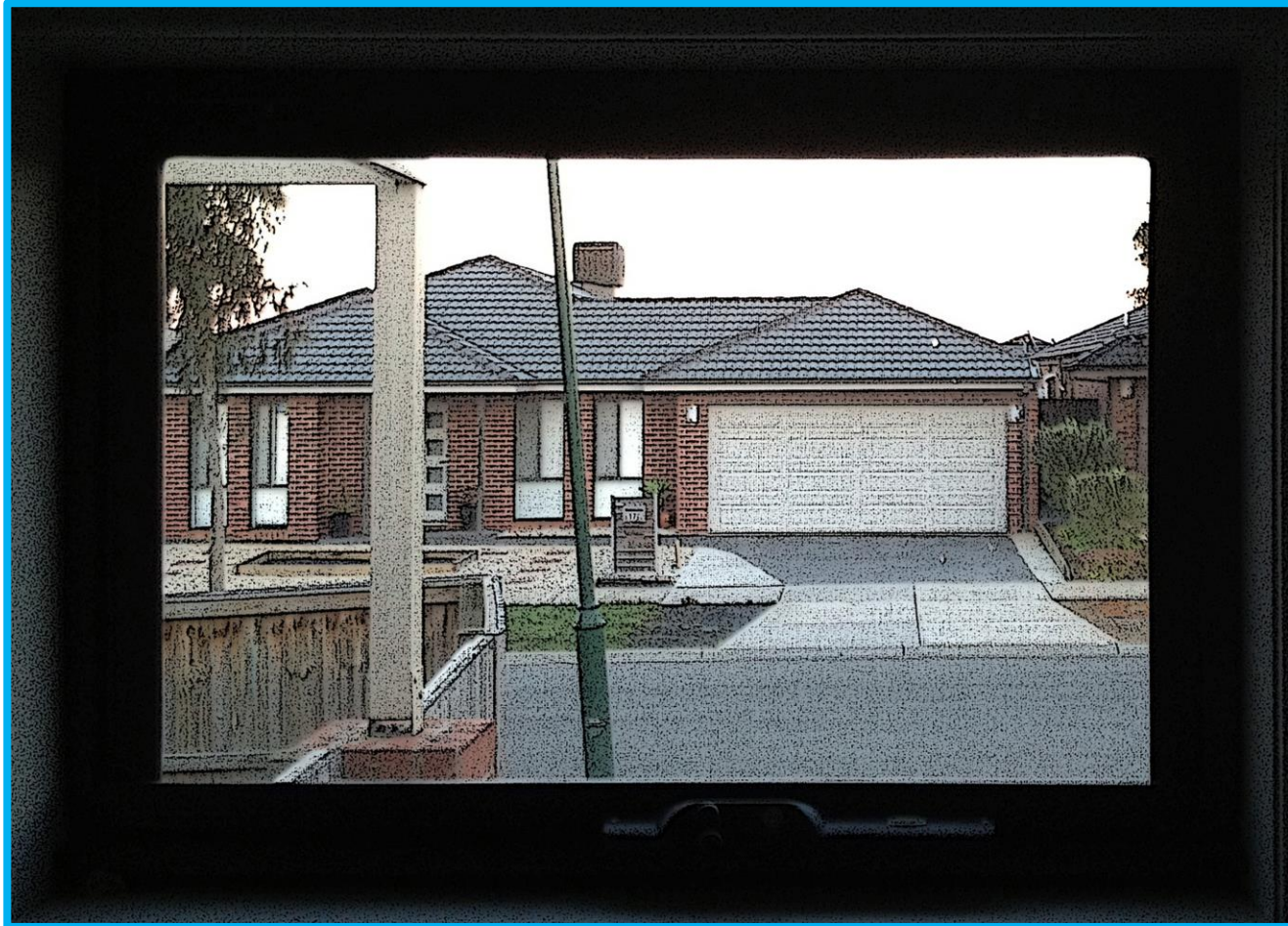
(Van Osselaer, 2012)

'Reframe...'

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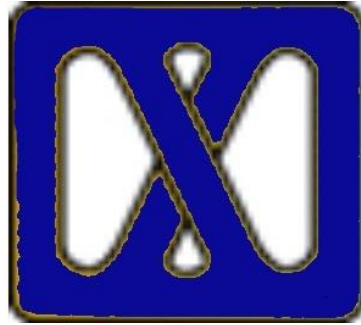
(Van Osselaer, 2004)

Umm!... Formation

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Thank you.