

# Educational Symposium #1 Organized and Hosted by Hua Quan Village and Sino-Exchange

## Facilitating and Not Teaching The Needed New Paradigm in Contemporary Learning?

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Sept. 22, 2023



**Yes ( No more Teaching  
Only Facilitating )**

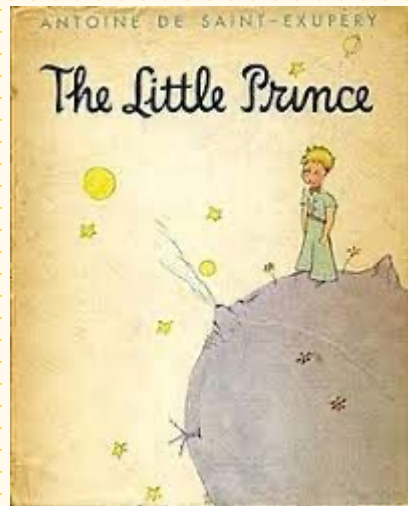


**No ( Teaching is OK )**



**Another Paradigm Is Needed  
For 21<sup>st</sup> Century Education**

*"If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather **teach** them to long for the endless immensity of the sea."*



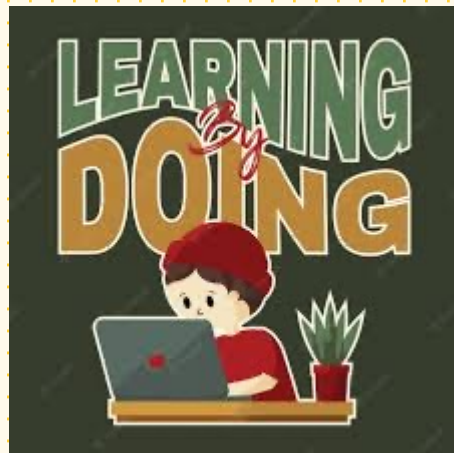
*Antoine De Saint-Exupery*  
*<sup>11</sup> Le Petit Prince <sup>11</sup>*

“Education is a natural process carried out by the child and is not acquired by listening to words but by **experiences in the environment.**”



**Maria Montessori**

**“It’s Not Just Learning That’s Important. It’s Learning What To Do With What You Learn and Learning Why You Learn Things That Matters.”**



**Norton Juster**

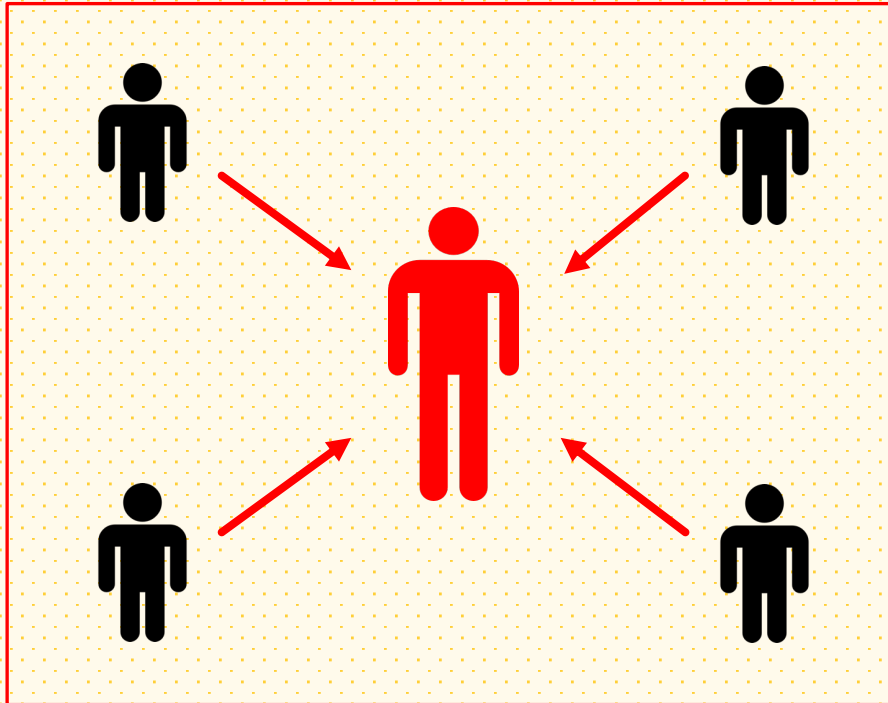
**“Study The Science of Art. Study The Art of Science. Develop Your Senses – Especially Learn How To See. Realize That Everything Connects To Everything Else.”**

**Leonardo Da Vinci**

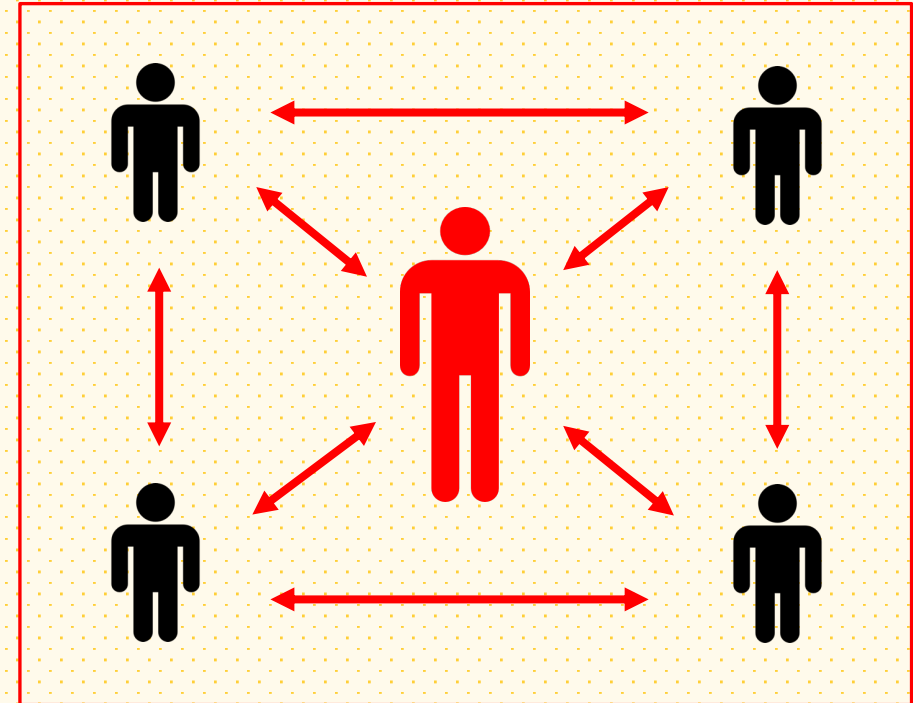


# Teaching vs. Facilitating

In a teacher-centered classroom:



In a traditional student-centered classroom:



Do You Think That Both models are no longer valid in a 21<sup>st</sup>-century classroom?

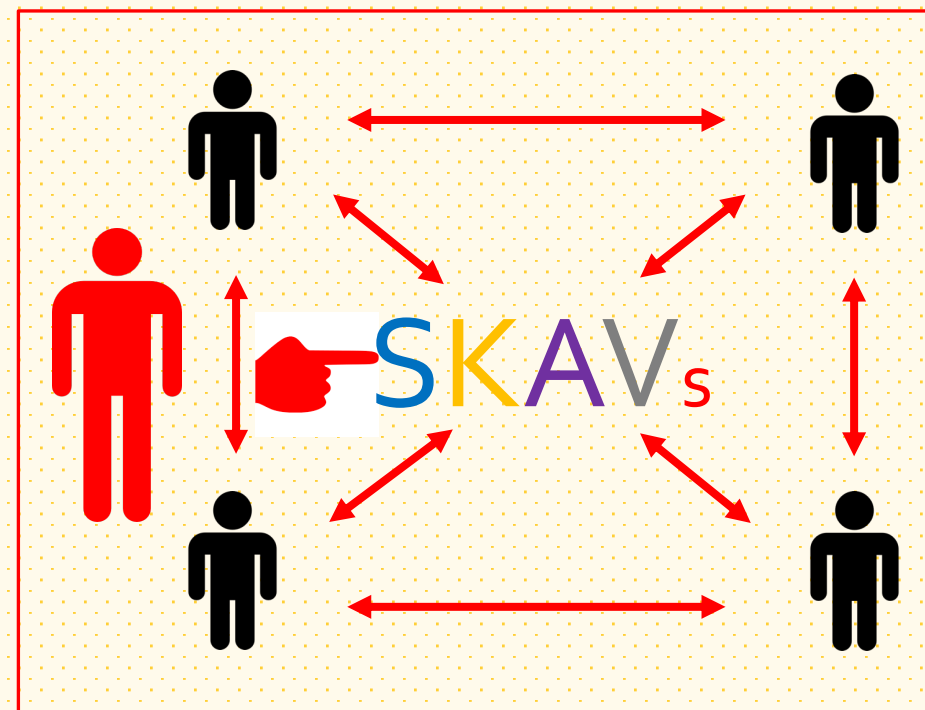
# Teaching vs. Facilitating

The 21<sup>st</sup> century  
classroom

In a 21<sup>st</sup> century classroom, educators do NOT  
“teach”.

They **facilitate** the development and acquisition of  
**knowledge, skills, values, and attitudes\*** (SKAVs)  
needed by passionate **lifelong learners** in the 21<sup>st</sup>  
century.

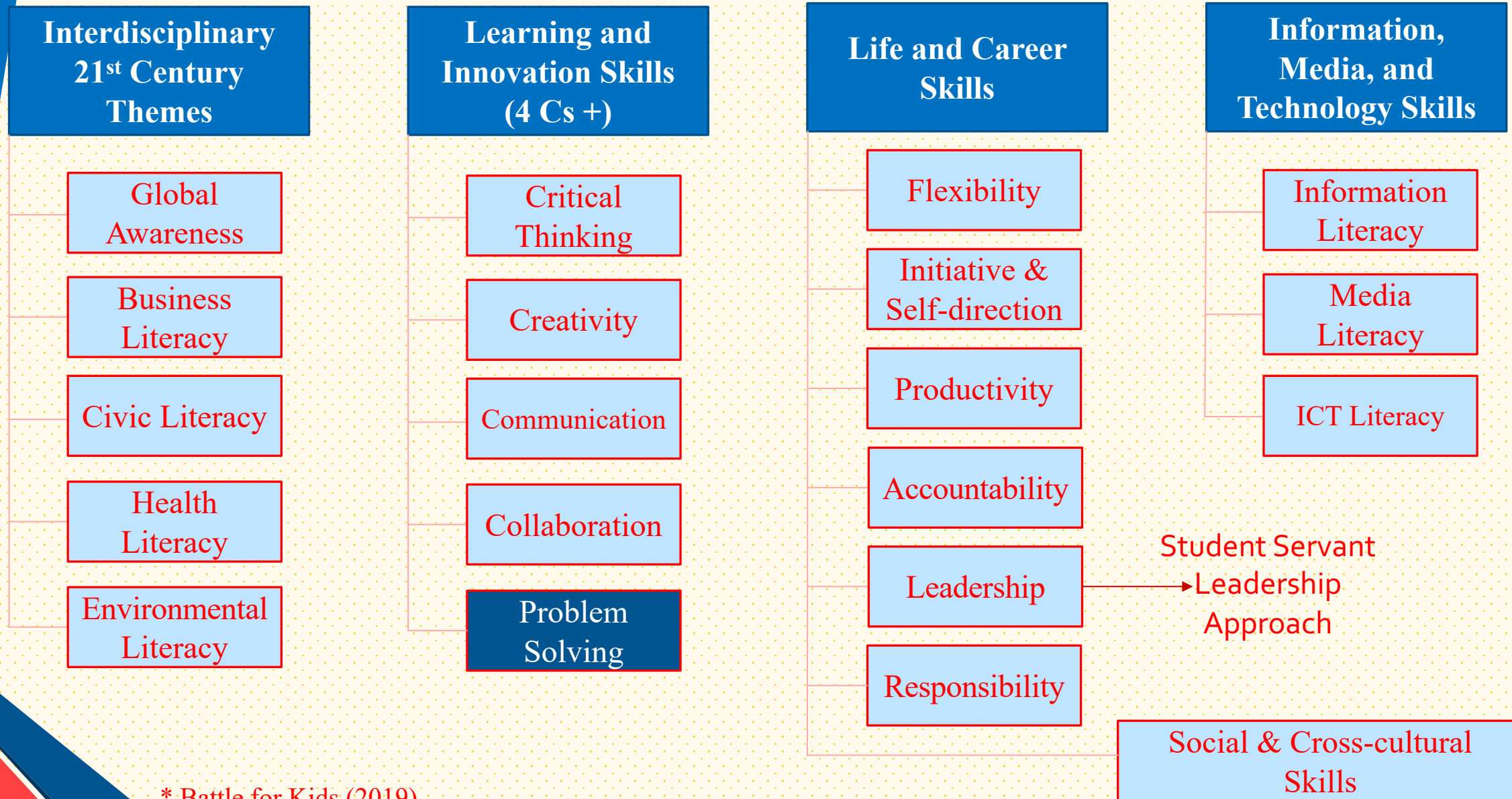
**They are not teachers.**  
**They are FACILITATORS.**



\* OECD (2019)



# The Facilitator's Profile Traits Reflecting The 21st Century Lifelong Learner Traits\*



\* Battle for Kids (2019)

# The Facilitator's Profile Traits

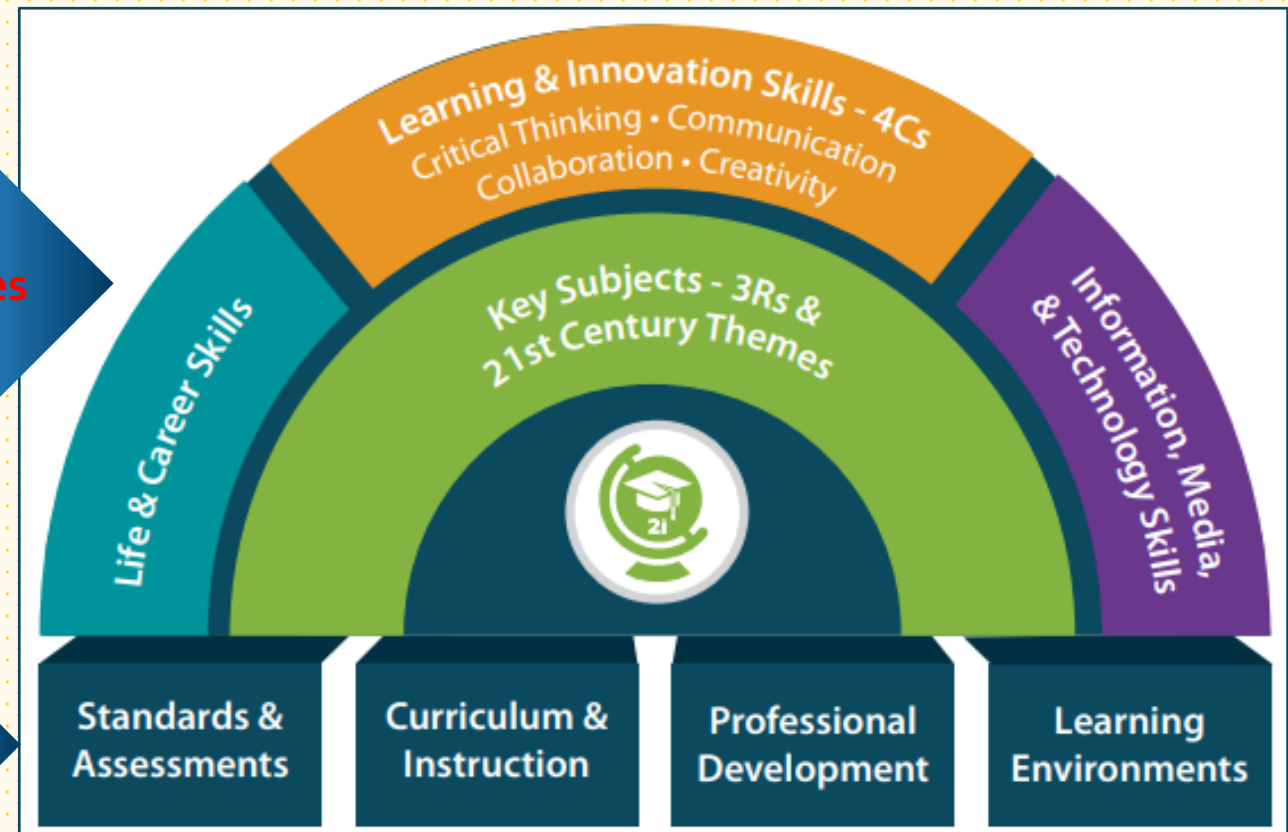
## The 21st Century Lifelong Learner

To be ready to face the challenges of the 21<sup>st</sup> century – such as citizenship, career, and personal affairs – educational institutions need to establish and foster the infrastructure which empowers today's learners with the appropriate competencies of:

**knowledge, skills, attitudes, and values.\***

**The competencies**

**The infrastructure**



**Fig. 1** Nurturing the students' competencies needed in the 21<sup>st</sup> century

# Student-Servant Leadership

## What Is A Servant Leader?

A **servant leader**\* is at the service of people he leads, and not the other way around.

S/he prioritizes his team, and strives to help them develop and achieve their full potential.

The whole entity advances and, ultimately, succeeds at what it does.



**Fig. 2** A servant leader knows the target, prepares the path, and helps his team get there.

\* Greenleaf (2002)

Contrasts  
**Great Man Theory**\*  
of Leadership



**Fig. 3**  
A “great man” leader

\* Carlyle (1841)

# Student-Servant Leadership

## *How Can We Be Student-Servant Leaders?*

Students aka Passionate Lifelong Learners Lead their Lifelong Learning Journey of Success

Not only facilitators, but all stakeholders involved in the education of a student (administrators, principals, parents, and members of the larger community) need to be **student-servant leaders**.

For a **student-servant leader**, the student is at the center of all his/ her endeavors.

In practice, a **student-servant leader** is mainly someone who:

- Leads by example (is authentic)
- Develops clear lines of communication (listens actively)
- Trusts his/her students and team (shares power)
- Is part of the team (builds a community)
- Doesn't give up easily (is committed)
- Practices stewardship (is trustworthy)
- Knows well what s/he is doing (has foresight)
- Values the needs and interests of the students and his team (is selfless and empathetic)



**One for all and all for one**

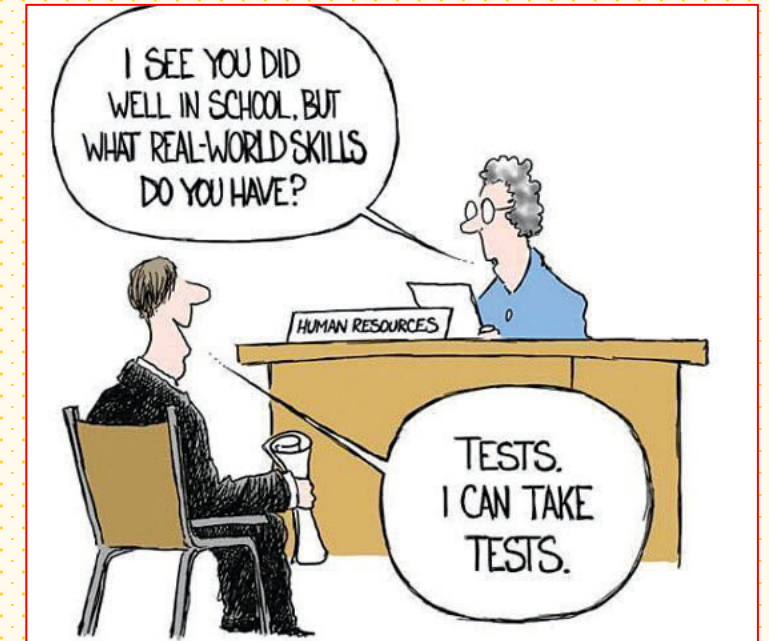
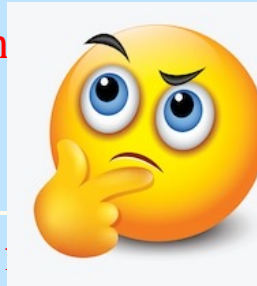
# Real-Life-Based Education in Classrooms Without Borders

## The Rationale for Real-Life-Based Education( Learning By Doing )

**Real-Life-Based Education**, a.k.a. Real World Education, refers to all facilitating endeavors which prepares students for what they will encounter in the real-life. They experience life as it is, not as they read about it in books, what they watch about it in videos, nor what they hear about it at or outside of school (especially on social media!).

Students benefit from **Real-Life-Based Education** because they:

- Get exposed to numerous and varied situations, experiences, and challenges (self-discovery)
- Acquire hands-on experience (experiential learning-learning by doing)
- Develop the soft and hard skills required by employers and needed for entrepreneurship (better prepare for their future)
- Start making better-informed decisions in all aspects of their lives (higher-order thinking)



**Fig. 4** Real-Life-Based Education prepares students for life as it actually is.

**Real-Life-Based Education plays a crucial role in empowering student with the skills, knowledge, attitudes, and values which are essential to face the real-life challenges of the 21<sup>st</sup> century.**

# Real-Life-Based Education in Classrooms Without Borders

## Approaches to Implementing Real-Life-Based Education

### W<sup>5</sup>H - IBL – Inquiry-Based Learning

For Real-Life-Based Education to be effective:

- Students need to comprehend and appreciate how the SKAVs they are acquiring and developing benefit them in and relate to real life.
- The SKAVs they are acquiring and developing must answer the W<sup>5</sup>H questions: **Why, What, Where, When, Who, What If, and How.**

**WHERE**  
can I use that  
knowledge in my  
life?

**HOW**  
can this  
knowledge be  
useful to me in  
real life?

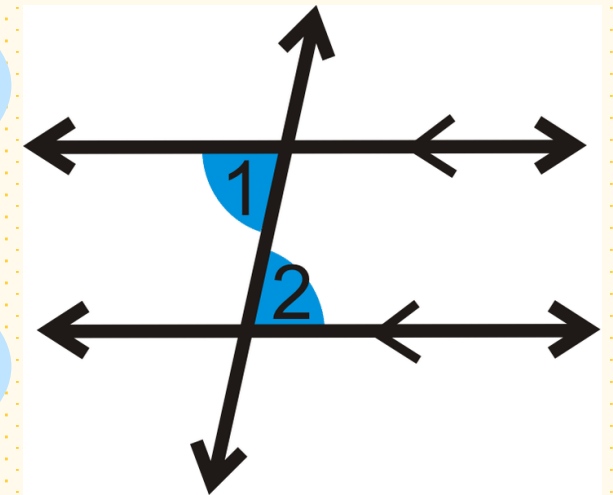
**WHY**  
do I even need to  
learn this?

**Geometry Lesson**  
Alternate Interior  
Angles

**WHAT and  
WHAT IF**  
Perspectives

**WHEN**  
will I need to use  
that knowledge in  
my life?

**WHO**  
uses this  
knowledge in real  
life?



# Real-Life-Based Education in Classrooms Without Borders

## Where and Why to Have Classrooms Without Borders

### Locations

Existing venues and facilities can be used as or transformed to **Classrooms Without Borders**, the setting appropriate for **Real-Life-Based Education**.

We can also create new physical or virtual venues for **Classrooms Without Borders** inside or outside any school.



### Benefits

#### Classrooms Without Borders:

- is the appropriate setting for **Real-Life-Based Education**
- enables the nurturing of several **21<sup>st</sup> Century Learners' Traits** simultaneously
- expands students' understanding of and the perspective with which they see the world
- minimizes, and often eliminates, students' misbehavior
- facilitates **differentiation**
- makes the **facilitating/ lifelong learning** experiences more enjoyable

**Your creativity draws the borders of your classroom.**

# Differentiation

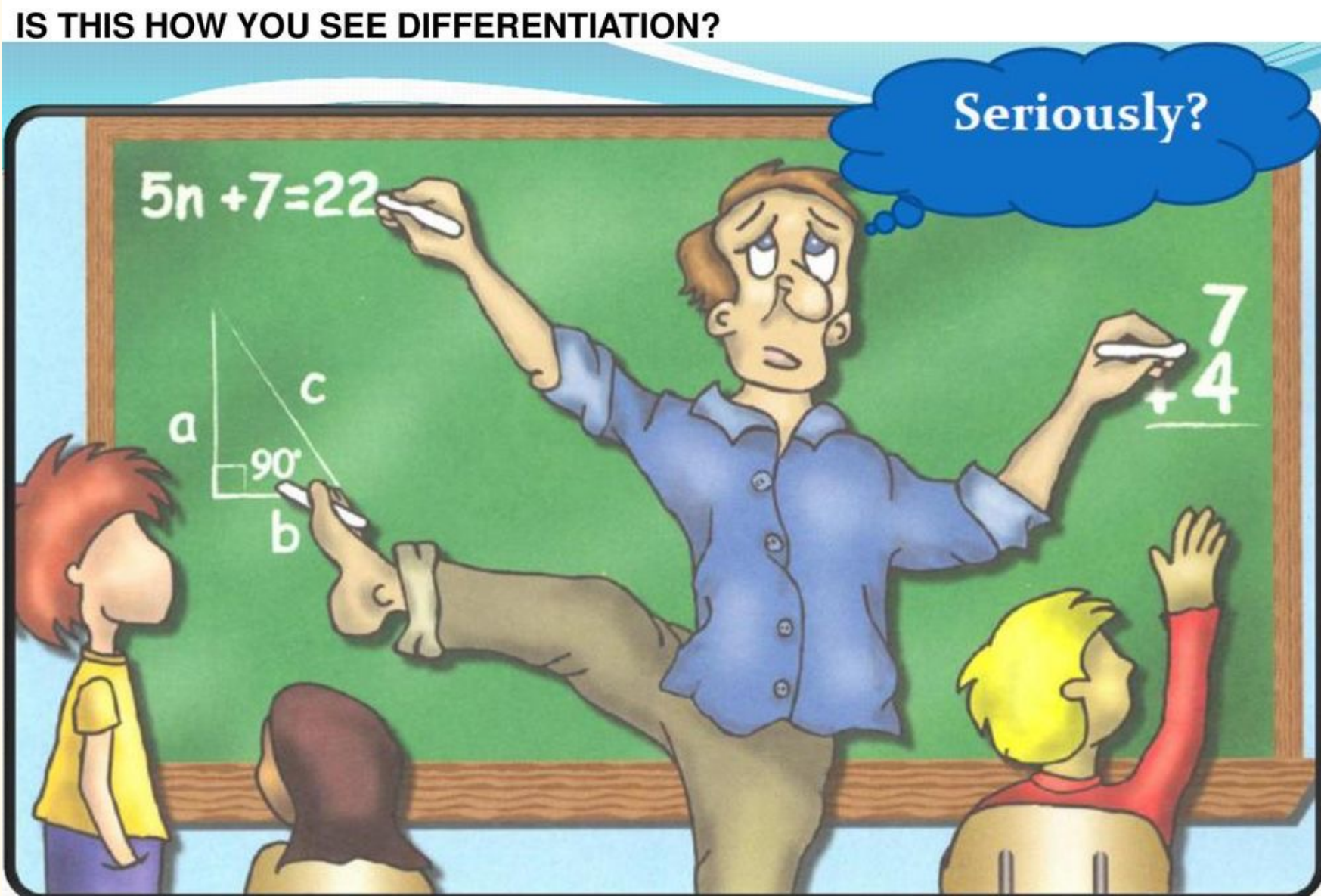


Fig. 5 The general perception of what differentiation is



# Differentiation

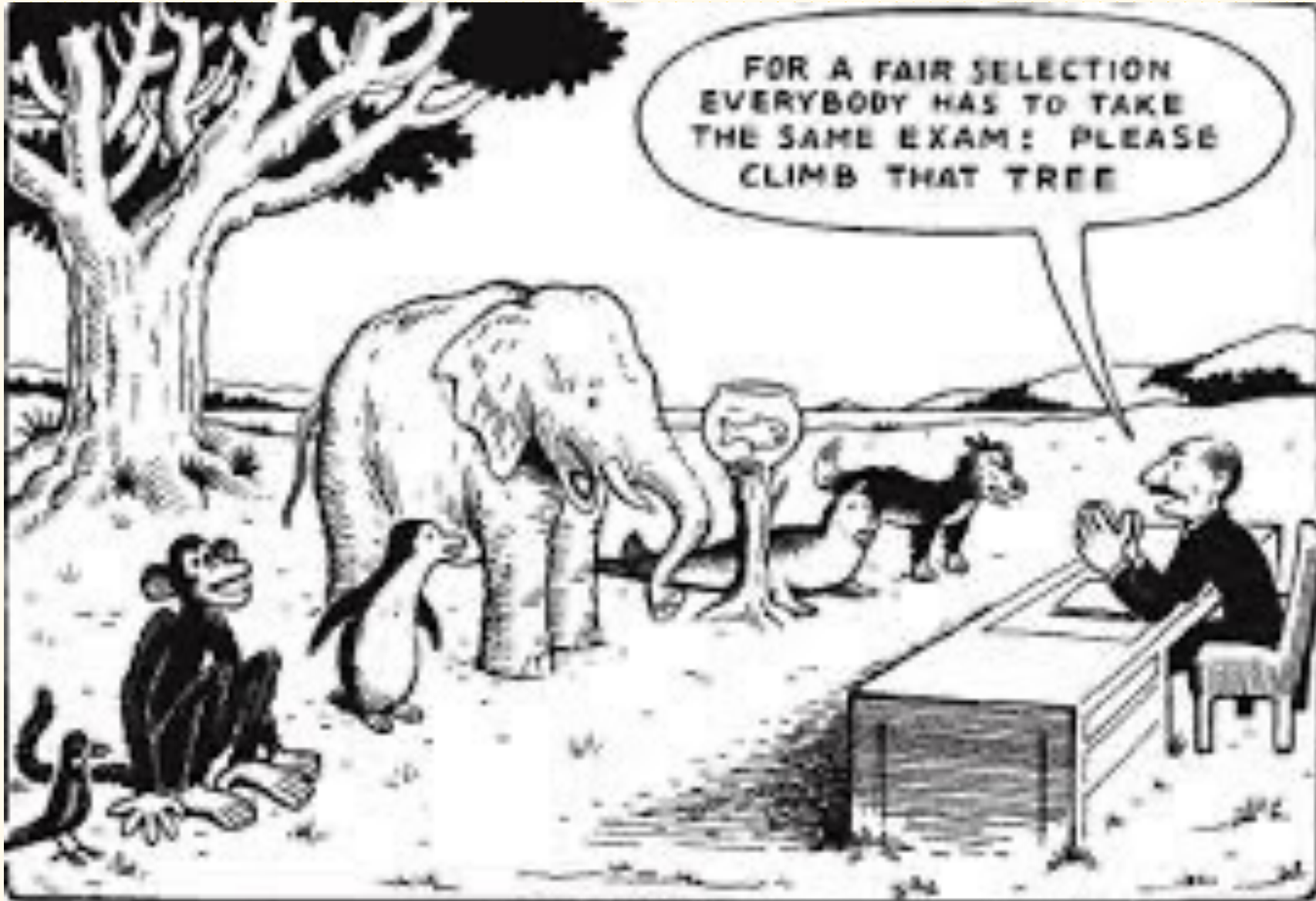


Fig. 6 Is this what differentiation should be?

# Differentiation

## What is Differentiation?

“[Differentiated instruction] is an approach to teaching that involves offering several different learning experiences and proactively addressing students’ varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.”\*

“Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment ... Teachers vary instructional strategies and use more flexibly designed lessons to engage student interests and address distinct learning needs—all of which may vary from student to student. The basic idea is that the primary educational objectives—making sure all students master essential knowledge, concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations.”\*\*

\*UNESCO IBE (2016)

\*\*edglossary.org (2013)

# Differentiation Types of Differentiation

Differentiation may take the form of

## Differentiation by Content\*

Examples:

- Access to a variety of resources
- Scaffolding
- Providing choices
- Tiered activities

## Differentiation by Process\*

Examples:

- Think-Pair-Share
- Tiered activities
- Workstations
- Learning stations
- Flexible grouping

## Differentiation by Product\*

Examples:

- Formative assessment
- Open-ended projects
- Permitting choices
- Varying timelines and deadlines

## Differentiation by Environment\*

Examples:

- Access to a variety of resources
- Flexible grouping or individual work
- Workstations
- Learning stations

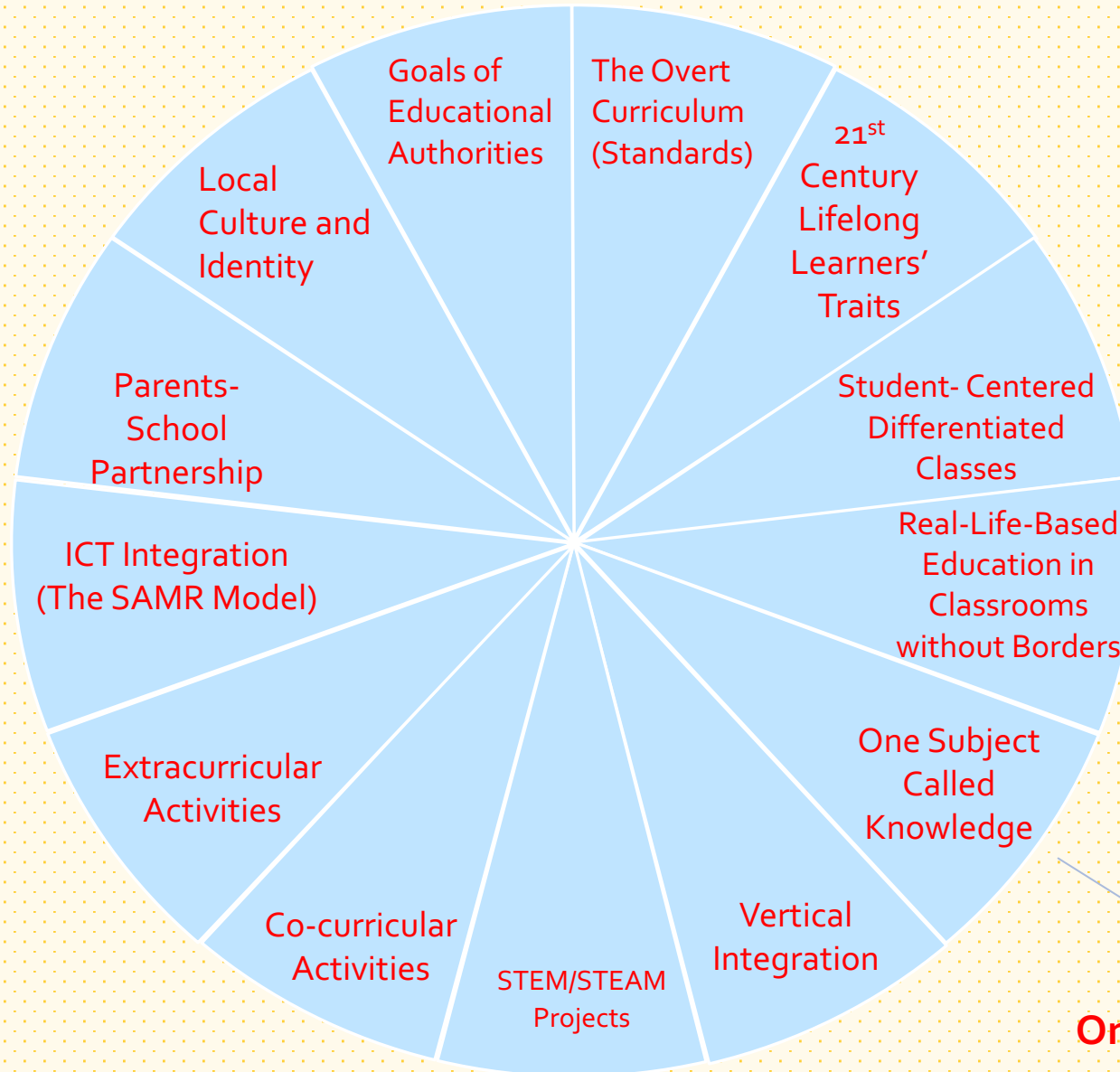
## Differentiation by Affect\*

Examples:

- Building strong rapport with students
- Flexible grouping or individual work
- Individual or group recognition

# The Multi-Layered Curricular Approach and the One Subject Called Knowledge

**The Multi-Layered Curriculum** should be taken as a single unit. All layers are of equal weight and have no particular order.



**The Multi-Layered Curriculum** is a comprehensive and differentiated model which encompasses the content that the **21<sup>st</sup> century passionate lifelong learners** need and deserve.

One Subject Called Knowledge

# STEM/STEAM Education

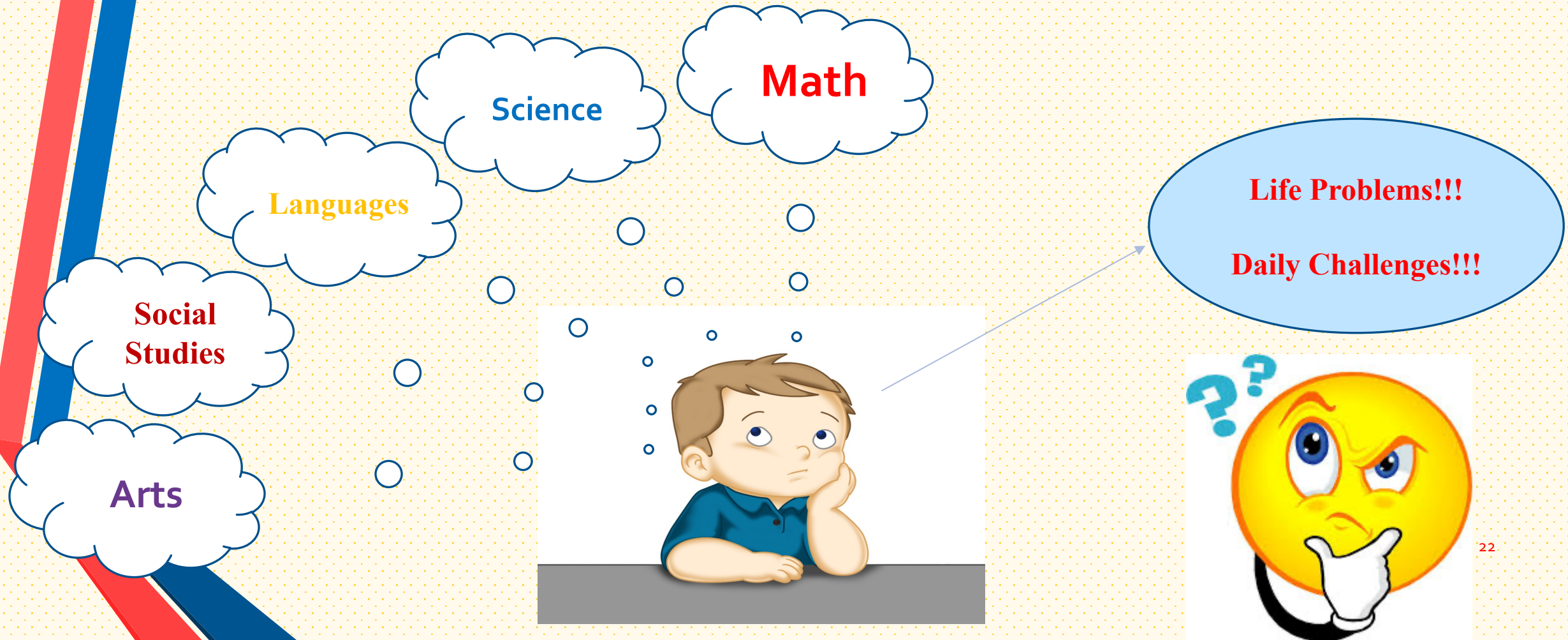
**STEAM is not just a method to integrate subjects horizontally, nor is it a revolutionary approach.**

**It is the mindset of facilitators and passionate lifelong learners needed to overcome their daily challenges of the 21<sup>st</sup> century.**



# One Subject Called Knowledge Why One Subject Called Knowledge?

How can our students face life and overcome its problems without being educated by a One Subject Called Knowledge Approach ?



# Facilitating and Not Teaching



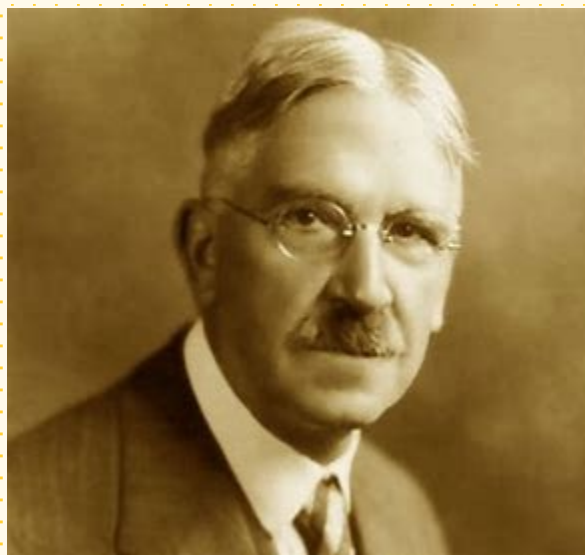
# Facilitating and Not Teaching

## A New Paradigm in Contemporary Learning?



**“Education is Not An Affair of  
“Telling” and Being Told, But an  
Active and Constructive Process “**

John Dewey



**Thank You**  
**One For All**  
**All For One**

**Welcome to Hua Quan Village**

