

# Attentive Teaching- Let there be light

Prof. Yaron Schur

David Yellin Academic College

Jerusalem, Israel

Email: [schurfa@netvision.net.il](mailto:schurfa@netvision.net.il)

Presov 2019

# The challenge of the heterogeneous class

The classes are becoming more and more heterogeneous

Every learner learns in her unique way

How can we teach a class with so many voices?

There is a need to be able to have a new way of communication with the students in the classroom in order to be able to teach them in a way that will relate to their unique worlds



# Teaching a Human being

# Content Teaching – The Story of “Clever Hans”



**1904 – New York Times: “The wonderful horse from Berlin: He can practically do everything except of speaking”**

**Wilhelm von Austen taught the horse to read and calculate**

# The Teaching Scale

**Only knowledge –  
inattentive content  
teaching**

**(Von Austen's approach)**


**Only process –  
focusing on the  
cognitive process,  
on the learner, not  
connected to any  
content**

**(Feuerstein's Mediated Learning  
approach)**

# The Feuerstein revolution – Focusing on the human being

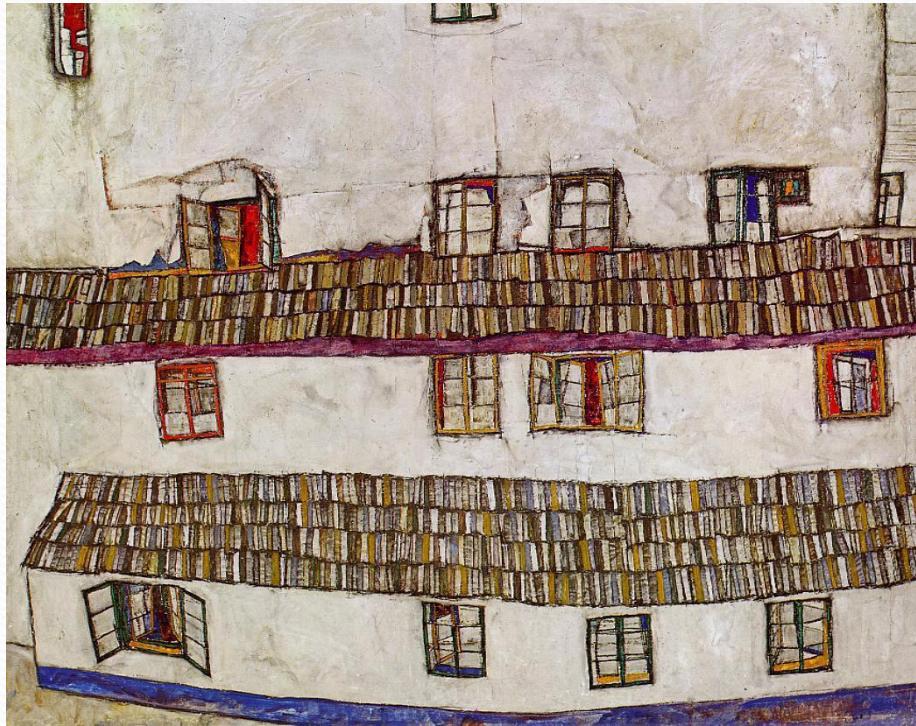


- **1. Belief in the ability of human beings to change their cognitive abilities**
- **2. Listening to the place of the learners in real time**
- **3. Mediating cognitive strategies and awareness**



**Can one focus  
on the human being  
while teaching content?**

# Attentive Teaching



**Egon Schiele – House wall  
(Window wall) - 1914**

**A new Book: Schur (2019)**

**The Art of Attentive  
Teaching**



**Taking into account the gap between teaching and learning in the classroom:**

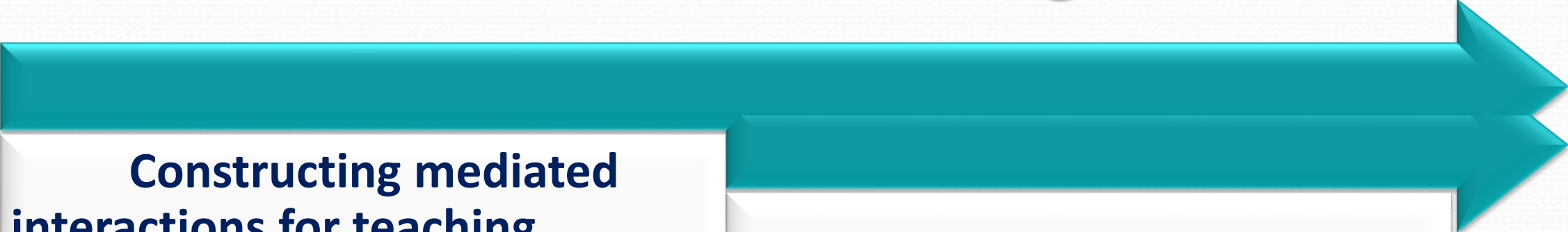
**The teacher has to be attentive to the place of the learners along the whole process:**

**The design of teaching for understanding should take into account the real learning processes of students of all ages and academic levels**

**Learning is much longer and different from the planned teaching**

**Learning itinerary is unexpected**

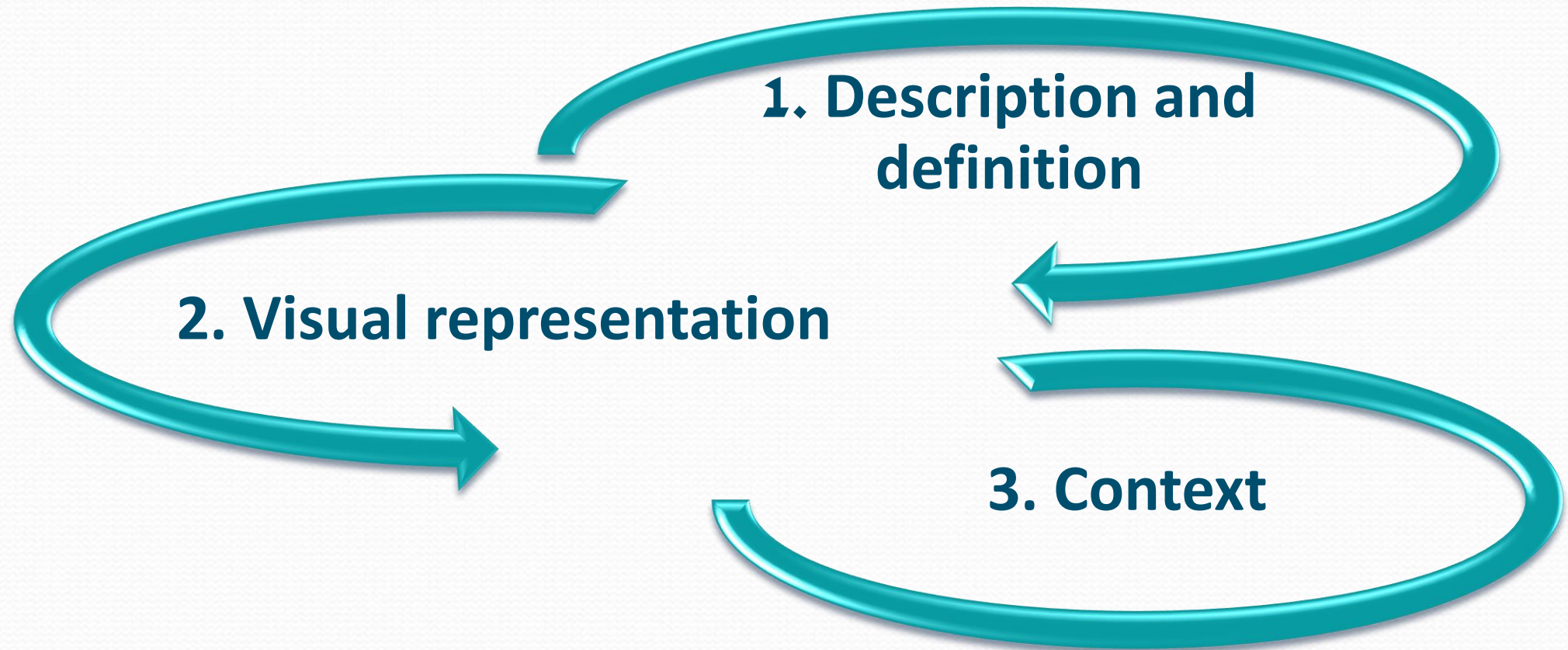
# Mediated Interactions as the basis for teaching



**Constructing mediated interactions for teaching concepts that allow the specific learners enough time and a feeling of involvement to enable them to understand**

**Each learner has her own learning path, starts from a unique place and ends in another unique place.**

# What is Understanding? (Bloom, 2000)





# Mediated Interaction of a Text

# “Let there be light” – workshop

Draw the verse and explain in writing in details your drawings.

Write also the questions that you have.

# Let There be light

.... Now the earth was formless and void, and darkness was over the surface of the deep. And the Spirit of God was hovering over the surface of the waters. And God said, “Let there be light” , and there was light. And seeing that the light was good, God separated the light from the darkness  
(Genesis 1, 2-4)

# A classroom discussion

- What have we learnt from the experience about light and darkness?
- What have we learnt about the creation of light?
- What have we learnt about mediated interactions in heterogeneous classes?

# Examples – Drawings of the text – Let it be light

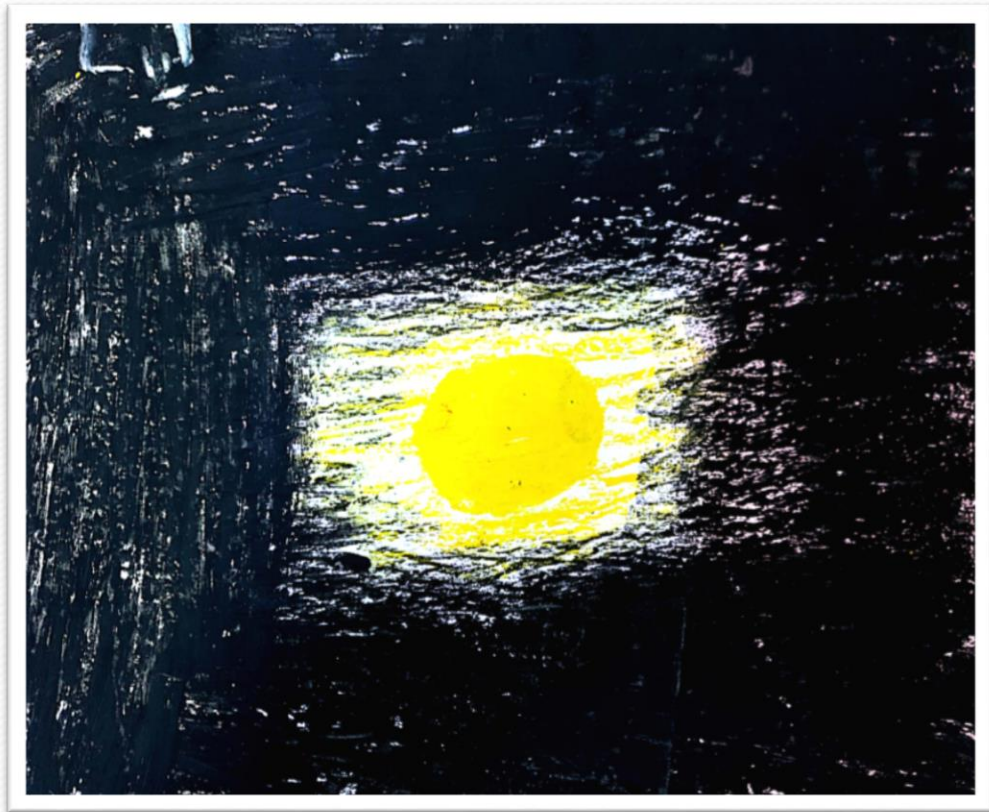


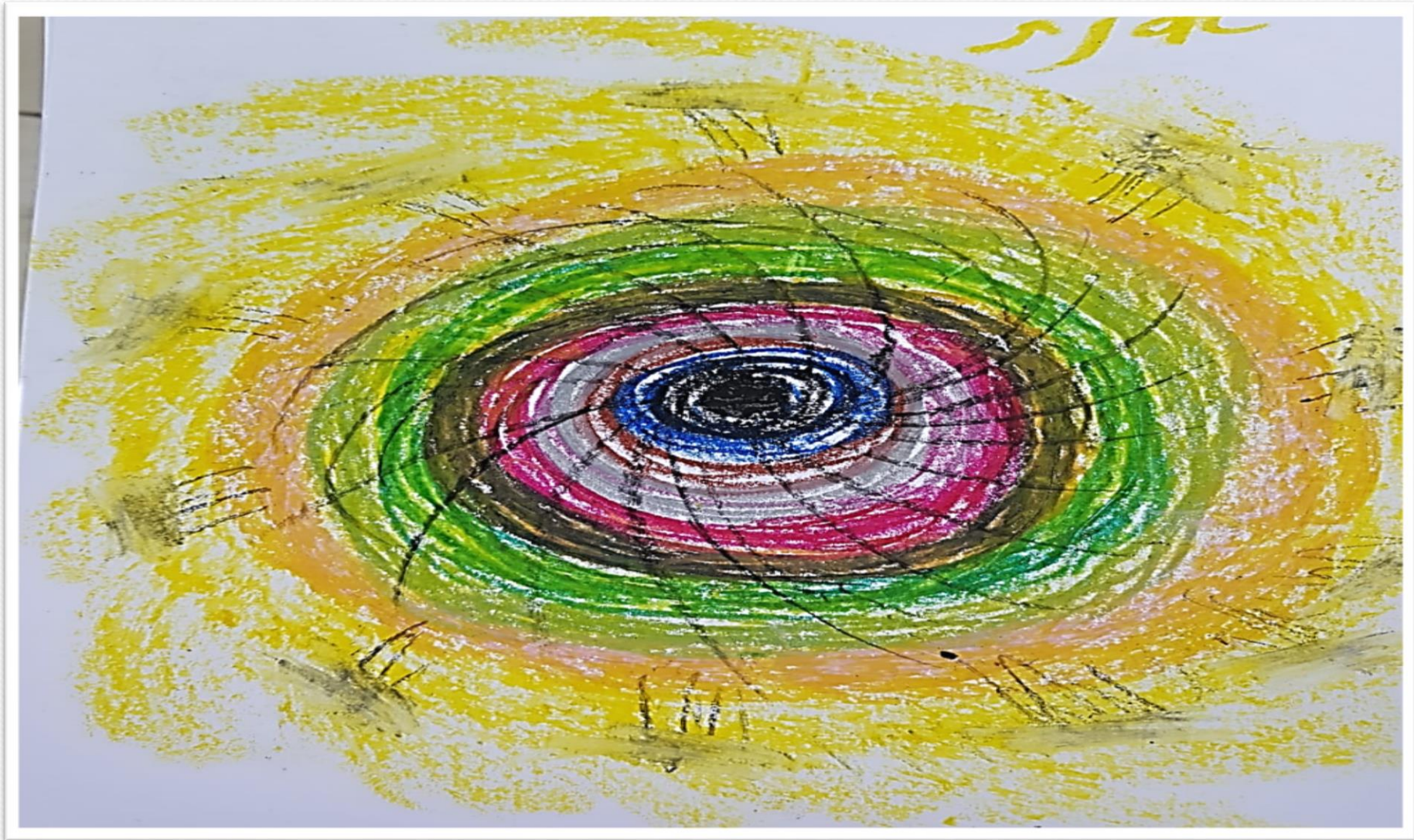




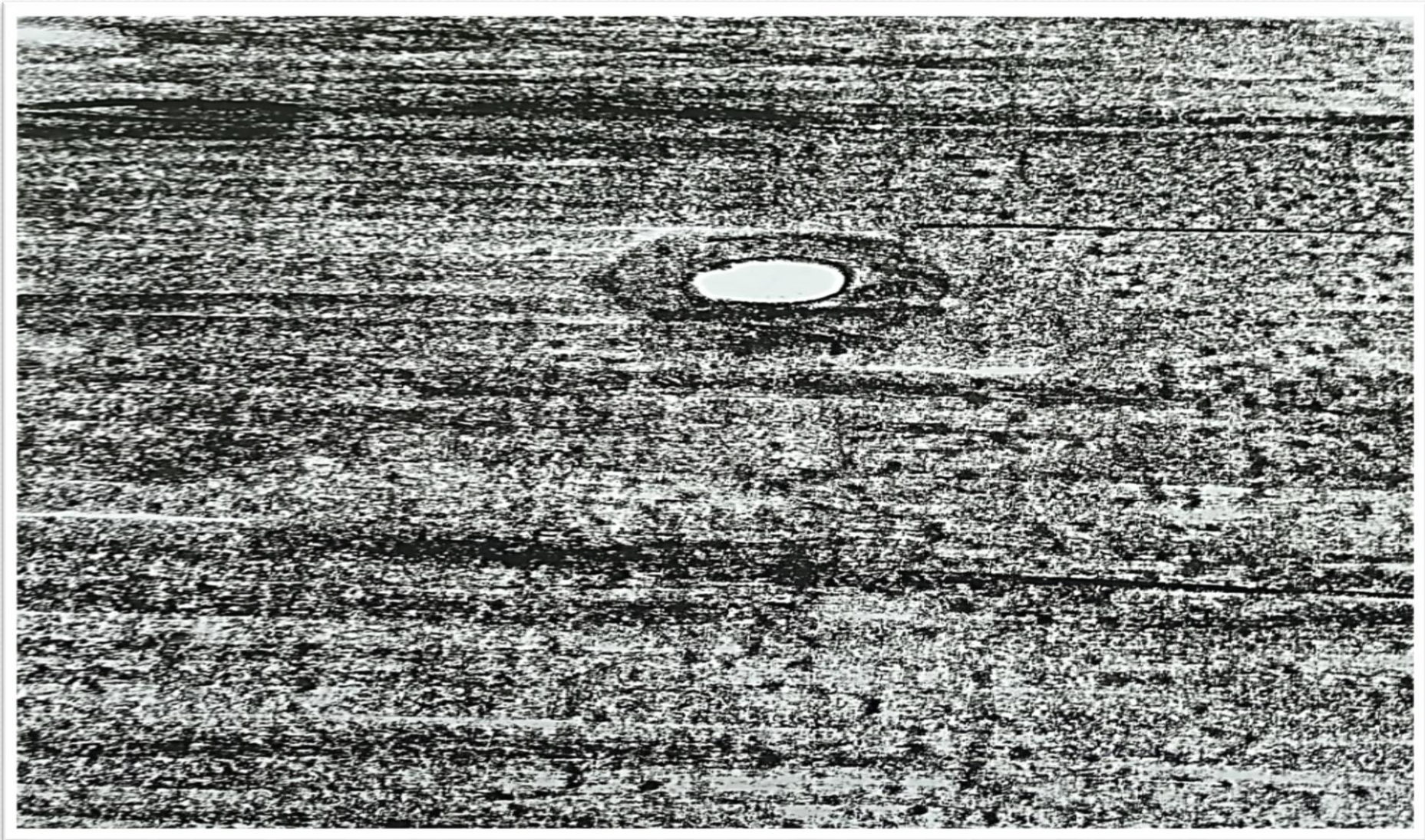
Prof. Yaron Schur, Jerusalem

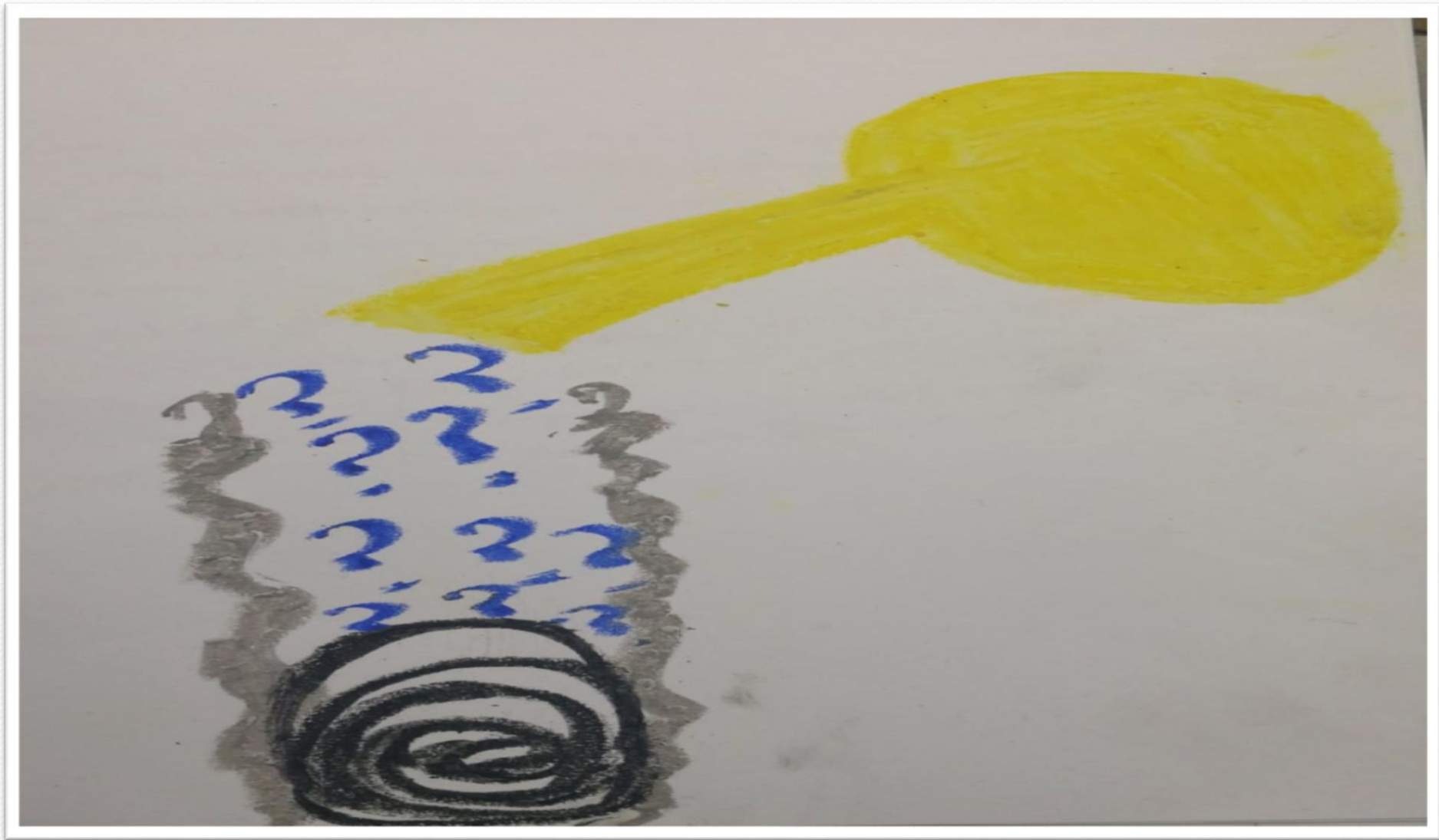
ע. ריין  
"ויהי אור"  
צ"יתי חסיכה גדולה וממנה יוצא אור.  
השחור הוא לא אצמתי תלא כי גם כשאנחנו בתקופת זא אבוג  
או בחושך תלא יש קונוג "אבוג" של אע  
וכס אור גדול כמו שמופיע באמצע הוא מתחיל להזיר על הא.  
לא יבא אהיה אור בלי חושך. ויהי אור ומתחיל היה חושך לפני.

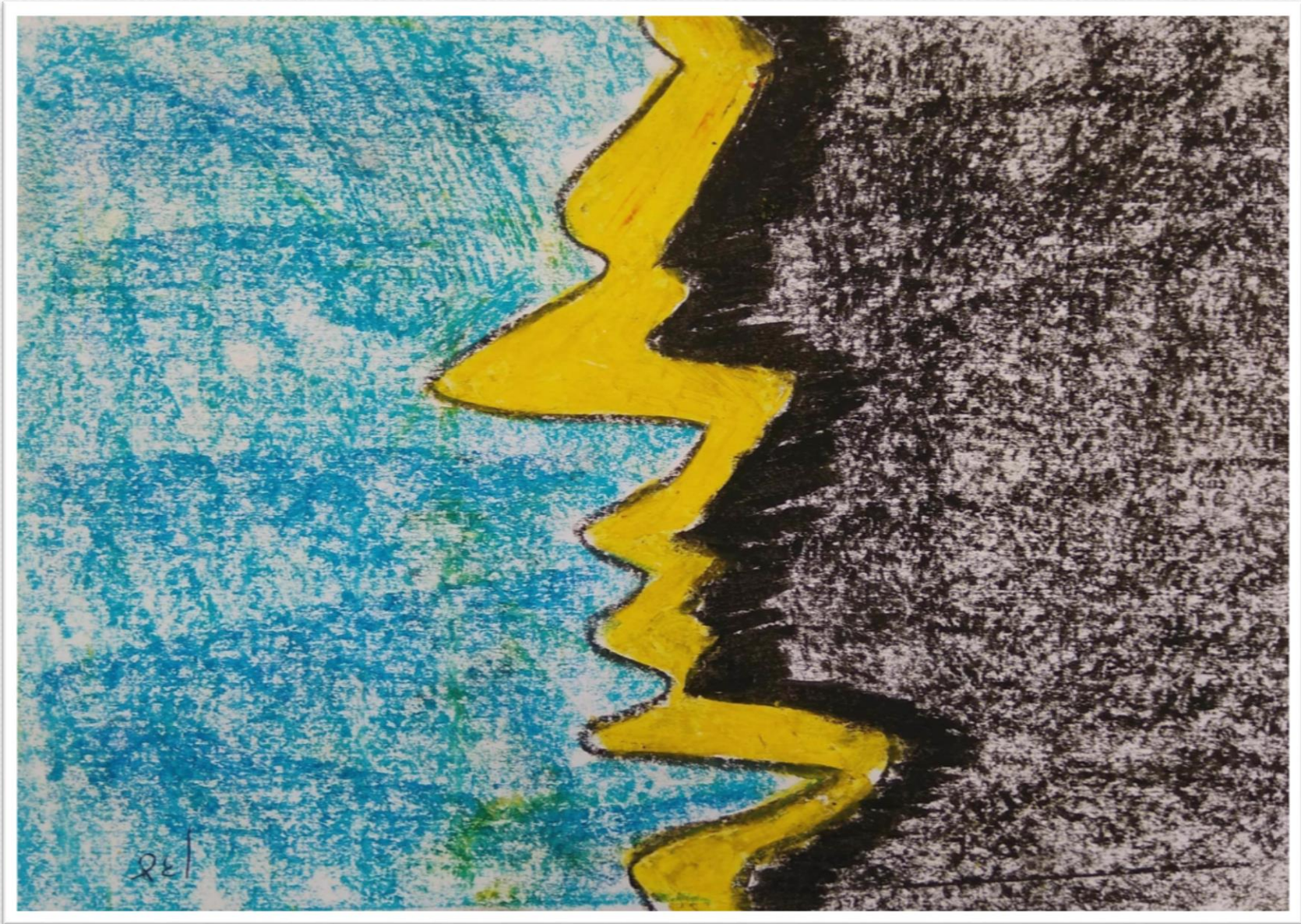




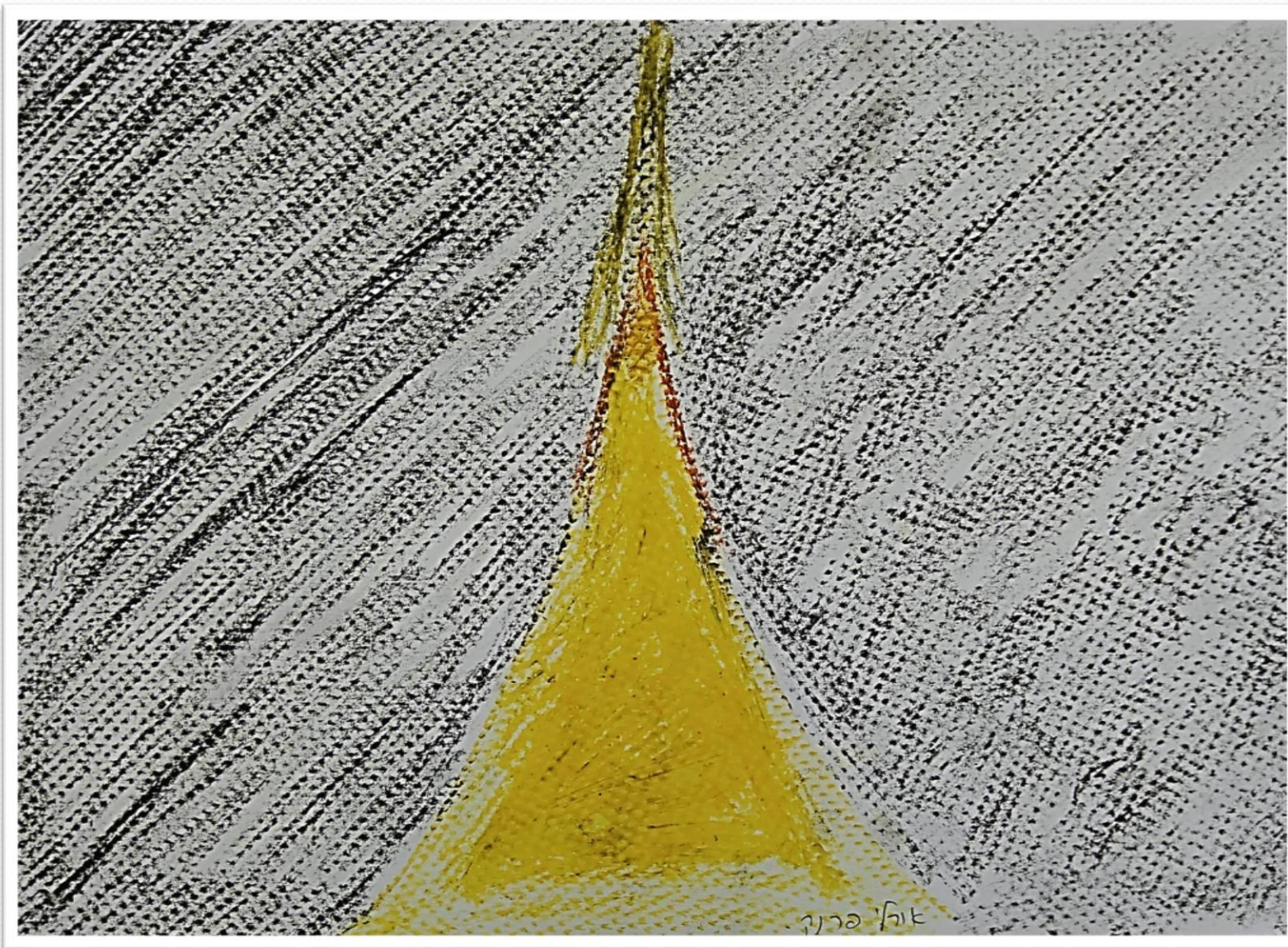
Prof. Yaron Schur, Jerusalem



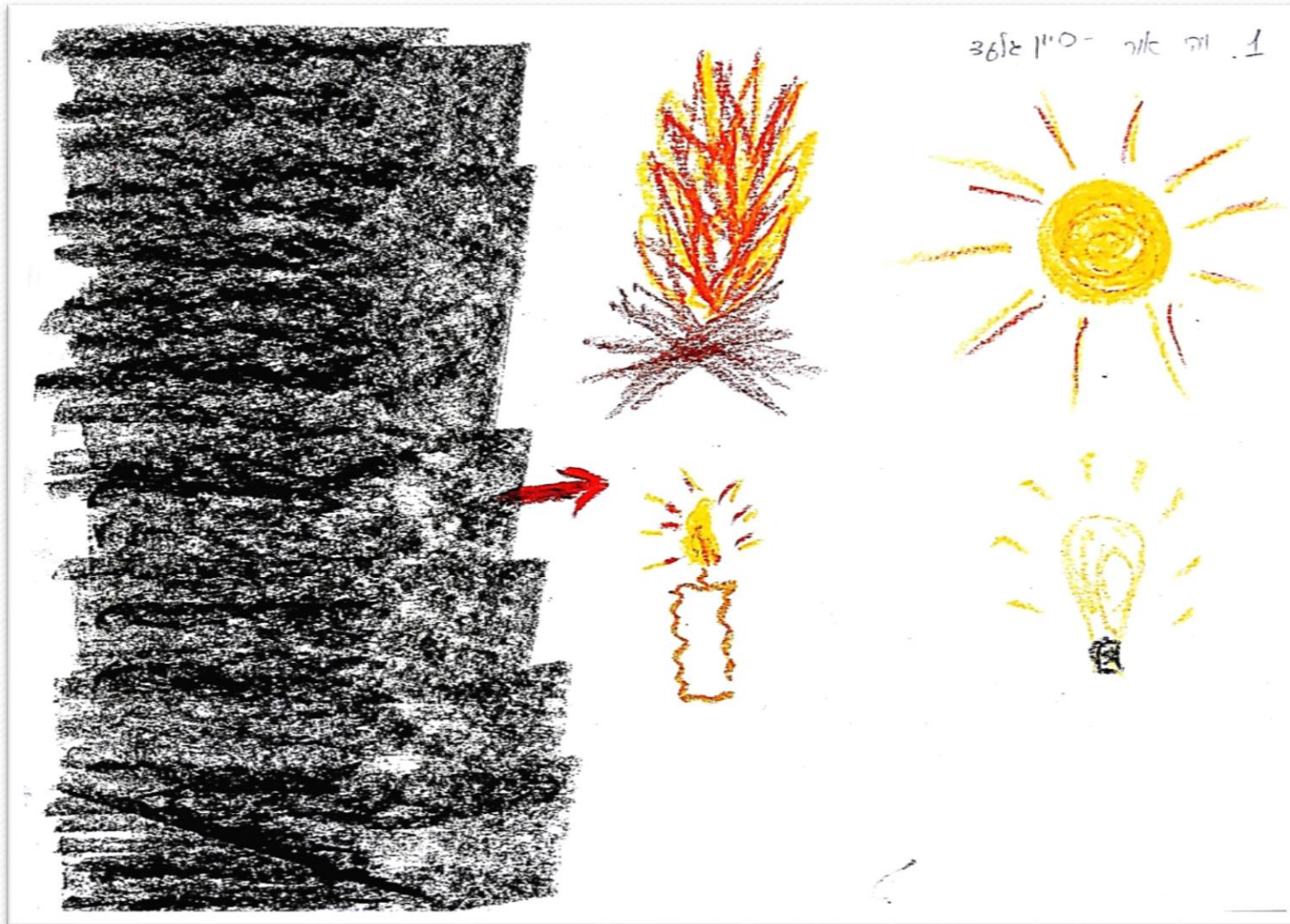




Prof. Yaron Schur, Jerusalem



Prof. Yaron Schur, Jerusalem

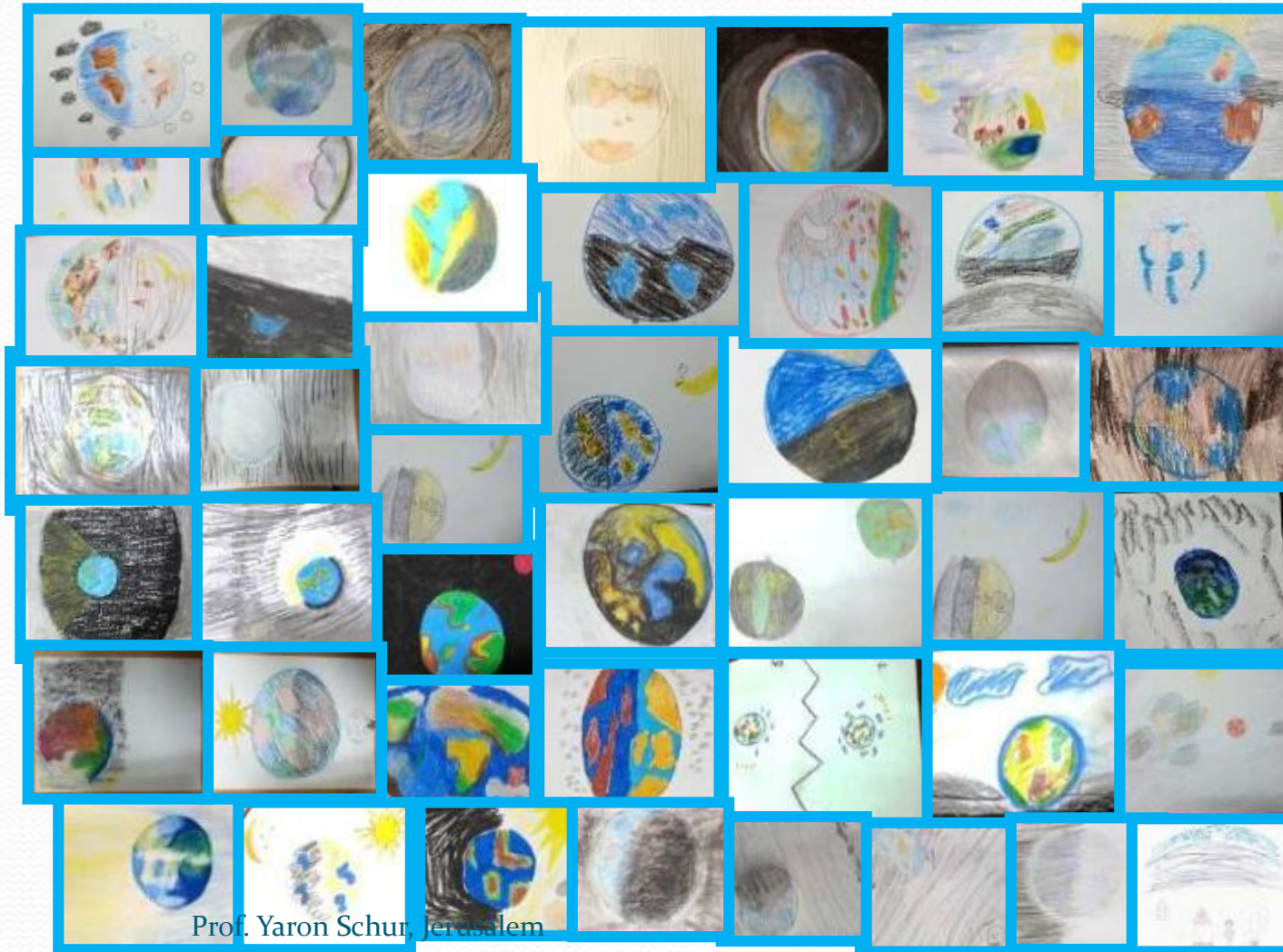




# The use of drawings in subject matter teaching

The use of drawings enables to open up a window to the inner worlds of learners enabling them to express a broad understanding of concepts and uncertainty processes related to the learning process.

# Teaching each student from her unique place and learning process



# Attentive Teaching

**Deals with improving classroom communication**

**Enables an intensive discourse on the way to understanding**

**There are hundreds of works and examples of attentive teaching in school classes, kindergartens, academic courses, special and regular education**

# A list of some relevant articles

- Schur, Y. & Galili, I. (2009). Thinking Journey: A New Mode of Teaching Science. *International Journal of Science and Mathematics Education*. 7, 627-646
- Schur, Y. (2015). Thinking Journeys in the Classroom – The Power of Uncertainty and Mediation. *Professional Development Today*.
- Stein, H., Galili, I. & Schur, Y. (2014). Teaching A New Conceptual Framework of Weight and Gravitation in Middle School. *Journal of Research in Science Teaching (JRST)*. DOI: 10.1002/tea.21238



Thank you!