

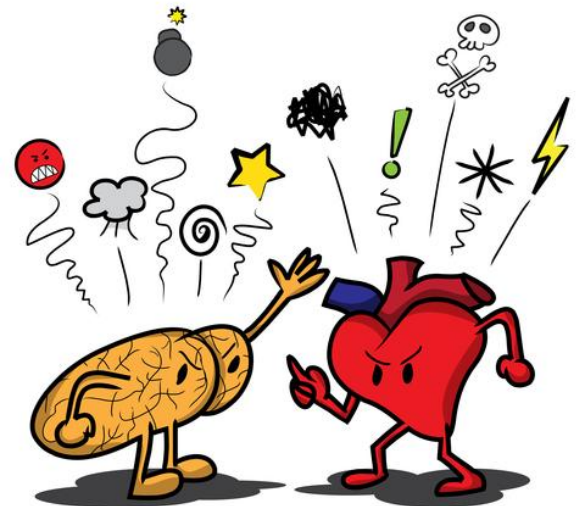
“Share my story”. Identity objects as resources for learning



Meaning is not about definitions,
it is about simulations of experience.
(Gee 2004: 51)

Gabriele Budach
(University of Saarland/Germany)

Connecting **Head** + **Heart** + **Hand**



Head

Searching for knowledge and understanding of management principles, ideas, trends, visions.

Heart

Understanding what makes us and others happy and healthy

Hand

Applying & developing your own skills, and in the people you manage.

self-awareness
aging definition
traditional
its attachment
discussions
sign achieve
coi St
together
co-production
sintention
trust
lister and
tivity
ground
task
others
part
sti

ed establish
working know
arise learning
rawing promotes
commission
ional hook
arrested
way
approach
ly social
alk place
adapt key
describe society
ion topic
delivery mind
even
differentiated
hear state
genuine really
determines
engaged important
love top learn
outcome(s)
proposed
practice complex
shared teams
else great
Something
first based
manner
glass
strong
bias
take problem(s)
involve
inside effective
requires opportunity
win-win
another
frame
confidenc
ladder challenge(s)
integration
fluid defined
individuals
civic lone
half involvement
interact inside
approaches
mind even
action

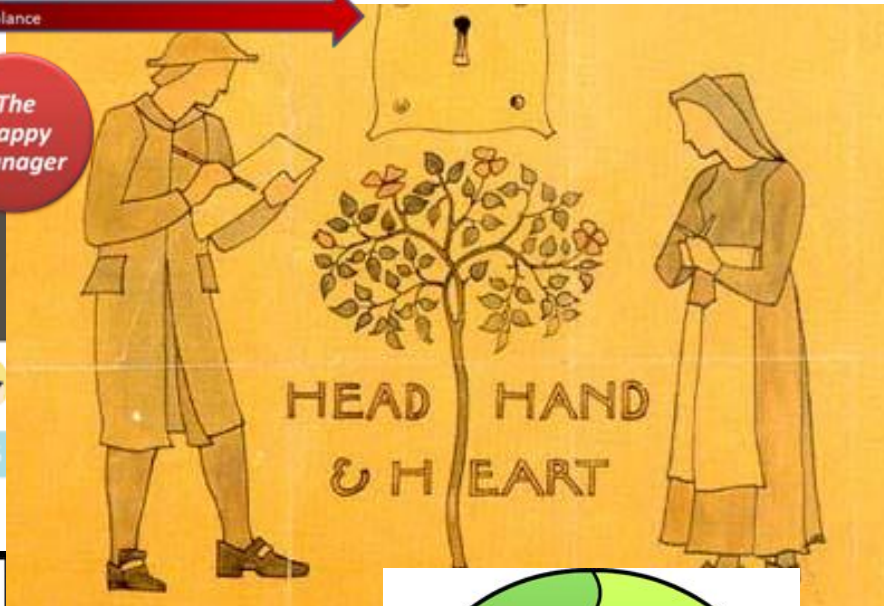
engagement

ega
participa
focus
relation
open



HEAD HAND & HEART

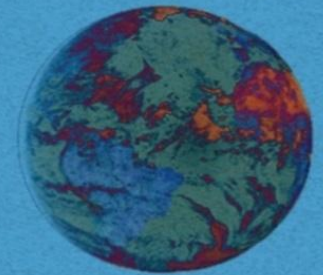
The
Happy
Manager



HEAD HAND & HEART



Hand.Head.Heart. University



Learning Yourself to Engage the World
Engaging the World to Learn Yourself



Pestalozzi (1746 – 1827)



"ALSO BIN ICH EIN WERK DER NATUR.
EIN WERK MEINES GESCHLECHTS.
UND EIN WERK MEINER SELBST."

Pestalozzi

(Nachforschungen, 1797)

“thus I am a work of nature, a work of the human being
and a work of myself.”

Learning as meaning making



*„Hand, heart, head“ – **multimodal construction of sense**
a socially situated, culturally shaped practice – opening
multiple perspectives*

Identity objects



- Created
- Multirelational
- Storied

Kress & van Leeuwen 1996

Cummins 2006

Pahl & Rowsell 2010

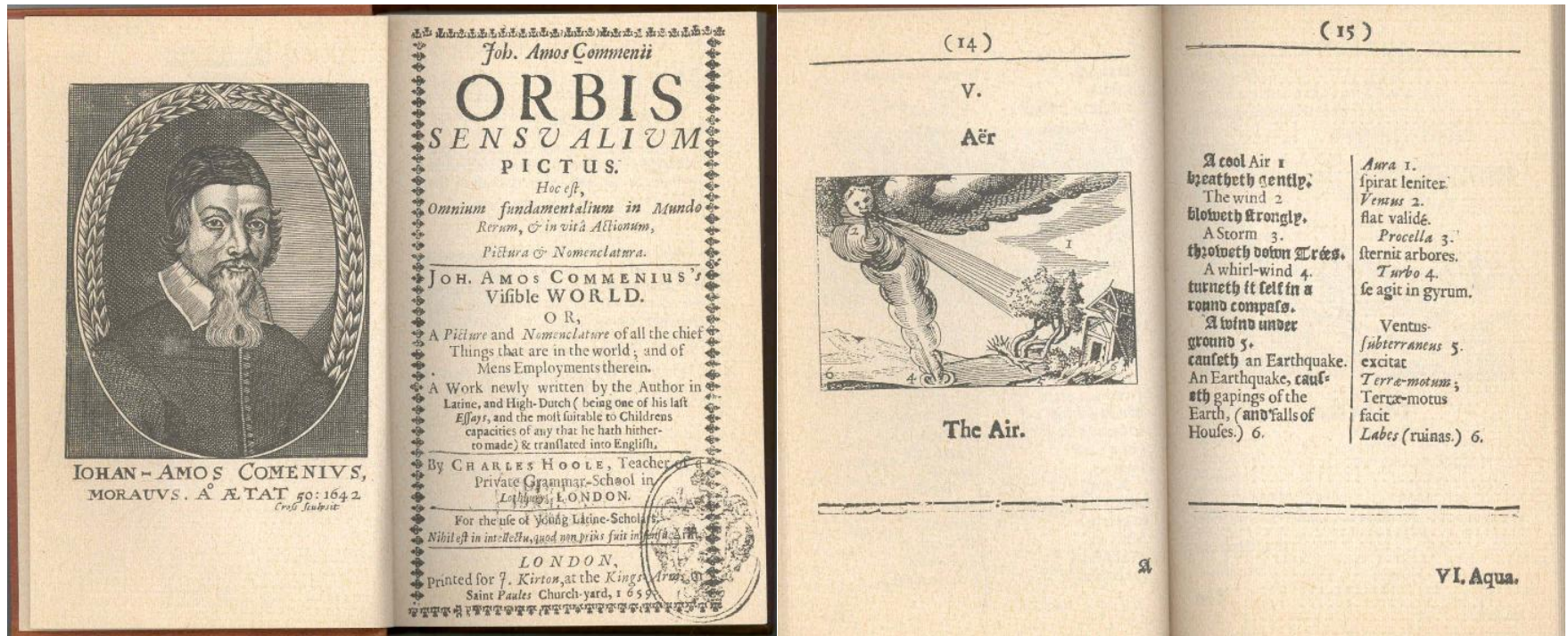
Miller 2010

Hypothesis

- Identity objects have great potential as resources for learning if they are explored in ways that:
 - draw on and develop jointly abilities of „the heart, the hand and the head“
 - allow for and encourage multiple dimensions of meaning making
 - actively construct connections between objects, their trajectory and the learners taking the form of a lived experience (involving the ‚embodied‘ and the ‚storied‘)
- These principles transcend time, space and technological change, even though specific contexts may shape particular local adaptations.

Objects in teaching:

visual representation of real life facts



Comenius (1592-1670)

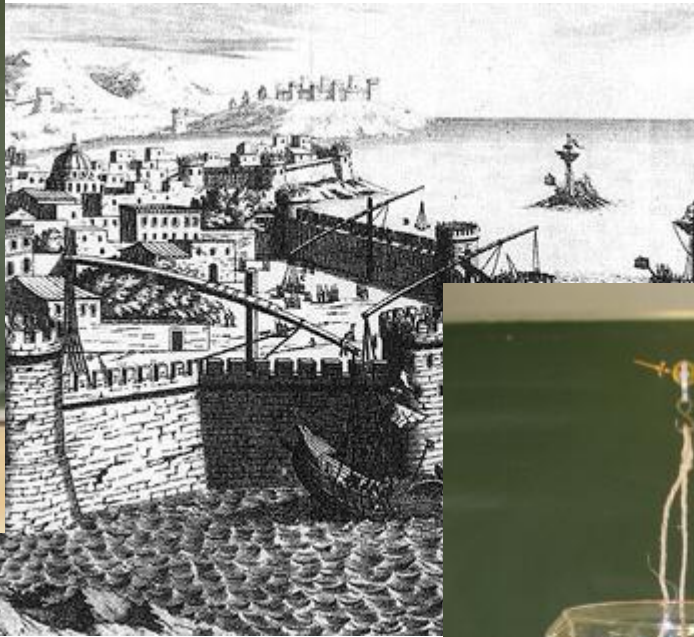
1658 „Orbis sensualis pictus“
 (The visible world in pictures)
 first encyclopedia for children

„We only become humans, if we act as humans“.



Objects in teaching

Illustration of science through experiments



Principle of Archimede:

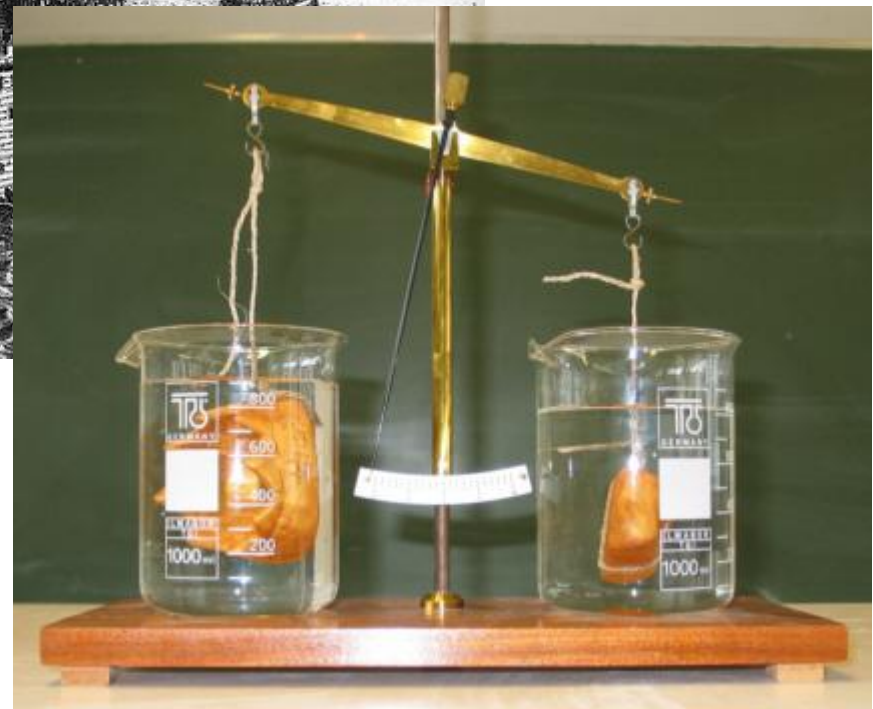
physical law of buoyancy

any body completely or partially submerged

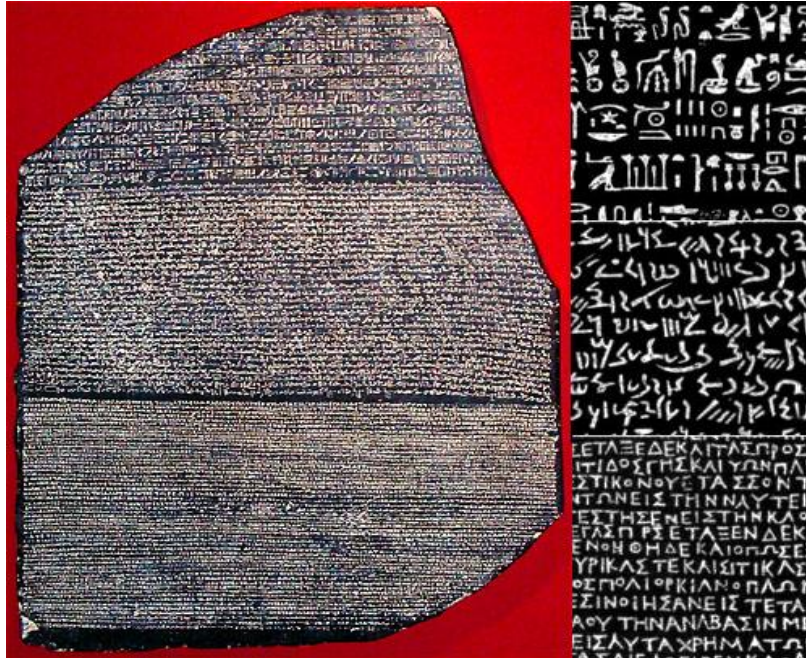
in a fluid (gas or liquid) at rest is acted upon

by an upward, or buoyant, force the magnitude

of which is equal to the weight of the fluid displaced by the body.



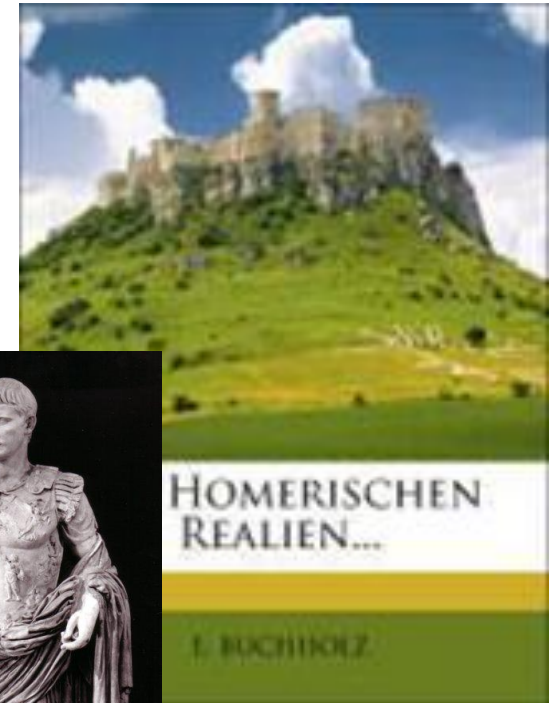
Objects in teaching (re)-constructing history



Stone of Rosetta: Hieroglyphs, Demotic, Greek

Interpreting archeological evidence

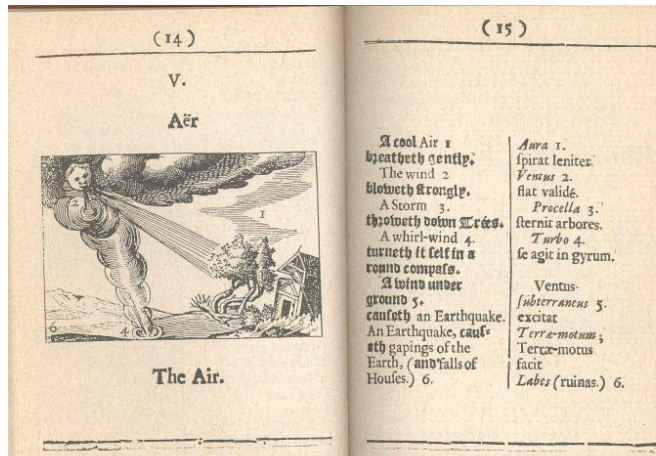
*icons of national history



Archeological evidence
of places mentioned
by the Greek poet
Homer



Are these identity objects ?



Potentially !

*How is meaning created around the object, its creation and purpose by the learners?

*How are learners able/enabled to connect with the object and its trajectory, drawing on their own experience?

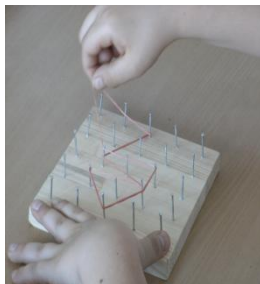
*What kinds of connections are explored/made through stories?



From „concrete vision“ (Anschauung) to „embodied experience“: five examples



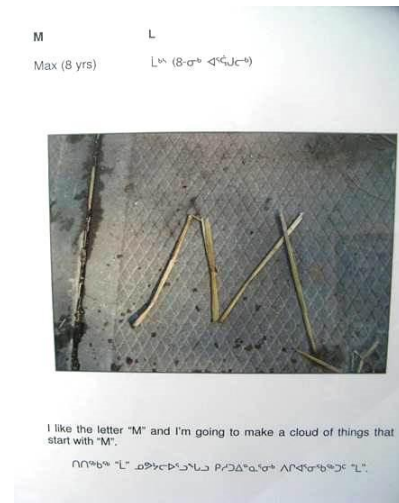
Abaco/Abakus



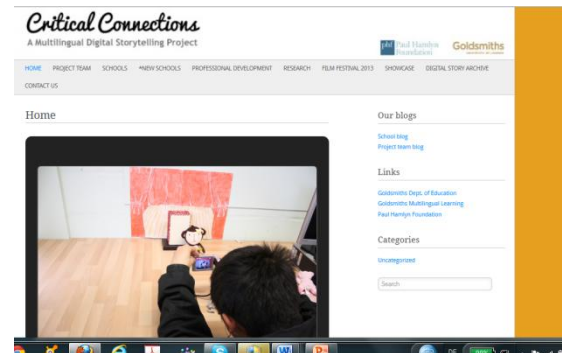
Geopiano/geoboard



Razzo/rocket



Photovoice



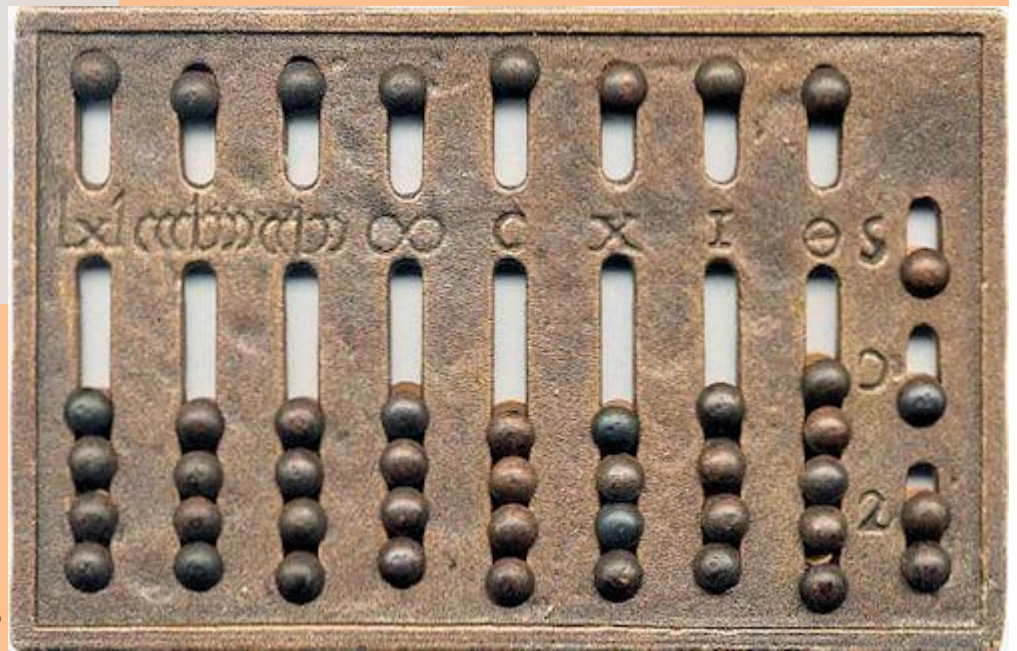
Critical connections

Abakus

Trajectory of a (the oldest known) calculating device



Chinesischer Suan Pan



Roman abakus

L'abaco – Abakus (hand-made; storied)



The number represented here is 2531.

Abaco: an „Italian method“ – part of a trajectory

(R: Renato, M: Mario)

R: ich find es total schön Mathe in zwei Sprachen zweisprachig und **es gibt auch in Italien andere Methoden wie in Deutschland** zum Beispiel

G: und was gibt es da . fällt dir ein Beispiel ein?

R: **abaco** das war für mich eine Sache die war also das fand ich sehr schön

M: war aber auch schon n bisschen schwer . also **für die Deutschen war schon n bisschen schwer**

G: warum

M: weil die haben's nicht so richtig gepeilt

G: was denn

M: **die mit den Tausender Hunderter Zehner und Einer auf Italienisch**

(R: Renato, M: Mario)

R: I totally like it having Math in two languages and **there are also different methods for instance in Italy and Germany**

G: what are you thinking of . do you have an example?

R: **abaco** that was a thing that was so I really liked that

M: but **it was also a bit difficult for the Germans** for them it was a bit difficult

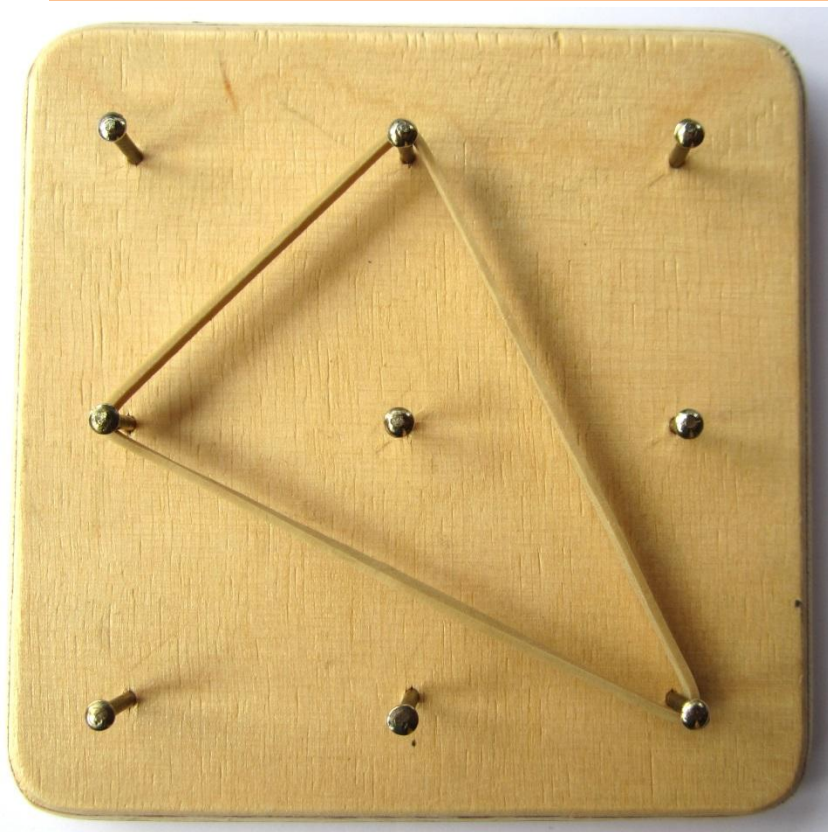
G: why

M: because they didn't really have a clue

G: why that

M: **with the thousands, hundreds, tenth and units in Italian**

Il geopiano - geoboards

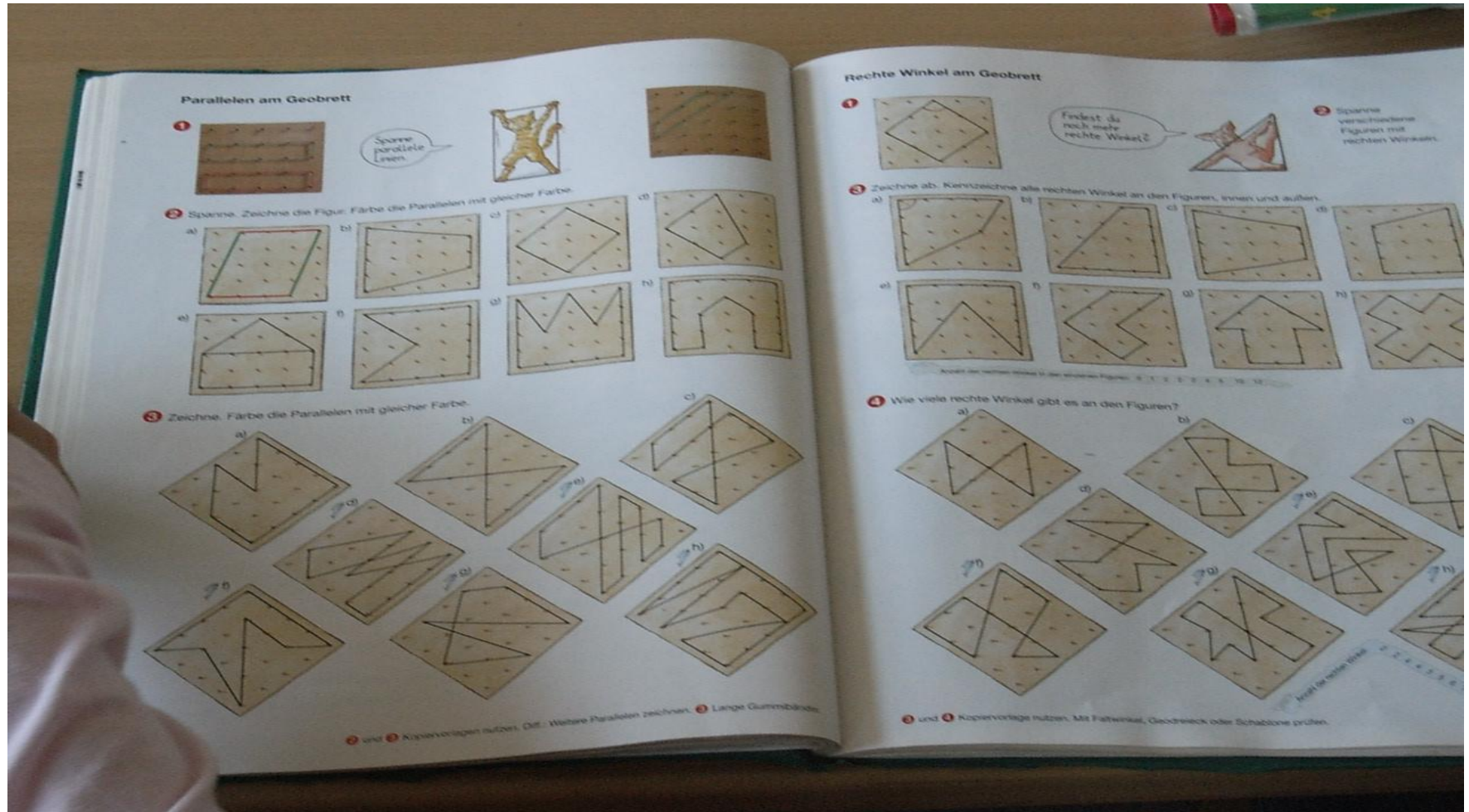


Caleb Gattegno (1911 – 1988): “The Gattegno Geoboards”;
Bulletin of the Association of Teaching Aids in Mathematics,
Nr 3, 1954



German curriculum

(image/text focus)



Italian curriculum

model/embodied experience focus



Constructing the „geopiano“

Considered and disregarded

PER FARE **GEOMETRIA**

UN QUADRO

Realizzo un quadro con rette parallele e angoli, utilizzando il geopiano.

COME SI FA

OCCORRENTE

- pasta da modellare tipo das
- stuzzicadenti
- elastici

- 1 Stendi la pasta in modo da ottenere una sfoglia dello spessore di 2 cm, larga 15 cm e alta 8 cm.
- 2 Inserisci gli stuzzicadenti nel das alla distanza di 2 cm uno dall'altro.
- 3 Posiziona gli elastici tra 2 o più stuzzicadenti per realizzare rette, angoli e poligoni. Descrivi le forme che hai ottenuto.
- 4 Utilizzando elastici di colori diversi puoi realizzare un quadro fantasioso con lo stesso procedimento!

LO SPAZIO → Conoscere e classificare linee, angoli, figure geometriche.

89

Locally modified and approved

IL GEOPIANO **DAS GEOBRETT**

Il geopiano è uno strumento semplice ma molto utile per scoprire delle caratteristiche figure piane. Con il geopiano si possono costruire tantissime figure, imparare a conoscerle e a calcolarne con facilità le misure. Con l'aiuto dell'insegnante o di un genitore, puoi costruire anche tu un geopiano.

OCCORRENTE

- tavoletta quadrata di legno compensato con il lato di 15 centimetri
- un foglio di carta già preparato
- elastici di colori diversi
- chiodini
- martello

ESECUZIONE

- 1 Ricopri una faccia della tavoletta con la carta.
- 2 Posiziona i chiodini a 3 centimetri di distanza l'uno dall'altro e inseriscili nella tavoletta usando il martello.

Una volta pronto il geopiano, prima puoi divertirti a costruire liberamente con gli elastici le figure più strane. Prova poi a costruire figure geometriche diverse e osserva le loro caratteristiche.

⊕ Guarda le figure a pagina 64 nel libro tedesco di matematica. Prova a costruirle anche tu!

ADesso TOCCA A TE

Qui di seguito sono riprodotti dei geopiani. Traccia con la matita colorata un quadrato sul primo geopiano e un rettangolo sul secondo. Osserva con attenzione.

Che caratteristiche ha il quadrato? *oh sempre quattro lati uguali*

E il rettangolo? *oh sempre due lati diversi*

Quali caratteristiche hanno in comune? *il rettangolo oh sempre due lati uguali*

Allo stesso modo, sul tuo geopiano o sul quaderno rappresenta altre figure piane. Scopri le loro caratteristiche.

Math textbook used for teaching in class

Appropriating a new learning tool



Object-centered curricular learning



Con i nastri elastici sul geopiano, prima puoi divertirti a costruire liberamente con gli elastici le figure più strane. Prova poi a costruire figure geometriche diverse e osserva le loro caratteristiche.

ADesso TOCCA A TE:

☺ Guarda le figure a pagina 64 nel libro tedesco di matematica. Prova a costruirle anche tu!

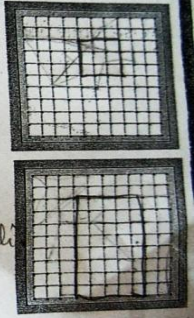
Qui di seguito sono riprodotti dei geopiani. Traccia con la matita colorata un quadrato sul primo geopiano e un rettangolo sul secondo. Osserva con attenzione.

Che caratteristiche ha il quadrato? *ah sempre quattro lati uguali*

E il rettangolo? *ah sempre lati diversi*

Quali caratteristiche hanno in comune? *il rettangolo ha sempre due lati uguali*

Allo stesso modo, sul tuo geopiano o sul quaderno rappresenta altre figure piane. Scopri le loro caratteristiche.



Expanding learning through embodied experience

Children's comments

- ja das hat Spaß gemacht weil wir auch draußen gebastelt haben und dann haben wir mit dem Hammer das hat auch Spaß gemacht

(A: Annegret, S: Susanne)

- A: [...] und dann haben wir immer fünf Gummi jeder gekriegt
- S: und dann irgendwann sechs
- A: und dann können wir ja auch immer wenn uns langweilig ist dann schnappen wir uns die und zack dann basteln wir damit was und das macht Spaß
- G: mh
- A: da kann man **Phantasiefiguren machen** und
- S: Zahlen

- Yes that was fun because we built it outside [in the school yard] and with the hammer that was also fun

(A: Annegret, S: Susanne)

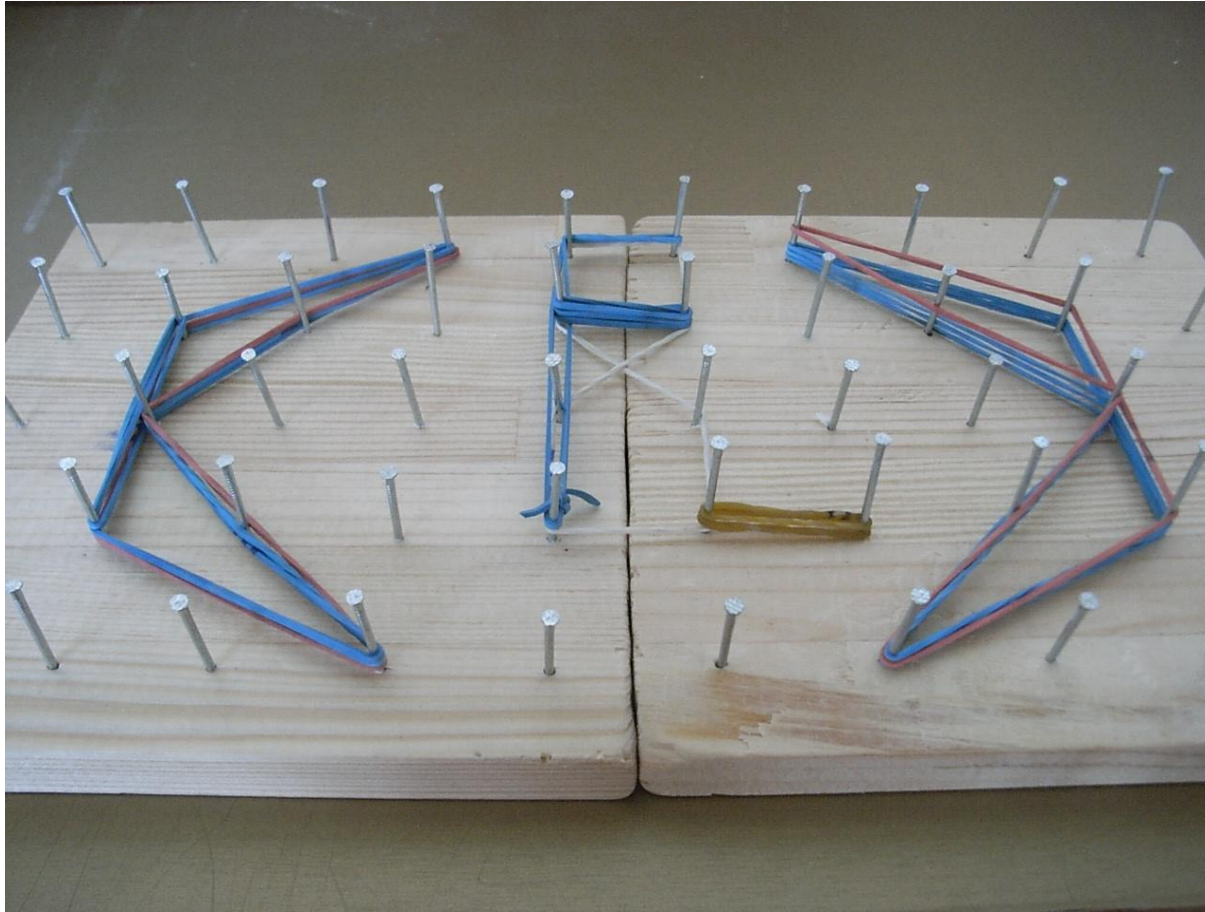
- A: [...] and then we got five rubber bands each
- S: and then at some point six
- A: and if we get bored we can grab them and then zack [makes a move with the hand as if manipulating rubber bands] construct things with it that's fun
- G: mh
- A: and then one can **invent phantasy figures**
- S: numbers

Children's comments: discovery

- A: Zahlen und dann kann man auch also alles zusammen gucken
- S: und und
- A: also wie viele Eckchen
- S: und es gibt auch lange Gummis, kurze Gummis, feste Gummis, dünne Gummis und **dann kann man** auch so **überlegen** ehm ehm gut ich nehme jetzt mal das Gummis das ist gut dünn lang denn weil ich brauche ein langes oder ein dünnes ist doch nicht so gut dann nehme ich lieber das dicke lange ziehe das da drum und fertig
- A: numbers and then one can view things all together
- S: and and
- A: also that many tiny corners
- S: and there are also long rubber bands, short rubber bands, tight rubber bands, thin rubber bands and then **one can reflect** ehm ehm ok let's take that rubber band it's good because it's thin long cos I need a long one or it's not all that good then I rather take the thick long one and pull this around and ready

Embodied social meaning

Freundschaftsbrett – a Friendship board



Children's comments

A: Angela

- A: Lena und ich haben dann mal zusammen gemacht und haben irgendwelche Figuren gemacht und **auf einmal klappt's zusammen da war das dann ne Mausefalle**

A: Angela

- A: Lena and I we did it once together and we did some figures and **at once it** [both bords] **clapped together and than it was a mouse trap**

Razzo / rocket

Becoming biliterate

Experiences from a German-Italian school project

DEUTSCH

ITALIANO

ENGLISH ▶▶▶

Chapter 1

Chapter 2

Chapter 3

Chapter 4 ▶▶▶

Chapter 4.1 ▶▶▶▶

Chapter 4.2

Chapter 4.3

Chapter 5

Chapter 6

Summary of material

FRANÇAIS

- Kontakt

- Impressum

- Copyright

- Dank

Video Chapter 4.1 *Introduction of a new letter*

(English Subtitles)



Can you hold this up again
that others have a chance to guess [what it is]?

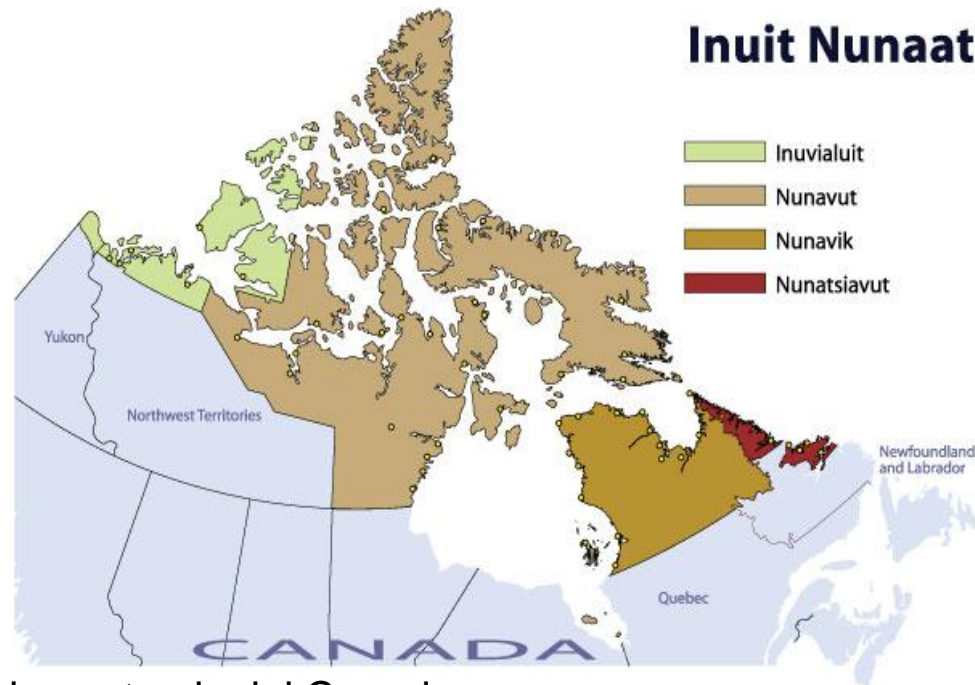
Photovoice

- Multilingual literacies of urban Inuit (with Donna Patrick, Carleton University, Ottawa, in collaboration with OICC, Ottawa)



Photovoice

- Photographic exploration of the urban environment



Inuit: racialised minority in post-colonial Canada

Inuit Nunagat (40% of Canadian territory; made of land, water, and ice)

Inuit in the city: 17%, largest community outside the Arctic in Ottawa (ca. 2000, OICC, 2009)

70% Nunavut

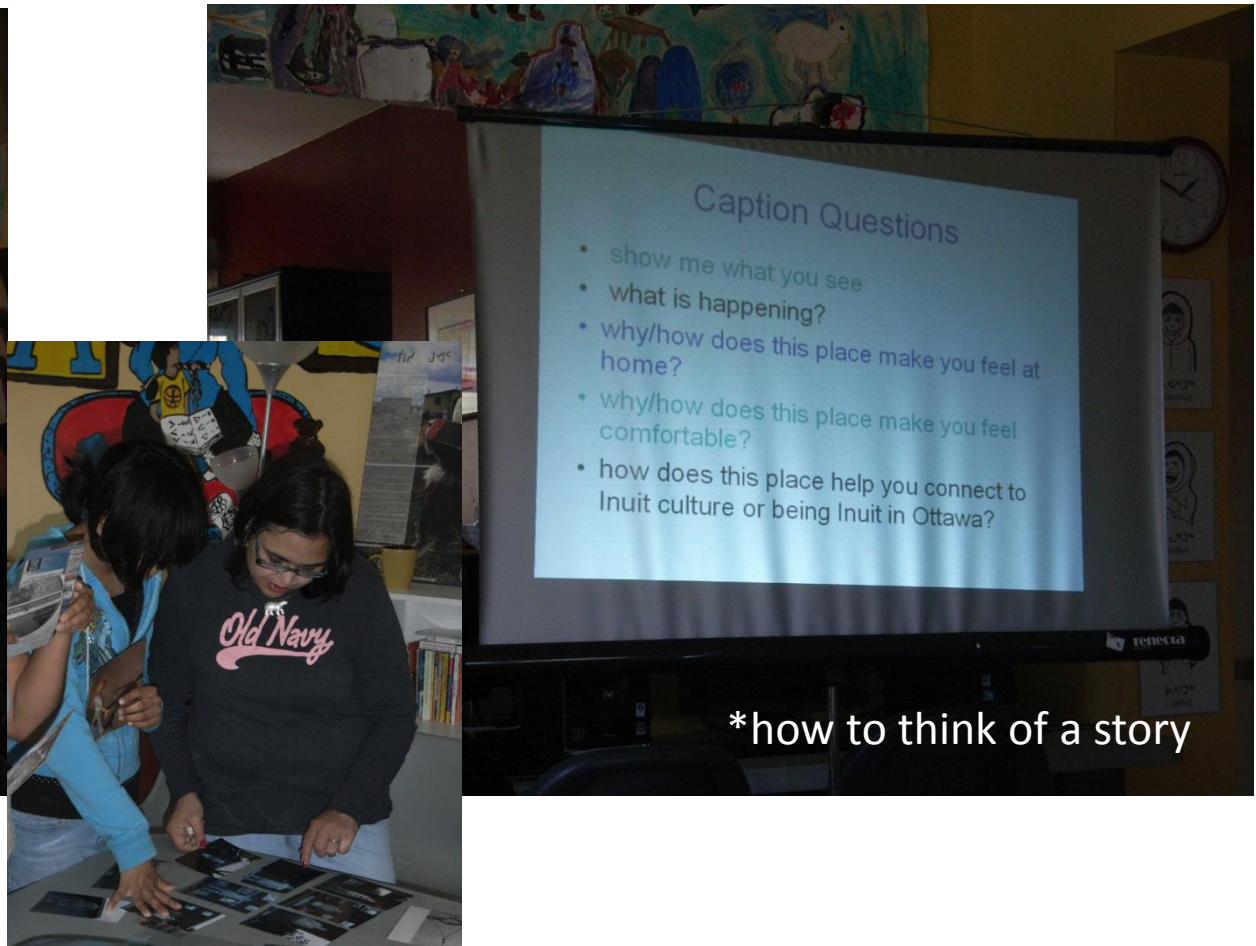
15% Nunasiavut

5% Nunavik et Inuvialuit

Photovoice

Theme: What it means to be Inuk in the city

*Introductory session:



Sharing images and stories



workshop 3



Clayton 1: this is a hunter who is going for a seal. The nanuk is watching on the ice...
Clayton 2: and that one the guy is going for a seal and the other guy is sleeping and the nanuk is coming round the iglu
Anita: oh oh is he going to get him?
Clayton: no

... and writing them down in English



The Hunter is Hunting

By: Clayton N.

This is me (Clayton) hunting for seals, I am in a kayak. The nanuk is hunting, he is hunting seals too. I see a seal and the nanuk didn't even see it. When I am close to home I will get out of my kayak. I took this picture at Head Start, where I learned about seal hunting and *nanuqs*.

Making connections: „A bonding moment“

Nanuk on the Hunt ᓇᓄᓪ ᓴᓱᓂᓪᐅᓪ ᐱᓪᓴᓴᓂ



By: Tauki Nicholson – 6 years old

The polar bear is creeping up on the igloo where one guy is sleeping and one is keeping guard. The guard is looking out for the *nanuk*, and will keep his little brother safe.

I made this scene at Sivummut Head Start on the cultural table. I like head start because it has lots of Inuit stuff, and I started coming here when I was 2 years old.

በበናጋጋ ልገረብረኢ፡ CDP መዝገብ - ሄገር ሊገባ፡ ልገረብረኢ

[illegible]

ርዕሴ ካላረኮርና ብገደ ልዑኤ ለጥላላሽ ልዑኮብኑ ሆነህ። ርዕሴ ብገደ ልዑኤ ለጥላላሽ ስልጠናና ሸልሂ ልዑኮብኑ ርዕሳኝ ይወግድ። ርዕሳኝና ርርቀታ/ሊሳኝ ይወግዳሉ።

Luisa: and really, what the driving force for me to sign up was [to have] an activity to do with my son .. uh... [...] Yeah, he still remembers the, you know, taking the pictures, and what the pictures meant and trying to come up with stories behind them. Like, just to me it was a really awesome bonding moment for us.

Would she want to participate again ? :

Luisa: MOST definitely. And I think this time I'd like to try it with my older son, who wasn't interested this time, but I think once this piece comes together and he sees my photos and then he sees his brother's photos, I think he will be much more inspired and want to try it and I would love to do it with him, because I think that, you know, his perspective would be really great...

Making connections with others (non-Inuit) in the city

Travelling images



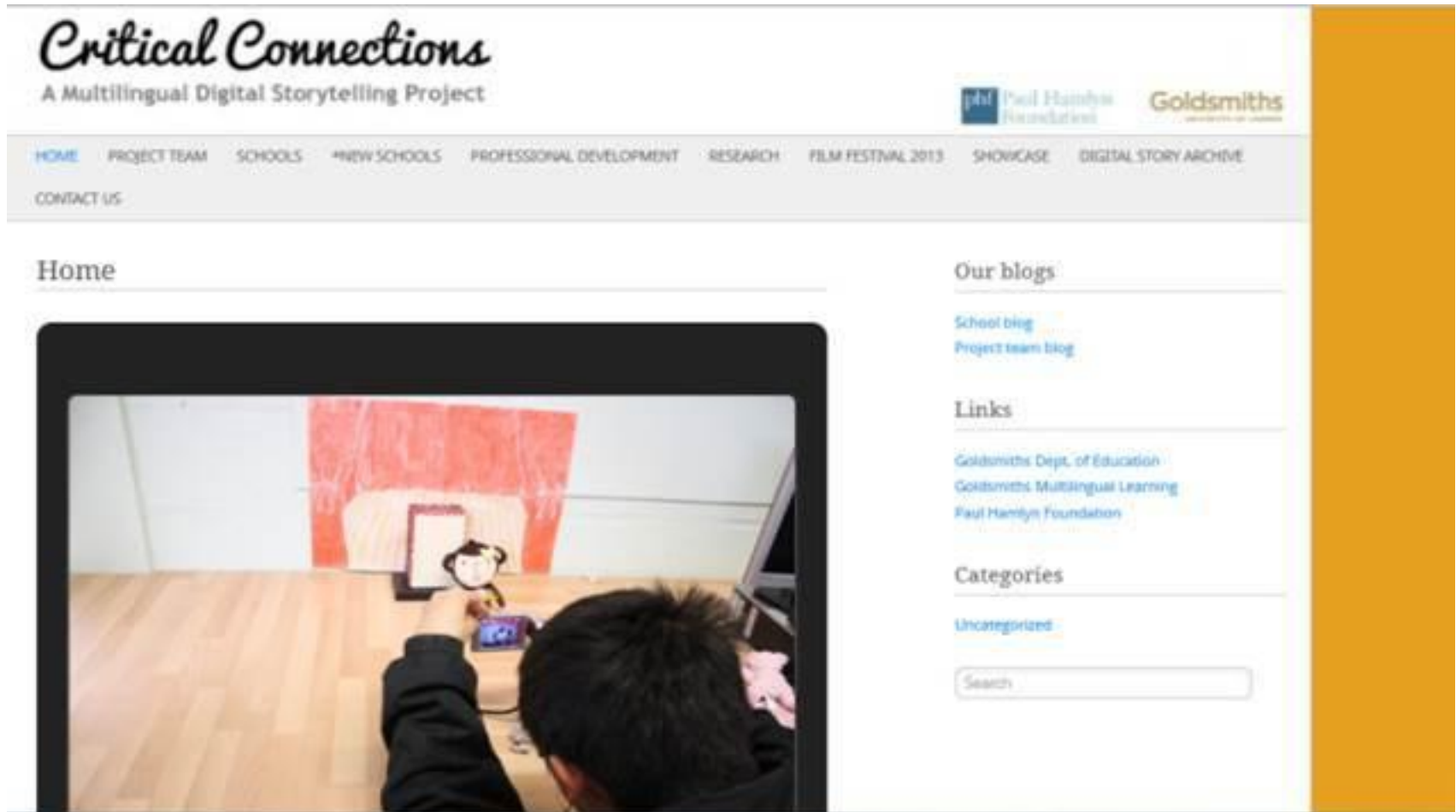
Café: Raw Sugar, Ottawa, 2009



19 7:24

Medical Faculty, University of Ottawa, Aboriginal health awareness raising week, April 2010

Connecting through multimodal creations



Examples



⚙️ menu

中国舞狮 (双语) (1/1)

⚙️ menu


Practice your Arabic speaking in a creative way (1/1)

CC ☆ 📺 ✕

⚙️ menu

Inside the Asylum (1/1)

CC ☆ 📺 ✕



1:35



افقس البيض
then mix them

ent

📺 ➡

Developing educational leadership

I do remember how hard it was at the start. But from the first day I went for a team meeting, I was always looking to the future. I still find it really hard to get things going like the rest of our colleagues on the project - I mean the process itself. But I am much encouraged by (name of girls) and their progress.

[...]

In my class, the seed is planted, it will take time, but I am confident that eventually, Ealing Arabic School will be a pioneer in embedding new and innovative teaching methods that will allow the students to engage and relate to the language.

[...]

The most interesting, which is not a film, is the decision of 3 teenage girls; a Palestinian Muslim, an Egyptian Copt and a Lebanese Christian discussing the Hijab. I did not help. I just listened and offered resources and answered their questions. You may want to know that all 3 girls were part of MDST last year and 2 of them were part of the Junior researchers under the loving care of Anna. Isn't that absolutely wonderful?"

Thank you !

