



Assumptions & Beliefs About Teaching-Learning¹

- “*Learning...is more a reaching out than a taking in*” (Davis et al., 2000, p. 78).
- *Learning is participating with others in the spirit of open discovery. There is always more to know and many ways of knowing* (Langer, 1997).
- *A teacher’s role is to teach the learner to learn and to connect with multiple sources of potential understanding* (Porter-O’Grady, 2001).

References

- Davis, B., Sumara, D., & Luce-Kaplar, R. (2000). *Engaging minds. Learning and teaching in a complex world*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Langer, E. J. (1997). *The power of mindful learning*. Reading, MA; Perseus Books.
- Porter-O’Grady, T. (2001). Profound change: 21st century nursing. *Nursing Outlook*, 49(4), 182-186.

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Emancipatory Teaching

York's School of Nursing has a philosophy informed by Bevis and Watson's (2000) work on caring curriculum. In that text Bevis writes that emancipatory teaching facilitates:

- (1) clarity to see things seen every day but never really seen, and to hear things heard every day but never really heard before;
- (2) energy to pursue an idea;
- (3) vision to see beyond preconceptions and cultural conditioning and so enable departure from traditional bias;
- (4) love of reflection and contemplation;
- (5) trust of sensitivity and intuition;
- (6) enthusiasm for insights and meanings that require detecting the assumptions that underlie assumptions;
- (7) fondness for strategizing;
- (8) commitment to search for that elusive thing called truth;
- (9) flexibility in generating and using options; and
- (10) infuses the whole with the moral ideal of compassion and caring (p.160).

Reference

Bevis, E. O. (2000). Teaching and learning: The key to education and professionalism. In E. O. Bevis and J. Watson, *Toward a caring curriculum: A new pedagogy for nursing* (pp. 153-188). Sudbury, MA; Jones & Bartlett.



More About Learning*

- “The production of knowledge—personal and collective—proceeds in fits and starts; it gets caught in blind alleys and it stumbles onto surprising insights. In a phrase, learning is playful” (Davis et al., p. 148).
- Dialogue is open to multiple perspectives, many voices, different views and reverence for the mystery of humanity’s unfolding, our shared ethical ideal, and our interconnectedness (Watson, 2000).
- Sideways learning involves: “(1) openness to novelty; (2) alertness to distinction; (3) sensitivity to different contexts; (4) implicit, if not explicit, awareness of multiple perspectives; and (5) orientation in the present” (Langer, 1997, p. 23)
- In a caring curriculum, “Teachers believe in the power and primacy of person and power of human consciousness, human imagination, and human spirit as inner resources and key components in teaching-learning” (Watson, 2000, p. 52).
- Teachers’ role is to nurture the learner, the ethical ideal, the caring role, the creative drive, curiosity, assertiveness, spirit of inquiry, the desire to seek dialogue, the choice to see students as persons of worth, dignity, intelligence, and high scholarly standards (Bevis, 2000).

* see Bibliography for references



Bibliography for Teaching-Learning Assumptions

Bevis, E. O. (2000). Teaching and learning: The key to education and professionalism. In E. O. Bevis and J. Watson, *Toward a caring curriculum: A new pedagogy for nursing* (pp. 153-188). Sudbury, MA; Jones and Bartlett.

Davis, B., Sumara, D. & Luce-Kaplar, R. (2000). *Engaging minds. Learning and teaching in a complex world*. Mahwah, NJ: Lawrence Erlbaum Associates.

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Porter-Ogrady, T. (2001). Profound change: 21st century nursing. *Nursing Outlook*, 49(4), 182-186.

Watson, J. (2000). Transformative thinking and a caring curriculum. In E. O. Bevis and J. Watson, *Toward a caring curriculum: A new pedagogy for nursing* (pp. 51-60). Sudbury, MA; Jones and Bartlett.