Teaching Good: An Alternative to Good Teaching

William Doll Jr.
Oklahoma State University
February 6, 2006
Science
Logic/Reason

Story
Culture/Person

Spirit
Life/Breath
"Vital Integrity"

Mysterium Tremendum
I have a horror of creative intelligence congealing into too-good teaching—static ideas. . . . Once learning solidifies, all is over with.

(In Price, 1954, p. 63)
This whole book is a protest against dead knowledge. . . . [knowledge which is] inert, useless, lifeless, barren, and full of mental dryrot.

(Whitehead, 1967/1929, p. v & 5)
A Ramist Map

TABVLA ARTIVM, QVAS IN
hoc Volumine coniunximus.

Idea illius discipline, expressa in Ciceroniano, qui exemplo instituti Ciceronis, puram, syceram; bene
instituend. enuntiatis uiam indicat, multaq: trices per gymnasie publica institutionum uia in singulis
artibus explicat: & ad liberalium artium amorem praecq quidam communus ezhoradur est.

In P. Rami discipline Philosophica, consider.

Curriculum & opus Philosophicum, partium

Exotericum in

Rhetorica.

Logica seu Dialectica.

Grammatica

Latina.

Greca.

Gallica.

Arithmetica.

Geometria.

Physica.

Ethica.

Source: P. Ramus, Professio regia, Basle, 1576.
TABULA ARTRIVM, QVAS IN

A Ramist Map

hoc volume conuinixmus.
An Autocatalytic Set

(Kauffman, 1995, p. 65)
Interaction between and among genes
Qualities of a Good Curriculum — 4 Rs

- Rich
- Recursive
- Relational
- Rigorous
In a moment of creation
I will leave shining words
In the pupils of children’s eyes
Igniting golden flames

(Shu Ting, 1991, p. 92)
To ignite such golden flames, let us embrace fractal and Taoist imagination. Calling potentials into existence, let us transform curriculum practices. Shining words flowing out, we create new languages. Let our classrooms be moved with such a moment of creation, vibrant with life, full of inspiration from the unknown. Such is the *Tao* of curriculum to which we aspire through fractal eyes.

(Wang, 2005, p. 312)
Science
Logic/Reason

Story
Culture/Person

Spirit
Life/Breath
“Vital Integrity”

Mysterium Tremendum
(Aristotle’s) ideas are admirably definite (while Plato’s) tend in comparison to be vague.

I prefer the vagueness

(In Price, 1954, p. 344)
Science
Logic/Reason

Story
Culture/Person

Spirit
Life/Breath
“Vital Integrity”

Mysterium Tremendum
There exists a fascinating imaginative realm, born of the echo of god’s laughter, where no one owns the truth and everyone has the right to be understood.

(Kundera, 1988, pp. 158-159)
Summation

1. The concept of *good teaching* is closely tied in with the idea of there being one best, universal way.

2. The concept of *good teaching* honors too much one mode of thought—the rational, logical, scientific.

3. Looking at any situation from the perspective of integrating the logical/rational with the personal/cultural and the spiritful/spiritual allows the Good to emerge and create a new sense of being.

4. We need to teach Good far more than we need good teaching.