



SCIENCEPHOTOLIBRARY

Human Compatible Learning Wholeness in Motion

A Perspective on Learning



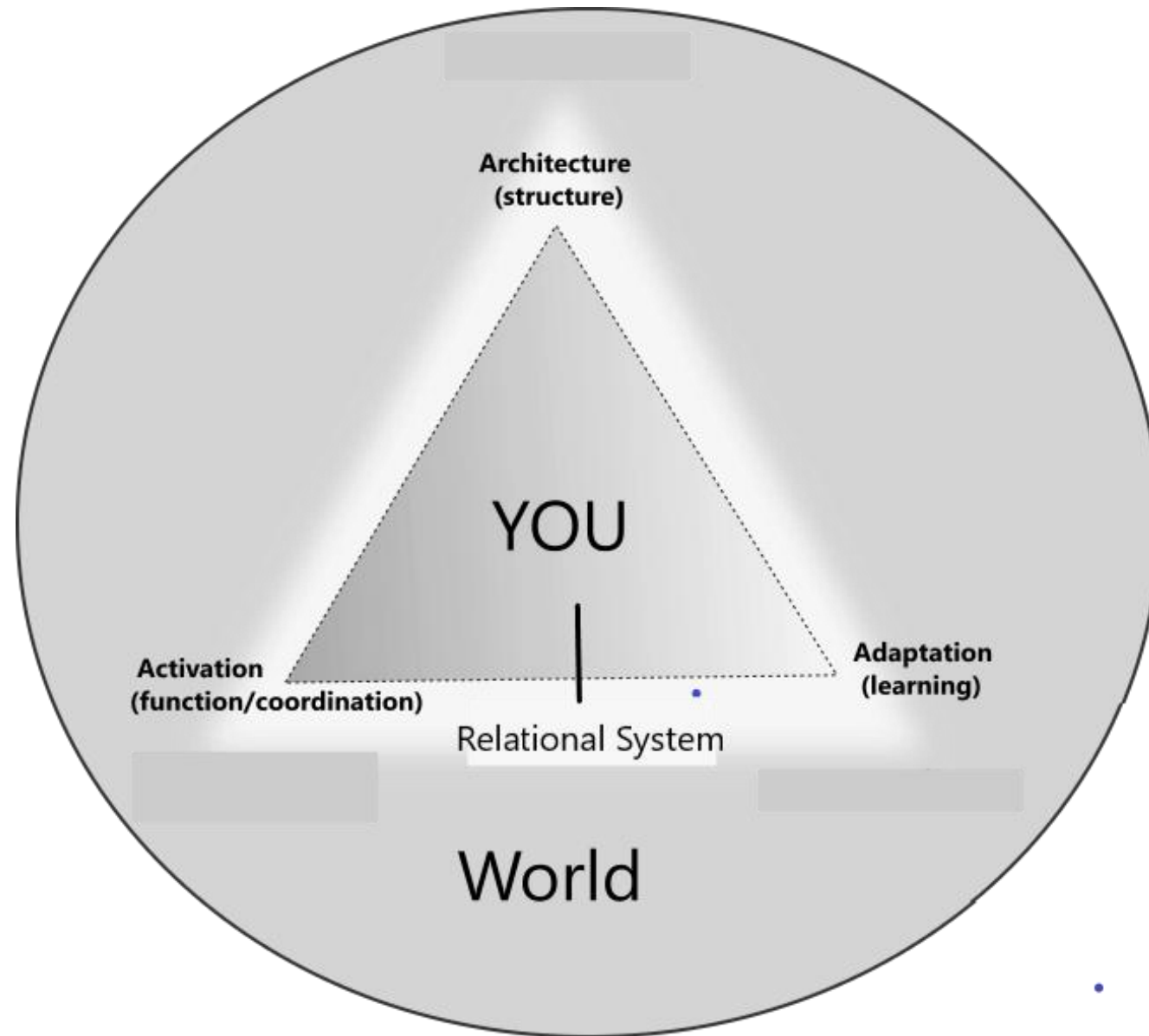
Babette Lightner
[Wholeness in Motion](#)



Human Compatible Teaching

- The teaching approach is aligned with the way humans/the universe works. Our understanding of how we work is an ongoing process or subject to further proof.
- The educator remains curious and open to updating their understanding of the way humans work as new information/research/interpretation arises.
- Since our current point of view (POV) or belief about how we work determines our strategies. We attempt to make that POV transparent to ourselves and in our teaching.





List some instructions or methods you commonly use or are given.

1 minute.

Look at these instructions and write what they show you about how you understand how humans or the world works. If you are looking at instructions from someone else, reflect on what these instructions show you about their point of view.

1 minute

Three conditions for Optimal Learning

(Human needs in order to thrive as described by Leon Thurman in BodyMind and Voice)

- Empathetic relatedness – Connection

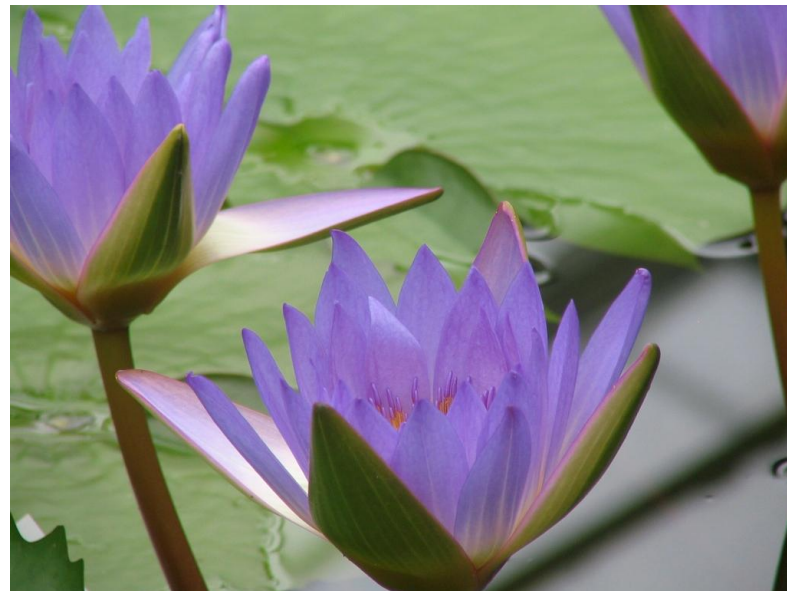
I am comfortable being here.

- Competency (success)

I did it!

- Autonomy

I can do this, let me do it again.



List some strategies you use in each of these areas.

Connection	Success	Autonomy

Which area is easiest to fill in? Which are you the least clear about? How might you explore expanding your tools in this area?

Learning is a ‘Target Practice’ process.

The joy of getting our goal, the frustration of missing our goal is the feeling of learning.



A Process for learning- skill acquisition

- 1) What I want – intention/goal/target
- 2) Do it - take action – sing – throw the dart.
- 3) Assess what happened- Did I do what I wanted? Did I hit the target?

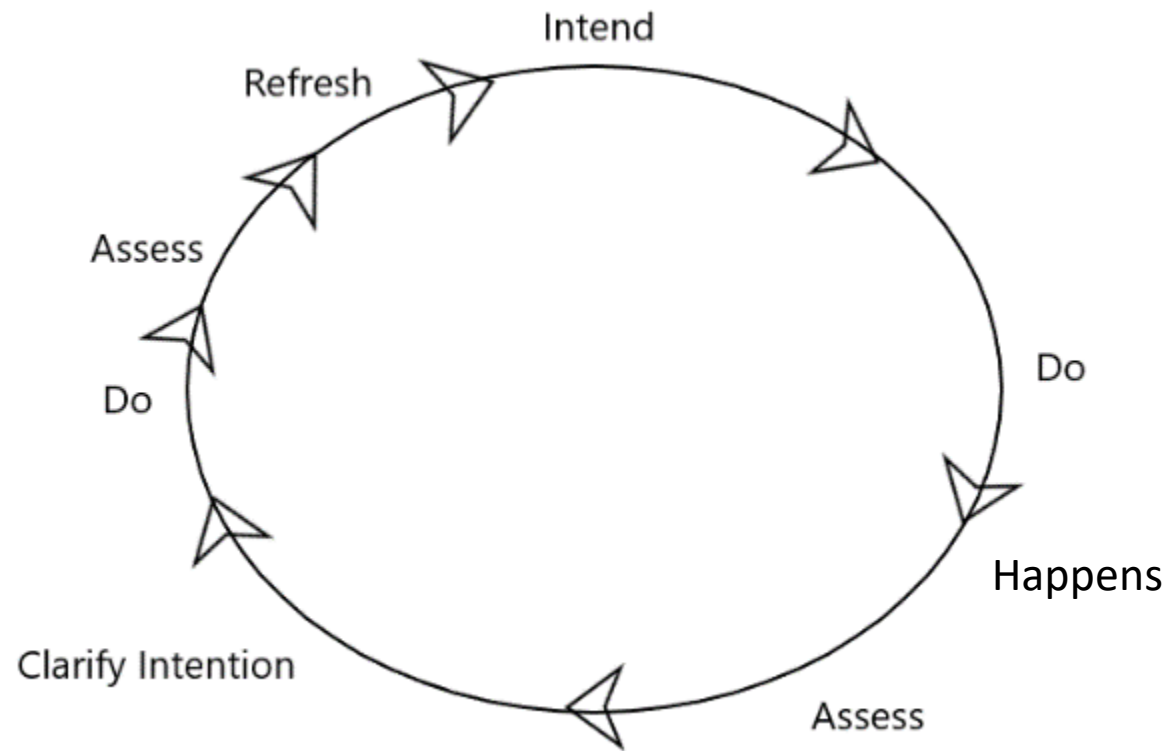
FORK IN THE ROAD

- 4) Clarify Intention - specify new intention
- 5) Do again – give it another go, take target practice again.

vs.

- 4) Make a technical change, manipulate a part, make a correction

A LEARNING CYCLE



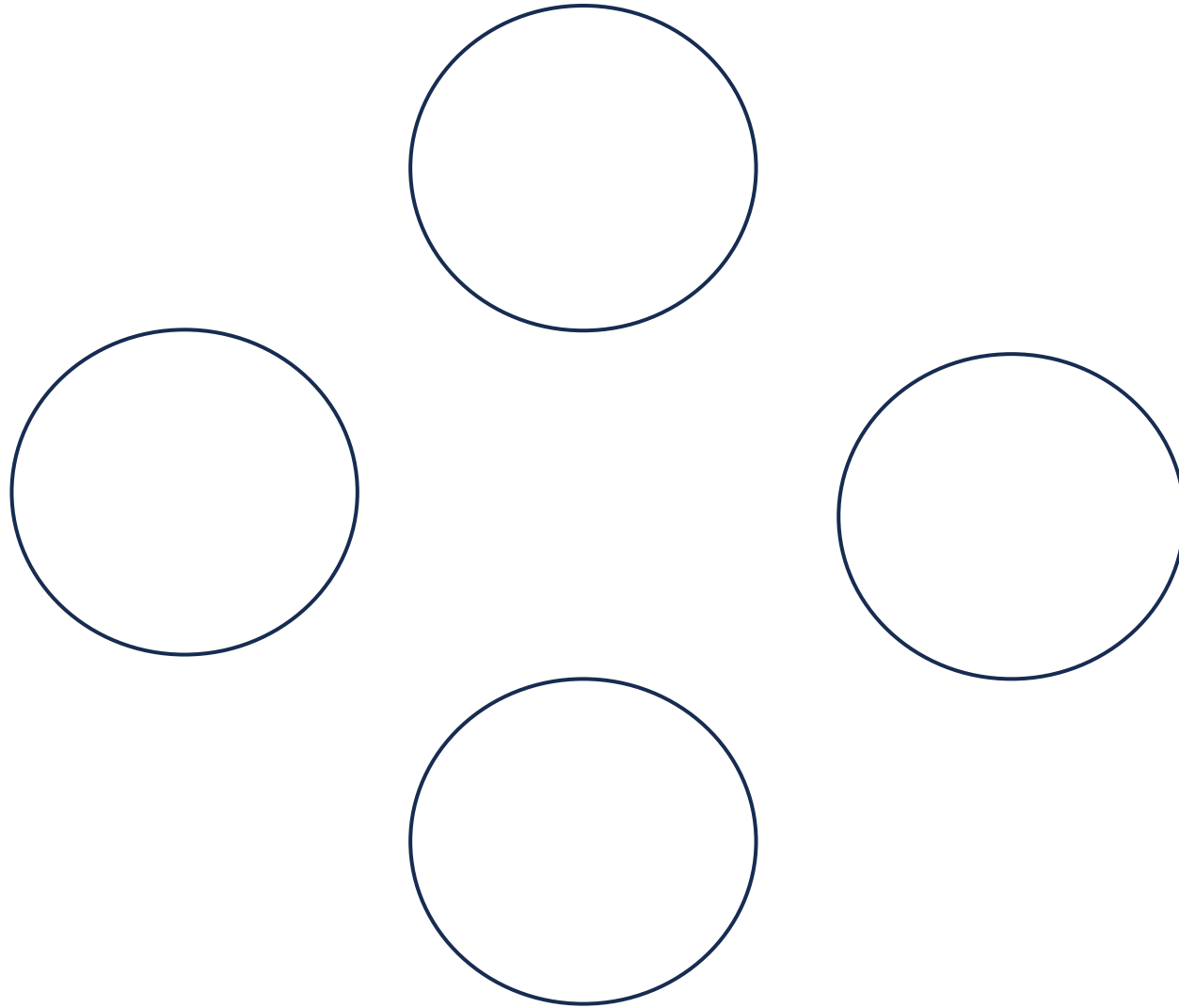
See Curiosity in the Practice Room Article: [LINK](#)

Our Valuing Nature • Our Navigation System

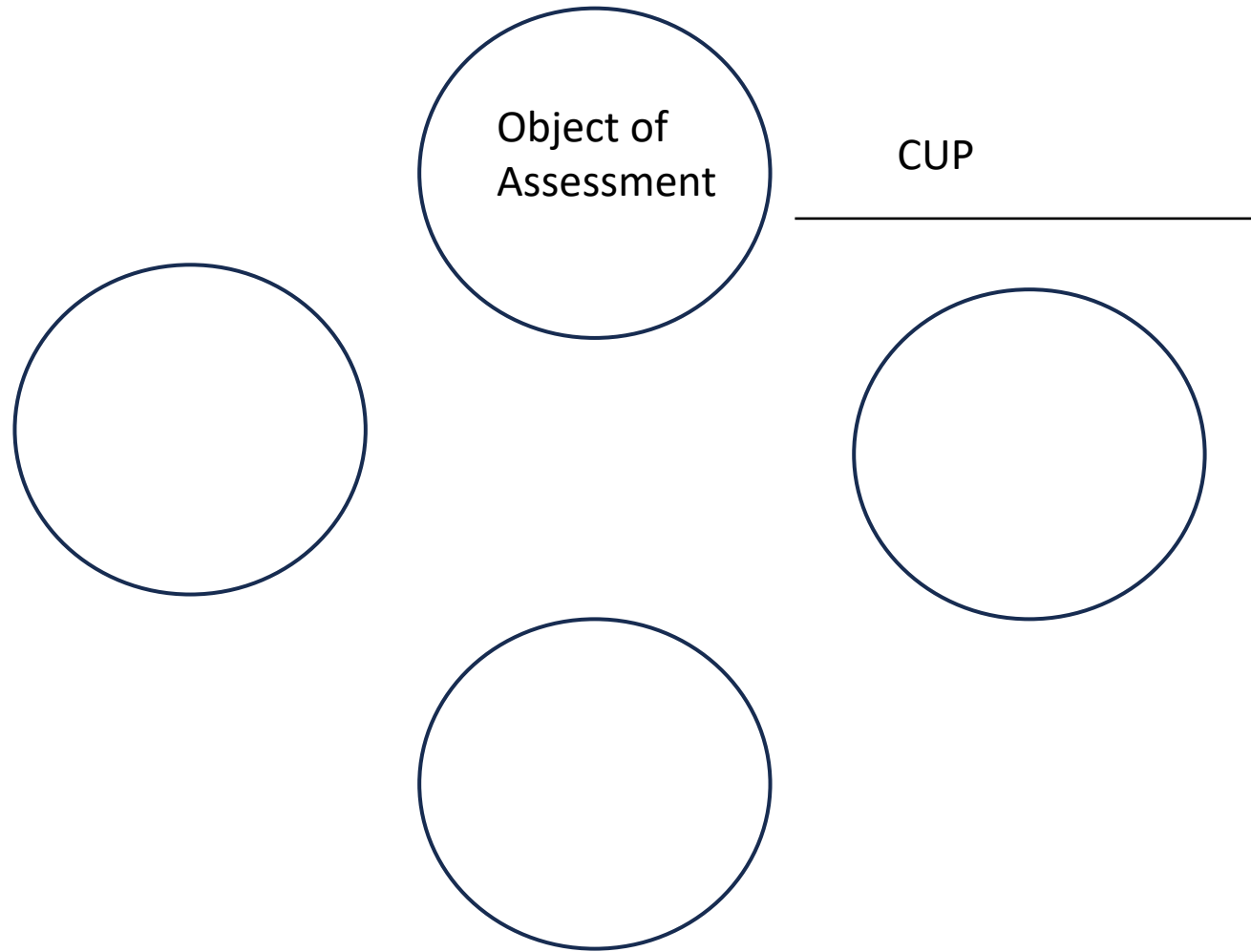
From cells to world .



The Four Parts of a Value Assessment



The Four Parts of a Value Assessment



The Four Parts of a Value Assessment



You

Assessor

Object of
Assessment

CUP

The Four Parts of a Value Assessment



You

Assessor

Object of
Assessment

CUP

Assessment

Good, bad, ugly,
beautiful, useful,

The Four Parts of a Value Assessment



You

Assessor

Object of
Assessment

CUP

Assessment

Good, bad, ugly,
beautiful, useful,

Criteria of
assessor

I only like stoneware
I like that art
I don't drink hot liquids

The Four Elements of Any Value Assessment

- 1) The valuer (the person doing the assessing or evaluation)
- 2) The valued (the someone or something being valued)
- 3) The evaluation itself (good/bad, etc.)
- 4) The criteria being used for making the evaluation



Deconstruct the four parts of assessment - Cup Example:

Assessor: You

Object: Cup

Assessment or Response/sensation: good

Criteria or Meaning or information for you: I owls on cups

Can you notice you are feeling the good feeling, not the cup?

Goodness is in you, not the cup or the object of assessment.

Assessment: Bad

Criteria: I don't like owls on cups.



The assessment tells you about your criteria, what you like, and nothing about the cup other than how it does or doesn't match your criteria.

Assessments are for you, to guide your life.



Break down assessment when you are judging someone else:

Who is the assessor? _____ you _____

What is being assessed? _____ the other _____

What is the Assessment or response? _____ negative _____

What Criteria or interpretation of the situation explain this assessment?
_____ I don't like loud people _____

What does the judgement say about the other person? _____ nothing,
It tells you don't like their loudness. They aren't wrong for being loud.
They are being themselves. This is information is for you, to show you
who you do or don't want to spend time with.

Reverse this for when you are being judged. Their judgment shows you something about the other person and nothing about you, other than how what you did fits their criteria. Yes, this isn't easy, as a social creature, when the judgment is negative. But, being clear of the meaning of another's judgment goes along way to freeing you from confusing their assessment with a truth about you.

Understanding assessment is crucial to sort out in educational situations.

Educators guide and assess by their own criteria, not truth.
Often, a shared, cultural criterion, still not truth.

Assessments tell you more about the teacher and their culture than the student.

When you hear an assessment like good, bad, right, wrong, it can be clarifying to ask:

Good (insert any assessment) for whom and by what criteria?

See article [Good For Whom?](#) By Elizabeth Garren at www.learningmethods.com

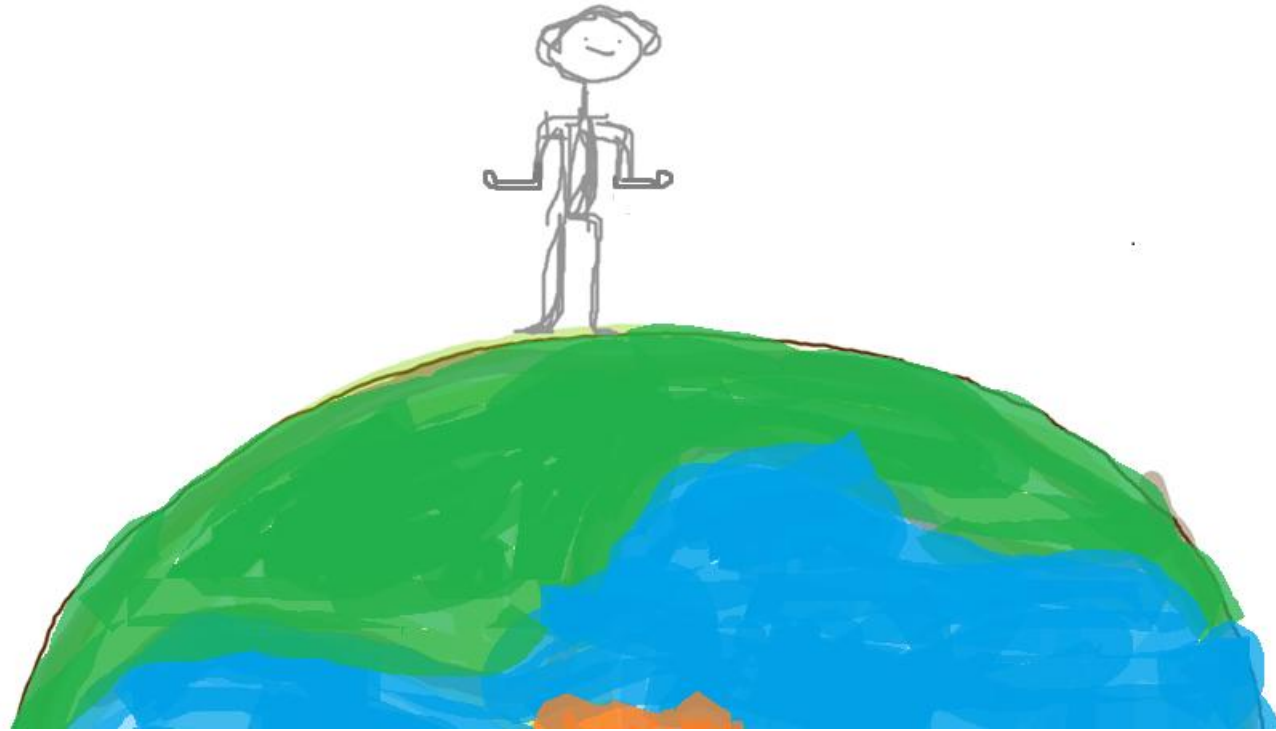
When you assess a student, ask yourself: Do they understand the criteria I am using to assess them?

Are you clear that your assessment is about you?

Do they have the criteria to leave this lesson and self-assess, learn on their own?

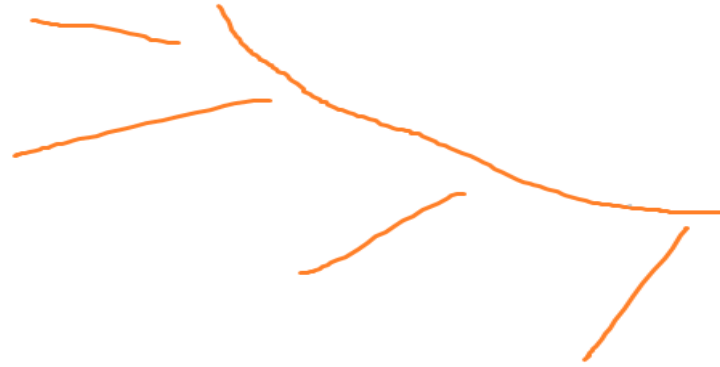
Here I am

As I am





Thank You!



babette@wim.life

www.wim.life