

LEARNING PATTERNS

TEAM REPORT

AUGUST 1985

Tell me ,
I will forget

Show me ,
I may remember

But involve me ,
and I will
understand



THE AIMS AND INTENTS OF THE LEARNING PATTERNS MODULE

OLD IMAGES WE WERE AIMING TO SHIFT

1. Huh? You're full of it. Shut up.
2. Undefined vision.
3. Language blocks learning.
4. I know the answer. Don't change me.
5. We go through the process and automatically get the answer.

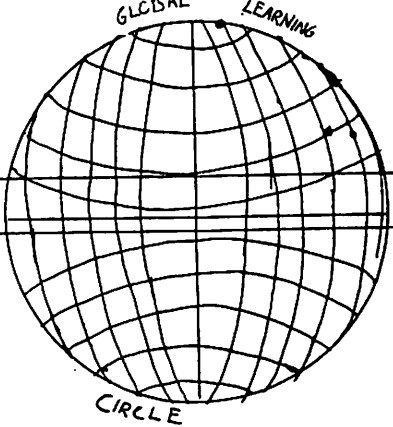
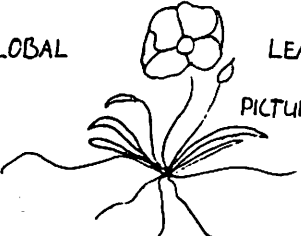

EMERGING IMAGES WE WERE AIMING TO STRENGTHEN:

1. You learn from others.
2. Participation and interchange are learning patterns.
3. Summer 85 is an open frame . . .
4. We are making connections of being.
5. Life is awesome, solitary exploration.
6. I am responsible.

RATIONAL OBJECTIVE: The group will explore and understand the present world situation and vision for learning patterns and how internal and external images influence individual, corporate and planetary learning patterns and styles.
HAVE AN IMAGE OF WHAT IS HAPPENING WITH LEARNING PATTERNS ON THE PLANET

EXISTENTIAL AIM: The group will experience excitement in the discovery of how they learn, their new possibilities and how this can affect others.
BE EXCITED WITH THE POSSIBILITIES FOR LEARNING FOR THEIR LIFE

PRACTICAL INTENT: The group will become familiar with a wide range of approaches and techniques for learning and teaching as resources for personal, group and planetary learning needs.
TRY OUT MANY DIFFERENT WAYS OF LEARNING

LEARNING PATTERNS MODULE														
MONDAY	TUESDAY	WEDNESDAY												
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12.00 - 14.00 LUNCH														
<p style="text-align: center; margin: 0;"><u>creative learning experience</u></p> <div style="display: flex; justify-content: space-between; align-items: center;"> GLOBAL  LEARNING PICTURE </div>	<p style="text-align: center; margin: 0;"><u>creative learning experience</u></p> <div style="display: flex; justify-content: space-between; align-items: center;"> LIGHTS CAMERA ACTION  </div>													
5.00 - 7.00 BREAK														
<p style="text-align: center; margin: 0;">kinesthetic eating experience and movie: "Being There"</p>	<p style="text-align: center; margin: 0;">community care units</p>	<p style="text-align: center; margin: 0;">family and friends</p>												

LEARNING PATTERN WORKSHOPS--MONDAY AND TUESDAY MORNINGS

In order to create experimental workshops for Monday and Tuesday mornings, we first asked Summer '85 participants two questions:

1. Where have you had the most experience or interest in learning patterns?

2. What skill or ability can you teach?

Participants gave many different answers to the first question. For example, they were interested in the learning and use of symbolic systems, adult education, the role of informal learning, learning as an agent of social change and the impact of social pressure in the development of positive and negative attitudes. The mosaic of these interests and experiences helped us see the large number of learning patterns that are available to each of us.

The answers we received to the second question were equally diverse. From the many possibilities which we had, the following workshops were chosen in order to give participants a broad range of activities to choose from.

<i>MONDAY</i>					
<i>COMPUTER</i>	<i>POTTERY</i>	<i>PLANTS</i>	<i>LISTENING</i>	<i>GUITAR</i>	<i>MUSIC + COLOUR</i>
To become familiar with the basic functions of personal computers by working on them	To experience the possibility of creating an art form with clay, either by using the wheel or by the pinch pot method	To discover how humans can maintain a dialogue with plants	To practice a method of learning how to listen to another individual	To involve oneself in learning the most basic guitar-chords and strumming	To experience the effect of colour and music in our world and our individual lives
<i>TUESDAY</i>					
<i>COMPUTER</i>	<i>POTTERY</i>	<i>VISUALISATION</i>	<i>HAIRCUTTING</i>	<i>SELF-DEFENSE</i>	<i>MUSIC + COLOUR</i>
		A demonstration of techniques in the use of guided imagery	To learn the techniques involved in cutting ones own hair	To practice the basic moves and strategies against physical attack	

The comments on these workshops were very favorable. A representative sample is listed below:

"We can only learn by doing it." Pottery

"It is great to talk to a person when he/she does not interrupt." Listening

"I don't choose the tree, the tree chooses me." Personal relationship to plants

"It showed us a lot of different aspects and effects that colour has on our body." Colour/Music

PARTICIPATORY PRESENTATION - MONDAY AFTERNOON

LEARNING AS PROCESS

I. Introduction

- A. There is a new paradigm of learning patterns emerging.
- B. There is a resistance to this paradigm, is it just one more pendulum swing?
- C. We want to look at the paradigm this afternoon and see how we can interact with it.
- D. The old paradigm is what nurtured us
 - 1. Not all bad
 - 2. Still continues to shape our ideas
 - 3. The assumptions on which it was based are too restrictive, too small for the world in which we live

II. The Flower - Learning of the Individual (see attached diagram)

- A. The assumptions - roots
 - 1. Goal orientation - led to products not process
 - 2. Performance oriented learning - not 'what did I learn' but 'what grade did I receive' became the most important question
 - 3. Classroom oriented learning - 'real learning takes place in the classroom'
 - a. Erik suspended from nursery school at age two for refusing to take a nap at the right time.
 - b. Toto-chan looked out of the window and invited the street band into her classroom
 - 4. Classroom learning is often artificial learning
 - a. Quadratic equations, side-angle-side = side-angle-side, so what?
 - b. Gas laws in physics class versus scuba diving
 - c. Both classroom learning and artificial learning are two sides of the same coin.
 - 5. Education is to prepare us for roles, the problem is that preparing for roles does not prepare us for life.
- B. The leaves of possibility. There are two categories, the individual and the social, but they cannot really be separated. These leaves are not new, but they are gaining momentum again.
 - 1. Spiritual Learning - Rudolph Steiner 1919
 - a. Waldorf Schools
 - b. We are much freer to talk about students' spirituality and our own
 - c. A reminder that it took sixty years for these ideas to begin to become acceptable
 - 2. Creativeness of human beings, also not a new idea, we are just slow on acting as if this were the case
 - a. Erik painting with water colors
 - b. Nursery school experiment - pre and post tests with drawings and stories
 - 3. Subject matter as wholeness
 - a. Sue teaching in ghetto schools in Los Angeles, not

- using textbooks for an entire year, and spending more time out of the classroom than in it
 - b. The good news was that the kids loved learning and got very high scores on standardized tests, the bad news was that Sue got fired
 - 4. Learning Society
 - a. Learning is too important to be left to the schools, or any other segment of society
 - b. The interrelatedness of what and how we learn is important to the whole globe
 - 5. No limits to learning
 - a. Venezuelan Project- start working with mothers before babies are born, babies learn from day of birth, environment is important
 - b. Elder Hostels have revitalized university campuses in the U. S. and Europe
 - c. Creative learning environment
 - 1) University professors could take clues from their elementary school counterparts
 - 2) We have tried to create different learning environments for this week
- C. The flower of experience
 - 1. Multi-channel learning
 - a. Learning disabled students - know their strengths and weaknesses, then teach to their strengths while building up their weak areas
 - b. inherent danger - thinking that because we learn best through one channel that is the only one that we should use
 - 2. Life situation
 - a. alternative schools
 - b. intern experiences at the university level
 - c. open universities
 - d. Luz Marina's example of teaching the metric system so that it made sense to students who went to the market
 - e. change in textbooks
 - 3. Whole brain learning - " Use the brain that God gave you " should really read, " Use the five brains that God gave you" PASS OUT SCHEMATIC DRAWING OF THE BRAIN
 - a. right brain/left brain - surgery on epileptics where the corpus collosum was cut
 - 1) right brain - silent and creative
 - 2) left brain - analytical and verbal
 - b. reptilian
 - 1) safety and security, brain stem, rootedness, images that are hardest to break lie here
 - 2) earliest brain
 - c. pre mammalian brain - lymbic system
 - 1) emotions
 - 2) centering - getting into the alpha brain wave state
 - d. mammalian brain - cortex or neo-cortex
 - 1) higher mental processes
 - 2) that part of the brain to which formal educational structures have traditionally taught
 - 4. Imaginal Education
 - a. We live out of images
 - b. Images control the way we act
 - c. If you know the images you can offer possibilities for

changing them - example of Noel the fifty year old college student who lived out of the image for most of his life that he was stupid until he learned about learning disabilities in an introductory psychology class

5. Experience
 - a. used only in its broadest context
 - b. positive and negative experiences
 - c. everything is experience
- D. The Buds of Possibility
 1. Community Learning - example of a working class suburb in London
 - a. not the building but the program
 - b. no professional teachers
 2. Development Education
 - a. We are just beginning to see the possibilities for what this means
 - b. Clear that development education is not a one way street
- E. The Image
 1. This is what we know about learning
 2. The bigger circle is what we have to learn
 3. Just because we do not know what is in the bigger circle it does not negate the truths that are there
- F. THE EXERCISE:
 1. ADD COMPONENTS TO THE FLOWER FROM YOUR OWN EXPERIENCE
 2. WRITE THEM ON A PIECE OF PAPER AND TURN THEM IN
 3. BECAUSE YOU ADDED TO THE PICTURE, THE FLOWER HAS CHANGED

III. Learning Patterns - A Pot Pourri

- A. Each learning pattern has its gift, no single learning pattern is enough
 1. We have chosen four to share with you
 2. The way to learn about learning patterns is to ask children. They know how they learn and can tell you, adults rarely can.
- B. Formal Learning Edge Model
 1. Motivation
 2. Imersion
 3. Integration
 4. Use
 5. Refinement

How would you use this model if you were teaching a six year old to read?
- C. Confluence Model - using imagery to increase potential
 1. Clearing
 2. Centering
 3. External image
 4. Internal image
 5. Reflection

creative writing class writing about a rose
- D. Super Learning - new approach to rote learning, particularly in learning new languages but also used in the training of athletes
 1. relaxation - affirmation
 2. altered states of consciousness - mind calming visualisation
 3. breath control
 4. memory by sight - both done with music
 5. memory by sound
 6. test

- E. ICA
 - 1. Raise the issue
 - 2. Set the context
 - 3. Allow for the depth struggle
 - 4. Create the response

- F. There are many other models. I would suggest that in using learning patterns it is not what is known about learning patterns per se that is important, but being able to choose the appropriate one among many for what you want to learn.

- G. THE EXERCISE: THE LEARNING GAME
 - 1. PAIR UP WITH A PARTNER
 - 2. TEACH EACH OTHER SOMETHING
 - 3. TALK WITH EACH OTHER ABOUT WHAT AND HOW YOU LEARNED
 - 4. BRIEF REFLECTION

IV. The Keys to the Learning Process

- A. The Who
 - 1. Learning begins with the individual
 - a. It is an internalized process
 - b. What we observe is a change in behavior that allows us to assume that learning has taken place
 - 2. One of the real problems is that we tend to forget the individual

- B. The What
 - 1. In order for real learning to take place there needs to be discipline
 - a. internal versus external discipline - " Oh, I wish I could play the organ like that."
 - b. use of strategies - Dungeons and Dragons
 - 1) interpersonal skills improved
 - 2) so did the oral and silent reading skills of learning disabled teenagers
 - c. accountability - throwing pots. The accountability is a pot, no matter how poorly made, rather than a lump of clay.
 - 2. Learning for the love of learning

- C. The Relationship
 - 1. The learning community - We have given lip service to this for a long time, but we don't practice it much
 - 2. The importance of true interchange
 - 3. The building of relationships and image shifts based on learning disabled teenagers teaching younger children to read

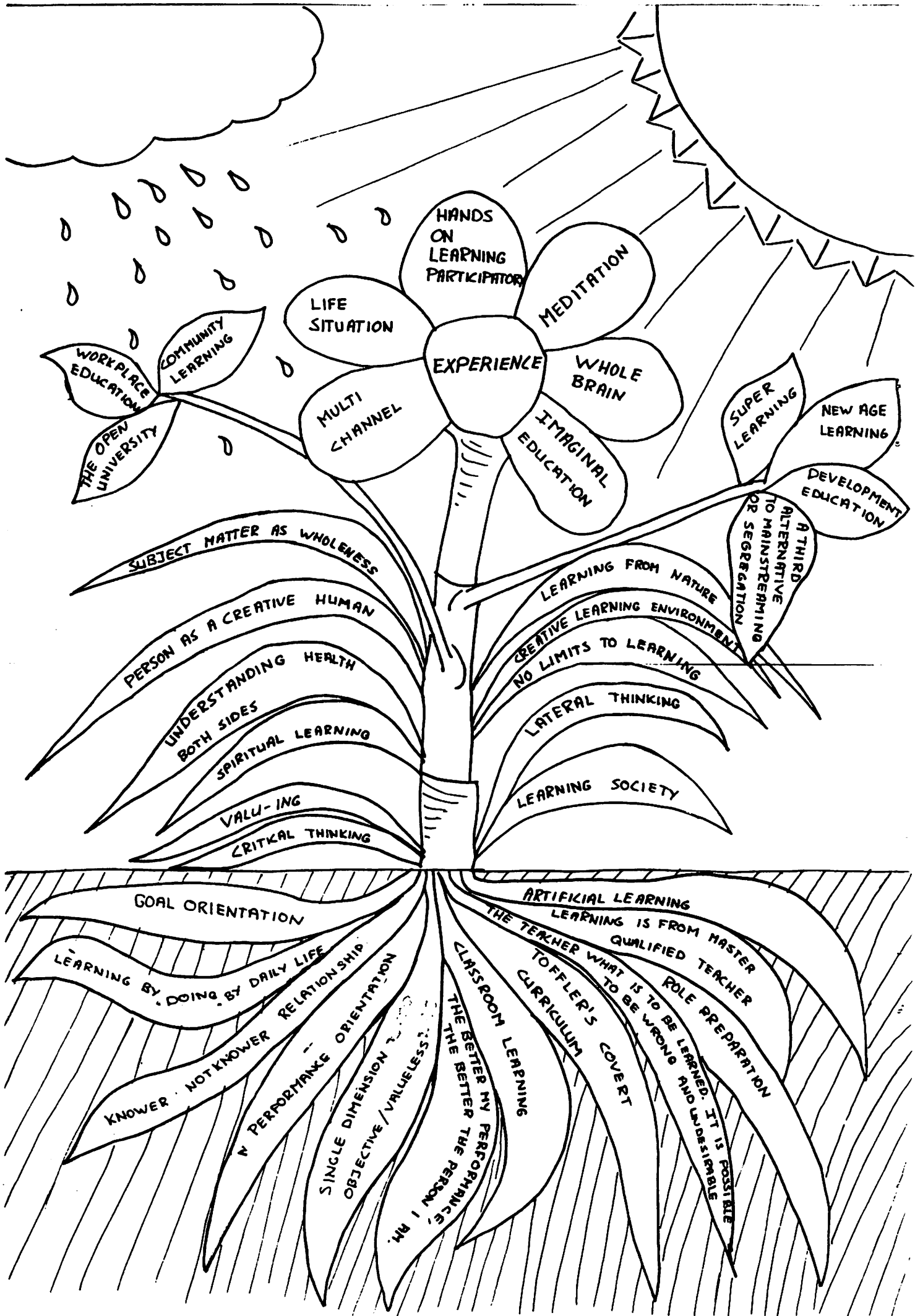
- D. The vehicle - How we can be educated
 - 1. Old systems are rapidly becoming ineffective
 - 2. Power can no longer be at the center of the learning process or the vehicle which serves it.
 - 3. Socialization has always been a by word of the educational process, but it is becoming increasingly clear that it can no longer be the vehicle's only powerful motor

- E. When colleagues in the field of education talk about " back to the basics" the four ideas which were just presented are what I want to discuss. I am still in the minority, but these ideas are gaining momentum again.

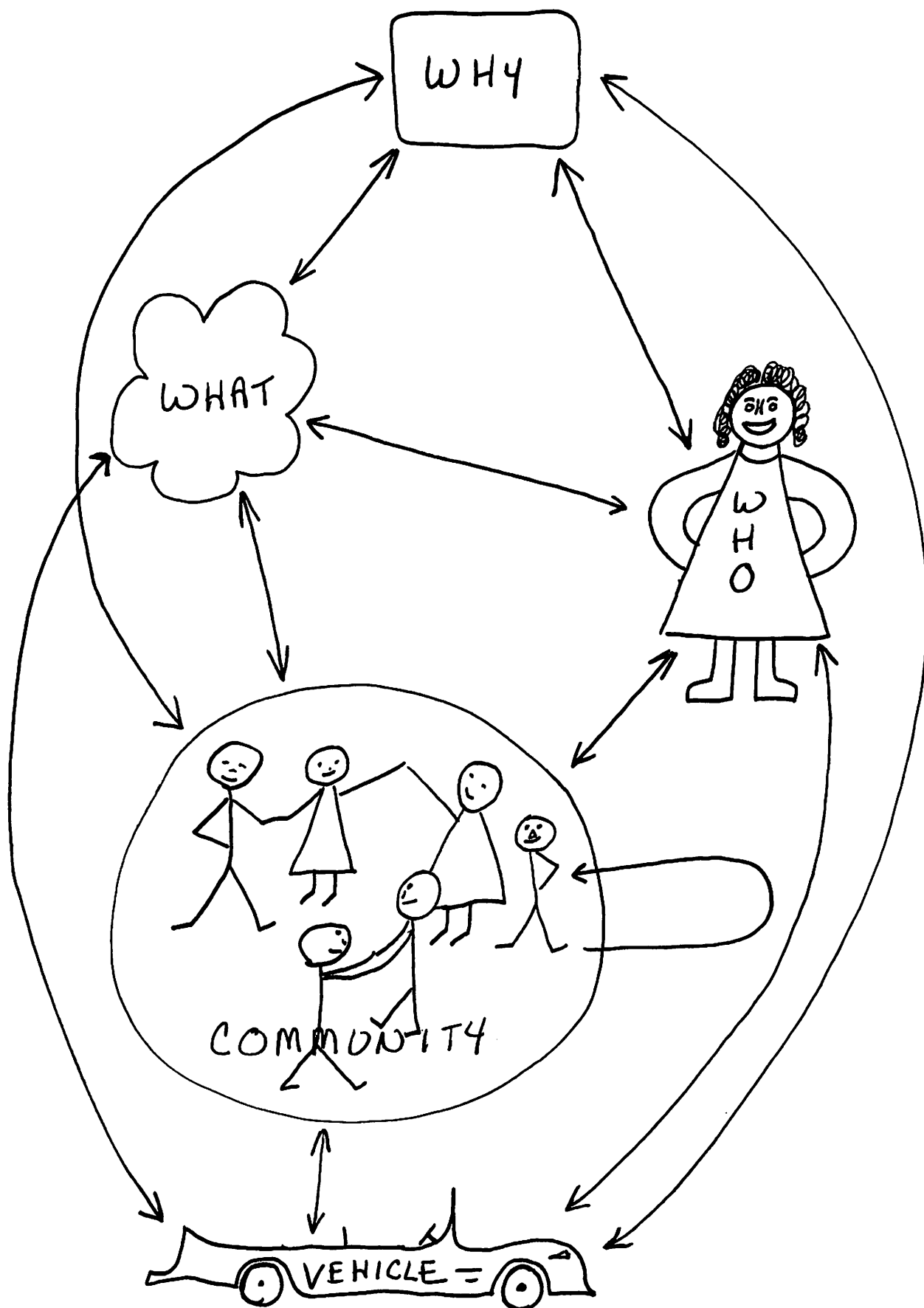
F EXERCISE: WITH WHAT OTHER MODELS ARE YOU FAMILIAR? BY TABLE. DRAW ANOTHER MODEL WE CAN SHARE. WHEN YOU HAVE FINISHED, MARK YOUR KEY INSIGHT AND SHARE IT WITH THE GROUP.

V. The Vision of Learning The Why The Overarching Category

- A. In learning we always stand in three perspectives which are always held in tension
1. The individual
 2. The societal
 3. The global
- B. In order to bring the vision of learning as process to reality, it is clear that certain things are going to have to happen
1. New alliances are going to have to continue to be formed
 2. The networking which supports these alliances is going to have to be strengthened.
 3. The challenges which we face are going to have to be articulated more clearly.
 4. The action which these challenges demand is going to have to be formulated.
- C. EXERCISE: WE ARE GOING TO WORK TOGETHER ON THIS TASK BY TABLE. YOUR PRODUCT WILL BE A BRIEF ORAL REPORT ANSWERING THESE QUESTIONS
1. WHO NEEDS TO BE INVOLVED?
 2. WHAT EVENTS NEED TO HAPPEN?
 3. WHAT EXPERIMENTS NEED TO BE TRIED?
 4. WHAT APPROACHES NEED TO BE USED TO CONTINUE TO BRING PEOPLE INTO THE EMERGING PARADIGM OF LEARNING AS PROCESS?
- (We, in fact, did not do this exercise because of time, but simply raised the questions and ended with the quote below.)
- D. The only rational way to develop individual learning is through a conscious transformation which we take to mean the creation of a critical mass of people who have developed a new learning perspective. This perspective must be cultivated by a form of learning and education which begins with a global "raison d'être" which balances local, national, international, and global requirements, and which fosters an integrative and complete development of human beings.
- " No Limits to Learning,"
The Club of Rome



THE KEYS TO THE LEARNING PROCESS



IN REFERENCE TO PARTICIPATORY PRESENTATION -- PART IV

Learning Patterns Week - Video Camera Module - Tuesday Afternoon

Purpose: We want to experience a learning process boxed in by guidelines or instructions and to notice how a higher degree of creativity is called forth by working in this situation that limits our options.

--Watching yourself through a video camera provides people with a clear, stark, visual image of themselves. We want people to see who they are in such a clear way that what has perhaps been denied in the past no longer can be (forced accountability for the self).

Songs and Opening: Who has been on video before? Is anybody camera shy? Feeling anxious? Why?

CONTEXT

--The camera is a learning tool - a new viewpoint for seeing yourself and others. A mirror does this too. Both force accountability.

This afternoon we will be exploring:

1. Your creativity - you will have to create a short play
2. Images of yourself - who you think you are - how you think you show up in the world.
3. A learning process - develop a product within the parameters of guidelines/instructions in a restricted time.

THE INTENT: to compare some of the images you hold of yourself to the images being projected on the video camera replay and perhaps experience a shift in the image you hold of yourself.

PROCEDURES: break into groups of 4 and create a skit or drama depicting a shift in education. You will be given a slip of paper with a shift on it. Presentations should be no more than 3 minutes - short, sweet, and simple.

Shifts to be enacted from old paradigm of education to new:

- Emphasis on content and right information to emphasis on learning how to learn, how to ask good questions.
- Emphasis on learning as a product, a destination to learning as a process, a journey.
- Emphasis on external world to emphasis on inner experience seen as content for learning.
- Lockstep progress and emphasis on the appropriate ages for certain activities to flexibility and integration of age groups.
- Hierarchical and authoritarian structure that rewards conformity to an emphasis on candour and dissent, students and teachers seeing each other as people not as roles.
- Labelling (remedial, gifted, minimally brain dysfunctional) to an emphasis on labelling used only in minor prescriptive role and not as fixed evaluation.
- from the Club of Rome report, No Limits to Learning.

Preparation in groups - 30 minutes

Filming of dramas - done in the large group

Replay of dramas

Reflective Conversation:

- What scenes do you remember?
- Where remember laughing?
- What were some of the shifts demonstrated?
- What were different ways used in showing the shifts?
- What did you learn from seeing the replay? (about the group? yourself?)
- What contribution does the use of the video camera bring to learning?

Comments from the Learning Patterns group:

The video camera has great potential as a learning tool. It can be used to tear down the barriers we put up that keep us from seeing the parts of ourselves that we dread. We must acknowledge the way we are before we can begin to change. You have to know where you are coming from to ground where you will go. Nonetheless we did not feel the group of participants as a whole was at a point where the walls could be broken down as much as the video allows for. Consequently, instead of putting people on video one at a time, with nothing to hide behind, we put them in groups and gave them props and dramas (or, if you will, something to hide behind). If the video camera had been used later in the summer, maybe during the week of personal roles, it could have been used more to its potential as expressed in the following:

--Intent: to work toward creative, helpful image projection for self and others

-Rational Objective: to realize self images and external images are different

-Existential Aim: To know the images you project consciously and unconsciously affect yourself and others

WEDNESDAY PROCEDURES FOR THE LEARNING PATTERNS MODULE

The purpose of the day is to draw together the learning patterns module. The rational objective of the day is to use a number of learning methods and approaches in an integrated manner towards a common purpose. The existential aim of the day is to provide an excited sense of calmness to all participating through the experience of the programme coming together. The practical intent of the day is to form a set of learning keystones from the perspectives of the six teams.

8:30-10:00 ACTIVATING THE MAZEWAYS OF OUR MINDS

Wednesday morning after breakfast Summer 85 gathers in the Great Hall for the Global Learning Circle. Tables have been moved to the side and chairs have been stacked outside the room. Each person has a cushion. All sit in a circle. The four foot tables have been placed upright on their end to form a wall along one of the walls of the Great Hall. Our team is dressed casually.

A. 8:30-8:45 CLEARING TIME--A brief clearing time ensures almost informal reflection designed to get what is on people's minds off it so they can participate. Play the game "Wave."

B. 8:45-9:00 CONTEXT--A context is set which reviews the various methods of the module and attempts to give a clearer picture for all of the activity of the day and how it draws together the threads of both the module and the programme. Use the Boulding paper "The Image of Man and Society" to explain the various aspects of the image and how it operates and how we will be dealing with the image today.

C. 9:00-9:45 WHOLE BRAIN EXERCISING- The low wall of tables is covered with paper titled the Journey of Consciousness or 15,000,000,000 years of history. The paper is divided into seven sections:

The pre-reptilian

The reptilian

The early mammalian,

The high mammalian,

The early human era,

The modern human era,

And the evolved human era.

Persons are divided into groups as they are seated around the room to draw pictures and images for each of the eras which capture that time on paper and

paste them up on the wall. Each group then creates a sound or noise or combination which holds that era. Then using sounds and drummings, reenact the journey of consciousness from present day to beginnings and back then on to the sound of the post human. Using the image of a wave, go around the group several times until the sounds begin to blend with each other. Record this. Artform the experience--then ask, what have been the great evolutionary changes. Start by 2's, and then as groups put up the external changes and the internal learnings(new images) on cards and on the wall, ask what was the mood, feeling, resistance at each point? How was it overcome? Spend time at the current picture.

9:45-10:00 STATING PURPOSE Create silence for people to meditate. In that silence, have each person answer these questions--what is your purpose in being here today? What of all you have gotten from learning patterns do you want to keep, to put in muscle, to put in the world? What do you intend to feel, what do you hope to learn? Do this in 4 smaller circles, putting your answers on paper and placing them face down on the floor and then taking turns reading the different ones. Talk briefly: What is our common purpose? NOTE: THIS SECTION WAS SKIPPED SINCE THE PRECEDING STEP TOOK UNTIL 10:00 TO COMPLETE.

10:00 BIFURCATION #1- We are going to do an exercise to look at the global situation of learning- if you choose to do this as a visualization process go to the meditation room. If you choose to do this as a corporate artform process gather at the end of the Great Hall.

10:00-11:00 VISUALIZATION--

1. Breathing

2. Toes up

3 Be aware of the part of you that can do anything and go anywhere. It will take your mind on a journey of discovery for the service of everyone.

4. Ask your mind to bring back information from that journey - everything that appears useful. You may want to take with you a container, ask your imagination to provide a bag, a net, a sack, a case, a basket to collect information.

5. Now allow the part of you that can go anywhere and do anything to rise up and become very light. Take the container with you- it will also become very light--out of the window (PAUSE) through the clouds (PAUSE) higher, higher--see the planet below (PAUSE) choose a place which is your favorite place, (PAUSE) go down to it (PAUSE) see who is there(PAUSE)

6. See learning going on--yours and others (PAUSE) see its forms, formal and informal, its vehicles, its purposes, who is doing it, what is going on, the device for learning, (PAUSE) what is lacking, who is wanting more, what needs to change, why, (PAUSE) what resists learning, what resists that change in learning, the hope, the fears around learning, the feelings, the fixed ideas. (PAUSE) Collect your information and put each piece in your container. (PAUSE) Add another piece of information- the key to how learning operates here, what it would take to dissolve resistance to learning. (PAUSE)

7. Get ready to leave, with your collection of information. Take a look around before you go and check you have everything with you. (PAUSE) Now rise up again; and look down at the earth. (PAUSE) Choose to go to a place you have never visited before on a different continent. Go as an observer, a collector. (PAUSE)

8. Repeat #7. Continue until 10:55. Pick up your container, look once more around the planet, leave when you are ready and return to Belgium, to Brussels, to the ICA house, to this room where your body is and where your fellow voyagers are also. (PAUSE)

9. Open your eyes when ready.

10:00-11:00 ARTFORM CONVERSATION- Gather in chairs in a circle around a world map on the floor of the Great Hall.

1. Begin by looking at the earthrise on the wall. What do you see? Shapes and colours, feelings, sounds.
2. Go down for a closer look here at the surface of earth on the floor. What do you see now? What places have you been? Name them. Never been?
3. Look at the continent nearest you. Draw an image or picture of how learning and education is going on there. Share and place them on the map.
4. What strikes you? What emotions, cries do you hear?
5. What patterns do you see? Who, What, How, Why, Community, Vehicle is involved?
6. What trends, fluctuations, changes are there?
7. How would you describe our global image of learning? What would be an appropriate book or movie title for this picture which we have created?
8. Locate the points of learning which need to be watched for the future.

11:00 BIFURCATION #2 Next we are going to look in our own personal experiences and reflection and to see there how learning operates, how the process of learning feels and moves in our lives and the lives of those about us. We want to reexperience the struggle and possibilities for learning. Such learning from and recall of our experience can focus on many different things: a careful reflection of these 3 days and how learning has moved within us, an internal musing on how our lives have changed a review of learning experienced in our lives and experience. It can be achieved through many channels:

- silent meditation, walking meditation, eating meditation, etc.
- one to one conversation and interchange
- individual brooding, writing and reflection
- reading and study
- art or drawing
- group conversation
- visiting different learning environments

From now until 2:00 you have the opportunity to team up with one or two others(or go by yourself if you choose) and structure your own multichannel learning experience to help you to learn more clearly how you or anyone learns. During this time we are asking each person to go somewhere in Brussels where you never have been before and to go with someone who you have never been there with. Who you go with and how you structure your learning process is up to you. However, be sure to include evaluation: separate what you know and have experienced about learning, from what you think or have been told about it, from what it actually is and can be shared with someone else. You are encouraged to pack a sack lunch to go with you. Please be back in time for a potty break before we meet at 2 in the Great Hall for our final exam.

2:00-5:00 FINAL EXAMINATION- TEAM IMAGE SHIFT WORKSHOP- GREAT HALL

The tables are set in 6 places- each table a solid square with a large sheet of paper, some markers and drawing instruments on it.

2:00-2:15 CLEARING TIME- talk a bit and then play paper stone and scissors or Prui or Me you or yes no to get started. Or do a relaxation exercise.

BIFURCATION #4 Each table represents one of the six research teams. Sit by teams.

2:15-2:30--TEAM REUNION- Share briefly the experience so far of the group and what is on each person's mind from the experience of the day and the module.

2:30-4:00 RIGHT BRAIN WORKSHOP THIS IS THE FINAL EXAPMINATION OF THE MODULE. IT WILL BE DONE AS TEAMS. MANAGE YOUR TIME CAREFULLY. YOU HAVE UNTIL 4:00 TO COMPLETE THE EXAMINATION. Our intent is to experience a right brain spatially oriented process which is as nonverbal as possible. Assume for the moment that none of you has any schooling beyond the 5th grade.

DRAW A MURAL--As a team, draw a mural of your arena in its reality, and the learning which is taking place in your arena in our day, based on your

understanding of your team arena. Draw as realistically as possible, talk as little as possible, all participate. Put it up near you.

OLD IMAGES--Now each person takes two pieces of paper and draws an image on each which people are operating out of which are blocking their full and futuric participation in the learning of your arena. Now take a third piece of paper and draw an image which the participants of Summer 85 are operating out of which is blocking their full and futuric participation in the learning of the program and in your arena. Put them up to the left of our mural. Artform them, again using as few words as you can, but point or gesture or mark them. Especially avoid verbal explanations. Choose the key ones and give each a poetic title. Words allowed, no explanations.

EMERGING IMAGES--Now each person takes 2 papers and repeats the process this time drawing 2 new images which would release the learning process in your arena, and a third image which would release those of us in the Summer 85 programme to full participation in learning. Put these up to the right of your mural. Again with as few words as possible reflect on them and choose the keys to releasing learning. Give each key image a poetic title.

DRAW RELATIONS- Look at the old images, new images and the mural. Draw lines of relationship among the three. Where is the possibility for change?(!) Where is the resistance?(.) Where are people ready and open to learn? (?) Draw, point, or speak one at a time, so all pay attention.

IMAGINE LEARNING CREATIONS- next in terms of your understanding of the situation and how learning operates individually draw two or three learning creations(courses, events, tools. processes, workshops, etc.) which would be helpful in changing the key images in your arena- which would enable a giving up of the old images or an acceptance of the new images, that is, a change in persons, in groups and on the planet in your arena. Each person should create at least one(big or small). Generate as many options as you have time for and then select the 3-5 most useful for your team. Describe each of them in detail for the plenary using the forms provided. Include drawings, illustrations, steps, experience. Be ready to explain how these learning creations will be useful to your team and to your team's work in the future.

NOTE: WE STARTED LATE AND ONLY REALLY GO THROUGH THE EMERGING IMAGES. SOME TEAMS GOT FURTHER. BUT WE DID NOT DO THE FOLLOWING PLENARY. INSTEAD WE TOOK A PHOTO OF EACH TEAM AND THEIR WORK.

4:00-5:00 LEFT BRAIN PLENARY--Play a game. Gather in the Great Hall teams gather in front of the first team to report and look over their work and their learning creations and report briefly on each--simply reading what is written. Comments or questions can be drawn or written on the wall or asked. The others dance and sing their approval. Then the group goes on to the second team, third and so forth. In the meantime, 3 people are gestalting as they go and as the seventh report, the gestalt team reports/summarizes what happened. Closing reflection and evaluation.

Learning Patterns Week - Poetry for Posters

Come to the edge, he said.
They said, we are afraid.
Come to the edge, he said.
They came,
He pushed them, and they flew. Aquarian Conspiracy

Life is a tale
Told by an idiot
Full of sound and fury
Signifying nothing.
Wm. Shakespeare

• Learning - that which is braided together.

° Unprecedented human fulfillment and ultimate catastrophe are both possible. What will actually happen, however, depends on another major - and decisive factor: human understanding and action.

Do not continue to ask yourself, "But how can it be that way," or you will go down a blind alley from which there is no escape. No one knows how it can be that way.

Tell me, I will forget
Show me, I may remember
But involve me, and I will understand.

Every person desires to know, but what good is knowledge without respect for the unknowable.

We sit around in a ring and suppose.
but the secret sits in the middle and knows. Robert Frost

. .to teach if we are called upon, to be taught if we are so fortunate. . - part of the recorded message translated into 50 languages and sent with an exploration spacecraft headed toward Jupiter and other planets.

Learning is the process by which we have moved every step of the way since we first breathed; the transformation that occurs in the brain whenever new information is integrated.

Intellect is the highest form of feeling. --Suzanne Langer

The more you know, the more you know you don't know. - Luc Marina Aponte