

CONCEPTS OF LEARNING AND TEACHING REVEALED IN LEVY'S CLASSROOM

metacognition (thinking about one's own ways of thinking and solving problems)

memorable, lifelong learning

many intelligences/activities/pathways to learning

engagement and development of whole person

affective education (involving emotions, meaning, personal discovery)

character education (diligence, cooperation, persistence, dedication, commitment to excellence, responsibility, etc.)

teacher and student commitment to mastery/excellence, high expectations

improving self-concept through achievement

effort, celebration of effort

serious work that's fun

students as active workers

student ownership, student involvement in planning

connection to community and to parents

real-world problems

application/utilization of knowledge

perplexing, problem-setting curriculum and instruction

integrative curriculum (including the arts)

recapitulation of age-old human activities (Dewey's activities and occupations)

formative assessment and self assessment

transformative teaching

teacher as active guide and director

teaching as providing analogies for learning how to learn

teaching for transfer

working within state and district guidelines

SOME OF DEWEY'S IDEAS FOUND IN LEVY'S TEACHING

Some few years ago I was looking about the school supply stores in the city, trying to find desks and chairs which seemed thoroughly suitable from all points of view — artistic, hygienic, and educational — to the needs of the children. We had a great deal of difficulty in finding what we needed, and finally one dealer, more intelligent than the rest, made this remark: "I am afraid we have not what you want. You want something at which the children may work; these are all for listening." (p.31)

There is no distinction between experimental science for little children and the work done in the carpenter shop. (p.44)

There is a sort of natural recurrence of the child mind to the typical activities of primitive peoples (p.48)

. . . [W]e find that this work gives the point of departure from which the child can trace and follow the progress of mankind in history, getting an insight also into the materials used and the mechanical principles involved. In connection with these occupations the historic development of man is recapitulated. (p.20)

[T]he more direct modes of activity, constructive and occupation work, scientific observation, experimentation, etc., present plenty of opportunities and occasions for the necessary use of reading, writing (and spelling), and number work. These things may be introduced, not as isolated studies, but as organic outgrowths of the child's experience. The problem is, in a systematic and progressive way, to take advantage of these occasions.

(p.113)

from John Dewey, *The School and Society* (1900; quotes taken from University of Chicago Press edition, 1990).