

Sample TBL Application Exercise
(Teacher Scholar Collaborative, October 7, 2011)

1. Analysis: Parker Palmer’s “Community of Truth” diagram and my own “Cognitive Apprenticeship” diagram show two models that may be applied to promote active learning. Describe the way(s) that each model could be effective in motivating students to take an active role in their learning. Include examples of the way each model might be applied to 1-2 specific disciplines.

(A) “Community of Truth”		(B) “Cognitive Apprenticeship”	
Discipline:	Example:	Discipline:	Example:
Discipline:	Example:	Discipline:	Example:

2. Evaluation: “Based on the above analysis, we argue that [model A or B] is most likely to be effective in motivating students to take an active role in their learning because...”

“We determine that [model A or B] is less likely to be effective in doing so because...”

3. For Informal Discussion: In what way(s) does doing this exercise inform your thinking about the models discussed? What kinds of intrinsic vs. extrinsic motivators might come into play in the application of each model? What are the most important differences in the application of these models to math/natural sciences vs. social sciences/humanities vs. practical applications?

Figure 4.1. *The Objectivist Myth of Knowing.*

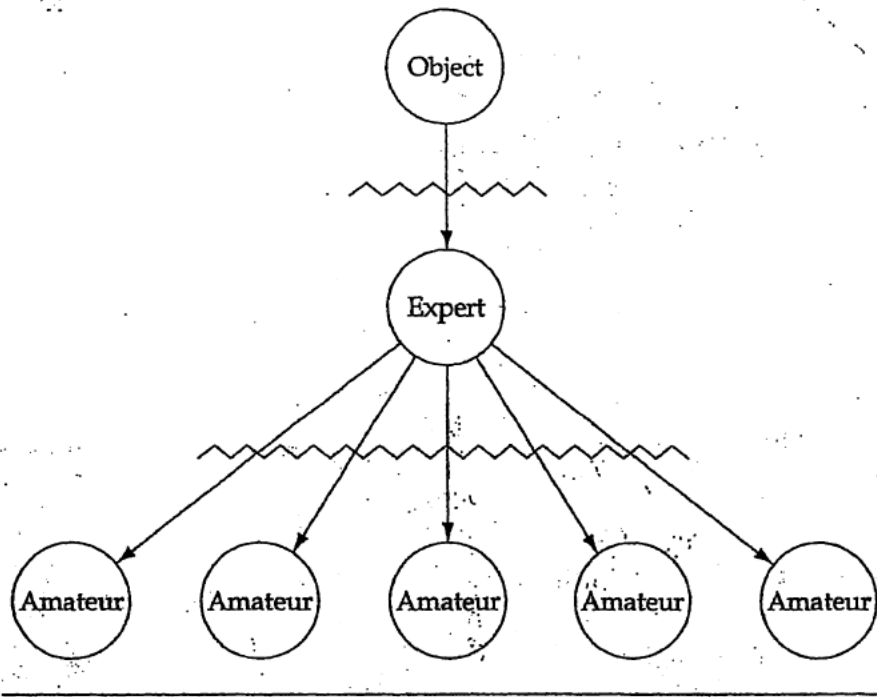
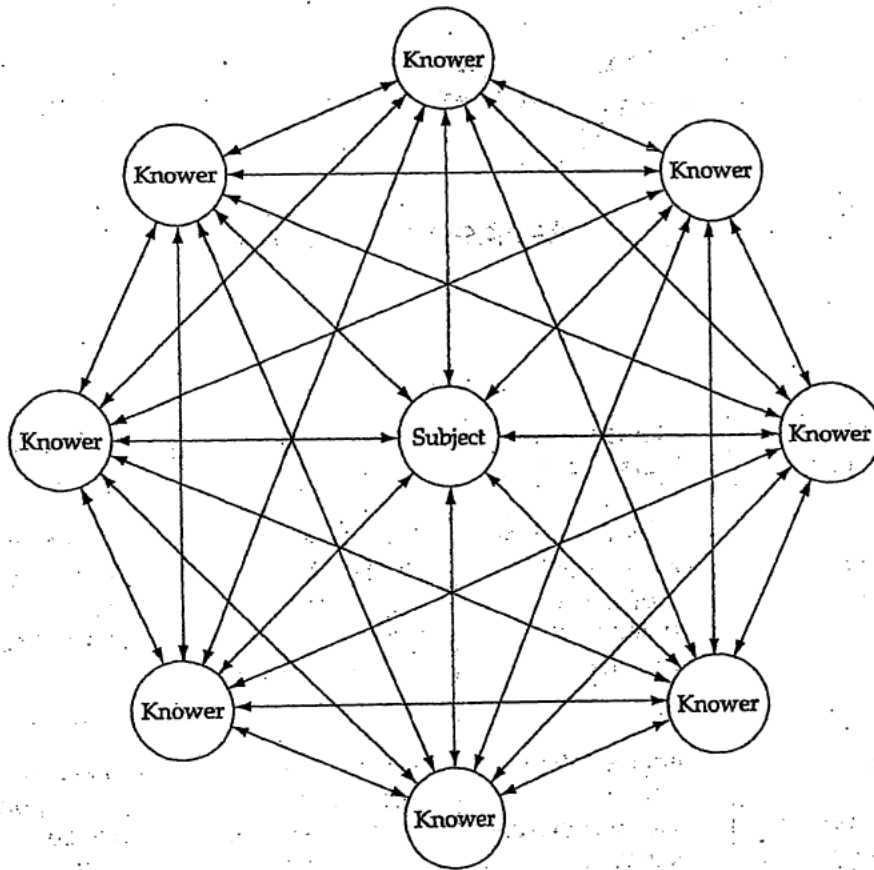
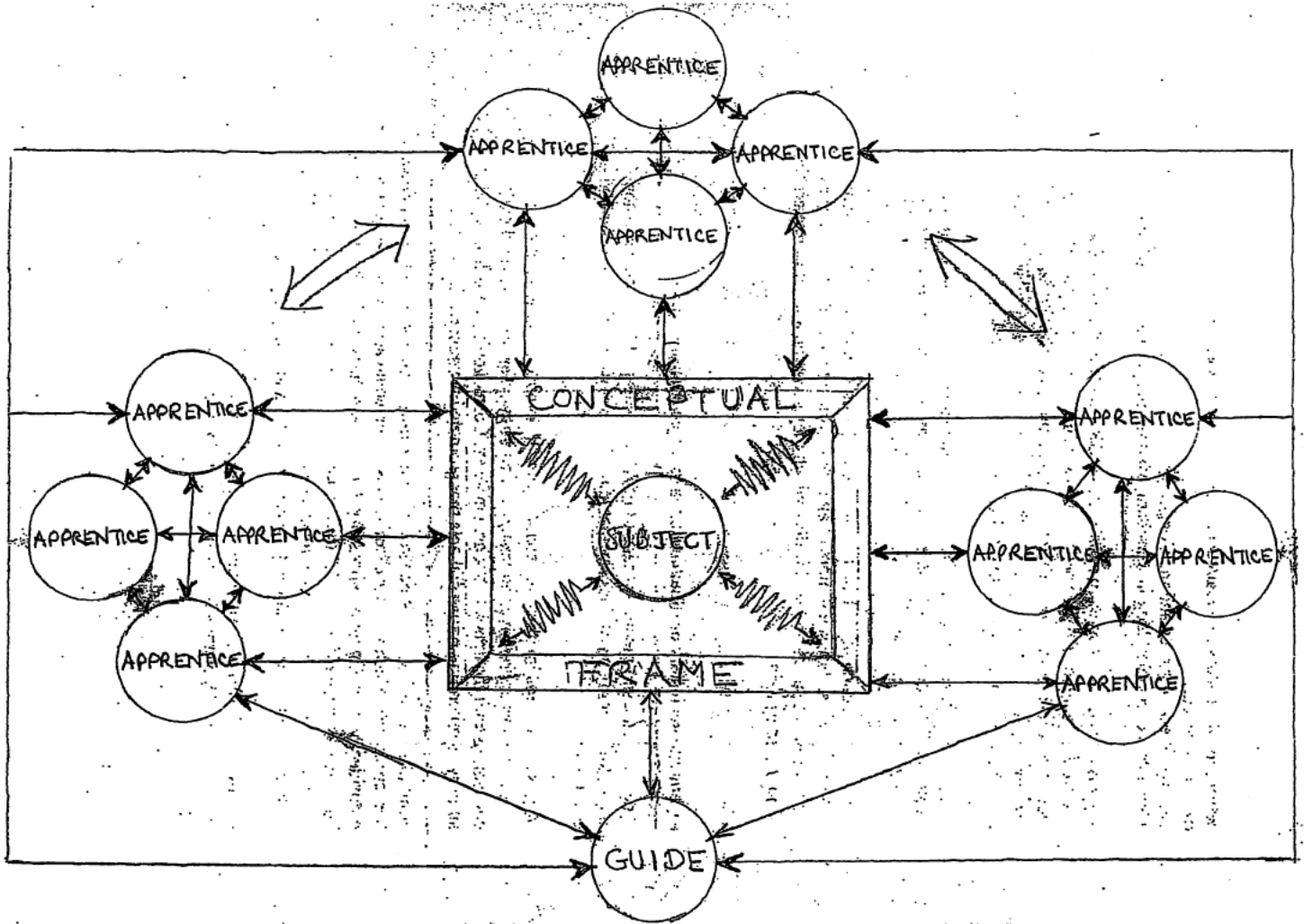


Figure 4.2. *The Community of Truth.*



FROM PARKER PALMER,
THE COURAGE TO TEACH



"COGNITIVE APPRENTICESHIP"

Subjects	Mathematics & Natural Sciences	Humanities & Social Sciences	Practical Applications	⇒ This Application Exercise
Subject Matter	<ul style="list-style-type: none"> • numbers & measurements • natural phenomena 	<ul style="list-style-type: none"> • human behavior • documents & artefacts as evidence of behavior 	<ul style="list-style-type: none"> • structures & challenges (e.g., health, information, language, music) 	<ul style="list-style-type: none"> • the dynamics of students & teachers engaged in study & learning together
Conceptual Frames	<ul style="list-style-type: none"> • variables & equations • theorems & proofs • theories about hidden causes 	<ul style="list-style-type: none"> • theories about behavior • history & culture as intersection of ideas, practices & communities 	<ul style="list-style-type: none"> • methods & processes (e.g., medicine, journalism, writing, composition) 	<ul style="list-style-type: none"> • expert vs. knower vs. guide • amateur vs. knower vs. apprentice • subjects & conceptual frames