

Center For Development of Interest in Learning (CDOIL. Inc.)



Content and Strategy Centered Teaching & Learning (CSCTL)

Professional Development – Phases of Knowledge Development Activities

**Research behind CSCTL Carried Out by
Center for Development of Interest in Learning (CDOIL Inc.).**

And

**Professional Training in CSCTL by
New York Institute of Teachers' Education (NYITE)**

Email addresses: enato@cdoil.org

Phone: (516) 506-5326

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Abstract

Many teachers do not consider functions of the various phases of activities of a lesson or how the phases of lessons related to students thinking. Instead, they deliver instructions focused exclusively on content. They prepare lessons and deliver instructions based on arbitrary phases of lessons. Where students must engage in learning to emphasized specific strategies and skills of the different phases of lessons, many teachers emphasize content teaching and learning. (1) At the triggered interest phase of lessons where students ought to be learning how lessons relate to their experiences, teachers introduce content of lessons. (2) At the maintained interest phase of lesson where students ought to be learning about resources to facilitate tasks, traditional teachers emphasize resources focused on content of a lesson; (3) At the sustained interest phase of a lesson where students ought to be engaged in learning about the fundamentals of content knowledge, traditional teacher emphasize content exclusively; they emphasize instances but not the fundamentals (formulas and strategies) that explain how instances relate to one another, and so on. In every phase of lessons, they emphasize content learning activities but not subject-matter formulas or strategies. Consequently, many students fail to develop interest; they fail to understand how, what, and why they must engage in formal learning activities.

In this project, activities of the phases of thinking and how activities of the phases of thinking relate to phases of activities of lessons are explained. This article helps to explores what are phases of thinking and how they relate phase of a lesson.

Introduction

Traditional teachers' phases of lessons include (1) introductory, (2) resource, (3) conclusion (mini lesson), (4) private or quiet reading, and (5) group activities. However, these phases of lessons are arbitrary in that they lack a foundation or basis for their origin; they lack a theory behind them (Renninger and Heidi, 2018). The result of the arbitrary phases of lessons is that other than the superficial functions that teachers ascribe to them, teachers do not consider the true functions of the phases of thinking activities and how they relate to students activities or efforts. For example, many teachers do not consider what are phases of thinking activities and how the activities are related to and reflected in the phases of lesson activities. Instead, they interpret phases of a lesson as the order through which to present lesson activities and avoid chaos, but not as signifying the nature of knowledge that students must acquire in the various phases of thinking. Many teachers do not feel they should be concerned about the purpose of students' thinking. Nevertheless, students develop their knowledge through thinking activities; phases of students' thinking inside and outside classrooms are informal and formal knowledge development activities. They involve the same phases of thinking activities. Dewey (1934) and Wittgenstein (1927) explained that to help students learn efficiently and effectively, teacher must structures lessons to reflect and address students' thinking and their aims.

A teacher may engage students in learning activities but fails to consider significant functions of phase of a lesson. For example, teacher may engage students in content learning activities (in the sustained interest phase of a lesson) but fails to consider how strategies/formulas through which students simplify lesson tasks and/or activities relate to instances through which teachers

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seek to illustrate the strategies and formulas. Thus, a teacher is said to teach content but not strategy. Here, teacher emphasize acquisition of content knowledge, but not strategies and formulas through which explain relationships among the instances or ideas and help students to simplify and represent the object of lessons. Also, a teachers may engage students in quiet reading tasks (that is, in the private/personal interest phase of lessons), but fails to consider the other activities of that phase through which students develop their unique and personal capacities to n engage learning activities and enhance their personal developments and growth. In the private/personal interest phase of a lesson, traditional teacher merely emphasizes quiet activities, but not the fundamentals through which students develop capacities to independently engage and enhance their personal developments or growth, etc. Thus, a teacher is said to be content but not strategy centered.

Wittgenstein (1927) and Allison (2018) identified five phases of thinking activities through which a person develops knowledge to achieve progress. Dewey (1934) explained that students must be skilled in engaging all phases of thinking activities to enhanced objects or achieve their aims The phases of thinking activities identified by Wittgenstein (1927) and Allison (2018) include, (1) perceptive, (2) analytic, (3) synthetic, (4) private (personal), and (5) public (shared) thinking activities. Each phase of thinking has its unique and specific activities. Also, activities in the first or initial (perceptive, analytic, and synthetic) phases of thinking are spontaneous, not deliberate. In spontaneous thinking activities the object that a person obtains is spontaneous, not clarified. For example, if you turn your head from reading this line, your eyes may fall on an object, say a cup. Allison (2018) explained that from the time your eyes lighted on a cup to the time you represented a cup, you would have engaged in spontaneous (1) perceptive, (2) analytic, and (3) synthesis thinking activities. However, the object obtained from spontaneous thinking activities is not clarified. To obtain a clarified object and achieve progress, (Dewey, 1934) indicated that a person must think deliberately; a person must deliberately engage and model model activities of the phases of spontaneous and deliberate thinking.

In deliberate thinking activities, a person models activities of the spontaneous or initial phase of thinking. For example, in deliberate thinking, students models activities of the initial phases of thinking; students deliberately repeats perceptive, analytic, and synthetic thinking activities. In deliberate thinking activities, a person does not start thinking through an appearance; instead, a person starts thinking activities by modeling activities of the phases of perceptive thinking. (1) In perceptive thinking, a person connects with events and occurrences to obtain an appearance; To model perceptive thinking activities, a person produces or creates activities that produce a similitude of an appearance (a problem or an uncertain object) and substitutes it for appearance, modeling the activities and functions of an appearance in thinking; (2) In analytic thinking, a person generates instances characterizing an appearance. To model analytic thinking activities, a person generates ideas characterizing an uncertain object or problem. And (3) In synthetic thinking activities, a person produces rules through which a person determines relationships among instances of an appearance. To model synthetic thinking activities, a person produces and applies domain strategies or formulas to show relationships among instances and elements of a problem, and a person simplifies concepts of lessons.

Dewey (1934) agreed with Allison (2018) that thinking or knowledge development activities

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starts with the initial phases thinking; that is, (1) perception, (2) analysis, and (3) synthesis thinking. Wittgenstein (1927) and Dewey (1934) indicated that with spontaneous thinking, a person engages the initial phases of thinking and obtains a spontaneous object. Here, thinking is not intended to discover how an object is related to another; rather, one merely represents occurrences as they occur. Therefore, initial phases of thinking do not help to achieve progress. To achieve progress, a person must think deliberately; here, a person models the initial phases of spontaneous thinking. Accordingly, to obtain a spontaneous object, a person engages initial phases of thinking and thinks spontaneously. Here, however, thinking does not enhance an object or help to achieve progress. To achieve progress, a person must think deliberately; that is, a person must engage another level (phase) of thinking, the phase of deliberate thinking. In deliberate thinking, a person models the initial phases of thinking to achieve an intended object. Specifically, in spontaneous thinking, a person engages the initial phases thinking to obtain a spontaneous object, but in deliberate thinking, in addition to the initial phases thinking, one also engages another phase of thinking, a person thinks deliberately to obtain a clarified object. On one hand, a person obtains a personal (unsatisfactory or uncertain) object, but on the other hand, a person model the initial phases of thinking to clarify it.

Wittgenstein (1926) and Dewey (1934) indicated that in addition to initial phases of thinking, through which a person obtains a personal (unsatisfactory or uncertain) object, a person may also think deliberately; that is, models activities of the initial phases of thinking to clarify objects. To clarify an object, a person would have obtained a personal object that needs to be clarified. A person obtains a personal object through the initial phases of thinking. Specifically, a personal object is an undetermined and uncertain object. To clarify undetermined/uncertain objects, a person models (deliberately re-engages) the initial phases of or models spontaneous thinking activities. First, to obtain a personal or uncertain object and to substitute it for an appearance, a person would have spontaneously engaged the initial phases of (a) perceptive, (b) analytic, and (c) synthetic] thinking activities. Second, to clarify a personal object, a person models or deliberately engages the initial phases of thinking. Here, a person (I) perceived, analyzed, and synthesized appearance to obtain an uncertain object which one must substitute for an appearance. (II) To model analytic thinking, one deliberately generates instances characterizing an uncertain object; and, to model (III) synthetic thinking, a person produces and applies rules showing how instances of a problem are related. In each case, of thinking activities are focused on different activities and purpose.

Accordingly, with initial phases of thinking, a person obtains a spontaneous object; but when a person represents a a spontaneous object as unsatisfactory, a person is dissatisfied with it, with an object of initial phases of thinking; therefore, a person engages private thinking activities to obtain a personal object. Thus, in addition to the initial phases of (perceptive, analytic, and synthetic) thinking, one also engages personal thinking activities to achieve a a personal object. Therefore, to achieve a personal object of interest, a person engages four phases of thinking. Also, a person may focus exclusively on a personal objects, but fail to achieve it, fail to achieve progress. Therefore, a personal object is unsatisfactory and a person engages public thinking activities to achieve satisfaction, to achieve progress. With public thinking, a person engages five phases of thinking activities, and thinking occurs in the following five phases; (1) perception, (2) analysis, (3) synthesis, (4) private, and (5) public phases of thinking.

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Significance - Phases of Lessons and Students' Interest

Dewey (1934) explained that a person expresses an interest in every situation in which a person finds him or herself. Phases of thinking in classrooms is an example of a situation that students find themselves; accordingly, students engage activities and express interest in various phases of lesson (Wittgenstein, 1927 and Allison, 2018). Also, a classroom lesson just as thinking is a knowledge development activities and consist of phases of thinking. In a classrooms, students develop and obtain knowledge of content in phases. Initially students think spontaneously and obtain uncertain, but not a fully understood or consolidated knowledge of content or object of lessons. To fully understood, consolidated, or obtain enhanced knowledge of content, students must think deliberately; that is, be able to extend the time they engage or spend with content learning activities (change object of situational to object of personal interest, inside to outside classroom activities). This means that to obtain an enhanced knowledge and achieve progress, students need more than content knowledge which they obtain from classroom situations. They must develop capacities to engage content learning activities beyond the classroom; they must develop capacities to transform objects of situational to objects of personal interest, content knowledge to enhanced content knowledge.

Objects of Thinking/lesson Activities

Wittgenstein (1927) and Allison (2018) identified 5 phases and objects of thinking (knowledge development) activities; they include, (1) perceptive thinking and appearance, (2) spontaneous thinking and its object, (3) situational thinking and its object, (4) private thinking and personal object, and (5) public thinking and shared object. Allison (2018) explained that to obtain (I) an appearance and trigger thinking, a person engages the three and initial phases of pure thinking filtering information from one's environment; (II) a spontaneous object, a person engages the three and initial phases of empirical thinking (perceives, analyzes, and synthesizes appearance); (III) a situational object (temporary or enduring), a person engages four phases of objective thinking (a person obtains a spontaneous object and, a person terminates thinking or continues to think deliberately to obtain an enhanced object; (IV) personal object, a person engages four phases of thinking (a person (1) perceives, (2) analyzes, (3) synthesizes appearance to obtain an object, and (4) personalize or commits to thinking about the object); (V) shared object, a person engages five phases of thinking (a person (1) perceives, (2) analyzes, (3) synthesizes appearance to obtain a spontaneous object which a person seeks to (4) clarify unsatisfactorily, and thus (5) engages in shared thinking activities to achieve progress.

Thinking just as lessons are knowledge development activities; thinking is informal, but lessons are knowledge development activities. Both are intended to help students develop capacities to achieve progress. Phases of thinking activities identified by Wittgenstein (1927) and Allison (2018) correspond to and are reflected in phases of lessons. A phase of activities of a lesson corresponds to and reflect a phase of thinking activities. Whereas phases of thinking, especially outside of classrooms, consist of natural (informal) activities, phases of lessons are structured, and they consist of deliberate (formal) activities. Also, just as phases of thinking have distinct and different activities, phases of lessons consist of distinct and different activities. Just like thinking activities, activities in the phases of lessons function differently in helping students to

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learn and achieve progress and growth. In the triggered interest phase of lessons students must understand connections between a lesson and their experiences to engage the lesson and learn effectively; similarly, in the sustained interest phase of lessons, students must understand the strategies and formulas to learn the lesson well.

Dewey and Phases of Thinking/Lessons

Dewey (1934) explained that it is an error to ignore, disregard, conflate phases of thinking as traditional teachers do when they emphasize or teach content exclusively; that is, when they emphasize the sustained interest phases of lessons but not the activities of the other phases of thinking. Dewey (1934) explained that phases of lesson reflect phases of thinking activities. Phases of thinking and lessons (knowledge development) activities were identified by Allison (2018) and Wittgenstein (1927). The phases of thinking activities include, (1) perceptively thinking activities correspond to activities of the triggered interest phase of lessons; (2) analytic thinking activities correspond to activities of the maintained interest phase of lesson; and (3) synthetic thinking activities correspond to activities of the sustained interest phases of lesson; (4) privately thinking activities correspond to activities of the personal interest phase of lessons, and (5) publicly or consultative thinking activities correspond to activities of the shared interest phases of lessons.

In this Journal article, activities of the various phases of thinking and how the various phases of thinking relate to phases of activities of lessons are explained. Here, phase of a lesson and how phases of a lesson relate to phases of thinking are explained.

Interest and Phases of Learning - Lit. Review

Students express interests whenever they engage learning activities. Allison (2019) explained that each phase of thinking consists of activities that a person must accomplish to represent an object. When students engage a phase of thinking activities, they think seeking to conserve but not waste efforts. Thus, a person is said to express an interest. Also, activities of the phases of a lesson are models of activities of the phases of thinking; both the phases of thinking and phases of a lesson are knowledge development activities. Phases of a lesson relate to and reflect the phases of thinking. Students express interest in response to or engage activities in both thinking and a lesson (Dewey, 1934). The interest expressed in response to the activities of a lesson is a model of the interest expressed in thinking; for, when students must engage the activities of a lesson, that is, think deliberately, they do not change from their usual thinking processes, from thinking in phases to thinking without phase. Rather, students only engage in more structured activities. Accordingly, interest that students express in the phases of thinking are reflected in the interest expressed during lessons; and, they consist of (1) Triggered, (2) Maintained, (3) Sustained, (4) Shared, and (5) Personal Interests.

Thinking, Interests and Lessons

Dewey (1934) indicated that after the initial phases of thinking, one may or not need to further develop an appearance beyond its initial object. If one does not develop an appearance beyond

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the initial phases of thinking, one would only obtain a spontaneous object. Interests expressed during initial thinking activities do not extend beyond the initial phases of thinking. However, unless a person can extend h/her thinking activities beyond the initial phases of thinking, an object of appearance is represented as determined, and one no longer needs to further determine the object that has been determined; therefore, a person no longer engages in thinking about the object, in developing knowledge of the object. Also, Wittgenstein (1927) and Dewey (1934) indicated that thinking activities may be extended beyond the initial phases of thinking. They explained. In thinking and representing object of an appearance, a person may be dissatisfied with h/her object; therefore, a person engages in (4) deliberate (private) thinking. Wittgenstein (1927) and Dewey (1934) also explained that a private/personal object may be unsatisfactory or contrary to the needs of a society/community and thus force a person to rethink h/her efforts to achieve shared progress. Here, the indication is that to achieve progress, a person must also engage in (5) deliberate public or shared thinking.

Accordingly, Allison (2018) explained the initial phases of thinking through which a person represents an object of appearance to include (1) perceptive, (2) analytic, and (3) synthetic thinking. On the other hand, Wittgenstein (1927) and Dewey (1934) indicated that to achieve progress one must think (4) privately, and (5) publicly. Together, Allison and Wittgenstein identified the phases of thinking as (1) perceptive, (2) analytic, (3) synthetic, (4) private, and (5) public. Dewey (1933) and Allison (2018) also indicated that different phases of thinking have unique but different activities; students engage phases of thinking activities with different levels of focus and emphasis, but they learn effectively when teachers can structure learning activities to enhance their thinking and interest, enhance how students must engage events and occurrences in their environments. Students engage phases of activities of thinking (knowledge development) and develop skills and strategies, and learn effectively when teachers can help them to focus on and emphasize phases of thinking activities related to their experiences and/or interests; that is, when teachers can structure learning activities to address how students engage events and occurrences in their environments.

Phases of thinking may be informal (when students learn without a teacher) or formal (when a teacher guides students' learning activities). Phases of thinking and lesson activities are phases of knowledge developments activities. Through thinking or lesson activities, a person develops and clarifies knowledge of objects. In both cases, students think, going through the same phases of thinking to develop knowledge of objects. The difference is that knowledge development activities may be formal or informal. With informal thinking activities, students are self-guided and thinking activities are based on one's immediate needs, but with formal thinking activities, teacher structures lessons to reflect or address students' interests: Thus, phase of (1) perceptive thinking corresponds to the triggered interest phase, (2) analytic thinking corresponds to the maintained interest phase, (3) synthetic thinking corresponds to the sustained interest phase of lesson, (4) private thinking corresponds to the personal interest phase, and (5) public thinking corresponds to the shared interest phase. When teachers can structure lessons to reflect and/or enhance students' thinking (knowledge development) activities, students learn to persevere with tasks, and they learn more effectively (Dewey 1933).

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(1) Perceptive Thinking and Triggered Interest

Perceptive thinking is where a person perceives (filters) occurrences and obtains an appearance to begin the activities of representing objects. In the phase of perceptive thinking one connects with occurrences to perceive an appearance. Perceptive thinking corresponds to the triggered interest phase of lessons where a student's thinking must connect with a lesson for a student to engage a lesson. A connection between a person and an occurrence is necessary to obtain an appearance and trigger thinking activities. Just as there must be a connection between a person and h/his environment to obtain an appearance, there must be an effective connection between a student's thinking/concerns and a lesson for a student to effectively engage it. Dewey (1933) explained that to develop interest in learning, students must see a connection between their concerns and a lesson, lesson activities must be relevant to students' concern.

Traditional Teaching

Traditional teachers consider and use the first phase of lessons as the introductory phase. They do not learn about the triggered interest phase of lessons; therefore, they make two significant errors; (1) they often only consider connections between a lesson and prior knowledge, but not other connections, and (2) they are most likely to connect lessons to prior knowledge in any but not in the first phase of lessons. Therefore, traditional teachers may engage connect a lesson to prior knowledge at another phase and at the expense of the activities of the phase.

Results of Develop and Understanding Connections Among Experiences.

(a) Students learn to determine and understand connections between pasts and present events and experiences, between students' concerns and lesson/learning activities.

(b) Students learn to develop connections between formal and informal learning tasks/activities, between ideal and personal experiences.

(c) Students learn with a single purpose and unified efforts.

Short Term: Students find that school learning/knowledge relate to their concerns, and students seek to more fully engage and understand the lessons. Students find they can apply school knowledge and address their concerns, and students seek to learn and apply their knowledge.

Long Term: Students learn to recall instances of past experiences, create hypothetical problems, and seek to develop and apply new skills to address them. Students may spend much more time on even difficult tasks without feeling or realizing it.

(2) Analytic Thinking - Maintained Interest Phase of Lessons

Analytic thinking activities is where a person generates elements characterizing or highlighting features of an appearance, and thus make appearance workable. The phase of analytic thinking where one generates instances characterizing an appearance corresponds to maintained interest phases of lessons where a student produces and applies resources or means to highlight objects of a lesson to make it workable. When children engage new learning activities, they often feel anxious thinking about what they must or not be doing, and this often account for most of their

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task times. A student may feel that whatever approach s/he takes would help to achieve their purpose, and thus be dissuaded from taking any action. Therefore, a child must learn how and what resources relate to tasks, develop and apply resources to facilitate tasks; otherwise, they learn with difficulties and make minimal learning gains (Dewey 1934).

Traditional Teaching

Traditional teachers often consider resources in terms of physical material for learning. While physical materials are learning resources, other learning resource include and are not limited to social, emotional, intellectual needs, and etc. Traditional teachers do not learn about analytic thinking or engage students in learning facilitate activities of developing the object of lessons; therefore, they (1) mostly understand resource as physical objects that help students to learn, but not that it could also be otherwise. They (2) operate with limited understanding of resource. So, many students do not learn about resources; what it is and how to generate and/or apply it. Students from affluent communities may have no need for the skills of this phase of lessons, but underprivileged students must develop these skills to feel included.

Benefits of learning to develop connections among experiences

- (a) Students learn to determine and understand resource materials in h/his environment based on the concerns and problems that a person must address and resolve.
- (b) Students learn to understand the resources that a person must develop or that are most relevant to addressing one's personal concerns/task.
- (c) Students learn to generate and understand and focus on resources available, relevant and applicable to the concerns and activities/task occurring in one's environment.

Results of Generating and Applying Relevant Resources

Short Term: Students develop and apply resources to address learning issues. Students find that resource they produced help to reduce task difficulties, students learn to more easily and effectively develop resources and to address problems in their lives in general.

Long Term: (a) Students learn to determine and understand resources base on the events and occurrences (concerns/problems) that students must address and resolve in their environments. (b) Students learn to understand the resources that s/he must develop and apply to address h/his personal concerns/tasks.

(3) Synthetic Thinking - Sustained Interest Phase of Lessons

Synthetic thinking is the phase of thinking where one produces and apply rules and strategies to determine relationships among instances characterizing an appearance to represent an object of appearance (Allison, 2018). The phase of synthetic thinking corresponds to sustained interest phases of a lesson where students develop and apply strategies and formulas to understand and address the object of a lesson. Just as a person must produce and apply rules to represent an object of appearance, students must produce and apply rules (domain formulas or strategies) to

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understand a lesson. Dewey (1933) explained that students must be educated but not fed with predigested concepts. While student autonomy is important, students must learn to produce strategies and formulas for themselves; children education must be built not just upon previous successes, achievements, and progress, but also how they were made.

Traditional Teaching

Traditional teachers focus exclusively on content teaching and learning. They do not consider or learn about the sustained interest phase of lessons; therefore Dewey (1934) stated that teachers feed students with predigested concepts (knowledge incorporated in books and in the head of elder). Traditional teachers assume that knowledge is static and/or a finished product, with little regard to changes that will occur in future or the ways in which it was originally acquired. Specifically, knowledge is dynamic (Dewey, 1934).

Advantage/Benefits of Developing Strategies and Formulas

- (a) Students learn to focus on, generate and understand strategies and formulas for addressing and resolving domain problems.
- (b) Students learn to generate effective and relevant strategies and formulas address and resolve domain tasks/problems more effectively.
- (c) Students engage and accomplishes tasks more easily; therefore, a person looks forward to engaging learning activities/tasks.

Results of Understanding and Applying Strategies and Formulas

Short Term: Students learn to derive the formulas and develop strategies, find they are able to understand content more easily and effectively, and students seek to repeat the learning experiences, and students engage more fully in learning and understand the lessons.

Long Term: Students find they can apply school knowledge and address their concerns, and students seek to learn and apply their knowledge. Students learn to develop and apply skills, strategies and formulas and simplifies domain tasks/activities

Students learn to develop domain knowledge and skills effectively, students develop increased understanding of concepts of subject matter.

(4) Private Thinking -Personal Interest Phase of Lessons

Private thinking is where a person deliberately engage thinking activities to develop and/or understand one's uniqueness (unique skills and capacities). The phase of private thinking or where a person develops and understands personal unique skills and capacities corresponds to the personal interest phase of lessons where a student learns to develop and obtain student's personal views or understanding of a lesson. As students learn to independently develop and obtain their unique and personal views or understanding of a lesson, they develop the skills and capacities to reflect on learned/lesson activities and, by extension, on their experiences in

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general. Dewey (1933) explained that students are more effective and productive when they can develop their skills and capacities to reflect and/or look back on their experiences.

Traditional Teaching

Traditional teachers interpret this phase of lessons and a quiet reading time. Traditional teachers do not learn about the personal interest phase of a lesson; therefore, they do not learn about what and how students must be doing to engage and develop interest in learning activities. Not guided by principles of thinking activities, many teachers only merely engage students in quiet reading tasks. Therefore, many students do not learn or become aware of the needs to freely develop or choose to develop their personal interest.

Advantage/Benefits of Developing One's Individual/Personal Uniqueness

- (a) Students learn how to learn independently, and to develop one's individual and personal uniqueness; gifts, skills, and capacities.
- (b) Students learn to discover and develop strong and effective one's individual and personal uniqueness; gifts, skills, and capacities.
- (c) Students develop increased understanding of their individual/personal uniqueness.

Results of Developing One's Unique Skills and Capacities

Short Term: Students engage in learning how to learn independently and deliberately modeling and utilizing the processes demonstrated by teacher during lesson. Students develop personal skills and strategies. Students engage in self-initiated tasks, utilize skills or technologies, and develop creative approaches to addressing learning tasks.

Long Term: Students learn to identify and develop personal and unique skills through which to develop, communicate, and share their experiences with others (Wittgenstein 1927). Students engage in and become aware of their unique capacities (Dewey, 1934). Students develop increased understanding of their individual/personal uniqueness

(5) Public Thinking - Shared Interest Phase of Lessons

Public thinking is the phase of thinking activities where a person engages others in developing shared experiences or progress; students learn to interact and/or socialize with others. Public thinking activities correspond to the shared interest phase of a lesson or to deliberate thinking intended to clarify shared objects. Wittgenstein (1926) indicated that with the shared interest phase of a lesson, students learn to engage one another. The shared interest phase of a lesson is where students engage in learning to create an ideal environment; students learn how to learn from and respect one another, develop an ideal society (or a democracy), and achieve enduring progress (Dewey, 1934). With activities in the shared interest phase of a lesson, students learn to interact well with one another, work together cooperatively (Dewey, 1934).

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Traditional Teaching

Traditional teachers focus on content teaching and learning exclusively; therefore, when they try to teach shared learning activities by merely dividing their students into various groups' activities. However, because they do not learn about the theory behind shared interest or shared learning activities, they still focus on and emphasize content learning activities exclusively. Traditional teachers do not emphasize shared thinking and shared learning activities, they do not learn about what and how students must be learning or doing to effectively develop and achieve shared experience and achieve progress.

Advantage/Benefits of Developing Shared Experience

- (a) Students learn about shared learning activities, develop shared experience and/or work cooperatively.
- (b) Students learn how to engage and learn about, learn from, and understand one another.
- (c) Students develop increased understanding of a shared purpose; ideal society (a democracy) and/or an enduring progress.

Results Developing Shared Learning Experiences

Short Term: Students engage in shared learning activities, interact with one another under shared rules. They learn to comply with rules and laws in their interactions with others. They learn how to value and accept one another (Wittgenstein, 1926).

Long Term: Students develop increased understanding of the needs for rules, laws, and shared experience. They are more inclined and involved in making and modifying the rules and laws that guide their interactions with one another.

Students learn to deliberately engage and develop shared experiences and achievements, and they easily develop democratic practices and an ideal society.

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Nyite.org

enato@nyite.org

nyited@gmail.com

516 506-5326