

**The Practice of Research: The Art of Synthesis  
Winter 2004-2005  
The Evergreen State College- Tacoma Campus**

**Lyceum Course Description**

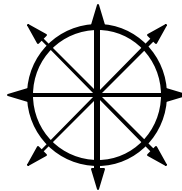
Fall quarter in order to understand the transformation process; we looked at neuro-cognitive development, human identity formation and autobiographical reflection. Winter quarter we will study paradigm shifts, constructionist design, effective public service and social change research as well as discourse strategies through the study of people and organizations. Seminars will be the germination ground for students to create and launch integrated projects for dissemination spring quarter.

**Sample Lesson Outline from presentation on  
Constructionist Praxis from the Nile Valley to Tacoma  
by Dr. Joye Hardiman and Prof. Luversa Sullivan  
January 4,2004**

- 1) Introduction of The Ancient Egyptian Creative Mandate - which is - to restore that which is in ruin and make it more beautiful than before. - show video clip
- 2) Introduction of the purpose of our winter quarter's work which is to move from monospeciated finite positions of either/or

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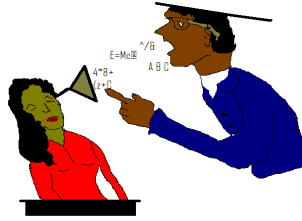
to interdisciplinary connections that arises from positions of both/and



and the creation of new knowledge



- 3) Introduction of Constructivism and Constructionism \*  
People don't get ideas by other people talking to them.



*\* There are multiple paradigms from which to image the world- Positivism, Post-positivism, Critical Theory, Participatory Research, Grounded Theory, Phenemology and Constructionism. For the purposes of our work this quarter we are going to focus in lyceum on Constructionism.*

**Constructivist Theory - (as put forth by Jean Piaget)**

Asserts that knowledge is not simply transmitted from teacher to student, but actively constructed by the mind of the learner.

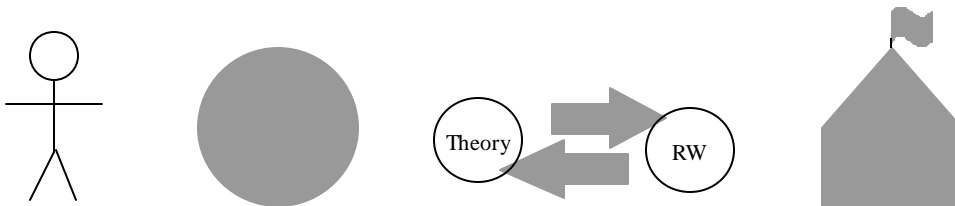
**Constructionist Theory - (which comes out of MIT and the work of Papert)**

One of the main tenets of constructionism is that learners actively construct and reconstruct knowledge out of their experiences in the world. It places special emphasis on the knowledge construction that takes places when the learner is engaged in building objects.

**An autobiographical example of a personal learning journey**

**0 and 1**

An example of a building that was designed to be a learning tool both inside and out.



**show video**

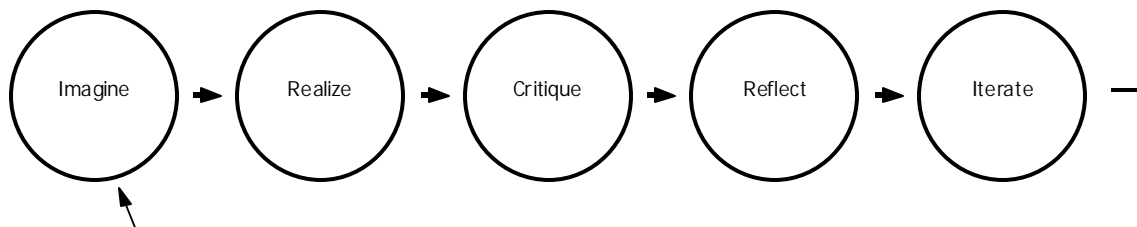
4) Why constructionist design?

Design projects:

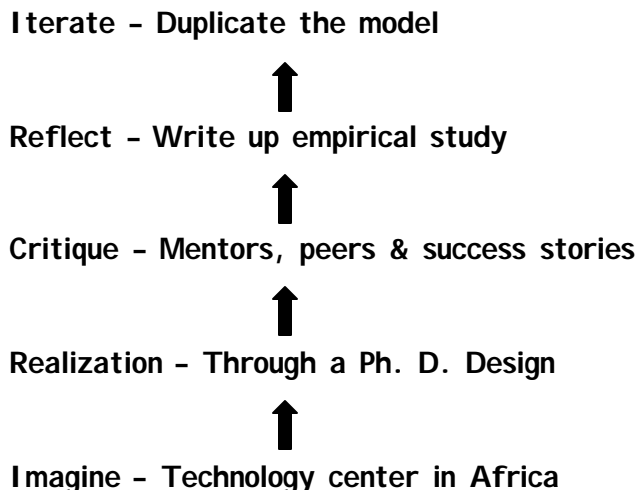
- a) engage audiences as active participants, giving a greater sense of control and responsibility for the learning process:
- b) encourage creative problem-solving.
- c) Are often interdisciplinary, bringing together ideas from art, technology, math, and sciences
- d) Help students learn to put themselves in the minds of others; since they need to consider how others will use the things they create.
- e) Provide opportunities for reflection and collaboration.

5) Applicability of the above to the work you are doing this spring, which is the creation a IDV (Information Dissemination Vehicle) that engage the audience as active participants in solving an interdisciplinary problem through content research, context and audience analysis, reflection, collaboration, and paradigm shifts.

6) Design projects set up a positive feedback loop of learning: when students design things, they get new ideas, leading them to design new things, from which they get even more ideas, leading them to design yet more things, and so on.



7) Luversa's Ph. D. design process as example.



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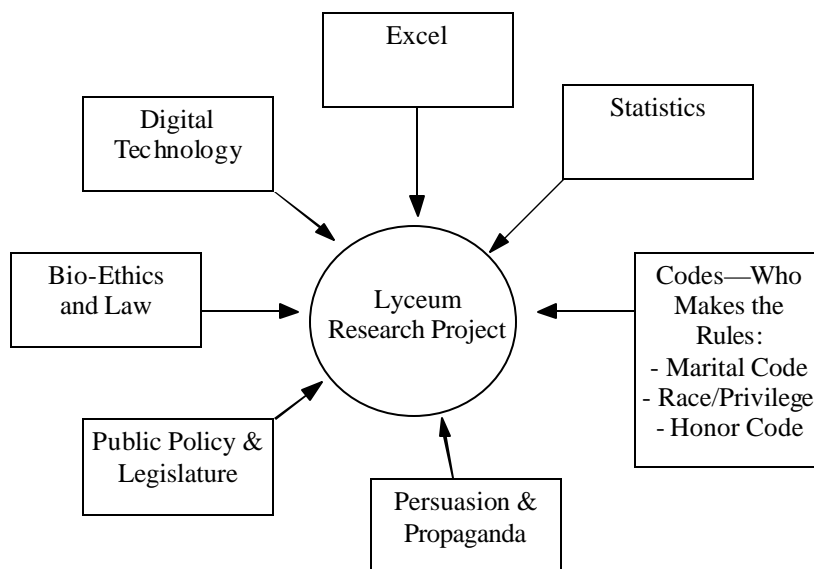
8) Mini- workshop in constructive design.

Design your own PhD answering the following questions:

1. What is your passion?
2. What kind of social action can you imagine?
3. What kind of action plan would lead you to realization?
4. What skills and Knowledge do you need to start?
5. How will you build in periodic critique and opportunity for reflection?

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9) Applicability to the construction of their work this quarter. Here is a diagram of all the classes. Circle the ones you are taking. Reflect on how they could inform your research plan. Figure out what content and knowledge you need to know and how you can use the classes to get it and more



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Assignment due next week:

1. Critique, reflect and revise research action plan. Hand in to seminar leader. Attach names of your peer reviewers (at least 2).
2. Read and journal on:
  - a Hope in the Dark: Untold History of Wild Possibilities by Rebecca Solnit pp 1-12
  - b. Look to the Mountain: An Ecology of Indigenous Education by Greg Cajetes Forward pp 11-17