

Judging the 'invisible': Connecting with the socio- materiality aspects of learning

Selena Chan PhD

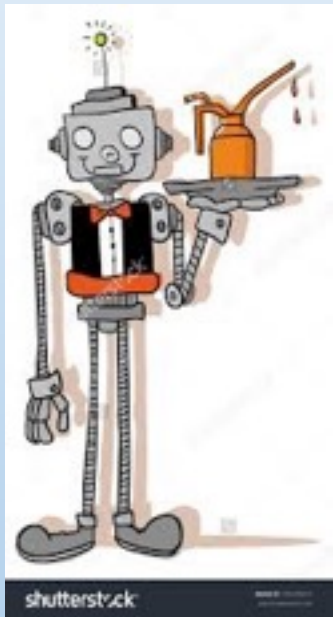


Overview

- Rationale
- Background
- Socio-materiality - definition
- Learning socio-material aspects of
'doing, thinking, being and feeling'



What is it that robots CANNOT do (yet)?



Collaborate effectively

Problem solve

Manage

Think critically

Communicate orally

<https://blog.join.me/five-essential-skills-that-a-robot-cant-do-so-your-job-is-safe/>

Teach / care for children / others

Police

Manage and lead others

<http://www.techinsider.io/jobs-robots-cant-take-over-2015-11>

Chef

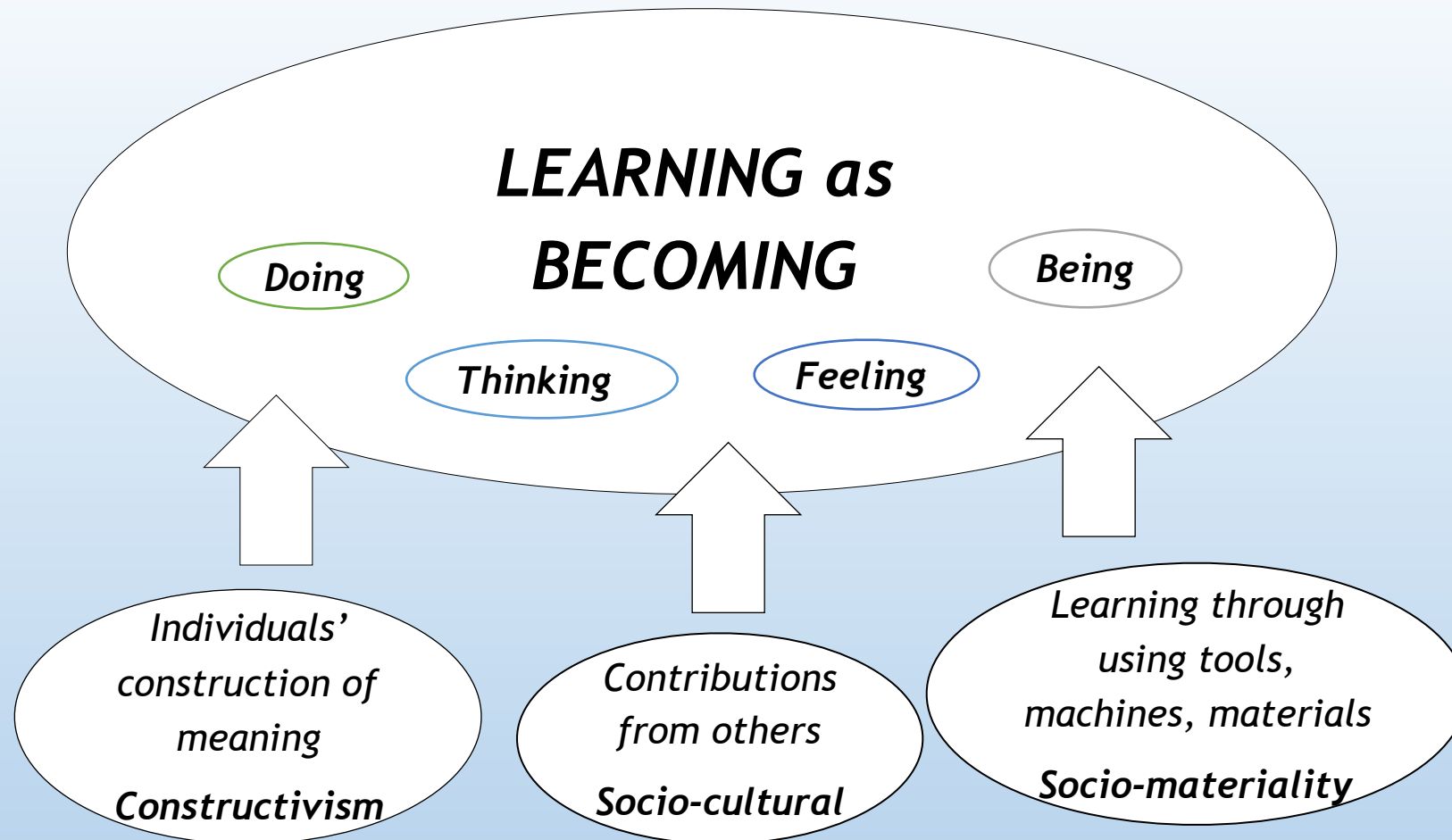
Tour guide

Journalist

Artist

Doctor

<https://www.thinkbusiness.ie/articles/jobs-robots-cant-do/>



Chan, S. (2013). Learning a trade: Becoming a trades person through apprenticeship. Ako Aotearoa Southern Hub. <https://akoaotearoa.ac.nz/ako-hub/ako-aotearoa-southern-hub/resources/pages/learning-trade-becoming-trades-person-through-apprenticeship>

A CHEF

Must think like a SCIENTIST,
Organise like an ACCOUNTANT,
Inspire & motivate like a WARRIOR,
Move like a TRACKSTAR,
Plate like an ARTIST,
And cook like a GRANDMA.

#backofhouse

FRIDAY, AUGUST 22, 2008

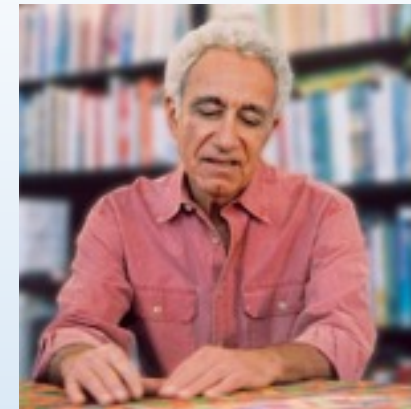
The Intelligence of the Waitress in Motion

Labor Day is almost here, so I'd like to stick with the theme of work a while longer. I'm reprinting below a tribute I wrote for my mother who worked in restaurants all her adult life.

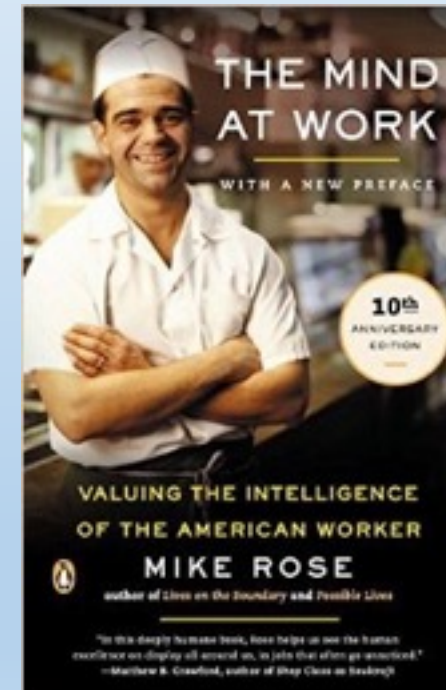
This originally appeared several years ago in the *Pittsburgh Post-Gazette*.

The restaurant was my mother's laboratory of human relations and the place where she put her quick and inquisitive mind to work. I would visit her with my father, who was disabled, and sit at the back booth, where the waitresses took their break. There wasn't a lot to do at home. Our neighborhood was poor, a mix of old houses and small stores, lots of retirees, few kids. The hours stretched out. So my father and I would take the bus downtown to pass the time with Rosie.

I remember her walking full-tilt with an armload of plates along one arm and two cups of coffee somehow cradled in her other hand. Or her taking orders, pencil poised over pad. Or her flopping down in the booth, the whoosh of the cushion. "I'm all in" she'd say, and whisper something quickly to us about a regular customer: about his kids or why she thinks he's having problems at work. She would stand before a table, her arm stacked with plates, picking one order off for this person, then another, then another – always seeming to get it right, knowing who got the hamburger, who got the fried shrimp. I remember her sitting sideways in the back booth, talking to us, her one hand gripping the outer edge of the table, watching the floor, and noting, in the flow of our conversation, who needed something, who was finishing up, whose order was taking longer to prepare than it should.



Mike Rose



Summary: <http://mportfolios.blogspot.co.nz/2013/02/the-mind-at-work-book-summary.html>

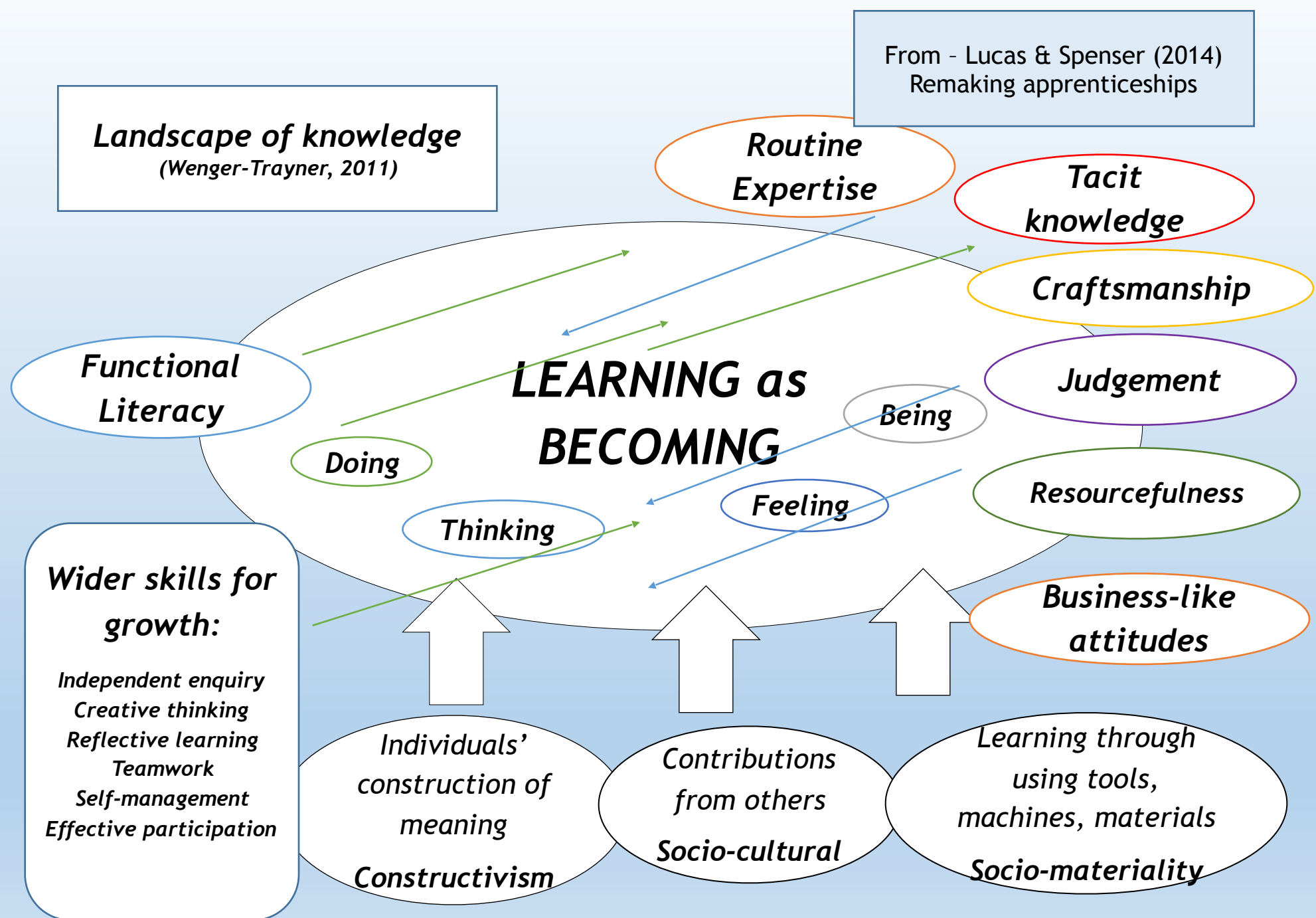


From: CPIT Patisserie Essentials Course Workbook
(M. Braun, 2015)



Chan, S. (2014). Crafting an occupational identity: Learning the precepts of craftsmanship through apprenticeship. *Vocations and Learning: Studies in Vocational and Professional Education*, 7(3), 313-330. <http://dx.doi.org/10.1007/s12186-014-9117-9>

Chan, S. (2015). Apprentices' learning of occupationally informed practical judgment. *Vocations and Learning: Studies in Vocational and Professional Education*, 8(3), 335-351. <http://link.springer.com/article/10.1007/s12186-015-9134-3>



"One of the interesting things that came up in the production design of the ship itself is that astronauts still like buttons," Wilkes says. "So even though you might have a control panel that's all touch screen or that's all flat screen like in an Airbus A380 or a 747 today, you still want to have a throttle. You still want to have a button. It's this tactile, very human thing that psychologically still works."

<http://www.stuff.co.nz/entertainment/tv-radio/86182126/everything-is-real-nat-geo-launches-new-mars-drama-into-dramatic-orbit>

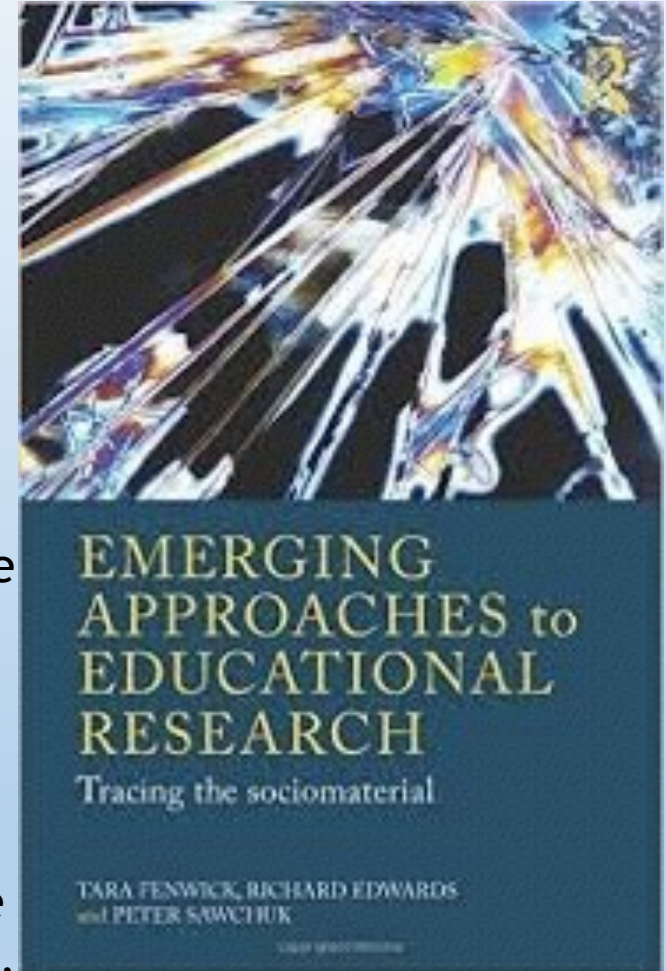


Socio-materiality

- Practice, that is, doing - is not ontologically separable from learning and human development, but is the substance of it.
- However, what is material is often taken to be the background context against which educational practice takes place or within which it sits, and material artifacts are often taken to be simply tools that humans use or objects they investigate.
- Everyday educational activity and knowing are critically shaped through the material.

Above from - chapter 1, p1

- Material things are performative and not inert. Chapter 1 p 3
- --the material is not secondary, but integral to the human, it is through the being-together of things that actions, including those identified as learning, become possible. - chapter 1 p 6



Socio- materiality in your context / discipline

Think about your own discipline area / teaching context.

Come up with ONE example and rationalise this example with a partner.

Share your example with others.

Learning framework (contributing to learning as becoming)

- Mimetic learning - *observation, imitation, practice*
- Deliberate practice / Reflective learning
- Awareness, identification and articulation (where possible) of socio-material dimensions - using video, 'self-talk',
- Appropriate feedback (KR- knowledge of results)



Contact:-
Selena Chan

Learning Design, Academic Services Division
PO Box 540
Ara Institute of Canterbury

Email: Selena.Chan@ara.ac.nz

Blogging @ <http://mportfolios.blogspot.com/>

