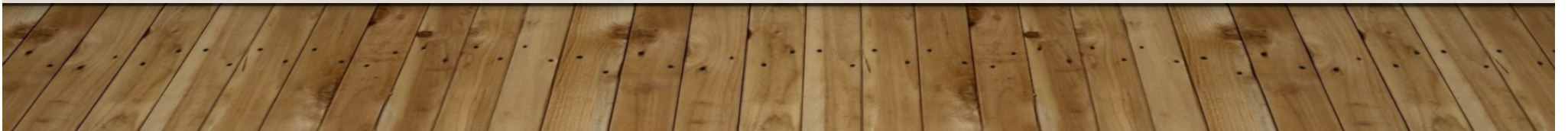


FALLING SHORT OF KNOWING :

A PEDAGOGIC MODEL FOR TEACHING YOGA



IT'S ONLY WHEN
YOU DON'T
KNOW THAT
YOU OPEN TO
WHAT IS
POSSIBLE



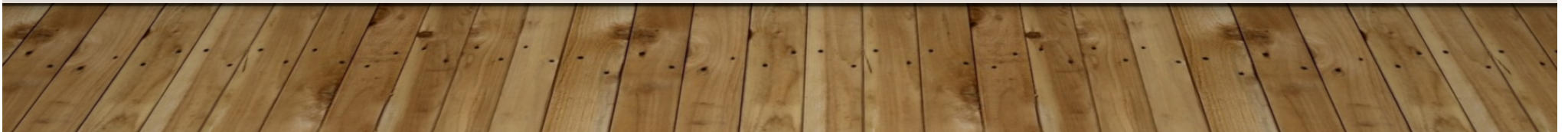
INQUIRY VERSUS EXERCISE

INQUIRY INVOLVES

- ❖ Curiosity: being in process
- ❖ Investigation
- ❖ Observing cause and effect
- ❖ Deduction and extrapolation
- ❖ Discerning sound from unsound
- ❖ Life-long process
- ❖ Adapting to a changing context
- ❖ Requires presence
- ❖ SYSTEM OF EVOLUTION

EXERCISE INVOLVES

- ❖ Acquisition: striving towards
- ❖ Copying
- ❖ Ignoring cause and effect
- ❖ Assumptions
- ❖ The end justifies the means
- ❖ Immutable certainties
- ❖ Repetition and recapitulation
- ❖ Demands obedience
- ❖ SYSTEM OF STABILITY



INQUIRY-
BASED
LEARNING
&
TEACHING
REQUIRES:

Radical humility

An open, inquisitive mind

A high threshold for “divine insecurity”

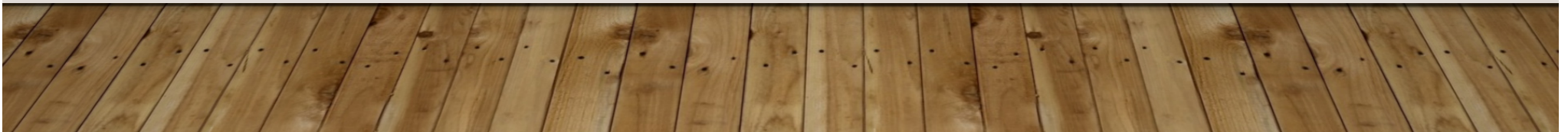
Intelligent “not-knowing”

Willingness to be comfortable with discomfort

PEDAGOGY / ANDROGOGY / HEUTOGOGY

Pedagogy	Androgogy	Heutogogy
Children's Learning	Adults are independent.	Self-Directed Learning
The learner is a dependent personality. Teacher determines what, how, and when anything is learned	They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences. They are able to manage their own learning
The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner's mind.	Adults use their own and other's experience.	Teacher provides some resource, but the learner decides the path by negotiating the learning.
Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness.	Develop the learner's capability: Learns HOW to learn. High degree of self-efficacy.

Adapted from the work of Lindy McKeown Orwin



DEPENDENCE ----- ----- INDEPENDENCE CONTINUUM

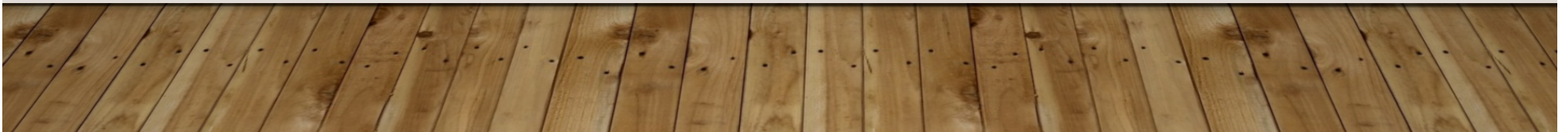
Pedagogy	Androgogy	Heutogogy
Motivation comes from external sources– usually parents, teachers and a sense of competition.	Motivation stems from internal sources– the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
The learner has few resources – the teacher devises transmission techniques to store knowledge in the learner’s mind.	Adults use their own and other’s experience.	Teacher provides some resources, but the learner decides the path by negotiating the learning.
Motivation comes for an external source.	Motivation stem from both external and internal sources.	Motivation stems primarily from an internal source.

PRINCIPLES OF SHARED-INQUIRY LEARNING

ONE:

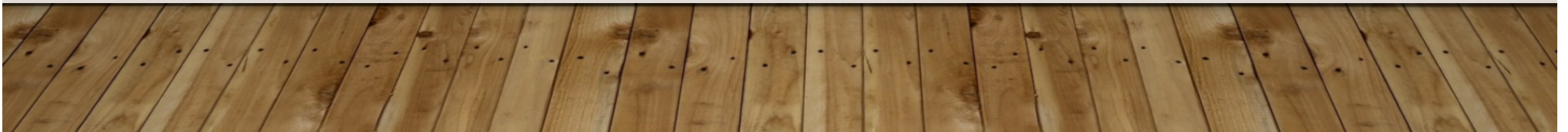
The Learning Environment Needs to be a Safe Place

- What do you need to feel safe in order to learn effectively?
- When have you felt fearful in a learning environment and why?



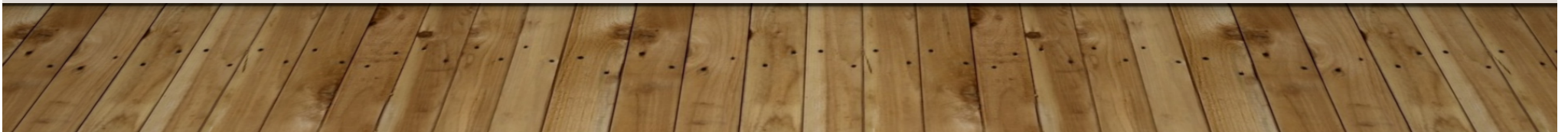
WHAT MAKES YOU FEEL SAFE ?

- ❖ Teacher is an authority without being authoritarian
- ❖ Non-competitive learning environment
- ❖ I can set my own thresholds
- ❖ My efforts are encouraged, and my progress is noted
- ❖ Non-judgmental (humiliation is never okay)
- ❖ It's okay to ask questions
- ❖ Teacher meets me where I am



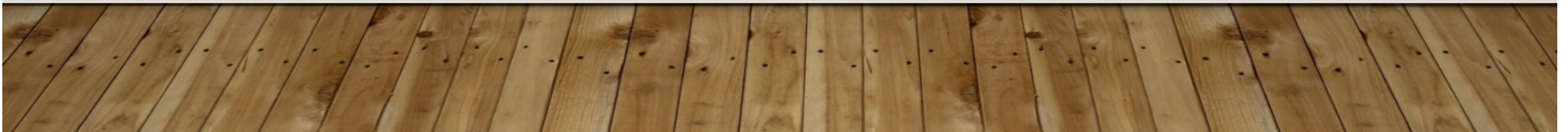
OTHER SAFETY CONSIDERATIONS?

- ❖ Level of class is appropriate to my ability and what was advertised
- ❖ Class begins and ends on time
- ❖ Appropriate clothing is worn by both teacher and students
- ❖ It's okay to arrive at conclusions that are different to my teacher
- ❖ Confidentiality: What happens in the classroom stays in the classroom
- ❖ Consider: People have different and varied requirements for safety
- ❖ What else would you add to the list?



THE SCIENCE BEHIND SAFETY

- ❖ Competition induces fear
- ❖ Sympathetic arousal induces ...
- ❖ Stress Response
- ❖ Changes in body chemistry
- ❖ Decreased Motor Control
- ❖ Inquisitiveness induces ease
- ❖ Parasympathetic NS/ Enteric NS ("The Brain in the Belly")
- ❖ Relaxation Response
- ❖ Balanced Body Chemistry
- ❖ Increased motor control



TECHNIQUE VERSUS SENSITIVITY

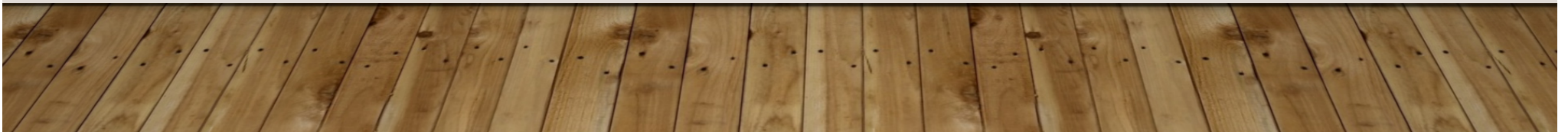
- ❖ Sensitivity without technique will always be safer than technique without sensitivity.
- ❖ Safe techniques filtered through an unsound pedagogic model can be (and often are) dangerous and injurious.



GROUND CHECKS – MAKE AGREEMENTS

Give Explicit Permission for students to:

- ❖ Listen to and form a loyal allegiance with their own perception
- ❖ Adapt practices to reflect past and current physical injuries or health conditions
- ❖ Set their own thresholds (length of stay, depth of movement, choice of practice)



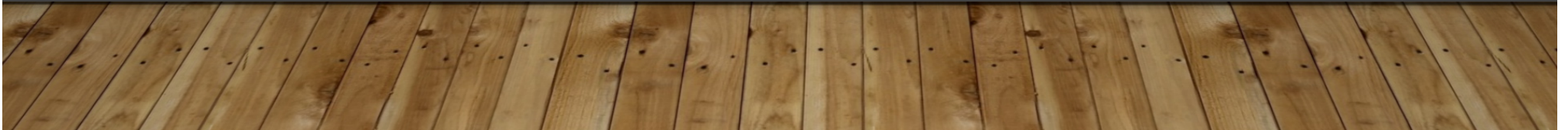
UNCOVER UNCONSCIOUS HIGHER ALLEGIANCES

I ignore my direct felt experience because:

- I don't trust my own perception
- My identity (and sense of self) is fused with my higher allegiance

Signs that I am held sway by a higher allegiance:

- I adhere blindly to practices even when they result in injury or ill health
- I teach others these same practices
- My actions reveal that I have lost the ability to think clearly



SOME COMMON HIGHER ALLEGIANCES

- Adhering to the “method”, “tradition”, “rules” are more important than me
- My allegiance to a system may be tied directly to my financial security, social capital or power within an organization
- How I look or appear to others is more important than how I feel
- Non-acceptance of aging
- I have an unconscious belief about myself that drives my behavior
- Do not want to lose years of investment

KEYSTONE PRINCIPLE TWO

REAL LEARNING IS ABOUT SKILL BUILDING

“Learning is the process by which we vary our responses to information based on the context of each situation.” ~ Bonnie Bainbridge Cohen



HOW WE LEARN MOVEMENT



TELERECEPTORS:
Outside-In



– Visual (what I see)



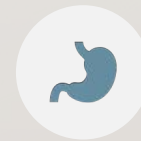
– Auditory (what I hear)



INTEROCEPTORS:
Inside-Out



– Kinesthetic (how I
experience my body in
movement)



– Interoception (how I
register the sensation
arising from visceral
signaling)



The student is the best
person to determine
how far, how much, how
long.

EDUCATIONAL THRESHOLD

THE WINDOW OF OPPORTUNITY

- ❖ Too difficult
- ❖ Too long
- ❖ Inadequate preparation
- ❖ Introduced prematurely

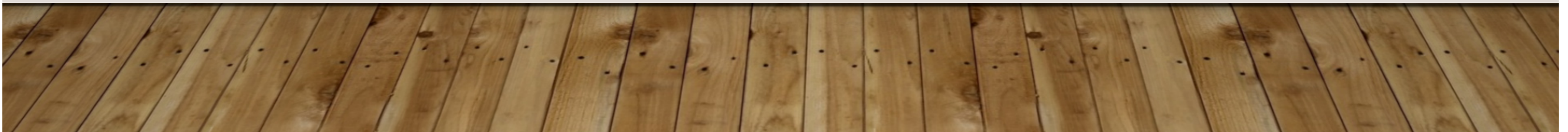
Leads to:

- ❖ Overwhelmed
- ❖ Undermined confidence
- ❖ Compensatory strategies (e.g. fudging it)

- ❖ Too easy
- ❖ Too brief
- ❖ Not challenging: Information is already known
- ❖ No progression

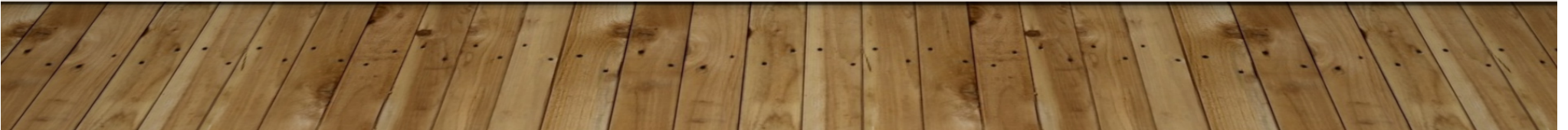
Leads to:

- ❖ Underwhelmed
- ❖ Boosted confidence
- ❖ No new skills or expansion of threshold



SETTING UP INQUIRIES TO ENSURE OPTIMAL THRESHOLD

- ❖ Limit the parameters of the inquiry to 1-3 points
- ❖ Inquiry requires total concentration and focus
- ❖ Challenged to learn new skills with a strong likelihood of success



STAGES OF LEARNING

Unconsciously incompetent

Consciously incompetent

Consciously competent

Unconsciously competent

Which stage is the student at and how can I
meet them where they are?

LEARNING IN STAGES ...



Paint with a broad brush first



Progressively introduce details of refinement



Keep the big picture in mind.

Consciously choose to *judiciously ignore* finer details. . . otherwise you risk overwhelming a student instead of anchoring key points.

You can come back to these points of refinement when the student is ready.

KEYSTONE
PRINCIPLE
THREE

MOVE
TOWARDS
ACTIVE
PARTICIPANT
LEARNING

The “Involvement” Continuum

Passive Involvement

Active Engagement

TAKE TIME
TO BREAK
THINGS
DOWN



KEYSTONE PRINCIPLE **FOUR**

CULTIVATE INTERNAL VERSUS EXTERNAL REFERENCE SYSTEMS



Offer students
effective contexts to
explore their
questions



Pose instructions as
“errands of inquiry”



Cultivate the ability
to internalize, clarify
and investigate
questions



Learn to trust insights
and perceptions that
arise out of inquiry



Own your own
experience and
encourage the
student to own
his/hers by using “I”
rather than “you”
language

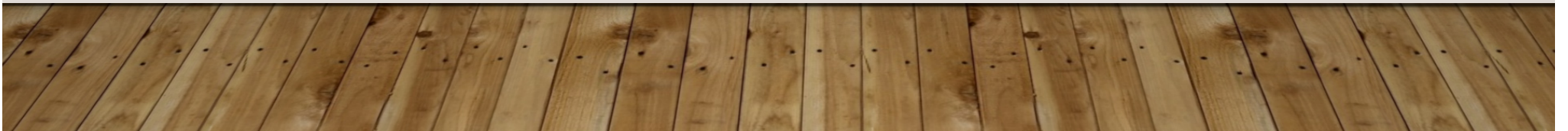
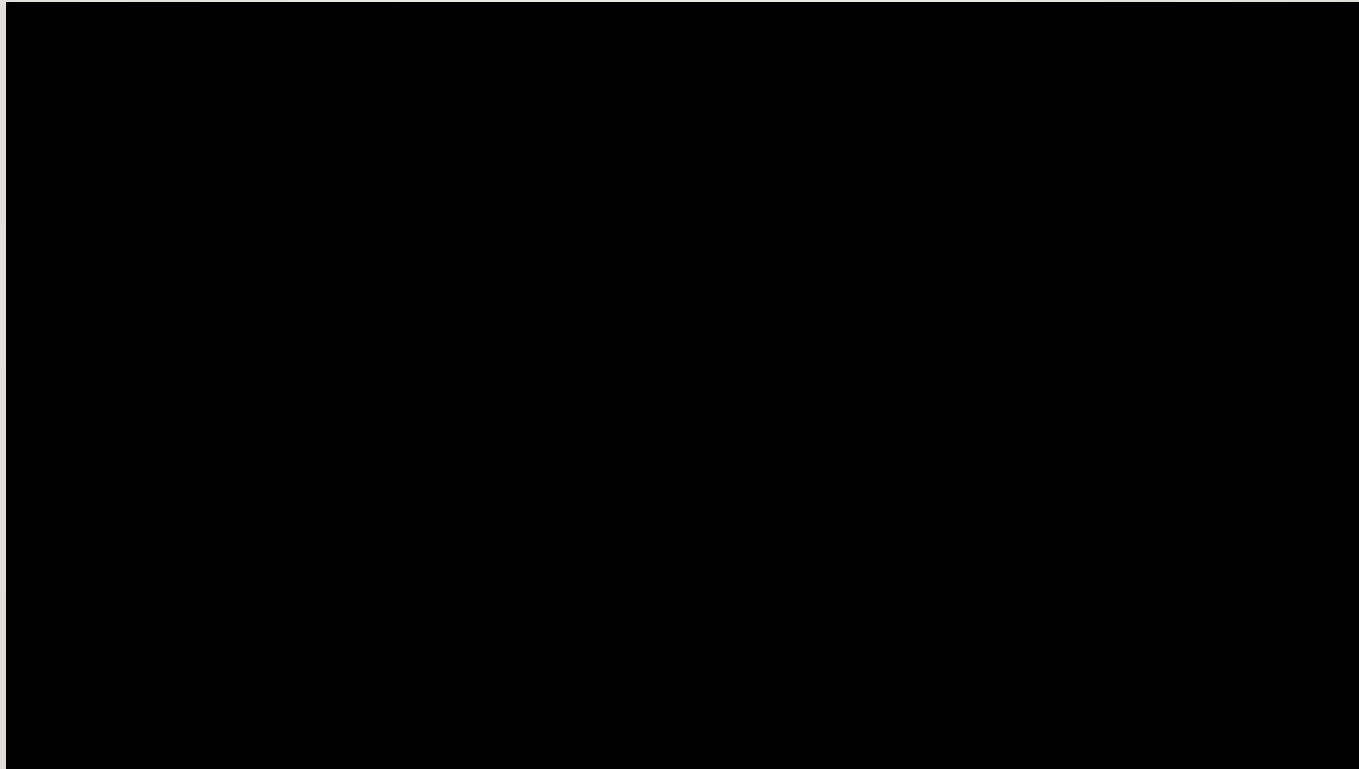
KEYSTONE PRINCIPLE FIVE

Assess every technique and instruction

Is it moving the student towards independence or dependence?



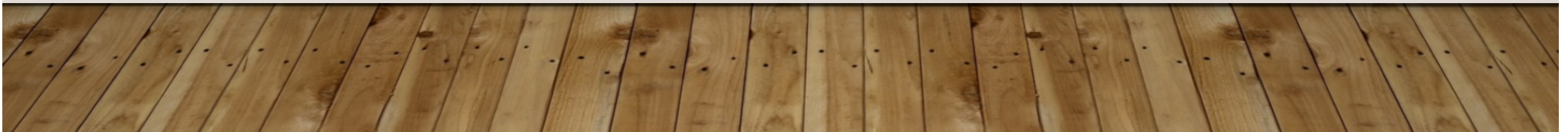
WHICH LEADS TO THE ABILITY TO SELF-DIRECT



KEYSTONE PRINCIPLE **SIX**

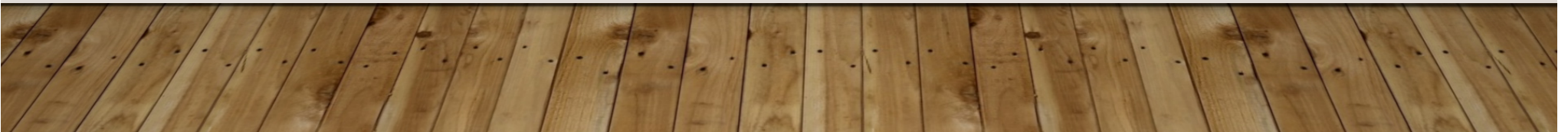
ADOPT A HORIZONTAL COMMUNICATION MODEL

- ❖ Teacher and student both give and receive.
- ❖ New possibilities generated by the student can expand the teacher's understanding.
- ❖ Unsound techniques and practices are brought to our attention.
- ❖ Teacher can be called to task for their mistakes.



HORIZONTAL COMMUNICATION INVOLVES:

- ❖ Listening with respect to the student's perception of his or her experience then ...
- ❖ Deducting and adapting what comes next. . .
- ❖ Being open to constructive feedback and using this to improve your teaching



KEYSTONE
PRINCIPLE **SEVEN**
ACCEPTANCE
AND
COMPASSION
GUIDE ALL
INTERACTIONS

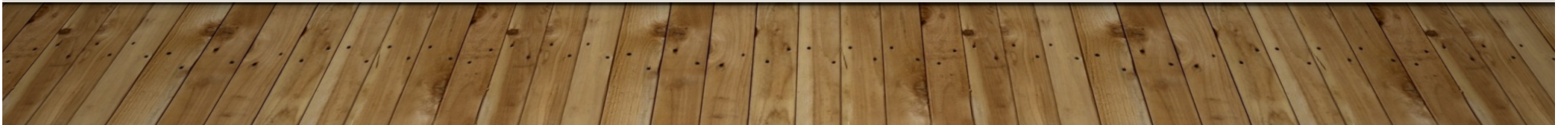
We proceed from wholeness, we
return to wholeness



Students are perfect as they are,
where they are



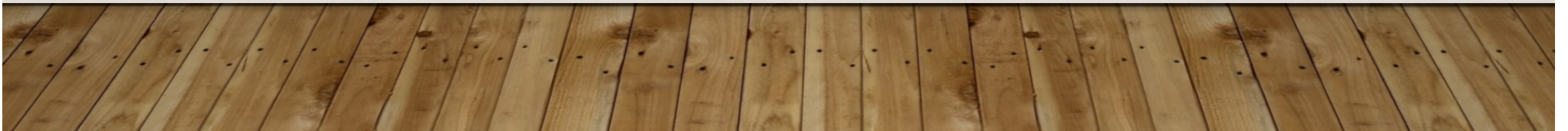
Challenges, problems, injuries and
questions can then be viewed within
the context of wholeness



INTELLIGENT NOT- KNOWING ...

- ❖ Is really about being **Present**
- ❖ Education, techniques, methods and accumulated experience are valuable as *latent* resources
- ❖ A *clear* screen allows for clear perception
- ❖ Conscious not-knowing allows for the most *creative* and often the most appropriate response...

LEARNING BECOMES VAST, LIMITLESS
AND ENJOYABLE ...



RESOURCES

- *Teaching Yoga: Exploring the Teacher-Student Relationship*, by Donna Farhi, Rodmell Press, Berkeley, California, 2006
- <https://heutagogy.wordpress.com/history-of-heutogogy/>
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- Hase, S. and Kenyon, C. (2000). From andragogy to heutogogy. Ultibase, RMIT. <http://ultibase.rmit.edu.au/Articles/dec00/hase2.htm>
- *The Elements of Teaching*, by James M. Banner, Jr., and Harold C. Cannon, Yale University Press, London, 1997
- *This is Water: Some Thoughts, Delivered on a Significant Occasion, about Living a Compassionate Life*, by David Foster Wallace, Little, Brown and Company, New York, Boston, London, 2009
- *The Wizard in the Closet* by Heather Sellers, December 2007, The Sun magazine.
- Brief video of self-guided practice, by permission of students at Triyoga intensive 2018, <https://www.donnafarhi.co.nz/self-guided/>

