Research Workshop organized by School of Education at Suleyman Demirel University

We propose a small gathering of researchers interested in planning research projects on the deep approach to languages and cultures with specific targets such as Tubitak, FP7, NSF Cyberlearning and Title VI IRS.

THREE KEY TOPICS WILL BE DISCUSSED:

1) Compatibility of DATTL instructional modules with the European framework of reference for foreign languages
2) Organizing Teacher Education for the Deep Approach
3) Grant request from Tubitak and other funding agencies

"Deep education is something people want to live and work for. It is never fully achieved, it is always in the making, and depends upon situation"

At the beginning of the course, the students are trained to become curriculum builders. They examine the resources available and organize themselves in terms of how they want to interact and act with or without any given materials. Extensive knowledge of the instructional materials and deep understanding of subject-matter knowledge lead both teacher and students to scaffold learning projects according to a principle of instructional convergence. This unifies instruction, evaluation and learning. The plans clarify the possible steps of realization of educative projects.
How can a teacher transition to a deep approach?

Learning the details of the approach and its rationale will take time. The teacher is proposed to go back and forth from theory to practice to make practice more reflective along the line of the proposed orientation. The teacher will discover a number of bridges with previous and current approaches that will ease the process. Growth is progressive and comes from deep learning on the part of the teacher as well: then it is deep teacher learning. Some instructors expressed that they could use the modules we created with much interest without digging into the theory. The issue they face is that, if they don’t try to understand the nature of the deep approach, then they will do a traditional use of the instructional modules and will reestablish an environment of controlled learning. This is NOT the deep approach; they cannot claim stimulating deep learning in their students.

Each module refers to standards and practical competencies that are commonly used by experienced teachers: interpretive and presentational standpoints, reflective work in relation to form with a focus on language, and interpersonal exchange. Therefore commonly known trends in second language acquisition are embedded within the modules' proposed processes, which should ease the way for teachers who have been trained in such approaches. Notwithstanding there is a paradigmatic, revolutionary change in the way the teacher’s role is understood. Here, the teachers are NOT the curriculum builders. They are helpers, scaffolders, advisors, coaches and facilitators. Orientations, modules and projects are suggested, but the learners are free to decide otherwise and remodel what is being proposed in their own terms.

In the way contents are organized, the unified taxonomy is proposed: elements that are disciplinary, interdisciplinary (through connections) and transdisciplinary must be present, which means social action for a better world, personal growth and awakening.