I'm human

Caleb gattegno the silent way

How to silence a number without blocking. How to silence calls without blocking. How to turn off the silent mode. The silent way ideato da caleb gattegno.

In this series of 15 vids, Roslyn Young & Piers Messum dive into Caleb Gattegno's Silent Way method for teachin' foren languages. They explore the theory & practice of teachin' without speakin', just like Gattegno's book introdus'd The Silent Way as a solution to the chellenges of learnin' new languages. Gattegno argus that students can pick up a new langauge without memorizin' vocab or repeatin' after the teacher. Instead, they learn through real-world situashuns in the target langauge. He stresses the importance of discovery over teachin', problem-solvin' in the target langauge, & usin' physical tools like color-coded charts & Cuisenaire rods. The Silent Way emphasizes that the teacher should be seen but not herd. They act as facilitators, only interventin' vocally if absolutly necessary. Learners gain knowledge through the use of these tools and by cooperatin' with each other. Typical features of a Silent Way lesson include presentin' target langauge sounds via sound-colour charts & using Cuisenaire rods to represent words in a sentence or express meanin'. Jules Gattegno was a mathematician born on November 11, 1911, in Alexandria, Egypt, to Jewish parents who had nine children due to poverty. Despite limited formal education, he began self-study at 14 and gained teaching credentials by age 20 from the University of Marseille in Cairo. He moved to England, becoming involved in teacher education and establishing organizations like the Association of Teachers of Mathematics. Gattegno's pedagogical approach emphasized observations of human learning in various situations. He was influenced by Jean Piaget's cognitive theory and introduced its implications on education. Notably, he discovered an "energy budget" for learning, recognizing that humans are sensitive to the cost involved in using their energy. To quantify this, he created a unit called an ogden, which represented the effort spent in learning. Gattegno designed his teaching materials and techniques to be economical with ogdens, aiming to recall the greatest amount of information with minimal effort. In the 1970s, he collaborated with filmmaker Joseph Koenig on one-minute television films featuring animations that demonstrated language concepts and spatial ordering. For Gattegno, certain types of learning were very expensive in terms of energy (ogdens), while others were practically free. Memorization was considered an expensive way to learn, especially when the content held little interest for the learner. This kind of learning could be found not only in school but also in other areas where learners had to recall uninteresting information. Somebody's name or phone number is arbitrary. Our minds use energy to make it stick. This type of learning is expensive and fragile. We often forget things we try hard to remember. But there's another way, called natural retention. It happens with sensory images, like looking at a street or person. The image enters our system without needing extra energy from inside us. Such images are easily acquired and last long. For example, you might not have tried to memorise the pharmacy in a village in France you'd been to before, but it remained in your mind after all these years. Our retention system is efficient. We keep lots of information because we've experienced it. This ability is part of human nature. It helps us navigate towns without getting lost, ski, or read books. Gattegno proposed that education should focus on retention instead of memorization, which costs a lot of energy and can be unreliable. His teaching methods rely on challenges for students to conquer, rather than just presenting facts. If the student needs help, the teacher observes and asks questions to understand where the confusion lies. Education revolves around cultivating awareness through various learning elements.[8] Teachers' primary role isn't to convey knowledge but to encourage awarenesses in their students. Only awareness can be educated. Gattegno designed materials to stimulate awareness and developed techniques for guiding students through a progression of awarenesses. As students progress, teachers can identify opportunities to induce new awarenesses. For instance, his Words in Colour method uses colour-coded charts to foster phonological awareness in students, enabling them to recognize graphemes and their corresponding sounds. This approach was one of his earliest works that garnered interest.[9] Gattegno also used Cuisenaire rods to create tangible situations, allowing students to discover language structures. The teacher's silence empowers students to explore and frees the teacher to observe and propose pedagogical challenges tailored to the students' learning evolution. In teaching mathematics, Gattegno employed manipulatives like Geoboards and Cuisenaire Rods to systematically develop students' mathematical thinking through problem-solving. All his materials were designed to enable teachers to focus on students' learning rather than their own actions. Teachers provide feedback on students' trials and errors, basing their work on the awarenesses of the students in the present moment. This makes it challenging for teachers to follow a detailed lesson plan, as students take ownership of the learning process and explore the subject matter at their own pace. The class becomes a guided improvisation where the teacher initiates challenges, and if needed, nudges students towards awarenesses necessary for learning. This approach applies to any subject and is reflected in Gattegno's expression. Subordination of teaching to learning is a concept that French educator Caleb Gattegno emphasized. He discovered that only awareness can be educated in human beings. To facilitate learning, one must reach various levels of awareness. Initially, this involves recognizing the existence of something new to be explored or learned. As learners delve into the subject matter, they experience and become aware of its characteristics. Instead of simply memorizing facts, students gain practical knowledge through hands-on activities, such as creating the number 4 using colored rods. Throughout life, we constantly become aware of new things, often in a subtle manner, without realizing it. These tiny awarenesses are essential to our daily experiences. Until we become conscious of something, it remains unknown to us. The moment we integrate this new knowledge into our lives, we may no longer pay attention to it. Gattegno suggests that learning occurs in four stages, each characterized by a specific level of awareness. The first stage involves recognizing the existence of something new and unknown. Once learners begin exploring the subject matter, they progress through trial and error, adapting their approach based on feedback from the environment. This stage ends when learners understand what they need to do. The third stage is transitional, where learners become proficient in a skill, making it automatic. At this point, they are free to focus on new learning experiences. The final stage involves transferring acquired knowledge to other areas of life, using it as a foundation for future skills and abilities. For instance, the skills learned from walking can be applied to running. To learn cross-country skiing, each skill remains accessible for a lifetime, except in rare cases of accident or injury. 1911: Caleb Gattegno was born in Alexandria, Egypt on November 11. 1932-1936: Taught mathematics at the Lycée Français in Alexandria. 1937: Earned a Doctorate in mathematics from the University of Basel. 1944: Began publishing books and articles in scientific and other journals. By 1988: Had written about 120 books and 500 articles. 1947-1988: Ran seminars for international groups mainly in Europe, North and South America, and Japan. 1948: Earned a Master of Arts in education from the University of London. 1951: Founded the International Commission for the Study and Improvement of Mathematics Education (CIEAEM). 1952: Earned a Docteur ès lettres (Philosophy) from the University of Lille. Also founded The Association for Teaching Aids in Mathematics (ATAM), which became The Association of Teachers of Mathematics (ATM), and its journal Mathematics Teaching. 1952-2011: Participated in founding the Société Belge des Professeurs de Mathématique d'expression française and its journal Mathematica et Paedagogia. Worked with Jean Piaget translating two of his works into English. 1954: Founded The Cuisenaire Company in England, and was director until 1986. Also published "The Gattegno Geoboards" in Bulletin of the Association for Teaching Aids in Mathematics, N° 3, and "Numbers in colour," with Georges Cuisenaire, Heinemann. 1957: Member of a United Nations (Technical Assistance) mission to Ethiopia. 1961: Released the film "Mathematics at Your Fingertips." 1962: First English edition of "Words in Color" released. Also published "Words in Colour – Teachers' Guide," Educational Explorers, Reading. 1968: Founded Educational Solutions in New York where he lived until his death in 1988. 1971-1988: Published the Educational Solutions Newsletter five times a year. 1988: Died in Paris two weeks after having run the seminar "Le mystère de la communication" near Grenoble. Caleb Gattegno was a mathematician and educator born in 1911, who passed away in 1988. According to Johnston-Wilder and Mason (2004), he made significant contributions to mathematics education. Gattegno's approach to teaching emphasized the importance of the student's position, as highlighted in Bjarnadóttir et al.'s work on "Dig where you stand" (2017). This concept is also reflected in Cazden and Cordeiro's book Whole Language Plus (1992), which explores literacy in the United States and New Zealand. In addition to his educational contributions, Gattegno was the founder of The Cuisenaire Company, a mathematics education tool that has been widely used. His work on the "Silent Way" method of language instruction is also noteworthy. Gattegno's legacy continues to be celebrated through various online resources and publications, including MathsBank blog and Rutgers University Biography on Mathematicians of the African Diaspora.