

**DOING THINKING: WORKING WOOD, CRAFTING IDEAS**  
**Agenda Week 1, 2nd class: Saturday, January 8, 2011**

*Assignments due for this class*

- Read introduction to *A Pattern Language*, pp. ix to xlv
- Do a journal entry exploring how “pattern” is used by Alexander et al. and apply this understanding to three contexts: natural world, made world, and world of scholarship and learning (follow guidelines for journal entries on handout titled, *On Reading and Writing Assignments*)

*Before class begins*

- Sign-in (please do this for every class)
- Read class agenda; sort out any registration problems with faculty
- Handout: Preliminary weekly schedule for out-of-class assignments (what’s due and when)
- Hand-in: Journal entries (lunch break)

*Agenda overview*

- Focus on understanding “patterns”
  - ⇒ Crafting ideas: Focus on ways of seeing, thinking, doing
    - *One of the guiding questions for program*: What is the relationship between thinking and doing, between the work of the mind and the work of the hand?
    - *Probe*: What is the relationship between *seeing*, thinking, and doing, between the *noticing eye* and the work of the mind and the work of the hand?
  - ⇒ Working wood: Using tools and the language of experience

**CRAFTING IDEAS**

*IMAGES: A Way of Seeing and a Way of Thinking*

“Images seem to speak to the eye, but they are really addressed to the mind. They are ways of thinking, in the guise of ways of seeing. The eye can sometimes be satisfied with form alone, but the mind can only be satisfied with meaning, which can be contemplated, more consciously or less, after the eye is closed.”

... The question I must ask is “what do the images mean?”, and it is a question that demands answers in words, the language of thinking. It is a hazardous enterprise for one who values a reputation for scholarly discipline, because of course we do not really “know” what they “mean”. It would be difficult enough—and terribly disconcerting—to explain what the images of our own culture “mean”, because most of their meanings, most of the time, are left below or beyond the view of ordinary waking consciousness. It is doubly difficult to explain the images of a different culture, whose unspoken visions and premises we may not share.” *Excerpt from Introduction, Wilson Duff, 1975*

- *The Explanation Game* – video produced by The Visible Thinking Team at Project Zero, Harvard Graduate School of Education
- *Class discussion*: What do you notice, value, wonder about

*Patterns: A preliminary examination*

- *Conversation circles*:
  - What is a “pattern”?
  - Why identify “patterns”? (What is the purpose?)
  - Where do you see “patterns” in the natural world, made world, world of scholarship and learning?
- Reporting out and reflective writing
- *On own*: description of favored outdoor place; read pattern 105
- *Exchange*: Insights related to questions
- *On own*: description of favored indoor place; read pattern 128
- *Exchange*: Insights related to questions

- Return on questions re: patterns and their purpose
- [Hand-in journal entries]

BREAK (around noon for 45 minutes)

## **WORKING WOOD**

*Using tools and the language of experience*

- Saw to a line: doing and guided writing
- Chisel to a mark: doing and guided writing

*Advance notice: week 2*

Workshops for new students (Sem II E 1107)

5- 5:45 pm, Monday – reliquary project

5-5:45 pm, Wednesday – on using ideas as tools (re: *Analytic Thinking*)

*Independent project handout*

*Completed weekly schedule*

*Assignments for next class (blog)*

*Assignments for next class (Monday, January 10)*

- Read excerpt from *The Timeless Way of Building*, chapters 1 to 3
- Read excerpt from *Analytic Thinking*, pp. 28-29
- Write out some rough notes regarding the *key question* Alexander is addressing in each of these three chapters; bring your notes to class

*Adjourn*