The Humanbecoming Teaching-Learning Model

The Sciencing-Art of Teaching-Learning



From a humanbecoming perspective teaching-learning is a journey of giving-receiving in coming to know. At the most abstract level, humans are always giving-receiving with predecessors, contemporaries, and successors in coconstructing becoming. Humans teach and learn with others, ideas, objects, and situations. Teaching-learning is inventing with contemplating illimitably. Inventing arises with *pattern-seeing--see-changing*. Pattern-seeing—see-changing is the knowing as different experiences incarnate changing value priorities. It is the knowing that arises as discerning insights shift perspectives. There are humanbecoming essences, paradoxes, and processes of teaching-learning.

Essences	Paradoxes	Processes
Semantic coherence is logical connectedness with living with ambiguity in rationaling-intuiting amid clarifying-	<i>Rationaling-intuiting</i> is coming-to-know something that informs human understanding.	<i>Living with ambiguity</i> is moment-to-moment moving with the vague.
obscuring in appreciating mystery.	<i>Clarifying-obscuring</i> is struggling with the utterable and unutterable in glimpsing illuminating moments.	<i>Appreciating mystery</i> is apprehending with awe the venerated unfathomable.
Synergistic patterning is incarnating webs of connectedness with potentiating	Warping-woofing is shaping fabrics of meaning.	Potentiating integrity is strengthening a oneness of purpose.
integrity in warping-woofing amid the ebbing-flowing of weaving illimitably.	<i>Ebbing-flowing</i> is gliding to and fro with the emerging now.	Weaving illimitably is unbounded interlacing.
Aesthetic innovating is artfully carving with honoring wisdom in considering- composing amid beholding-refining in witnessing unfolding.	<i>Considering-composing</i> is pondering possibles. <i>Beholding-refining</i> is cautiously cultivating.	Honoring wisdom is revering sagacity.Witnessing unfolding is profoundly attending with the everchanging.