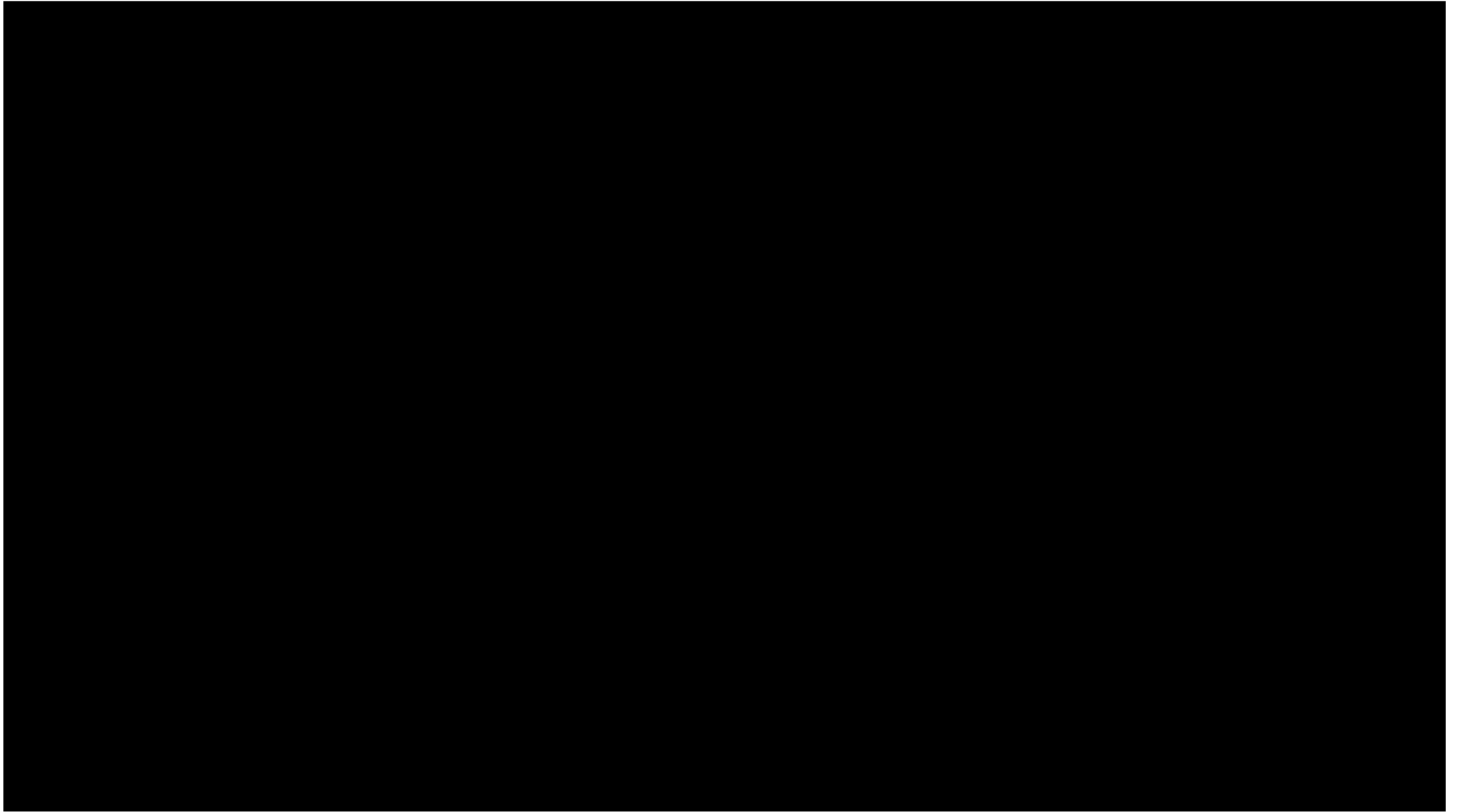


complexity

complexity



**A metaphor for a classroom?**

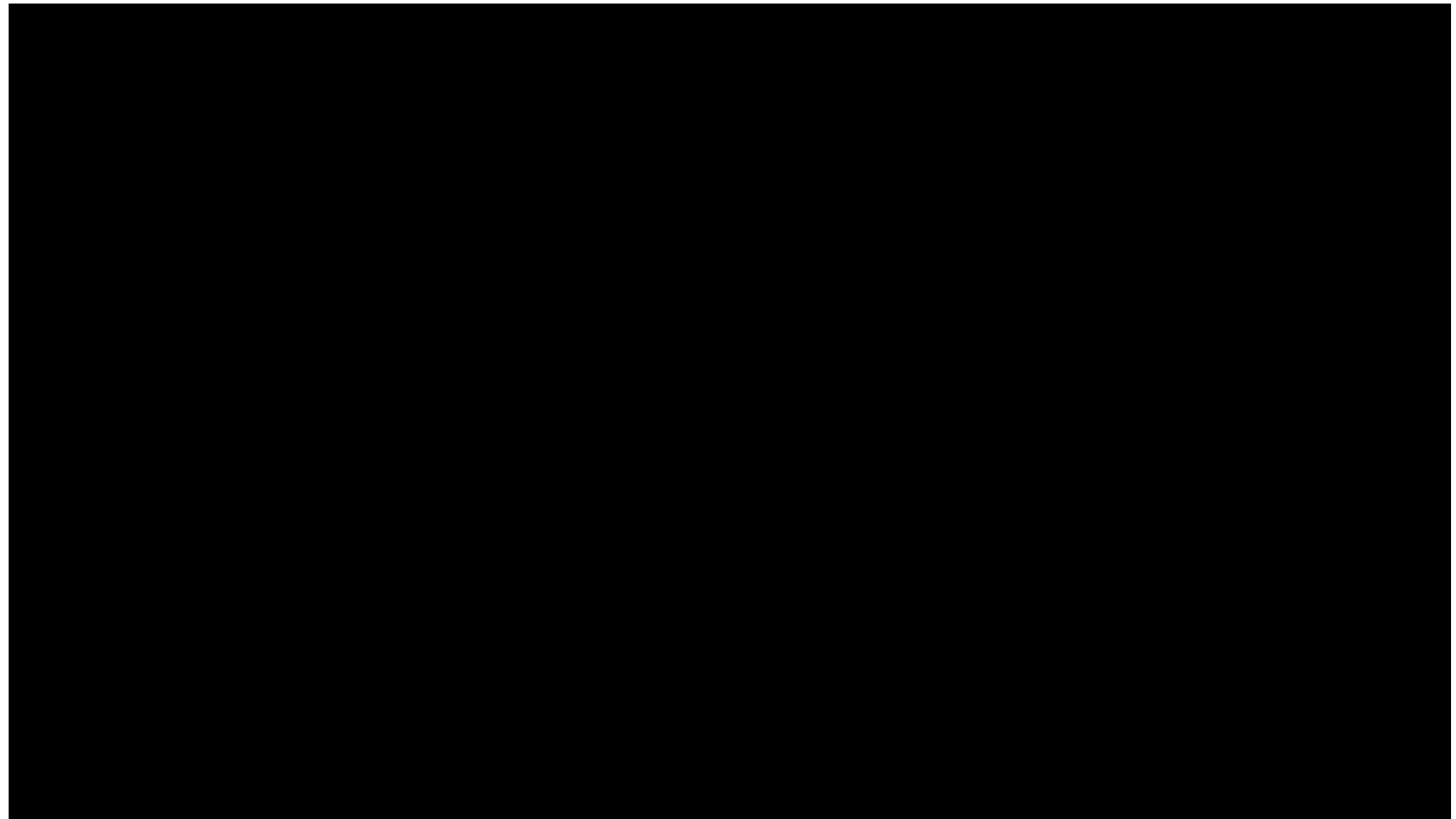


# Complexity

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A lens for exploring community.

Reductionist methods fail to provide a complete understanding of complex social systems.



# The Language of Fritjof Capra

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Self-Organization

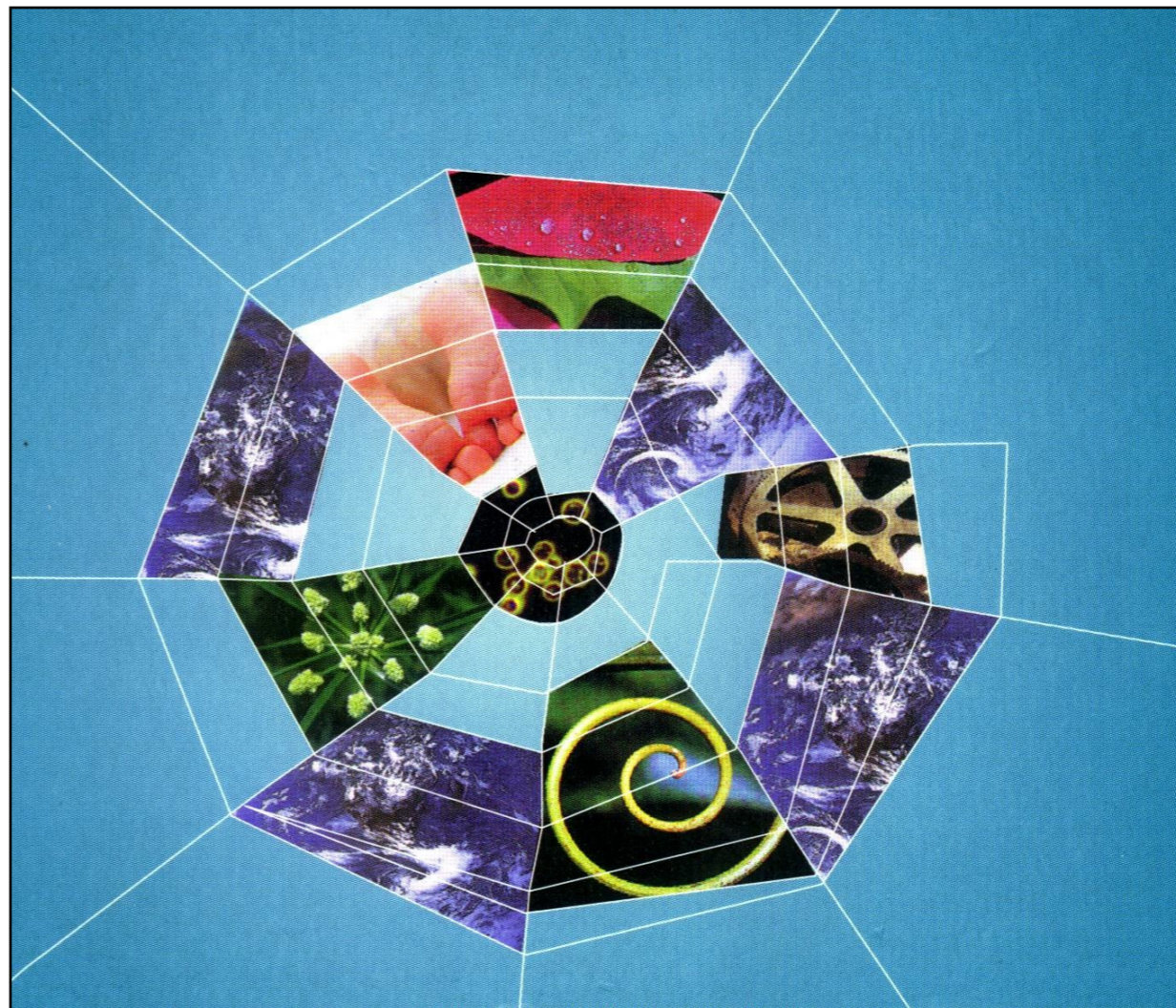
Shared  
Consciousness

Disequilibrium

Edge of Chaos

Co-Evolution &  
Ecology

Emergent  
Properties



The Turning Point, 1983 (Chapter 9)  
The Web of Life, 1996

# Edge of Chaos

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A classroom is about negotiation.

It cannot be too rigid or authoritarian.

It cannot be too uncontrolled or permissive.

We must negotiate a course between order and chaos, responsibility and autonomy.



# Self-Organization

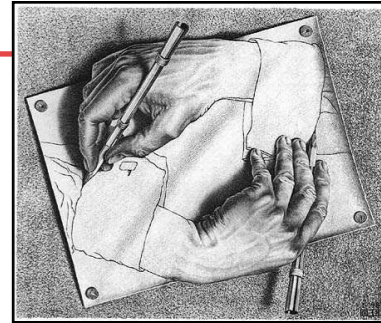
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A classroom community self-organizes through negotiating individual and collective structures and activities.

Dynamic, adaptable  
- Not static.



# Ecology and Co-Evolution



Each member of the classroom, the community, and the environment are inseparable.



Through interactions with each other, students, teacher, the classroom community, and the school environment develop and grow together.

# Emergent Properties

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Certain structures or processes arise from the interplay of various elements in a complex system.

Emergent properties may display features not present in the individual elements from which they emerge.



# Disequilibrium

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The classroom is in a continuous state of change.

Changes generate even more changes. Learning is on-going.

Products and process.



# Shared Consciousness

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A community experienced in interacting with each other acquires a sense of shared knowledge and shared values.

We are sometimes able to anticipate one another's thoughts and responses.



# The Language of Fritjof Capra

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Self-Organization

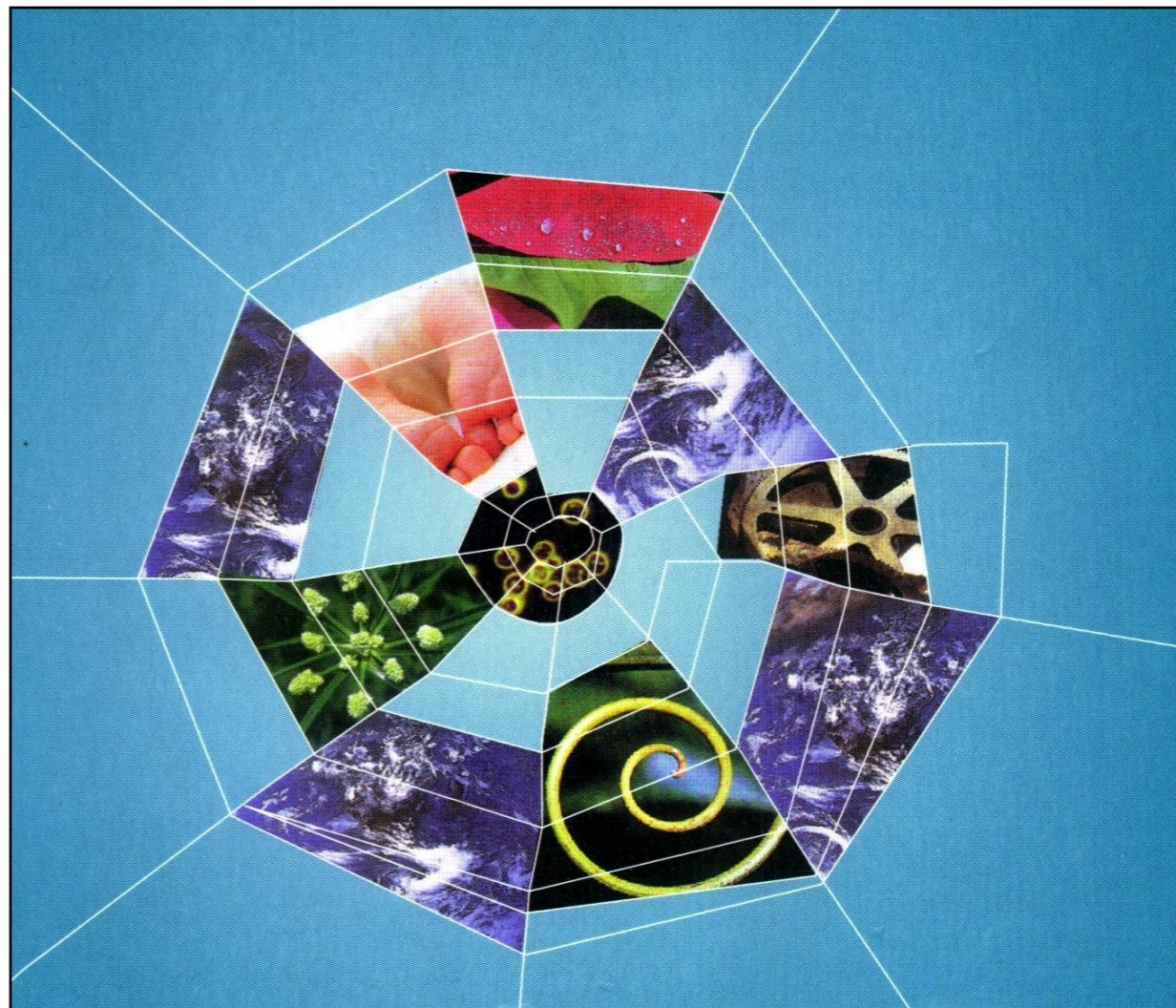
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# Enactivism



Complexity Thinking suggests that teaching should be:

Holistic

Contextualized/connected

Relevant/meaningful

Naturally integrated

Social

Active (physically/mentally Interactive)