

# Shaping An Appreciative Mind-Setting: The Wisdom To Be Wise

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# Objectives

1. Identify and classify the factors that influence teaching/learning (external and internal causes).
2. Identify appreciation as the essential internal cause that can be fostered universally.
3. **Reason out the logic to be wise that underlies appreciation.**

# A list of mind settings that teachers like

- talent ✓ X
  - wonder, curiosity, interest ✓ X
  - motivation, aspiration, ambition, mission ✓ X
  - open-mindedness, positivity ✓ X
  - duty, responsibility, obligation
  - appreciation ↗ explicit or implicit ✓ ✓
1. Which attitude in this list is **fundamental** and able to be fostered in **ALL** learners, and thus should be the **priority** to promote and nurture?
  2. Why do we want to foster appreciation?
    - We owe numerous things that we take for granted.
    - If we take things for granted, we are not wise and are not protected.

# Wisdom opening from real-life experiences

	Story 1 My Class	Story 2 Cowherd	Story 3 My Son	Story 4 My Boss
1. What lesson is experienced?	Loss of time and tuition	Lack of learning opportunity	Loss of a cell phone	Loss of kidneys
2. Mind change after the lesson:	Appreciative	Appreciative	Appreciative	Appreciative
3. Who/what to appreciate?	Dr. Kuang	Learning opportunity	Cell phone as well as technology	Mother, wife, and life
4. Benefits of appreciation:	<ul style="list-style-type: none"> <li>• Effective teaching</li> <li>• Quality learning</li> </ul>	<ul style="list-style-type: none"> <li>• Effective teaching</li> <li>• Quality learning</li> </ul>	Increased enjoyment	<ul style="list-style-type: none"> <li>• He is the luckiest!</li> <li>• Each moment blessed</li> <li>• Many are dying...</li> </ul>
	Maximizing gain, minimizing loss/risks; no waste of resources; being protected			

- Remarks:**
- One becomes wise after a lesson.
  - “Wise” refers to the post-lesson mind setting that is appreciative.
  - One’s appreciation toward a thing is conditional.
  - Becoming wise after a lesson is often too late, so conditional appreciation still has high risks.
  - Wisdom that awakens due to conditional appreciation is small wisdom.

# The logic to be wise that underlies appreciation

- The wisdom awakened due to conditional appreciation is small wisdom.
- Who is wiser? The one who is able to be wise **before** a lesson is the wiser.
- Who is wisest? The one who is able to be wise **without** a lesson is the wisest.
- To be wisest requires **unconditional appreciation**, i.e., appreciating everything most people take for granted, which results from **great wisdom**.
- Each human has the potential to be wise before or without a lesson.
- Taking things for granted is a mind state in which wisdom is untapped, so wasted.
- The positive role of a negative experience is to reset one's criteria of satisfaction, enjoyment, happiness, and gain/loss.
- Such a reset is visionary, scientific, correct, thus necessary, beneficial, and protective.

# Questions for educators

1. Should the task of education be to open or wake up great wisdom for each human?
2. How can I teach a class to appreciate their teacher before or without a lesson?
3. How can I teach those who were sitting in the classroom to appreciate their opportunity, i.e., be as wise as the cowherd?
4. How can I teach my class to appreciate technology like my son, and teach my son to treasure so many learning opportunities he ignores?
5. How can I teach unconditional appreciation?

My approach:

- Teach that we **owe** all things we take for granted.
- The development of an educational module to elucidate why is in process.

# Thank You !

Questions?