

# Learning to OBSERVE

- “If you see something, say something”
- “They all look alike”
- Applicability to professions?  
teacher, doctor, lawyer, bureaucrat,  
communicator, law enforcement,  
bus driver, auto mechanic, salesperson,  
corporate manager, writer, coach,  
therapist, waiter, architect, lifeguard

# The EYES Have It

- Reading, writing, quantitative, analytic skills ...
- Observational skills?
- lack of emphasis
- literal pace of life diminishes this skill set
- no teacher rewards system
- illusion that it is a natural skill easily manifest

- EXPLORE ... *to what end ?*
- STUDY ABROAD ... *pivotal skill*
- Mobile society ... *adaptation*
- Personal futures ... parenting, community
- Professional performance

*imagine any profession in which this would NOT be a significant skill ?*

# Rewards

- inter-connectedness of phenomena
- fastest way to expand the range of what you know
- reinforces the empirical (testing what is) and enhances the normative (ought to be)
- expands options for communication, relationships
- enhances security of the person

# “The Eyes Have It”

- visually handicapped!  
observationally impaired!  
degenerating skill set!
- Curricular void
- Pace of life contributes
- Observation as defense
- Threats & opportunities

# Possibilities ... *what to observe*

- Projection of images / advertising
- Changes in community / ex: evidence of history
- Behavior of peers
- Accessibility of leaders
- Presence of authorities / uniforms
- Movement of people
- Cues to individuals / attitudes, behavior, consistency

# Office Exploring:

A student will make an appointment with a faculty member in his or her office. The purpose of this appointment will be to draw from the office – its décor, organization, style and intangibles – a portrait of the idiosyncratic background of the scholar housed there. In essence, to **EXPLORE the office**. This is designed as a probing search for the professor's intellectual and personal experience that brought him/her to classroom teaching at DePaul. Knowing "where they came from" informs students about the underpinning of their education. Beyond that, professors tend to be "more interesting" people than you might suspect.

Students will be encouraged and directed to approach this like an exploration of a strange and never before scrutinized place – a fresh and penetrating look at all things – the books on the shelf, the knick knacks, posters, memorabilia, photos, pictures, anything at all that is part of the office landscape. Before any forays into an office hinterland, student explorers will be briefed in the observational method.

# My experience --

- Comparative Politics *parachute in*
- Revolution & Terrorism *survival; agents*
- Political Transition: Building Democracy  
*observable variables*
- Study Abroad *key to making a growth experience*  
*observing & testing ivory tower ideas*

# Appeal ...

- As educators, we have responsibility to nurture writing, quantitative, verbal and analytic skills.
- Observational skills are NOT secondary to any of those!
- Every one of us can create exercises and experiences in our classes that can hone observational skills without abandoning any of those elements common to our curricula!