

WHAT IS BLUE.

Common denominator communications through the teaching lens.

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Abstract

Common denominator communications examines dialogic pedagogy together with modes of communications rooted in “hierological”, “equity”, “inclusive”, and “peer” driven foundations. It examines limits and utility in applying these foundations in the classroom. The relationship between these modes and how it may assist in the development of an effective “teaching lens” that confers the common denominator strategy to bring the majority of students to view the curriculum in the same context and understanding regardless of halo¹ considerations associated with both “equity’ and “inclusive” classroom schemes. It further examines how individual foundation paradigms align for goal driven objectives and drift back towards foundation norms after the consensus achieves its desired learning goals.

Key words:

Diagnostic Teaching, Classroom Techniques, Communication Research, Curriculum Research Learning Theories, Sociolinguistics

¹ Halo considerations in part: education, upbringing, social background, and other unique individual characteristics that shape and form individual paradigms and contextual understanding.

The author did not use AI writing programs to produce this essay; This is one of key faults that lulls individuals and groups into a false sense of consensus. One hundred essays using AI based writing / corrections software² may produce beautifully understandable papers, but all one hundred are AI biased to what the programs believes to be the intent of authors and cannot reflect or properly represent the foundation paradigms, opinions, or meaning that the author actually meant to present in their own words. The use of such conveyances as a mode of expression suffer from herd mentality and bias, driven by indifference to personal opinion, laziness or simply facilitation of goals.³

The author relies on his personal and professional background for his communications modes that include, child, family, friends, relationship modes, (dating, marriage, parental) primary school, (tiered), college (student), military, law enforcement, engineering, prison corrections, governmental. Teaching modes, L1 /L2 primary, middle, high schools, college, and university, (across academic and language course curriculum.) special needs students, training schools, and private lessons.

Observing and utilizing this spectrum of language vectors affords greater meaning to the paradigm of being contextually understood even when talking about “blue” to diverse individuals, groups, and audiences.

Dialogic pedagogy views dialogue as a problem to overcome rather than a solution. The purest form of communications is spoken language, which relies on individual foundation understanding and paradigms of contextual information and frames of reference, this immediate form of communication presents the true intention of individual opinion based on education, experience, and background. These individual values gives the contextual diversity to the question, “what is blue”.

² Non exhaustive list in part: Jarvis, Grammarly, Wordtune, ProWritingAid, Sapling, AI Writer. Articoolo, Text Blaze. Et al.

³ Limitations to individual’s operational vocabulary and inadequate language skills gave rise to AI writing programs.

Key concepts.

Basic communications (2011 – 2020 curriculum driven.)⁴

Assumptive premise that Educators have a primary responsibility to ensure that students acquire, use and expand basic communications skills in such a fashion as to be able to ask and answer questions relevant to both the learning and life environments. To be able to communicate wants, needs, ideas, and concerns in a supportive fashion that fosters acquisition of skills and knowledge to enable greater complexity and depth of expression.

For the sake of simplification within context of this work, “Staff” is interchangeable with, e.g. teacher, educators, lecturer, professor, and presenter and infers upstream loci or source.

General limitation of the following scenarios. They should not be construed in terms of totality but as a base measure of communications mode and modals examined for their utility for conveyance of information.

Equity

(MIT (primary education)) Staff driven.

Assumptive premise that Educators are capable of divining inequity in educational background based on demographics, race, disadvantage upbringing (income driven models), and student abilities affected by either learning or emotional limiting factors. (Staff driven feedback, with minimal student reply feedback) (The focus on race and disadvantage upbringing as primary factors affecting classroom “equity”).⁵

⁴ Referencing 2021 research paper “Optimizing L2 curriculum for China State education.” Currently under peer review

⁵ Becoming a More Equitable Educator: Mindsets and Practices. MITx - 0.503x

Inclusive

(Columbia (college)) Student driven / Staff directed.

Assumptive premise that Students have an innate ability to fully communicate positive and negative aspects of course curriculum in a constructive and accurate manner that is reflective of accessibility and content interest aligned with demographic considerations, race, and disability. ⁶

Hierological pedagogy (Harvard (late middle school, high school primary education))

Student / Teacher / Group driven.

Hierarchical Individual, Distributed Individual, and to a lesser degree Hierarchical Collective, Distributed Collective.

Assumptive of communications skills and abilities that allow student driven consensus of curriculum, goals, and to a lesser degree outcomes. And extends to external communications to convey goals, outcomes, resources and consensus. ⁷

Dialogical pedagogy (communications driven) peer driven.

The ideal form derived from the first three metrics. In which there is an active engagement in dialogue that enhances the learning / academic experience in a positive shared manner. (Assumes equal ability to communicate ideas, concepts, theories, concerns and commonality between peers and educators) ⁸

Classifications standards

The author will use U.S. EEOC⁹ classifications standards. (race, color, religion, sex, national origin, age, disability) to help define observations and arguments for each class of “communications.” The courses and concepts touch on some of these without the benefit of through impact analysis for cause and effect on outcomes.

⁶ Inclusive Teaching: Supporting All Students in the College Classroom ColumbiaX - INCLTEACH1x

⁷ Leaders of Learning HarvardX: GSE2x

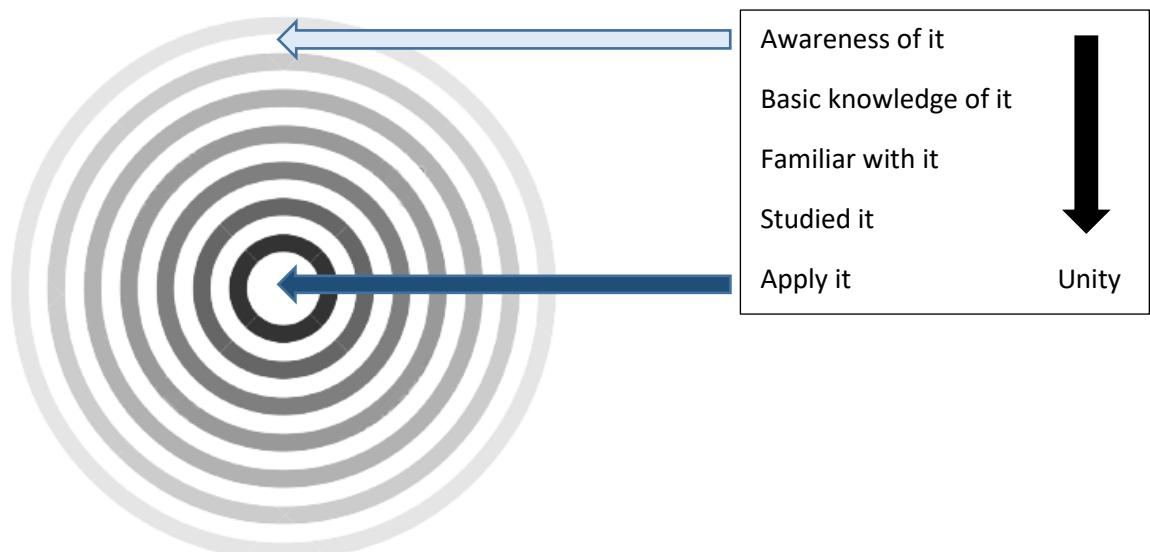
⁸ <http://dialogicpedagogy.com/what-is-dialogic-pedagogy/>

⁹ <https://www.eeoc.gov/statutes/title-vii-civil-rights-act-1964>

For the purpose and establishment of common denominator understanding aligned for this paper, the author advances that, “Subject, Function, Information / Fact, and Theory” frames that define communications effectiveness for all given environments.

The communications and teaching target is static, dynamic, and organic at the same time. Although the diagram below reminds one of a bull’s-eye we need to be cognizant of the multidimensional construction of the language in that the objective to find the common denominator that allows communications, understanding and learning on all levels of the dialogue pedagogue spectrum is subject to parallax.

For concurrent and full understanding between individuals, all must be aware of the fact, concept, or idea and the exact context in which it is used. Any deviation from the true value reduces complete understanding and introduces error from parallax.



Underlying educational and experience biases involved are more fully reconciled in post-secondary education. There are aberrations that blur understanding based on differential curriculum, geographic location, individual teachers, educators, lectures, professors and researchers.

The reconciliation towards viewing and using facts, ideas and concepts synchronizes at the research level as a consensus imperative necessary to produce, reproduce and duplicate results, which in turn become peer “facts” per se.

Without concurrence and consensus of the foundation paradigms, communications suffers from distortions, which range from harmless in primary education, to debilitating in post-secondary education and life in general.

The emphasis as education progresses is to afford students with the necessary communication skills and tools to be able to reconcile facts, ideas, and concepts and agree to the context in order to communicate with each other.

Operational modes:

Communications directions, framing, and skills necessary to effectively use “why”. The ability to exchange information is critical for dialogue pedagogy to take place regardless of grade level or skill.

Two considerations to this involve upwards communications and downward communications, which generally encompass teaching in all forms. Within this context the majority reliance is on the processing peer who has superior education, background or lesson, topic, knowledge to facilitate common denominator understanding between groups and individuals

The processing “peer” must have the ability to correctly understand questions moving upwards from “students”, and the ability to, evaluate, frame and communicate answers downwards in response to questions regardless of teaching environment. In general terms teaching environments can be informal or formal, and driven by the communication arena, which may be outside, home, school, or work. All of which require different communications skills sets in order to be effective.

This over simplified downward communication makes assumptions on the ability to understand replies, with concept, vocabulary and context that align with the “students” scope and depth of education, knowledge and general understanding. Understanding psychological and social conventions and paradigms are essential, as there can be reflexive affirmation of understanding without any real understanding between groups and individuals.

(What is blue? Visual, aural, abstract, noun)

(Calculated inference / topic driven)

(Speculative inference / no direct knowledge (collaborative group insight))

Communication vectors: **strong** peer to peer, **weaker** level to level, **weakest** is skill to skill level, regardless of upstream or downstream direction.

Reliance on the teacher / educator / researcher, to accurately interpret upstream communications. Relies on subject matter expertise and operational communications modal levels of understanding of and for lower level and skilled individuals and peers.

Assumptions of imperative understanding: Must, should, ought, don't, can't. Which are common denominator and unity driven function modals necessary for contextual understanding.

Cognizance of languages organic nature to couple and decouple definitions based on time, geographical location, utility and usage.¹⁰




“What is blue”

mood	blue	tune	
6d6f6f64	626c7565	74756e65	Hex
109 111 111 100	98 108 117 101	116 117 110 101	AScii
#3333FF	#0000CC	#6666FF	RBG
01101101 01101111 01101111 01100100	01100010 01101100 01110101 01100101	01110100 01110101 01101110 01100101	Binary

¹⁰ The following identified words have the most operational definitions as of the time of writing. Run: 645 definitions
Set: 430 definitions Go: 368 definitions. Compared with Blue: 3 definitions.

Music Symbol	Music Symbol Name	Alt + Code (Decimal)	Alt + X (Hex Code)
♩	Quarter Note Or Crotchet	Alt + 9833	2669
♪	Eighth Note Or Quaver	Alt + 9834	266A
♪♪	Beamed Eighth Notes Or Beamed Quavers	Alt + 9835	266B
♫	Beamed Sixteenth Notes Or Beamed Semiquavers	Alt + 9836	266C
♭	Music Flat Sign	Alt + 9837	266D
♮	Music Natural Sign	Alt + 9838	266E
♯	Music Sharp Sign	Alt + 9839	266F

Colors can also suggest positive and negative emotions that vary according to culture.

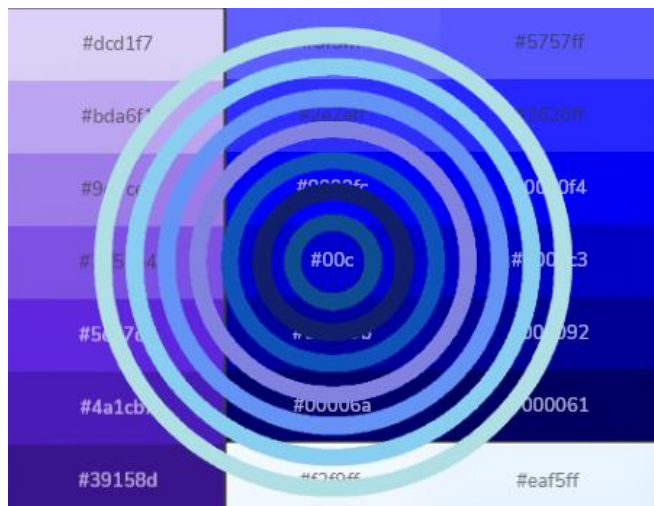
	Aqua - PMS 565C <i>Positive:</i> water, refreshing, cleansing, young, babies, cool, dreamy, soft, lightweight
	Turquoise - PMS 3258C <i>Positive:</i> infinity, compassionate, protective, faithful, water, coolness, sky, gemstone, tropical, oceans
	Teal - PMS 315C <i>Positive:</i> serene, cool, tasteful, sophisticated, confident
	Sky Blue - PMS 7458C <i>Positive:</i> calming, cool, heavenly, constant, faithful, true, dependable, restful, contentment, tranquil, reassuring, trusting, serene, expansive, open, infinity, transcendent, distance
	Light Blue - PMS 283C <i>Positive:</i> calm, quiet, patient, peaceful, cool, water, clean
	Periwinkle - PMS 7452C <i>Positive:</i> genial, lively, sprightly, convivial, cordial
	Bright Blue - PMS 285C <i>Positive:</i> electric, energy, brisk, vibrant, flags, stirring, impressive, aquatic, high spirits, exhilarating
	Deep Blue - PMS 2747C <i>Positive:</i> credible, authoritative, basic, conservative, classic, strong, reliable, traditional, uniforms, service, nautical, loyal, confident, professional, thought-provoking, introspective, aids concentration, clarify thoughts <i>Negative:</i> aloof, distant, melancholy

The common denominator in each these examples has a unique number identifier that matches to the common denominator example and meaning.

There must be consensus whether by consent, subscription or agreement to align base understanding of even the most fundamentally basic concepts. The teaching lens provides guidance to direct individuals or groups to the common denominator necessary to effectively communicate and understand information.

The author advances that contextual alignment is the only reliable method for ensuring common denominator mode understanding and the reduction of parallax within the scope of The teaching lens.¹¹

This is blue in context of color, common denominator #00c



What is most often noticed is transient adhesion that loses contextualization after test, quizzes, exams, graduation and other metricizing events. Generally, adhesion is specific to environment and proximity, peer to peer with similar backgrounds and / or education and suffers from diffusion proportionally to separation from usable environment and peer collaborations.

¹¹ The human eye can distinguish an estimated 10,000,000 colors. Judd DB, Wyszecki G (1975). Color in Business, Science and Industry. Wiley Series in Pure and Applied Optics (third ed.). New York: Wiley-Interscience. p. 388. ISBN 978-0-471-45212-6.

The opposite side of this coin is persistence with use, which is directly attached to utility and communications usage whether by reference or operational environments. All facets of language have an optimal operational environment that rely on consensus of context.¹²

All of this is subject to internal definition coupling and decoupling as necessary to facilitate dialogue between individuals and groups and establish common denominator understanding of topics, ideas, and concepts that require concurrence of foundations. “what is blue”.

Thus it is necessary to conduct bilateral assessments of the teaching lens to produce an effective common denominator to place the curriculum / lessons into proper focus. The lofty goal being unity understanding.

Limitations:

Unfortunately, this requires realignment on a class-by-class basis indexed against changes in year-by-year curriculum / content, adjustments, and realignment based on class demographics and composition. This requires the mechanism to be flexible, organic and reflexive in the same breath.

a.) Constant translation. Referring to the need to translate and convert language mode and content until the recipient(s) have contextual understanding. Whether by synonymy, idiom, slang, metaphor, or other environmental, cultural, educational or other regional contextual sets.¹³

Understanding alignment gaps:

Communication alignment gap: The foundation understanding of each individuals set of paradigms for “what is blue”. Unless there is a matching foundation that affords two or more individuals, the exact same understanding of each term, then a communications gap exists. This gap is measurable as understanding parallax that inhibits complete communication and understanding.

¹² Interpersonal, education, work, and more specifically, technical languages, e.g. medical, engineering, mathematics, legal, and other specialized languages sets and include slang, idiom, metaphors, and other indirect language forms.

¹³ Even after consensus of base context is achieved, we need to be reminded that “blue” as in a color, had several million shades and hues which are defined by one or more noun qualifiers.

The net result of which is approximate understanding and while consensus may be reached between individuals that sets a known foundation to understand the core context, there will remain elements of parallax that re-manifest itself when the communication expands beyond the aligned individuals and groups.

These personal reassertions of foundation understanding overwrites the group consensus context and blurs the consensus meaning in favor of the individual internal paradigmal (sic) foundation understanding, biased by conscious / unconscious reconciliations. This is a reflexive realignment to that which is known to be true as it was first learned, taught, and understood by / to the individual.

What is consensus in one group is not likely to be consensus in another group. There are pedagogy and academic arguments that attempt to assert alteration of individual and group foundation understanding of terms associated with learning, research, and information sharing, (general communications).

However, in the first instance the understanding is generally a transient adhesion adopted by students in order to pass quizzes, exams, and other performance-oriented processes in order to pass, graduate or successfully complete classes.

In the second instance, the consensus is very specifically aligned towards a specific goal and typically suffers from reflexive realignment once the goal is reached. This observation is offered based on group research results with the parallel example of court opinions involving more than one judge or fact finder. The agreement is set upon consensus and not necessarily on individual core understanding.¹⁴

The third instance is related to less structured communications between individuals and or groups with differential language ability levels. Consensus more often than not is based on herd consensus and does not rely on individual analysis of their own foundation understanding to form an opinion based on their paradigms. It is simply easier to go along then to reconcile or argue, “what is blue”. The deferment of opinion is generally to the “alpha” individual, whether by

¹⁴ Citation consensus. Concurring opinion. This mode is also found in research papers that cite references and literature reviews.

age, education or social standing. This is referred to as voluntary contextual subscription commonly found in L2 classroom and learning environments.

This type of paradigm adoption is generally transient in nature reverting by default to an individual’s base context, unless the information is “new” to the target individual in which case internal adoption or modification becomes a likely event as it sets a reference context within the individuals’ foundation understanding and paradigms.

Common denominator translated into terms of Unity.

The progression follows standard processes of instruction, integration, production, and usage across the communication spectrum regardless of age and base ability.

Whether addressing equity and being equitable, inclusivity and being inclusive, hierological framing or simply striving for accessibility. The fundamental flaw and failing is the assumption of unity in communications.

Reconciliations have a greater need and positive imperatives the higher the scale number.

0	Base / self	Unity	Can modify
1	Foundation / parents	Conscription / correction	Replaces / modifies
2	Experience / life	Direct / indirect	Modifies / can replace
3	Education / school	Common denominator	Transient / can replace
4	Professional / work	Consensus	Transient / specific use

Unity is highest at “0” self, then diminishes in direct relation to interaction with others until unity refocuses at the professional levels as interactions retreat to smaller concentrations of individuals. Universal unity is an ideal and not an enduring achievable state. We need only recognize the morphology of language, its organic nature, sensitivity to time and specialized subsets to validate this statement of fact.

Intrinsic variables include language IQ, (e.g. IELTS, CET, et al.) education, (self, home, neighborhood, local, regional, national, international) social environment, race, gender, employment, internal beliefs and paradigms, EQ, cultural bias, disabilities, and national origin languages all of which require levels of translation in order to be understood in intra and inter communications.

Final musing.

Looking over the course material offered by institutions gives credence to the necessity to develop better skills for communications and instruction to improve the teaching lens featuring common denominator approaches. The individual courses I attended and examined did not offer substantial insight or depth into achieving their program outcomes.

The courses were best-case scenario and stocked with mostly ideal staff and students with only minor background differences and seamless fully understandable communications. Although there were some exercises and examples that touched upon class composition and administrative considerations, there was no meaningful or constructive tools presented to offer guidance into the how to's for outcome achievements therein. It was perceived as vastly assumptive of the skills of the individuals taking the course and demonstrates a measure of arrogance of course content based on institution notoriety and historical foundation.

On reflection, it seems hopeless to aspire to full communications with a common denominator contextual understanding and shared paradigm foundation. It seems and remains impossible to gather and then compartmentalize the necessary individual communication troves necessary for that level of understanding between even individuals.

It remains elusive and approximate and relies on agreement, consent, or conscription beyond the single individual level. The variations of individual core contextual understanding can become a nebulous entanglement the further away we stray from individual communications. This constitutes a tangible learning environment barrier and impairment to the process.

Thus in my opinion the teaching lens affords meaning within the confines of curriculum when focused within institutional programs. Communications that rely on inter – intra exchanges without a teaching lens suffer from diffusion, parallax and progressive delays as competing paradigms attempt to reconcile and assert dominance over “what is blue”, in vernacular language “a pissing match”.

Until there is a unified base that agrees upon foundation terms for information exchanges and sets aside institutional / instructor bias, full meaningful communication will remain an exercise in approximation. We need only view this globally to acknowledge this fundamental truth and accept the reality that full functional communication is only an ideal. An academic exercise if you will.

That having been said, it is my belief that development of the common denominator approach along with understanding communications as it applies to the teaching lens approach offers a reasonable solution to resolving many issues to establish “unity” understanding and contextual clarity that embraces all elements and approaches touched on in this paper. It affords the ability to agree on “what is blue”.