



## **I don't teach answers**

The great mathematician Katherine Johnson – a central figure in Hollywood's 'Hidden Figures' about women of colour working for the space race at NASA – says in a TV interview as a sprightly 92-year-old, “I have never taught answers”, and sees the process of learning as being a problem-solving activity. In this she fits into a tradition stretching back to Illich and encompassing present-day Sugata Mitra etc. But teachers think they should teach too, and, to some extent, many students expect this.

So, what should we do? Where do we fit on a cline between question provider/facilitator and transmission teacher? Is there a halfway house where student-directed thinking can stimulate learning? Is there?