

PPI

- TRANSFORMATIVE change (STEM)

→ The more things change, the more they are the same

→ Figure of the "EXPERT" changes

→ KEEP USE OF TIME MEANINGFUL

* PERSONAL CHANGE

TEACH MOTIVATION: empower students

- high performance team
- Vulnerability
 - skillset for team working
- listening
- speech: effective storytelling
- imposter syndrome → common
→ reframe that

Communication

- change management at organizational level → change culture
↓
different stories

Being Present: AUTHENTIC CONNECTION

when students did really great

- HOW DO YOU GET THE COURAGE TO BE A LEADER

stories.
- surprising students
students that went above & beyond

→ STUDENTS
CHOOSE their
PROJECT

→ encourage
RISK-TAKING

→ Not telling them what they are doing

→ FORCES professor to get out of comfort zone

50 min Lecture vs. 50 min Discussion

- OWNERSHIP
- RELEVANCE
- self-Defined GOALS
- the more external structure, the less
- NO GRADING, SELF ASSESSMENT
personalized feedback instead of directions

IT'S OK TO NOT KNOW

founded on ^{University of BOLOGNA} 1088

- what makes a professor a professor?

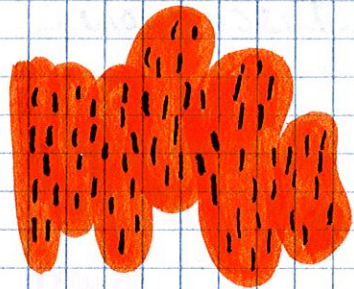
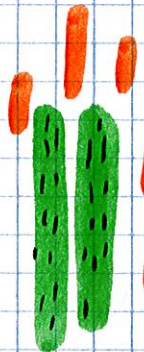
- CREDENTIALS.

- the job.

- natural tendency to share knowledge

- constant learning

NEW KNOWLEDGE



"the organization MAN"

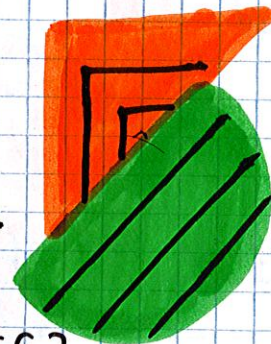
"CREATIVE ERA"

GROWTH MINDSET:

what do you do with mistakes

CONCEPTUAL CREATIVE THINKING } rewards are counterproductive

AUTONOMY
↳
TRANSCENDENT purpose



+ IDENTIFY students that want a PURPOSE

+ why change

→ WHY CHANGE?

what does this mean for higher education?



TRUST STUDENTS TO ACHIEVE BIGGER CHALLENGES

- how we teach?
- what we teach?

how do you identify?

- 1) trust them
- 2) they believe they are trusted
- 3) courage to overcome fear



STUDENTS DRIVEN BY PURPOSE.

UNLEASHING PACKAGE

Student Satisfaction

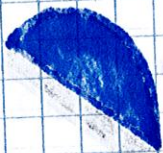
"days" do their project

→ Frustration OK to feel lost

Find a Balance
↑
I KNOW vs. I TRUST
^

— NEW ADMISSION
CRITERIA

Look up intrinsic motivation theory



A DECLARATION

CGT 216 9/24

→ perspective

→ explain one point

→ do demo — ass 10

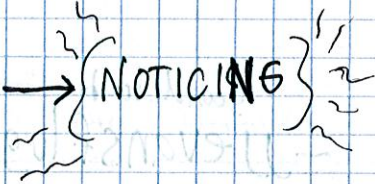
→ explain 2 point

→ illustrator perspective tool

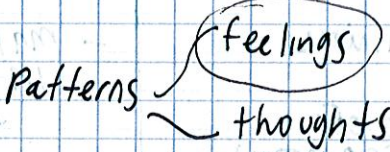
9/24

The story of yesterday

- what events?
- Who did you meet?
- Physical sorrow



→ How was it today



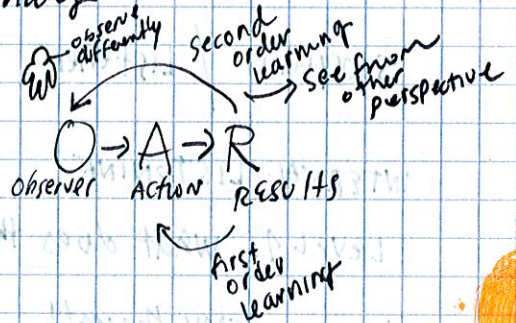
— what did you notice about your noticing



we don't notice the ordinary

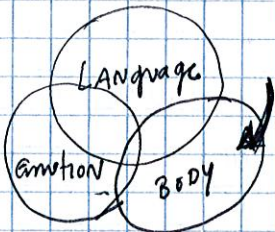
types of people

- { past oriented
- { present oriented
- { future oriented



where do we → FAIL TO NOTICE?

→ change



DOMAINS OF NOTICING

CONFLICT or

Emotionally Salient
 — NOTICED about other person

— what did you notice about about your noticing

AWARENESS

notice: you have time to do something about it

change Classroom

to allow connection

make eye contact and connect with those

- Body awareness



- Notice your Minime

- EXERCISE OF SELF-OBSERVATION

- REGULAR REFLECTION

Storyteller / Listener

INTERNAL LISTENING

LEVEL 1: What does this mean to me?

- My thoughts
- My feelings

internalize: transpose situation

- interrupt { exaggerate

soundcloud
- JJ-evansflugel

- makes it interactive .. engaging

* EMPATHY

Level 2: about the other

WHY → trying to understand

DEBRIEF

OPEN ENDED QUESTIONS

→ What ELSE?

↓
NEUTRAL

- what do you want?
- what are your choices?
- what assumptions are you making.
- What's possible

→ WHAT DID YOU HOPE TO ACCOMPLISH

→ WHAT WERE THE REACTIONS OF THE PEOPLE

→ WHAT WAS THE MOST EXCITING MOMENT

→ WHAT MADE YOU WANT TO DO THAT?

→

RECEPTOR
MUNSTER NEWTON, Debit

- ACTIVE LISTENING: did I understand correctly?

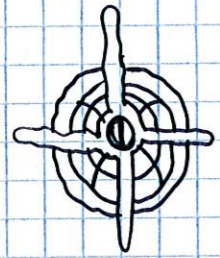
CHANGE YOUR QUESTIONS, change your life
choice MAP

LOVE

TRUST → assume that you don't know

— I THOUGHT I knew

— my knowing is the obstacle



TRUST vs KNOW

TEACH WHAT YOU DON'T KNOW

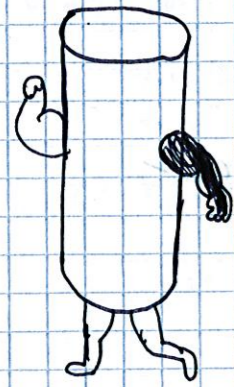


learn with them

— COACH instead of TEACHER



help others to be masters of your life/mind



LET THEM FIGURE IT OUT



Modelled workshop is example similar to this

- Make personal
- Showing personal
- Like this workshop

what elements

LISTENING

QUERY

STUDENTS will surprised.

FEEDBACK

NOTICE

let students bail

— EXPLORING

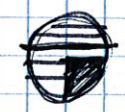
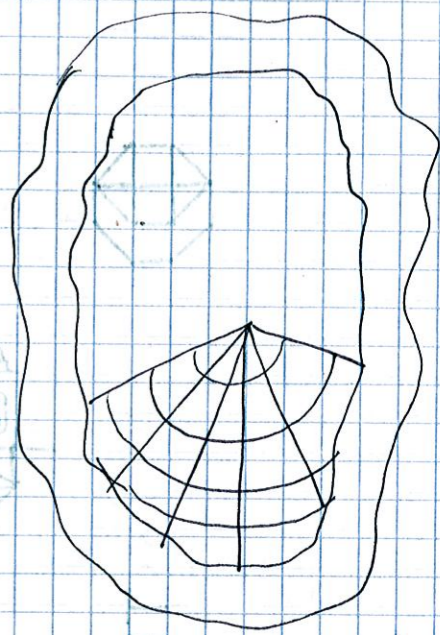
→ what did you gather from that.

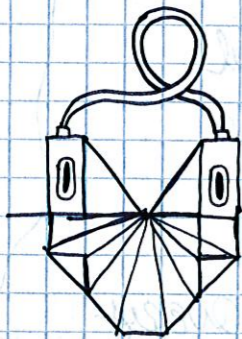
→ MORE SOCRATIC TEACHING

→ LISTEN BETTER.

→ SPACE

creates hierarchies





TROUBLESHOOTING
↳ figure out

- BURNING QUESTION
- DREAM

9/25

- the today show



what areas



OBJECTIVES
for this
Semester

→ What wavelength?

WHY CHANGE?

- More things beyond money
- Students want to make a difference in the world

CREATING INNOVATORS

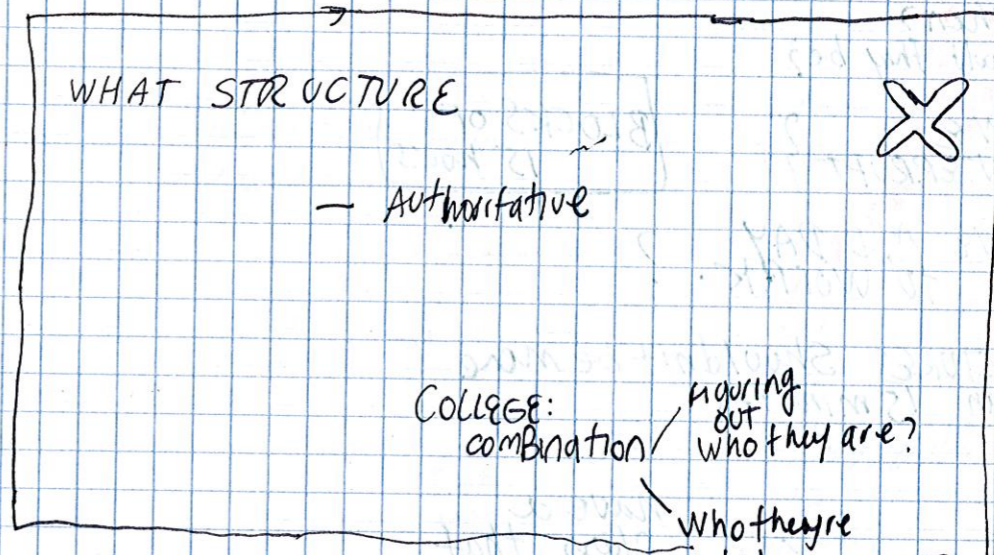
Book
↓
transforming
higher education



VALUE OF EXPERT
HAS DECREASED

- Problem Based Learning

CAPTURE
1ST YEAR
ENERGY



CLASS SIZE

get away from
FACTORY
MODEL

→ MAKE ROOM FOR DREAMS and ambitions

→ 'INTRINSIC' (MOTIVATION)

→ not everything has a solution

→ open ended.

→ GRADING?

→ ECONOMY OF TRUST

too Linear
or
too organic
is bad
too

NOT
Everything
can be
project based

self assessment

NO GRADES

U. Beam

→ WEEKLY OBJECTIVES

→ TIME OF LABS & Lectures too short?

→ WORK @ Night.

When? should they be?

WE INTERRUPT }

BLOCKS OF 15 hours?

HAVE ALL DAY TO WORK. ?

→ LECTURES shouldn't be more than 15 minutes

have a class that helps them articulate what they want



WHO KNOWS

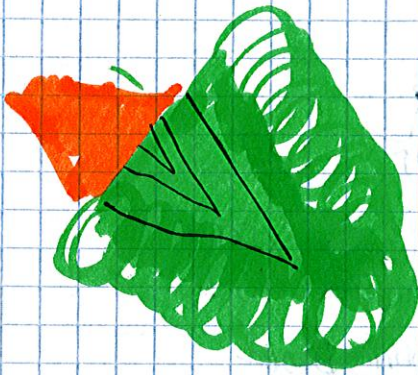
INTERVIEW type of deal.

→ video submission



- IDENTIFY different types of TALENTS.

- Prepare educators to recognize potential



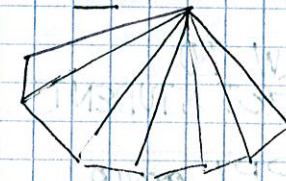
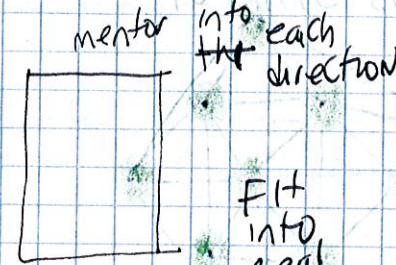
- CREATE 1-2 PERSONAS we are attracting

- personality

- Who are we not attracting?

UNDERSTAND EACH ONE...

Some things to keep



Early win

WHAT IS SUCCESS LIKE?

Brainstorm:

- good salaries
- high placement
- Number of applicants?

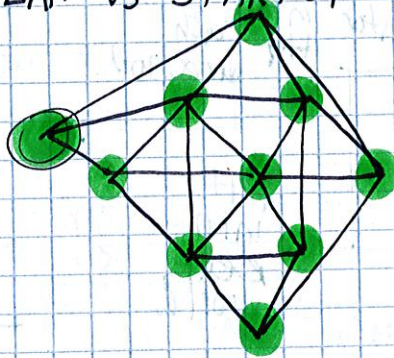
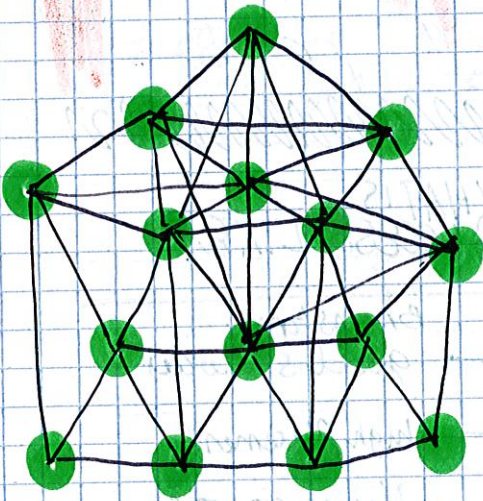


→ TRANSDISCIPLINARY CLASSES

— Video DEEP DIVE — ¹⁰⁰ / ¹⁰⁰⁰



PLAN vs STARTUP



→ BOOK

BLUE JEANS.COM

Bring USB CAM

HOW TO GET STUDENTS

PPI group

— STUDENTS are clients

* FEEL OUT



- new set of fundamentals?



PLANNING vs. Affectation

→ Being comfortable on Pilot experiences

"SMALLIFY"

ASE
PRISM

→ CONTENT vs. SCIENCE

STRUCTURE vs. Freedom

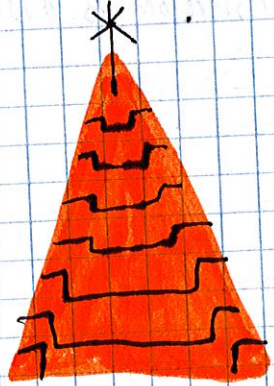
What kind of collaboration?

CAN I PERSONALIZE

- Internal Experience?

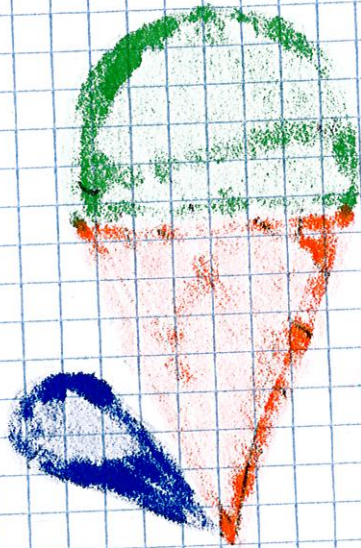
↓
WHAT IS MY ROLE?

WHAT DOES IT MEAN FOR ME



EXPERIENCE

N Q L



- TOLERANCE TO AMBIGUITY
- outbreaks of vulnerability

Listening - II → curiosity on the other

Summary: I heard you say ...

Recomposition: ~~to~~ I heard 3 x y z

Powerful questions: "WHAT"

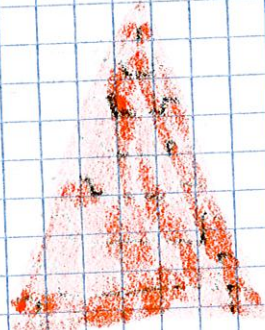
- COACH ON PERSONAL ISSUE

- WHAT IS Language } communicate

Assertion vs Assessment

- SPEECH AS ACTION

- Listen for Distractions and shows what the person thinks



PROBLEM IN EDUCATION

- WHO →

- WHAT

- WHY

how are they progressing
interactive teaching

→ WORKS ON ISOLATION

- overlooks the fact of a networked society

KNOW HOW TO TEACH THEMSELVES

→ ADAPTABILITY

→ FUTURE PROOF

- self directed learning
- problem identifying
- weed-out courses

- social skills + in a cultural context

- ENCOURAGE REFLECTION

- EXPERIMENT / FEEDBACK

?
what do I do

→ FIGURING OUT WHO YOU ARE

count HOW MANY TRIES? instead of how many failures

→ LEARN TO DEAL WITH FAILURE → IT IS THE ENGINE

↔ Collaboration

PPI: does not convey

CLA inclusion

Literature as Media - Flaubert

how do we influence each other?

MEDIA HISTORY

KITLER

WHAT CAN WE DO TOGETHER THAT WE CAN DO IN OUR OWN

BRING their OWN problems

- PREVENT FROM 1984 ~~to~~ happen

girl building blocks

- ANTHROPOLOGY.