

WELCOME TAS

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INTRODUCTIONS

ACTIVITY 1

Take 45 seconds to look over the following list of pairs of words, but do not write anything down.

bread/b_tter	ocean/breeze
leaf/tree	music/l_rics
sweet/sour	sh_e/sock
phone/bo_k	movie/actress
chi_s/salsa	gasoline/engine
high school/college	pen_il/paper
river/b_at	turkey/stuffing
fruit/vegetable	be_r/wine
computer/chip	television/rad_o
l_nch/dinner	chair/couch

Directions

Write down as many pairs of words as you can.

You do not need to remember which letters were missing or which column they were in.

A	B
ocean/breeze	bread/b_tter
leaf/tree	music/l_rics
sweet/sour	sh_e/sock
movie/actress	phone/bo_k
gasoline/engine	chi_s/salsa
high school/college	pen_il/paper
turkey/stuffing	river/b_at
fruit/vegetable	be_r/wine
computer/chip	television/rad_o
chair/couch	l_nch/dinner

Table: Word list from [The Talent Code](#).

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The claim is that a microsecond of struggle (cognitive demand) makes all the difference.

DISCUSSION

Claims

- An education must prepare a student to ask and explore questions in contexts that do not yet exist. That is, we need individuals capable of tackling problems they have never encountered and to ask questions no one has yet thought of.
- If we really want students to be independent, inquisitive, & persistent, then we need to provide them with the means to acquire these skills.

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Some items to be aware of

- This class requires **active learning** and **mindful preparation**.
- My role in the course is **consultant, instructional designer, feedback-giver, mentor in the middle**.