## SETTING THE STAGE

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# DIRECTIONS

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### Directions

- · Get in groups of size 3-4.
- · Group members should introduce themselves.
- · For each of the questions that follow, I will ask you to:
  - 1. Think about a possible answer on your own.
  - 2. Discuss your answers with the rest of your group.
  - 3. Share a summary of each group's discussion.

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## **QUESTIONS**

## **QUESTION ONE**

What are the goals of a university education?

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**QUESTION TWO** 

How does a person learn something new?

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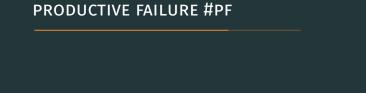
## **QUESTION THREE**

What do you reasonably expect to remember from your courses in 20 years?

## **QUESTION FOUR**

What is the value of making mistakes in the learning process?

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PRODUCTIVE FAILURE #PF

"Any creative endeavor is built on the ash heap of failure." — Michael Starbird

#### THE BIG PICTURE

#### 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.

## **Lofty Goals**

- · Transition students from consumers to producers!
- · I want to provide the opportunity for a transformative experience.
- · I want to change my students' lives!

#### THE BIG PICTURE

#### Some items to be aware of

- This class requires active learning, mindful preparation, and constant situational awareness.
- Our experience in the course is based directly on the things you
  pointed out as being important: active and independent learning,
  productive failure, and working in a community.
- My role in the course is consultant, instructional designer, feedback-giver, CLO (Chief Listening Officer).
- · You may ask a question about anything at any time. Questions are good!