

SETTING THE STAGE

Dana C. Ernst

Northern Arizona University

DIRECTIONS

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.

QUESTIONS

What are the goals of a university education?

How does a person learn something new?

QUESTION THREE

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

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

PRODUCTIVE FAILURE #PF

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

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!

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!