


Educators

Learners  **Teachers**
before

*Reverse gratitude and guiding principle

*Use this when losing patience :P



Our profession exists
from children(students).
They allow us the joy of
sharing and *learning together*.

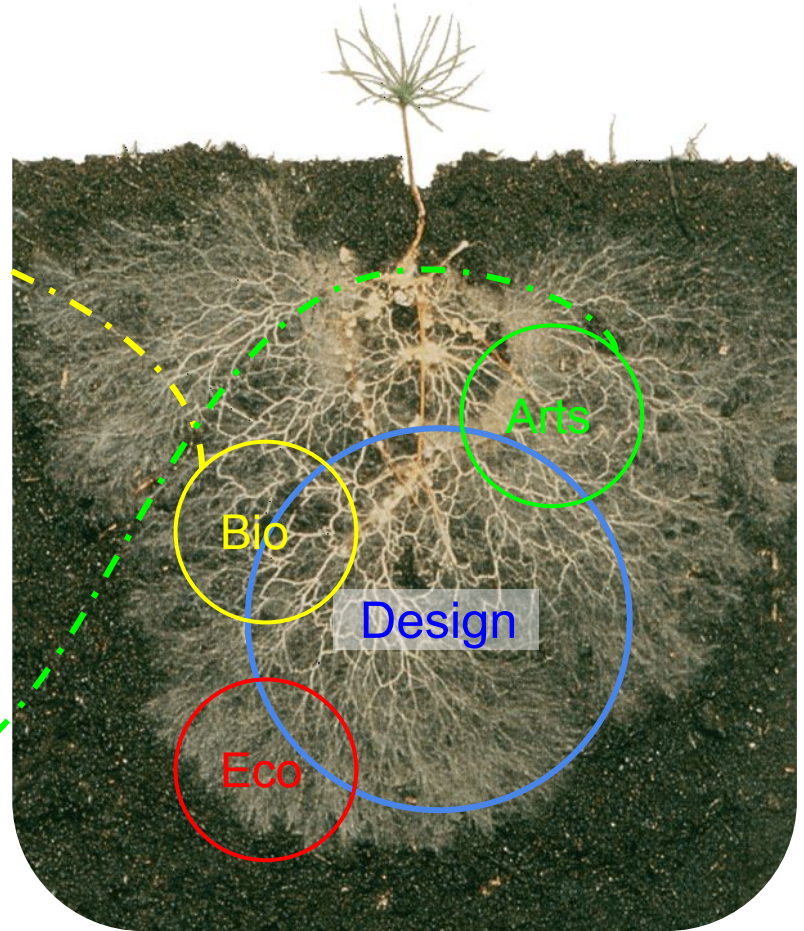
**In any profession, it is important to develop a
sense of reverence for the people you work with.*

**All people are equal.
No! Children are the best.**

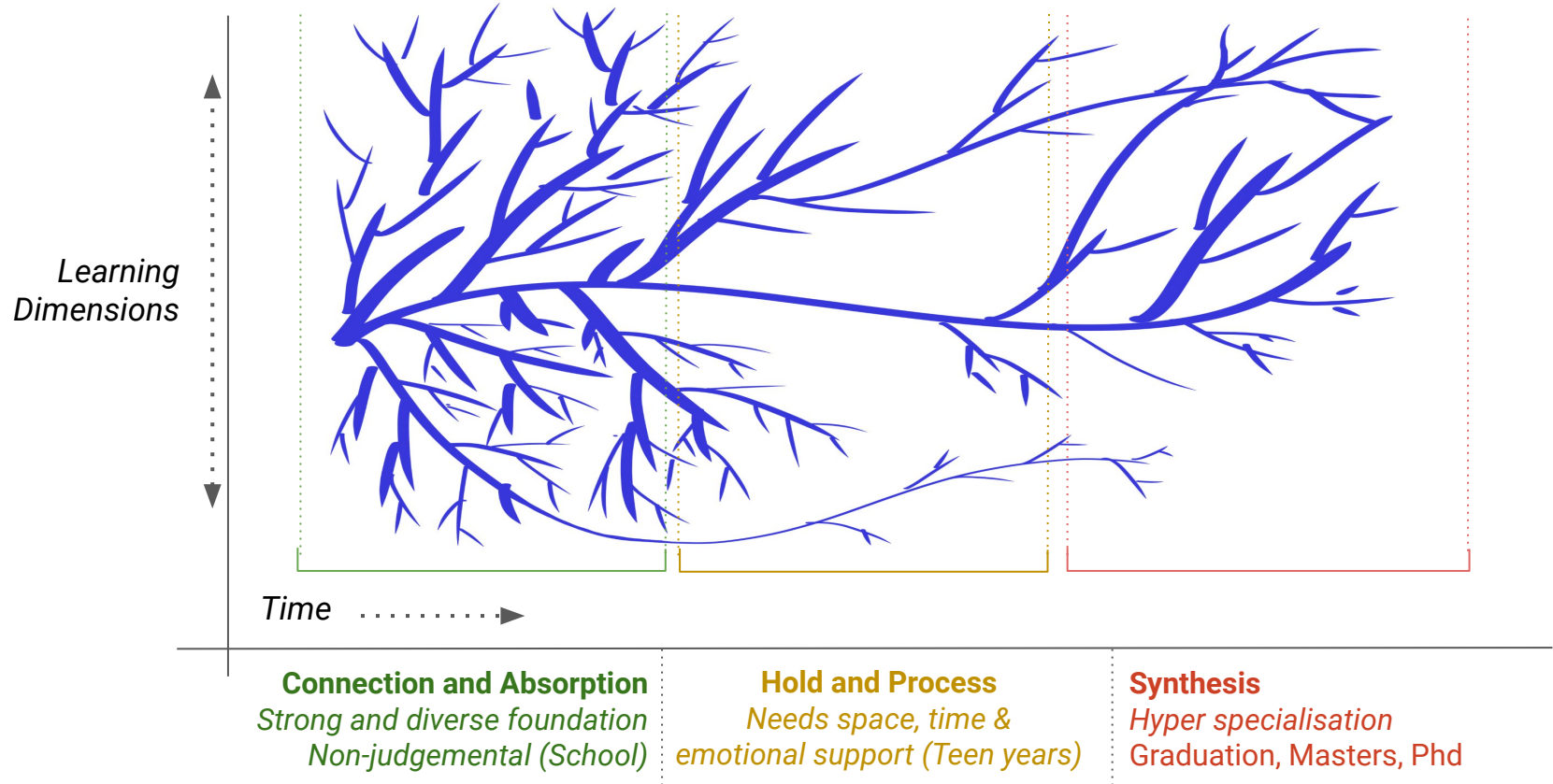
Intelligence is not about *'the more you know'*.



It is about the how many
interconnections you can find
between the subjects.



Learning curve is a mess.
I mean a *mesh*.



Learning

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graph TD; Persona[Persona: Temperament] --> Curiosity[Curiosity: Interest and Introduction]; Curiosity --> Ownership[Ownership: Option to choose, make mistakes with accountability]; Ownership --> Exploration[Exploration: Hands on Testing and Trial]; Exploration --> Socialise[Socialise: Collaborate and observe how others react and solve]; Socialise --> Reflect[Reflect: Make Choices, Mistakes and ex]; Reflect --> Experience[Experience: Journey and the Process]; Experience --> Socialise; Socialise --> Exploration; Socialise --> Reflect
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Persona

Temperament

Exploration

Hands on Testing and Trial

Reflect

Make Choices, Mistakes
and ex

Socialise

Collaborate and observe
how others react and solve

Curiosity

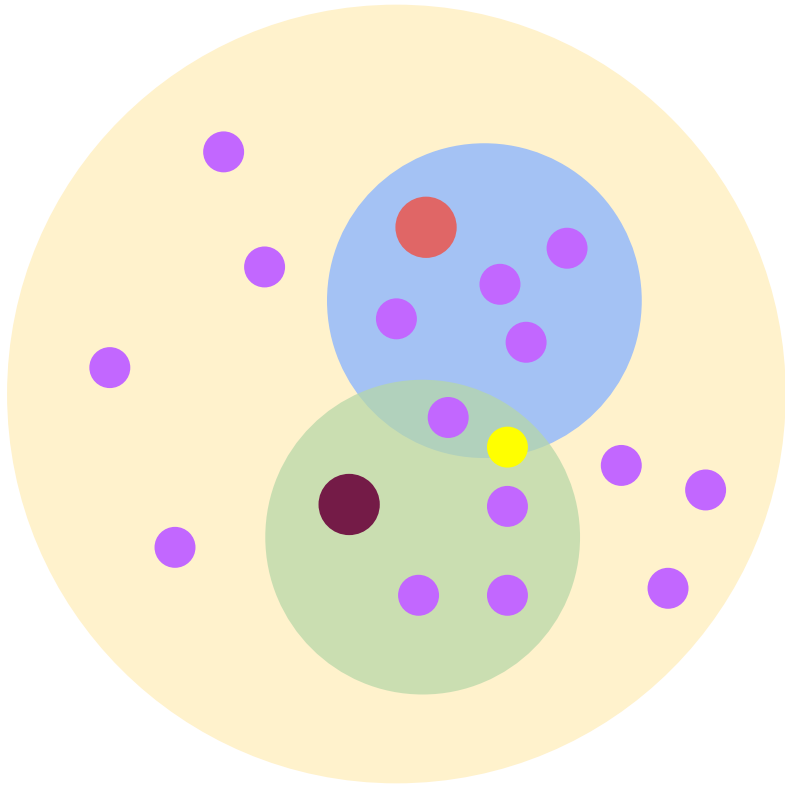
Interest and Introduction

Ownership

Option to choose, make
mistakes with accountability

Experience

Journey and the Process



Maintain good energy, children are quick to sense it and will always respond to your energy and not what you teach.

Good content is highly limited in giving you the '**results**'.

Receptive conditions and a inclusive **environment** is the *missing link*.

It should feel Physically, Intellectually and Emotionally welcoming.

If the larger system is not conducive then create an oasis or a **micro system** for yourself in your classroom.

Children teach themselves, we just make it *accessible, easier* and *curate* their experiences.



They will **not** learn unless they feel they are ready. Once they are, they will rapidly cover any gaps they can identify.

Good learning needs **Time**.



*Time to talk to peers & brainstorm.
Time to plan.
Time for children to try.
Time to reflect and make sense .
Time to record data.
Time to share experiences.*

Reduce Quantity.

More topics covered doesn't mean better understanding. Revisit concepts in different ways.

If system doesn't allow, still **try**.
Make **conversations** with all the stakeholders
(*Students-parents-teachers-administration*).

Make Mistakes - Integrate it into your planning

Teach children the Process:

Make mistakes > Quickly Identify > Learn > Rectify > Share >>> Move on.

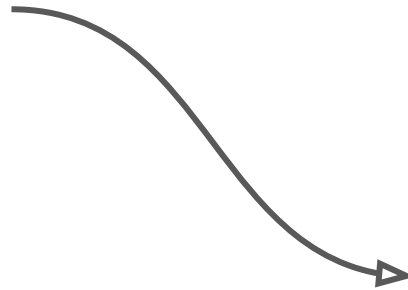
- **Statistically**, there is not a single person on earth who has not made a mistake.
- Ironically, many **discoveries, inventions** were created out of mistakes.
- Not making a mistake is a sign that you are **not exploring in enough ways**.
- We are not making a todo list, rather a what **'not to do'**. Once you know *what not to do*, everything else is a possibility.
- **You can be wrong** and other perspectives on your subject are equally valid. Accept the *openness* and *multi-dimensionality* of the learning domain.
- Your **students can correct you** and they can know more than you in certain areas.
- You **can say sorry**, even to your students.





If you want maximum engagement,
let them **Play**.

How to play ?



Up ahead

*Building with earth at the Auroville Earth Institute

Create guidelines but do not control the result.

Our objective is to encourage thinking.



Example:

Q: Construct a precise **equilateral triangle** of the side **10cm** each.
What is given is paper, pencil, compass box.

Answers:

1. A standard equilateral triangle drawn on paper,
2. A paper pyramid made out of 3 equilateral triangles,
3. A drawing of a house with triangular top,
4. As a part of a logo,.

All answers are equally valid as long as construction was done ***precisely***.

What is **not mentioned is a possibility.**

Give freedom to learn and interpret the questions.

Underline key words in a problem statement.

Make sure you **deliver what has been asked** but remember that what is **not mentioned is a possibility** to try.

Example:

Make a poster on Digital India.

- If medium is not mentioned then you can use whatever you wish.
- If paper size is not mentioned then you can play with formats and compositions.
- Since the topic is Digital India one can spread into other domains like digital india + education, digital india + medicine, digital india + inclusivity etc whatever they are passionate about.



Prepare: Plan, Test, Run and Evaluate

Put yourself on the **receiving end** of your content.
If you are bored the student would also be.

Brainstorm with your peers and other faculty.

If things do not proceed as planned; **be quick, witty to reiterate.**

Best is to **ask the students** what to do.
That brings new ideas and gives you some time to think.



Love your subject, but know its limitations and critique.

Our loyalty is towards *good education*, not the institution.

Why should the topic or subject **exist** in academics?

Does it **make any difference** to the students, people and the world?

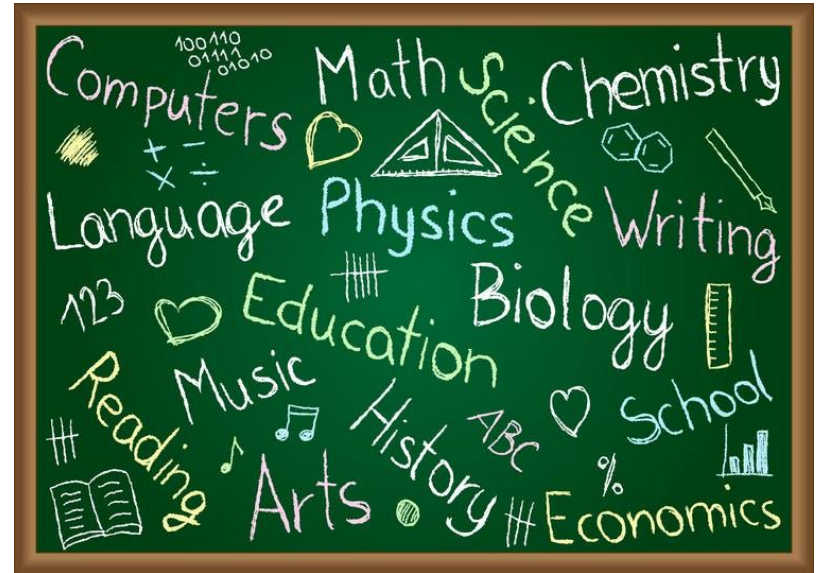
Do students find my subject **boring**? Why is it so? How can I make it more **interesting**? Do I find my subject interesting?

How does my subject **relate** to other subjects and 'nature'?

Keep **updating the self** and researching.

Have **discussions with your peers**. Discuss students, your topics, your thoughts and ideas. Share any new findings.

Know your **limitations** as a personality, work around it.



Our role

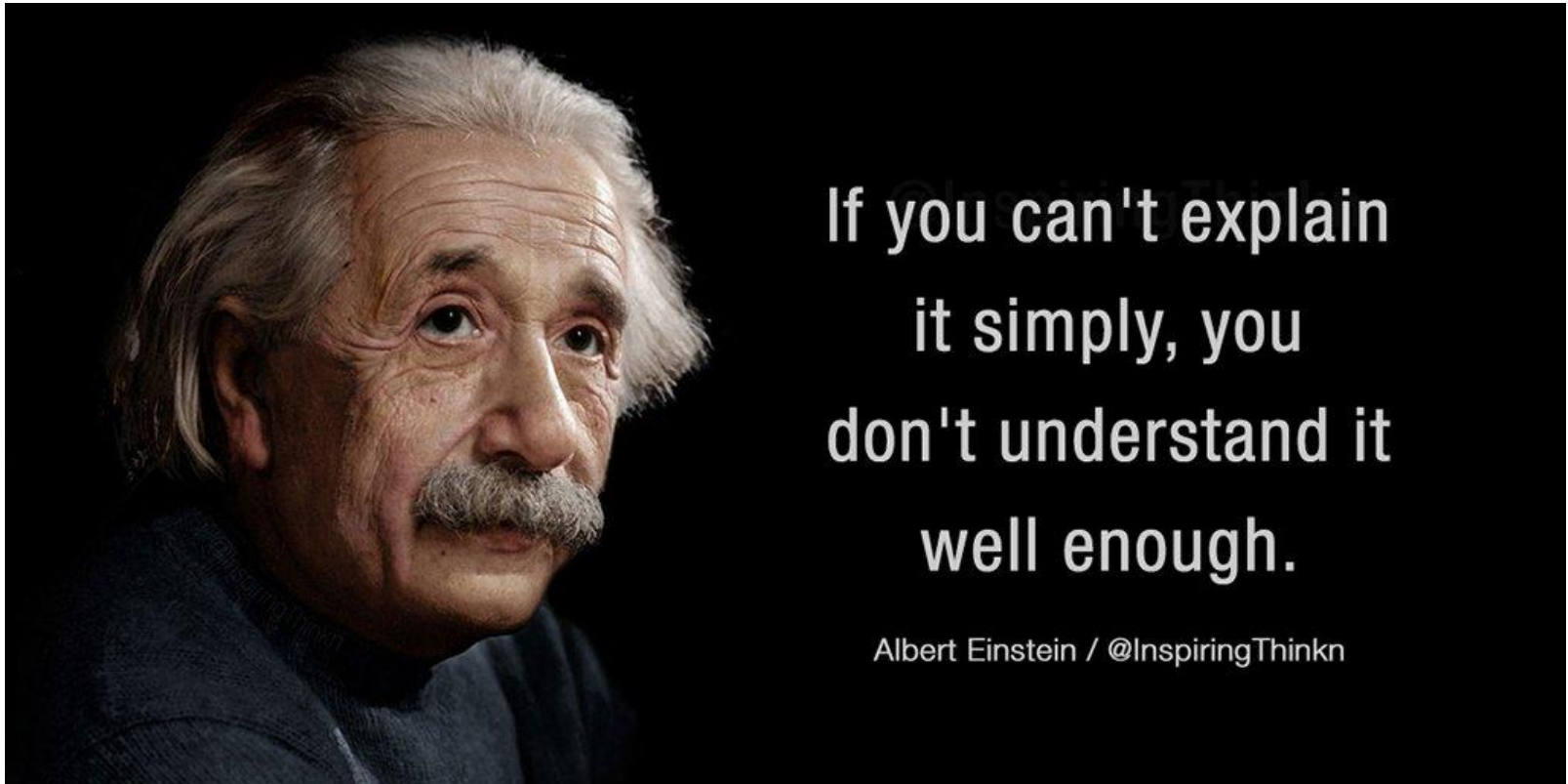
Assist Consciousness

A teacher is not an entity who holds knowledge.
Google does that now.

- We are counsellors and mentors, we are a friend and a listener :
Mental Wellbeing and Counselling
- Understand your audience, bring curiosity and deliver content :
Curation and communication
- Enable students and help them make positive sense of the world. :
Positive Encoding and Decoding
- Help them understand adults do make mistakes. World can be a confusing and chaotic place : **Human connection & emotional intelligence**



Understand and read greek proto-psychology: **The Four Temperaments** (Hippocrates (c. 460 – c. 370 BC))



The **simplest self-test**.

Explain a concept to a child and an adult, and you must answer their queries.

Up the **challenge**: Choose complex concepts. Eg. Calculus, Democratic system of India, Crypto currency.

Education and learning is **not a life and death situation.**

Do not make it sound like one. Be gentle and be kind.

War, riots, natural calamities, serious diseases are, and climate change possibly will become one.



Between academic
performance and
mental wellbeing,
always choose the
latter, at any stage.



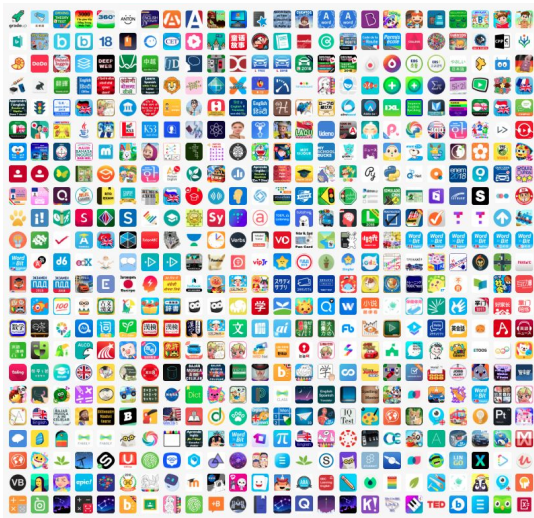
Education(including schooling, graduation and even a Phd) is an exploratory and experimental zone.

Failure is a natural recurring phenomena, expect it, encourage it and integrate it into planning.

Learning now **open source**.

It is not a matter of availability of resources anymore.

Make this known to your students, let them **chase knowledge** a bit.



Canva for people who want to play with graphics and design.

Tableau for people who wish to play with Data Visualisation.

Sketchup and **Blender** who wish to play with 3D modelling and architectural modelling.

Google Workspace and **Miro Board** for open collaborative learning, brainstorming and teaching.

Google Meet, **Zoom** and **Gather.Town** for bridging the gap.

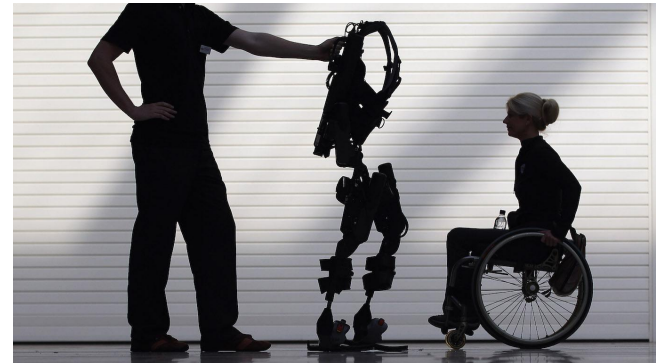
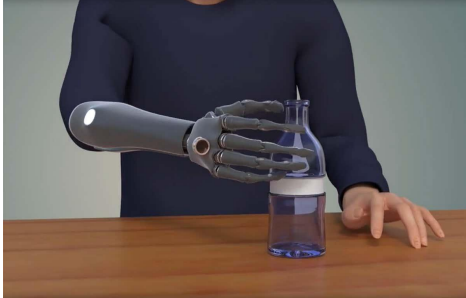
Teachable to share your online courses to the world.



The word '*student*' is synonymous to **work in progress**.
It is a **21 year** long process(atleast), trust your students.
Trust *good intention, good process* and **good practices**.

2021

The future is already here.



*Is education ready,
Updated, Personalised and Relevant*

Up Next in Future >>
Emotional Intelligence

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LEARNING EXPERIENCE DESIGNER

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