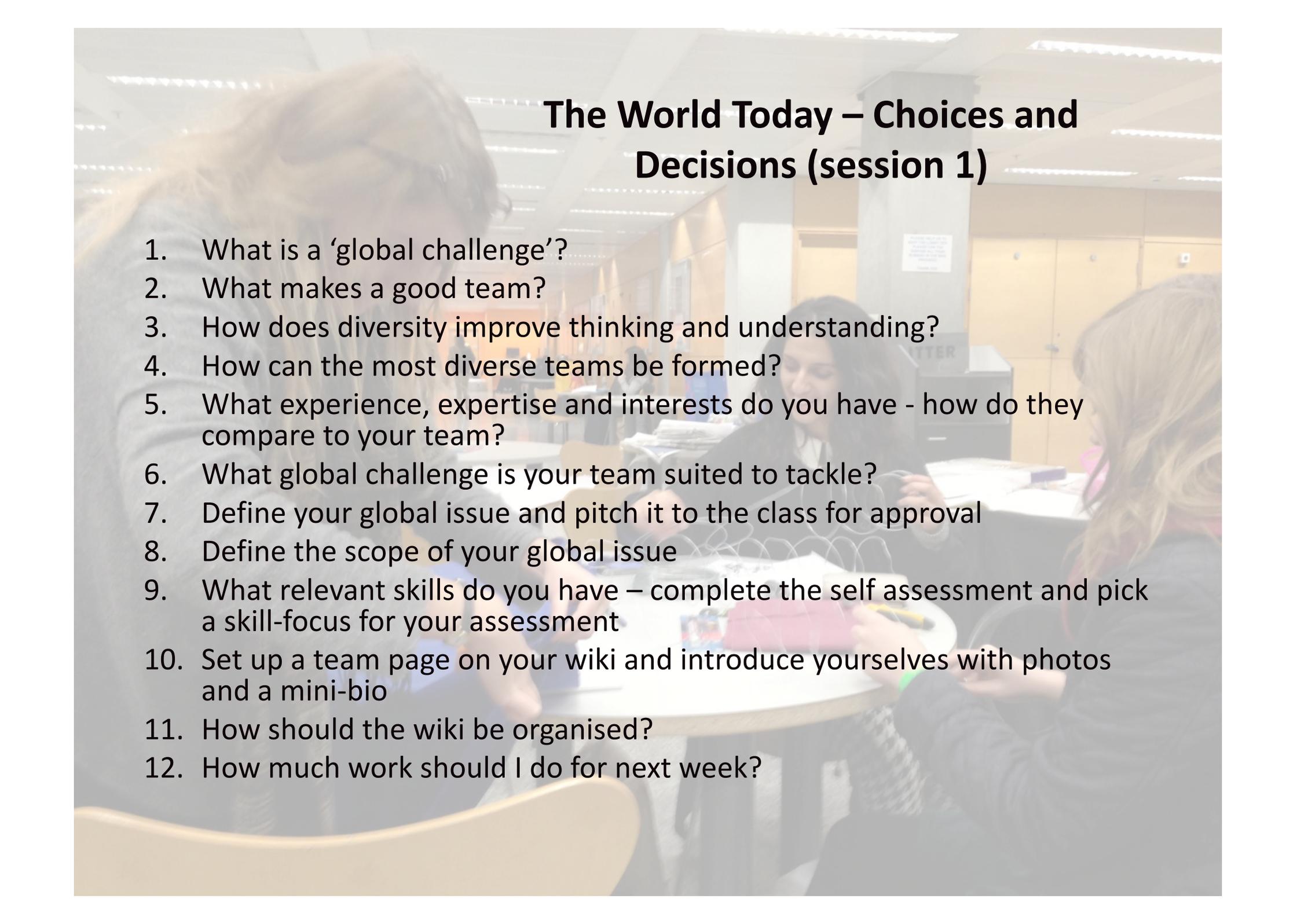




LIVE, LOVE, LEARN

How many decisions and choices are students really making in The World Today?

The background image shows a group of students sitting around a table in a classroom. They appear to be engaged in a discussion or activity. The students are diverse in appearance. The classroom has wooden lockers in the background and fluorescent lighting on the ceiling. The text is overlaid on this image.

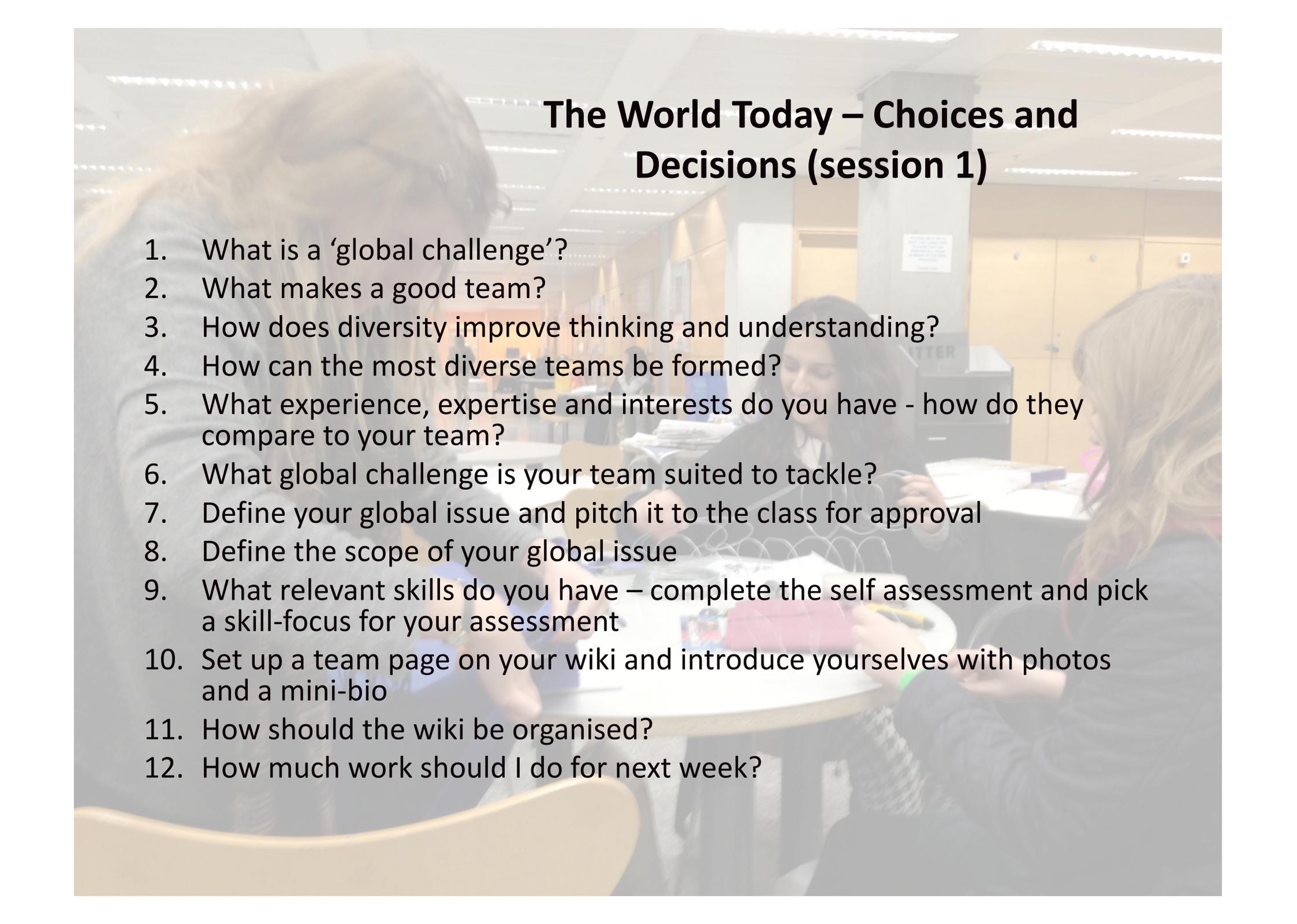
The World Today – Choices and Decisions (session 1)

1. What is a 'global challenge'?
2. What makes a good team?
3. How does diversity improve thinking and understanding?
4. How can the most diverse teams be formed?
5. What experience, expertise and interests do you have - how do they compare to your team?
6. What global challenge is your team suited to tackle?
7. Define your global issue and pitch it to the class for approval
8. Define the scope of your global issue
9. What relevant skills do you have – complete the self assessment and pick a skill-focus for your assessment
10. Set up a team page on your wiki and introduce yourselves with photos and a mini-bio
11. How should the wiki be organised?
12. How much work should I do for next week?



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How many choices are individual and how many democratic?

A background image showing a group of students sitting around a table in a classroom or library, engaged in a discussion or activity. The students are seen from behind and in profile, looking towards the center of the table. The room has wooden lockers in the background and fluorescent lighting on the ceiling.

The World Today – Choices and Decisions (session 1)

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3. How does diversity improve thinking and understanding?
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Typical Topic Selection

Imperial College London

Elizabeth Hauke 105

My Blackboard Courses

Resources

- Course Feedback
- Groups
- The World Today Wikis
- Help

My Groups

COURSE MANAGEMENT

Control Panel

<input type="checkbox"/>	Name ▲	Type	Student Access	Student Comment Access	Last Modified Date
<input type="checkbox"/>	Comments and Questions	Group	Open to Editing	Open to Commenting	26/11/13 01:36
<input type="checkbox"/>	Cyber Security – You Are Exposed!	Group	Open to Editing	Open to Commenting	26/11/13 01:20
<input type="checkbox"/>	Diseases – Ignored Global Killers	Group	Open to Editing	Open to Commenting	26/11/13 15:48
<input type="checkbox"/>	Education	Group	Open to Editing	Open to Commenting	04/12/13 12:29
<input type="checkbox"/>	Energy	Group	Open to Editing	Open to Commenting	04/12/13 12:59
<input type="checkbox"/>	Gender Inequality	Group	Open to Editing	Open to Commenting	04/12/13 12:36
<input type="checkbox"/>	Hyper-Industrialisation	Group	Open to Editing	Open to Commenting	01/12/13 16:21
<input type="checkbox"/>	Poverty	Group	Open to Editing	Open to Commenting	26/11/13 14:50
<input type="checkbox"/>	Resource Management	Group	Open to Editing	Open to Commenting	09/12/13 12:49
<input type="checkbox"/>	War, Conflict and Terrorism	Group	Open to Editing	Open to Commenting	09/12/13 12:51



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Wiki Set Up

Final Grades

Resources

Course Feedback

Groups

The World Today Wikis

Help

My Groups

Questions →

COURSE MANAGEMENT

Control Panel

Content Collection →

Course Tools

Evaluation →

Grade Centre →

Users and Groups

Customisation →

About Our Group

Created By Ozioma Kamalu on Wednesday, 23 October 2013 11:24:20 o'clock BST

Last Modified by Fu Quah on Tuesday, 5 November 2013 23:27:53 o'clock GMT

Edit Wiki Content



Hi! I'm **Ozi**, I'm studying Medicine and I'm really looking forward to next few weeks :)

Hey, I'm **Jenny**, I'm studying Geology. I'm from Coventry, England and am looking forward to getting to know you guys who all seem to have really interesting backgrounds!

Hi, I'm **Alina**, I'm doing Electrical Engineering. I'm from Germany, and last year I spent 1 year abroad in Chile.. I really like our intercultural group and I'm sure we will all find out many great new things in the next couple of weeks!!

HYPER-INDUSTRIALISATION

About Our Group ▾

Assessing the Current Situation: Industrialisation Today - Week 2 ▾

Comments and Questions ▾

Communicating Uncertainty -The Occupy Movement - Week 4 ▾

Measuring Hyper-Industrialisation on a Global Scale - Week 3 ▾

Photo Gallery ▾

Practice presentation feedback ▾

Predicting the future - Week 5 ▾

Prediscussions & Feedback ▾

Useful Resources ▾



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SKILL SELF ASSESSMENT



Building Resilience



Thinking



Handling Information



Networking



Maximising Creativity

Each skill group is rated using a Likert 1-5 scale



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BUILDING RESILIENCE

- Developing versatility as a learner
- Time management and meeting deadlines
- Coping with uncertainty
- Dealing with work and study stress
- Establishing and maintaining a good work-life balance
- Managing your 'learning fitness'
- Independent learning
- Managing disagreements and understanding different perspectives
- Being generous to yourself
- Building self confidence in a range of settings
- Developing a real understanding of your strengths and weaknesses as a learner



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LEARNING FITNESS

Developing your learning fitness involves maximizing your potential to learn by paying attention to a number of different factors:

Neurobiology – put your brain in the best position to learn

- maintain a good sleep-wake cycle by sleeping for at least eight hours at night, and trying to do as much of your work during the daytime as possible
- maximize the nutrients available to your brain by eating regularly and trying to include healthy foods such as fruit and vegetables
- get plenty of exercise to encourage a healthy balance of hormones and feel-good chemicals being released in the brain – raising your heart rate regularly will make you more alert and able to concentrate

Sociobiology – make connections with your peers to help your learning

- share things that you are finding difficult with other learners – you'll be surprised to see that many other people feel the same way as you
- help others with things that you find easier, and they can help you with things that you find difficult – this type of social exchange also helps you to learn more effectively – teaching others is a great way to reinforce your own learning



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Are choices and decisions good or easy for students?



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KEY CONCERNS

- **High cognitive load (learning effort)**
- **No traditional teacher/expert-student model**
- **The content is messy and complex**
- **Fine-grained continuous assessment of the learning process (including self and peer marking) – requires continuous effort and engagement**

However, these factors can all be managed and actually provide useful challenge



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KEY CONCERNS

Content

Effort

Quantity of material

Complexity of material

Define own topic

Decide how much work to do

Find own information

Work collaboratively

Sweller, J (1988) Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12 (2), 257–285.