Learning about Learning   Aug 30th, 2016 P1/4

Day 1

I Introductions
  Book Shared

II Review Syllabus

III Write about exceptional teacher, an exceptional learning experience, what is learning.

IV Sir Gawain & the lady Loathly; Sufi Tales

I Payed out $3 for forgotten names — Should have done better.

IV Stories are one of the oldest modes of learning and teaching. Why? What makes stories effective? Memorable? Objects to love?

Day 2   Sep 1st, 2016

I Last time: Names

II Speeches on Property Crime

III Office Hours Survey

IV Stickiness

V Uncertainty

I. Payed out $0; Ah yeah!

II.

Name	Compelling	Interesting	Persuasive
1.			
2.			
3.			
4.			

Scale

1   2   3   4   5

Not at all   Not really   A bit   definitely   Very

III Potential Office Hours

	M	T	W	Th
1-2				
2-3				
3-4				X
4-5	X		4:30	X
5-6	X		X	

⊙ Office Hours: T 4-5pm, Th 5-6pm

① Write down everything you can remember from the Sufi tales. Compare notes. More or less sticky? Why?

② In random order here are some of the points that were raised:

IV Write down anything that P/a you can remember from the speeches in your group.

① Gather into your groups again and compare notes. What made some speeches sticky?

③ Whole class: What stuck? What didn't?

- Unexpected
- Distinct characters/perspectives
- Comparison #s more effective
- Reading vs. hearing
- Mindset in approaching material
- Emotional resonance
- Stories
- Singularity

- 8% = 2, but lots
- 800,000 = lots = the use
- Reversing of numbers
- Perceptive aptitudes → "learning styles"
- Point of comparison
- Connecting w/ moral values
- #s added legitimacy

- The way the speech was delivered
- Creative use of data

V. For those of you that ?3/4
found that you and your
group agreed that your
speech was less sticky,
what made it this way?

Did uncertainty play a role?

We had an excellent discussion

- Sample of M & M's (the population)
- Different empty bag weighed then final bag
- Lack of confidence in computations
- Measurement technique
- Questioning of partner
- Regularity of bags

- Connecting at an individual level
- Credibility/Facts
- Numbers didn't work
- Deceptive use of #'s
- False comparisons
- Rounding #'s is more effective

Lab 1

See Lab handout for notes
on how we did the lab.

We discussed several sources
of uncertainty for the experiment
that we did. For example:

- Small sample of M & M's
- Scale accuracy

We also used people's initial estimates of N and their uncertainty ΔN to revise each of our estimates.

One group averaged all the values and used this for their new estimates. Several groups noticed disparities in their uncertainties versus the the uncertainties of the whole group and adjusted accordingly.

The final counts in the two mystery bags were

Plain = 455

Peanut = 150

a remarkable tool.

One of the mottos of our course will be "What gets measured gets monitored" — that is, you are much more aware of quantities, areas of quantities of life, and ideas that you have tried to make measurements on. This makes measurement a remarkable tool.

This motto was clearly exhibited in your sophistication with regards to the uncertainties in the uncertainties to the measurement of the measurement of number of M&Ms.