

Clip #1 - Active Learning (1:26) Stevenson

PROFESSOR HOWARD STEVENSON: I think that we believe that participant-centered learning almost inevitably is two-way learning; that in fact the role of the teacher is often to push and make more precise rather inchoate thoughts. Let me ask you. It's clear, absolutely clear, that lecture can transfer knowledge. Right? I don't think there's any debate about that. Whether it's remembered as well is a different thing.

Can you transfer skills by lecture?

__: No.

PROFESSOR STEVENSON: I would like to teach you how to serve in tennis. Now, what you do is you line up, you hold your arm, you drop your racquet behind, and you swing, and you're supposed to meet the ball because your toss... Is that going to be optimal? How do you learn tennis?

__: By playing.

PROFESSOR STEVENSON: You play, you practice, in skiing and most other things. How do you learn to be succinct when you speak?

__: Trying.

PROFESSOR STEVENSON: Yes, speaking and watching the faces of the people who say, "I'm not getting it." So what we're saying is participant-centered learning is not equivalent to case teaching. It's the attitude of mind that comes from, how do we get active learning?

Clip #2 - The three ways that people learn (2:27) DeLong

PROFESSOR TOM DELONG: There are only three ways that Mario, and Gustavo, and Mike, and my children learn. One is they take in new content. You take in new theories; you learn how to do algorithms; you learn about derivatives in the financial services. You also learn about pedagogy and what that means, and pedagogical methods. New content.

Number two is you question your assumptions. You question your assumptions and change your mind. Or you don't change your mind. But you have certain assumptions about how the world works, and through the learning process you question it. We hope the reason that we are in this business is to create an environment for our students to do that; to create a safe environment for them to question their assumptions and possibly change their minds.

The third way that we learn—and this is perhaps the hardest for high achievers: Learn something about yourself. And that is what you're trying to do with the people that you manage. You're trying to get them to a place where they learn something about themselves so that they are motivated, as opposed to you using carrots and sticks and whatever you need to do to get them to where you want them to be.

So those are the three ways that we learn. Again, if you're a little person or you're a big person, that's how we learn.

Now, I'm stepping back again in terms of the learning process. When I have an eighty-minute lecture, or if I have thirty sessions in my course, I'm thinking about those three things. I'm saying, "I need to make sure that I give content, I need to push students about their assumptions, and I need to create opportunities for them to learn about themselves." And that may be the most frightening for them. So I try to do that on an individual level... eighty minutes a semester, OK? Just think about that.

Clip #3 - Learning collectively (1:22) Frei

PROFESSOR FREI: If you share something in class that you learned the night before, that's not good participation. We are uninterested in you sharing with us something you learned the night before. And you think, "Well, how on earth does that make any sense?" But the questions that we give for preparation that we want you to do: "You're preparing to learn collectively" is how we talk about doing the case method. So the preparation the night before is just so that you can follow along in the conversation. What actually goes on in the class is something that can only be done in a large group, and we'll talk about what those specifics are, but this is sort of the framing of it. So the preparation is things that can be done in a small group. But it's not like if you did this preparation perfectly, the class would not be necessary. If that were the case, we would throw that case away. We would never use it again. If it were possible for individuals to crack a case or for small groups to crack a case, we would never use it again.

What I care about is that when they come into the class, they're ready for those eighty minutes to work collectively, and that they're going to organize their lives in such a way that for those eighty minutes, we are really going to be on fire together.

Clip #4 - Content or process? (0:30) Heskett

PROFESSOR JIM HESKETT: We like to think about how we teach and what we teach—that is, process and content—as two blades of a scissors. And the scissors cuts like this. Which blade is more important?

__: Both.

PROFESSOR HESKETT: Without either one you have no result.

