

TEACHING AND LEARNING ACTIVITIES: EXAMPLES

COGNITION AND CULTURE 2023



PROJECT TASK: CREATE A TEACHING OR LEARNING ACTIVITY

- Pairing up in mixed groups consisting of students from University Maastricht and Universitas Padjadjaran in Bandung, Indonesia
- Addressing one of the Inner Developmental Goals
- For a target group between preschool till university level
- Specify intended learning outcomes
- Proposal of evaluation methods
- Presentation of the results in the group

INNER DEVELOPMENTAL GOALS

→ 5 DIMENSIONS WITH 23 SKILLS / QUALITIES

1 **Being** — Relationship to Self

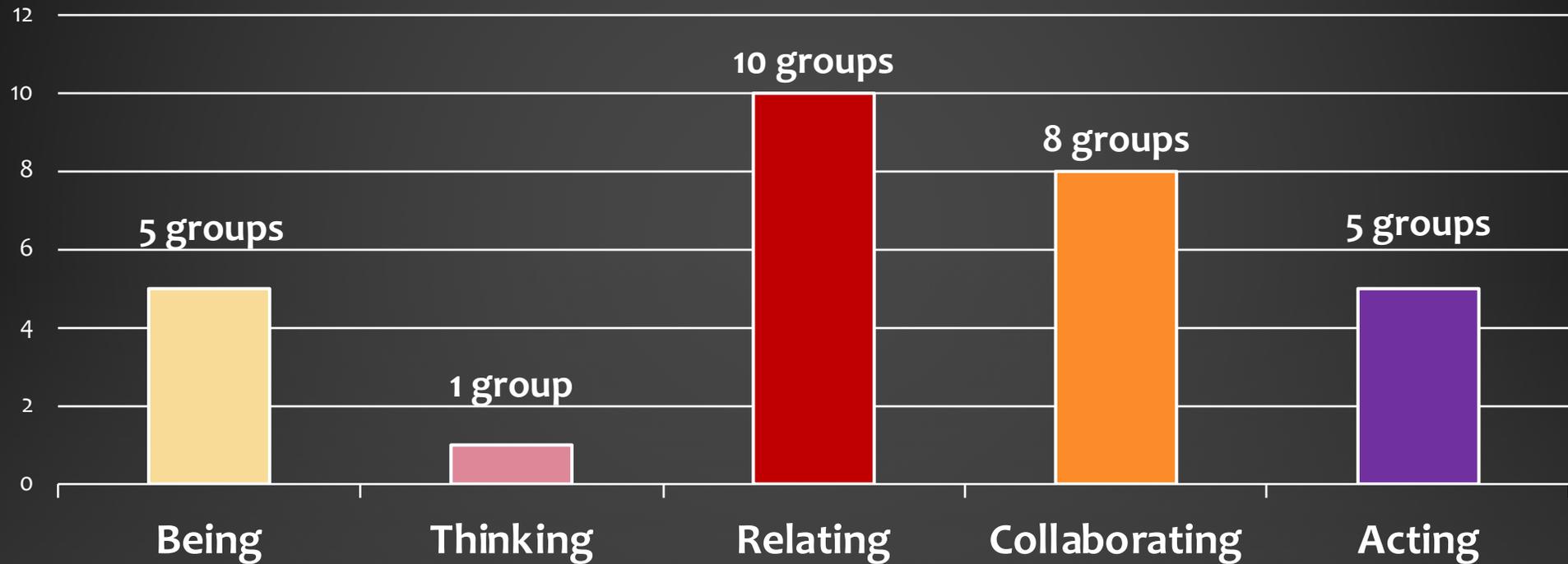
2 **Thinking** — Cognitive Skills

3 **Relating** — Caring for Others and the World

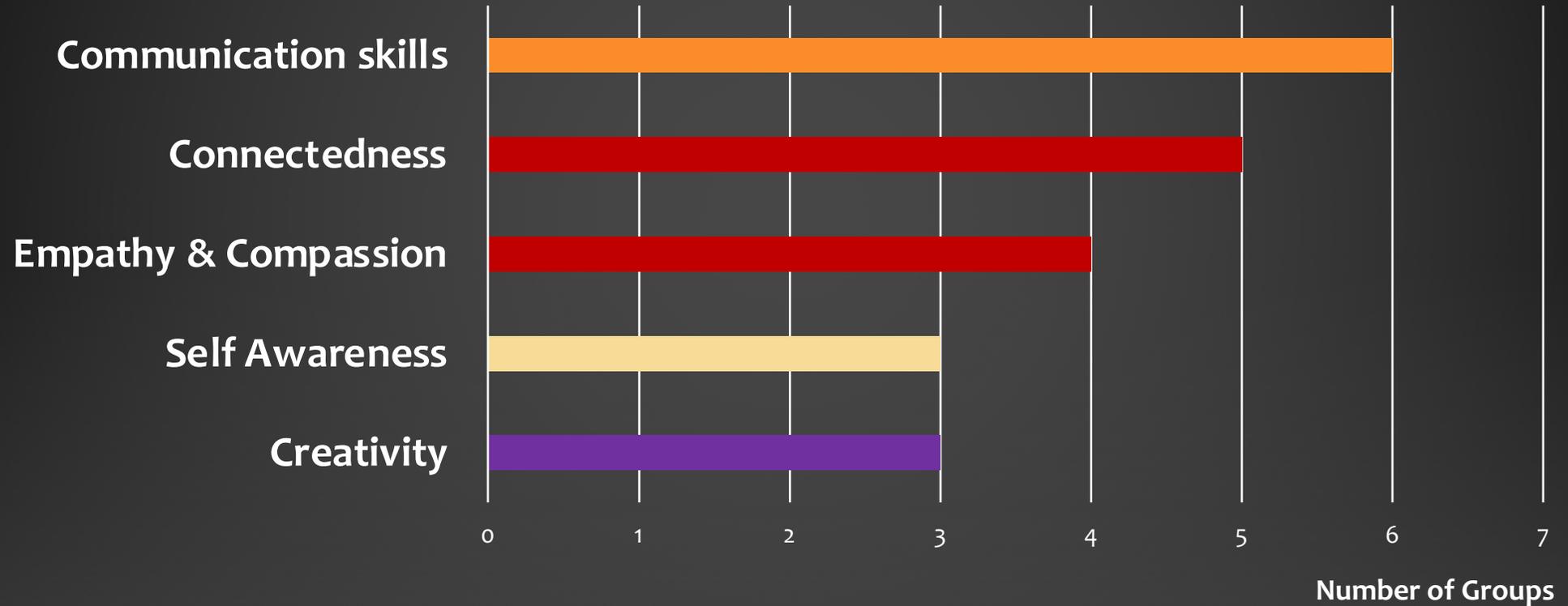
4 **Collaborating** — Social Skills

5 **Acting** — Enabling Change

MOST FREQUENTLY USED DIMENSION



MOST FREQUENTLY PICKED SKILLS



Examples for teaching and learning activities from groups

These are just a few examples of teaching a learning activities, that students created as assignment for Complex Cognition Course.

In choosing the interventions we tried to give a reflection of different internal learning goals and intervention groups targeted.

AN INTERACTIVE TREASURE HUNT



Being



Thinking



Relating



Collaborating



Acting

1. Being

Relationship to Self



Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.

- Inner Compass >
- Integrity and Authenticity >**
- Openness and Learning Mindset >
- Self-awareness >
- Presence >

Integrity and Authenticity



A commitment and ability to act with sincerity, honesty and integrity.



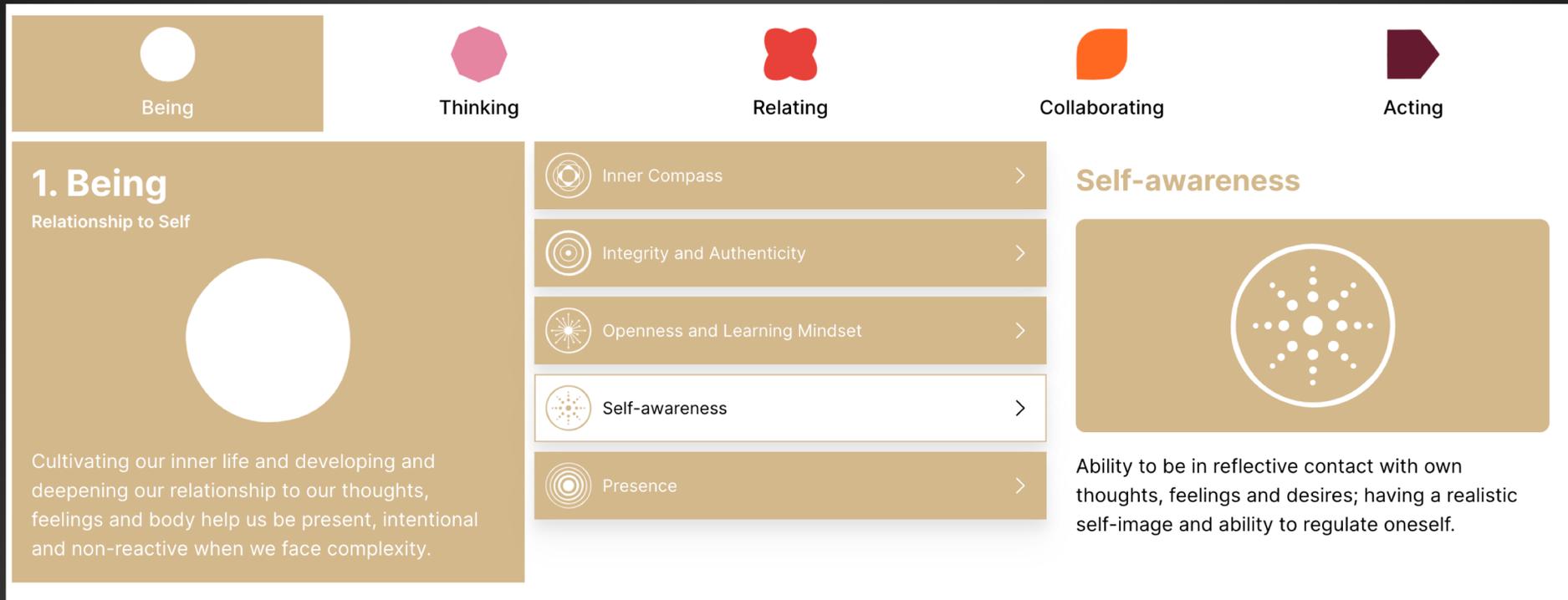
AN INTERACTIVE TREASURE HUNT

- Target group – children till age 12
- learning goals
 - Taking perspective and being able to speak up for themselves and peers
 - Expected effects on satisfaction, psychological well-being, self esteem
- Special – the group addressed the differences in WEIRD and non WEIRD cultures in the development of authenticity and integrity, especially potential positive effects in Indonesia

AN INTERACTIVE TREASURE HUNT

- Intervention – activity of ca. 2 hrs
 - Explaining concepts of authenticity and integrity through story telling
 - Treasure hunt through different games, i.e.
 - honesty: Guessing Game
 - authenticity: Bingo
 - teamwork: three legged search
 - Final Reward (treasure)
 - Reflection and evaluation
 - i.e. journaling

FOSTERING SELF AWARENESS THROUGH ART THERAPY



FOSTERING SELF AWARENESS THROUGH ART THERAPY

- Target group – (pre)school children
- Identified problem – Blind spot bias
 - The tendency for individuals to recognize biases in others but less in their own thinking
 - Increased misunderstanding
- Learning goals
 - Early awareness of own thoughts and emotions
 - Building Social –emotional skills and conflict resolution skills
 - Cross cultural adaptability through art therapy (non linguistic)

FOSTERING SELF AWARENESS THROUGH ART THERAPY

- Intervention (weekly for at least one month)
 - Intervention sheet with a small square in the middle and large square around
 - Kids paint a self portrait into the square
 - Add their feelings into the small square
 - Painting what is in their mind into the large square
 - Discussion and reflection with teacher over the painting
 - Increase self awareness
 - Help integrating feelings and thoughts

THE INFLUENCE OF MEDIA ON ATTITUDES TOWARDS MULTICULTURALISM



Being



Thinking



Relating



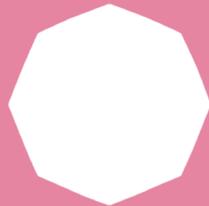
Collaborating



Acting

2. Thinking

Cognitive Skills



Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole, is essential for wise decision-making.



Critical Thinking



Complexity Awareness



Perspective Skills



Sense-making



Long-term Orientation and Visioning



Critical Thinking



Skills in critically reviewing the validity of views, evidence and plans.

THE INFLUENCE OF MEDIA ON ATTITUDES TOWARDS MULTICULTURALISM

- Target group – children when they start developing social awareness, theory of mind and empathy
- Learning goals (orientated at the core concepts of media literacy)
 - Understanding that media can be perceived differently from different people
 - Different perspectives create different ways to present media
 - Understanding and questioning the intention of the creator
 - Developing empathy for how classmates perceive media compared to themselves

THE INFLUENCE OF MEDIA ON ATTITUDES TOWARDS MULTICULTURALISM

- Intervention part 1
 - Children watch a video and then split into two groups
 - Each group writes an article
 - Articles being swapped between groups and differences discussed
- Intervention part 2
 - Children watch four pieces of different media and name adjectives that describe their feelings
 - Then they are being asked, why the creator wants to make them feel that way
 - Discussion, including bringing own examples from real media

RELATING – FOSTERING EMPATHY TO PROMOTE COMMUNITY BUILDING

Being Thinking **Relating** Collaborating Acting

3. Relating

Caring for Others and the World



Appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

- Appreciation
- Connectedness
- Humility
- Empathy and Compassion

Empathy and Compassion



Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering

RELATING – FOSTERING EMPATHY TO PROMOTE COMMUNITY BUILDING

- Target group – 8-10 year old children
- Learning goals
 - Teach empathy to children
 - Show them how to serve the community
 - Reduce bullying
- Time line – 1,5 months (ongoing mindfulness teaching throughout)
 - Phase 1: Introduction to empathy 1 week
 - Phase 2: Cognitive and Affective Empathy 4 weeks
 - Phase 3: Applying Empathy 2 weeks

RELATING – FOSTERING EMPATHY TO PROMOTE COMMUNITY BUILDING

- Intervention Phase 1 (group of 10)
 - teaching Empathy
 - 3-5 short videos or role play – to demonstrate examples of how empathy helped
- Intervention Phase 2 – working in pairs
 - Affective empathy – sharing positive and negative gestures
 - Cognitive empathy – emotion card game
- Intervention Phase 3 (groups of 10)
 - Showing videos and discuss how children would help in this particular situation
 - Outside of classroom – Empathy log working sheet

CULTURE ADJUSTMENT TRAINING (C.A.T.)



Being



Thinking



Relating



Collaborating



Acting

3. Relating

Caring for Others and the World



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Appreciation



Connectedness



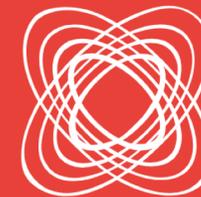
Humility



Empathy and Compassion



Connectedness



Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.

CULTURE ADJUSTMENT TRAINING (C.A.T.)

- Target group – first year international students (age 18-25 years)
- Identified problem – culture shock (the feeling of being disorientated when suddenly subjected to an unfamiliar culture)
- Learning goals
 - Reducing culture shock through connectedness
 - Ability to adapt to a foreign environment
 - Increase collaborative skills and communication
 - Increase quality of life and academic performance

CULTURE ADJUSTMENT TRAINING (C.A.T.)

- Training period – first month at the start of the first year
- **Week 1** – sensitization through the BaFa game (simulation game)
- **Week 2** – Immersion through social activities with natives (e.g. cooking the national dish)
- **Week 3** – Collaboration completing an assignment (academic, creative etc.) in mixed group of international and native students
- **Week 4** – Reflection and Evaluation (also used to improve training for following times)

INTERCULTURAL COLLABORATION PROJECT



Being



Thinking



Relating



Collaborating



Acting

4. Collaborating

Social Skills



To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.



Communication Skills



Co-creation Skills



Inclusive Mindset and Intercultural Competence



Trust



Mobilisation Skills



Communication Skills



Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.

INTERCULTURAL COLLABORATION PROJECT

- Target Group – middle school 13-15 years (but adaptable for other age groups)
- Learning goals
 - Elicit curiosity on different cultural perspectives and possible detrimental effects of stereotypes
 - Promote cultural understanding and appreciations for an inclusive environment in the classroom
 - Encourage self-confidence in expression of aspects of own culture
 - Stimulate and enhance communication
- Group even developed and recorded a roleplay as an example

INTERCULTURAL COLLABORATION PROJECT

- Intervention
 - Preparatory session 1 week before
 - introducing the topic (culture stereotypes, communication)
 - Non Violent communication model
 - Homework – wheel of given and chosen (cultural) identities
 - Intervention day
 - Students pair up and present their chosen cultural identity to their partner
 - find stereotypes and ask each other questions
 - prepare a roleplay (i.e. when someone makes fun of your culture)
 - Showing the roleplay, but with taking the cultural identity of the other person
 - Lecture on impact of stereotypes and written reflection

INTERCULTURAL INTERVENTION ON COMMUNICATION SKILLS



Being



Thinking



Relating



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To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.



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INTERCULTURAL INTERVENTION ON COMMUNICATION SKILLS

- Target group: undergraduate students
- Workshop of 90 – 120 minutes
- Learning goals
 - Communicate effectively and appropriately in intercultural situations
 - Enhance cross-cultural communication
 - Creates strong intergroup bond
 - Creating awareness for intercultural language barriers

INTERCULTURAL INTERVENTION ON COMMUNICATION SKILLS

- Intervention
 - Icebreaker and presentation of key concepts of the topic
 - Role play cross cultural university group project meeting
 - Members of groups with different cultural background and behaviors based on that (e.g., Indirect communication, assertiveness, pace of voice etc.)
 - Goal - coming to an agreement on a request/demand to the university around a given topic
 - Active listening games
 - 5-minute game: Discussing a given topic in groups of 5 with each person having a different communication task (no eye contact, disrupting etc.)
 - Active listening Bingo

INCREASING FOCUS FOR MIDDLE SCHOOL STUDENTS



Being



Thinking



Relating



Collaborating



Acting

5. Acting

Enabling Change



Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.



Courage



Creativity



Optimism



Perseverance



Creativity



Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.

INCREASING FOCUS FOR MIDDLE SCHOOL STUDENTS

- Target group – middle school students
- Targeted problem
 - Middle school students have often trouble to focus
 - Lots of learning facts and out of books
 - To little interactive learning methods
- Learning goals
 - Increasing focus in middle school students
 - Creating better learning outcomes and better performance in school
 - Introducing more creative ways of learning and teaching

INCREASING FOCUS FOR MIDDLE SCHOOL STUDENTS

- Intervention – Think-Pair-Square-Share-Game
 - Introducing creative Friday – no new content, only repetition
 - Groups of two
 - Discuss one topic from a thematic subjects (history, biology, geography)
 - How would you explain this topic to someone else?
 - Changing of partners
 - Each partner explains their topic to the other student
 - Partner can takes notes, mindmap, draw etc.
 - Teacher checks on notes/outcome

DEVELOPING COURAGE FOR HIGH SCHOOL STUDENTS



Being



Thinking



Relating



Collaborating



Acting

5. Acting

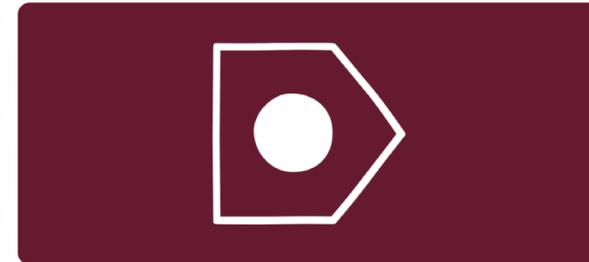
Enabling Change



Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

-  Courage >
-  Creativity >
-  Optimism >
-  Perseverance >

Courage



Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.

DEVELOPING COURAGE FOR HIGH SCHOOL STUDENTS

- Target group – High school students (age 15 – 19 years)
- Identified problem
 - lack of self confidence and with that participation in class
- Learning goals
 - Reducing shyness and anxiety
 - Increasing self confidence
 - Increased participation in the class room

DEVELOPING COURAGE FOR HIGH SCHOOL STUDENTS

- Intervention – the ladder of fear
 - Reverse brain storming
 - Think worst case scenario
 - Transform concerns into more realistic strategies
 - Coping step plan
 - FRIENDS resilience program
 - Breaking down the problem into smaller pieces
 - Create action plan for smaller steps