

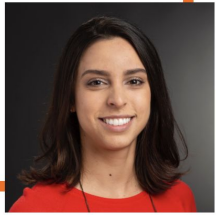


Leveraging Active Learning in Project Presentations



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Preparar, lançar! Croc, croc, croc...

Vamos fazer um lançador de pipoca?

Coloque a abertura grande do balão ao redor do copinho de papel. Faça um nó com a ponta do balão prendendo firme perto do fundo do copo.



Para firmar, coloque o outro copinho por baixo até travar o balão.



Coloque uma pipoca dentro do copinho, segure-o e puxe a ponta do balão para lançar a pipoca que está lá dentro!



Quem consegue pegar a pipoca no ar?

Reinvente! Mais em ebabrincar.com.br



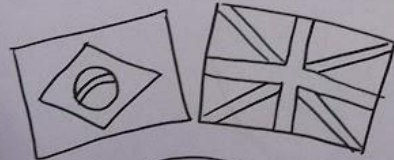
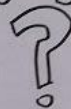
com.br
sua casa
sugeridas
to". Cada kit
s sugeridas
de 3 a 7 anos





POR QUE VEIO

POR QUE VEIO
PARA O BRASIL?

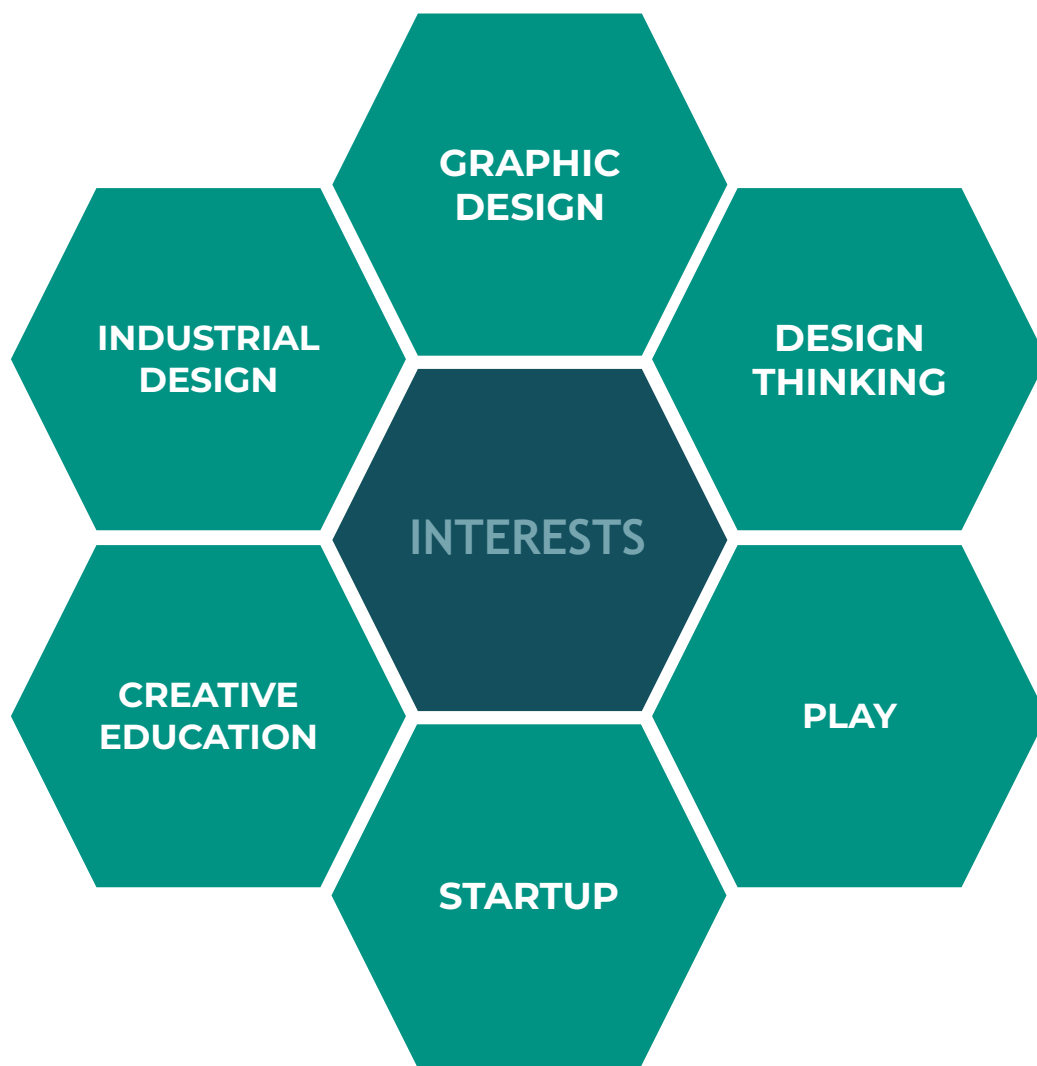


Hey.



APRENDEMOS





**GRAPHIC
DESIGN**

**INDUSTRIAL
DESIGN**

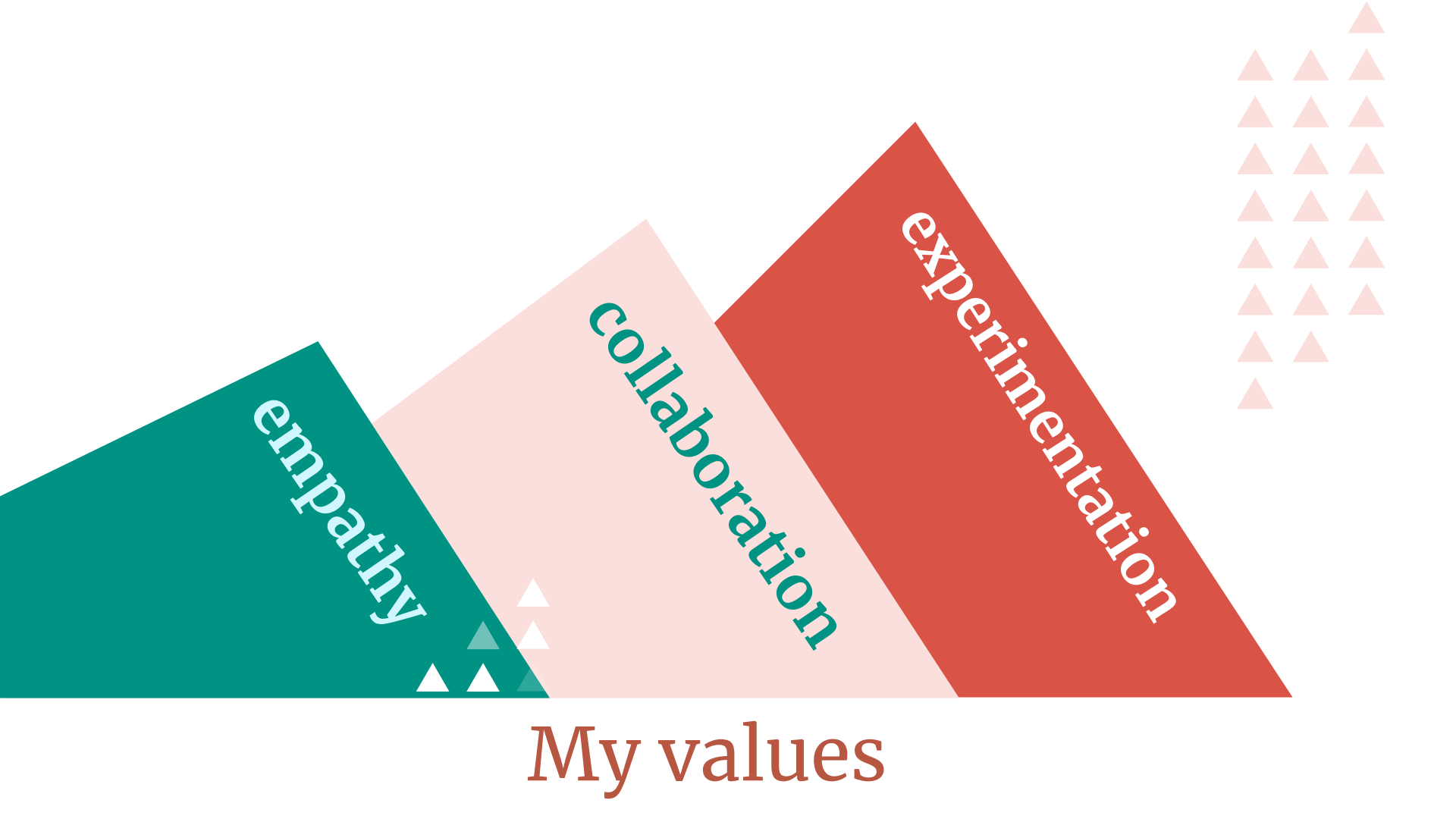
**DESIGN
THINKING**

INTERESTS

**CREATIVE
EDUCATION**

PLAY

STARTUP

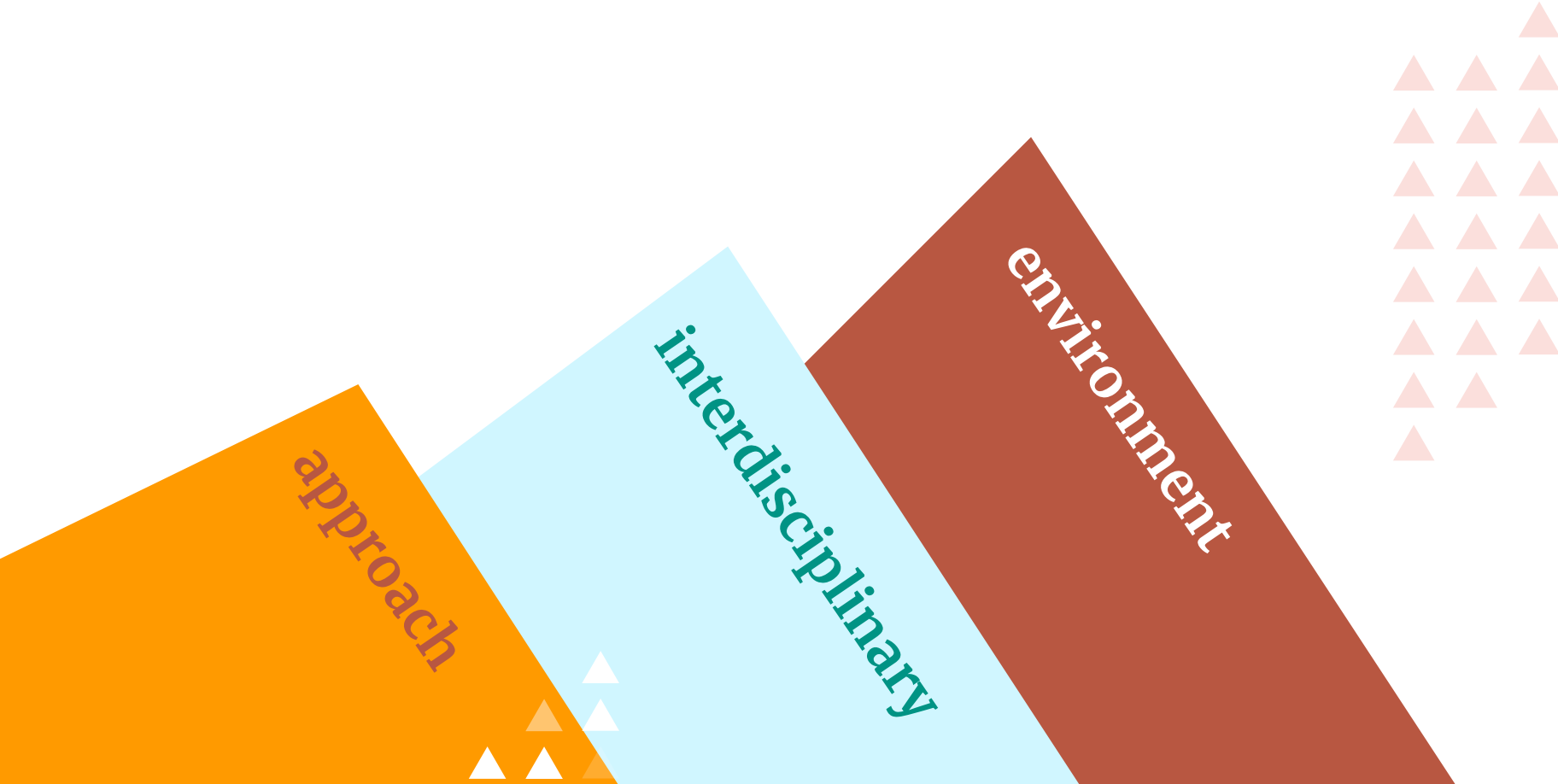


empathy

collaboration

experimentation

My values



approach

interdisciplinary

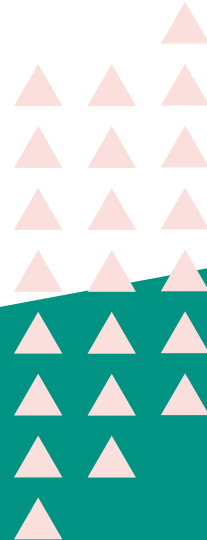
environment

Teaching pillars

Understanding the
problem

Experimenting
with new methods

More tools and
implementation



Agenda

Enough of me.
We are here...

Leveraging Active Learning

Enough of me.
We are here...

Leveraging Active Learning in Project Presentations

What type of presentations do students do in your class?





Thank You

Questions?



What's your reaction?

- ❑ "Yes! I have a few questions."
- ❑ "Finally! Break time?"
- ❑ [ask ChatGPT a question]
- ❑ [avoid eye contact with the presenter]



Dustin



Ella

The Myers-Briggs (MBTI) Personality Types Key



EXTROVERTS

are energized by people, enjoy a variety of tasks, a quick pace and are good at multitasking



INTROVERTS

often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time



SENSORS

are realistic people who like to focus on the facts and details, and apply commonsense and past experience to come up with practical solutions



INTUITIVES

are energized by people, enjoy a variety of tasks, a quick pace and are good at multitasking



THINKERS

tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency and fairness



JUDGERS

tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules



FEELERS

tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions



PERCEIVERS

prefer to keep their options open, like to be able to act spontaneously and like to be flexible with making plans

The Myers–Briggs Type Indicator

ISTJ

Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ

Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ

Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ

Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP

Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP

Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP

Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP

Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP

Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP

Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP

Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP

Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ

Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ

Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ

Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ

Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

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Dustin
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MBTI Types During Class.

| | |
|---|--|
| <p>*Taking notes and focusing on what the teacher has to say as it's more than likely their greatest point of interest*</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>INFJ THE COUNSELOR</p>  </div> <div style="text-align: center;"> <p>ENFJ THE TEACHER</p>  </div> <div style="text-align: center;"> <p>ISTJ THE INSPECTOR</p>  </div> <div style="text-align: center;"> <p>ISTP THE CRAFTSMAN</p>  </div> </div> |
| <p>*Cracking jokes with their friends in the back of the room*</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>ENFP THE CHAMPION</p>  </div> <div style="text-align: center;"> <p>ENTP THE VISIONARY</p>  </div> <div style="text-align: center;"> <p>ESFP THE PERFORMER</p>  </div> <div style="text-align: center;"> <p>ESTP THE DYNAMO</p>  </div> </div> |
| <p>*Sitting up front and constantly adding their input on what the teacher's saying.</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>ISFJ THE PROTECTOR</p>  </div> <div style="text-align: center;"> <p>ESFJ THE PROMOTER</p>  <p style="color: yellow; font-weight: bold; transform: rotate(-15deg); font-size: 1.2em;">Dustin</p> </div> <div style="text-align: center;"> <p>ENTJ THE COMMANDER</p>  </div> <div style="text-align: center;"> <p>ESTJ THE SUPERVISOR</p>  </div> </div> |
| <p>*Sleeping in the back of the classroom because they're bored about what's going on*</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>INTJ THE MASTERMIND</p>  <p style="color: yellow; font-weight: bold; transform: rotate(-15deg); font-size: 1.2em;">Ella</p> </div> <div style="text-align: center;"> <p>INTP THE ARCHITECT</p>  </div> </div> |
| <p>*Is this going to be on the test?*</p> | <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>ISFP THE COMPOSER</p>  </div> <div style="text-align: center;"> <p>INFP THE HEALER</p>  </div> </div> |

| | Don't | Bold of you to | How dare you | Please |
|------------|--|---|--|--|
| talk to me |  ISTJ |  ENTJ |  INTP |  ESFJ |
| ignore me |  ESFP |  ENFP |  ESTJ |  ISTP |
| try me |  ISFP |  ISFJ |  INFJ |  ENTP |
| love me |  INTJ |  ESTP |  INFP |  ENFJ |

Why wouldn't some people raise their hands to ask questions?

- Shyness
- Fear of judgment
- Difficulty forming the question
- Lack of confidence to critique

**How might we encourage
active participation of an
audience with different
personality styles?**

**Let's simulate a classroom
presentation situation...**

The Stakeholders' feedback

The stakeholders' feedback (role play)



In groups, put a face and an identity on your stakeholder:

Hi, my name is Mr. Balloon.

I'm the _____ [client/seller/manufacture] of this
project, and I'm here to evaluate
_____ [aspects].

What improvements you noticed regarding the:

- Shyness → play a role
- Fear of judgment → you are a character
- Difficulty forming the question → group work
- Lack of confidence to critique → peer assistance

Rubrics voting

Define and explain the rubrics

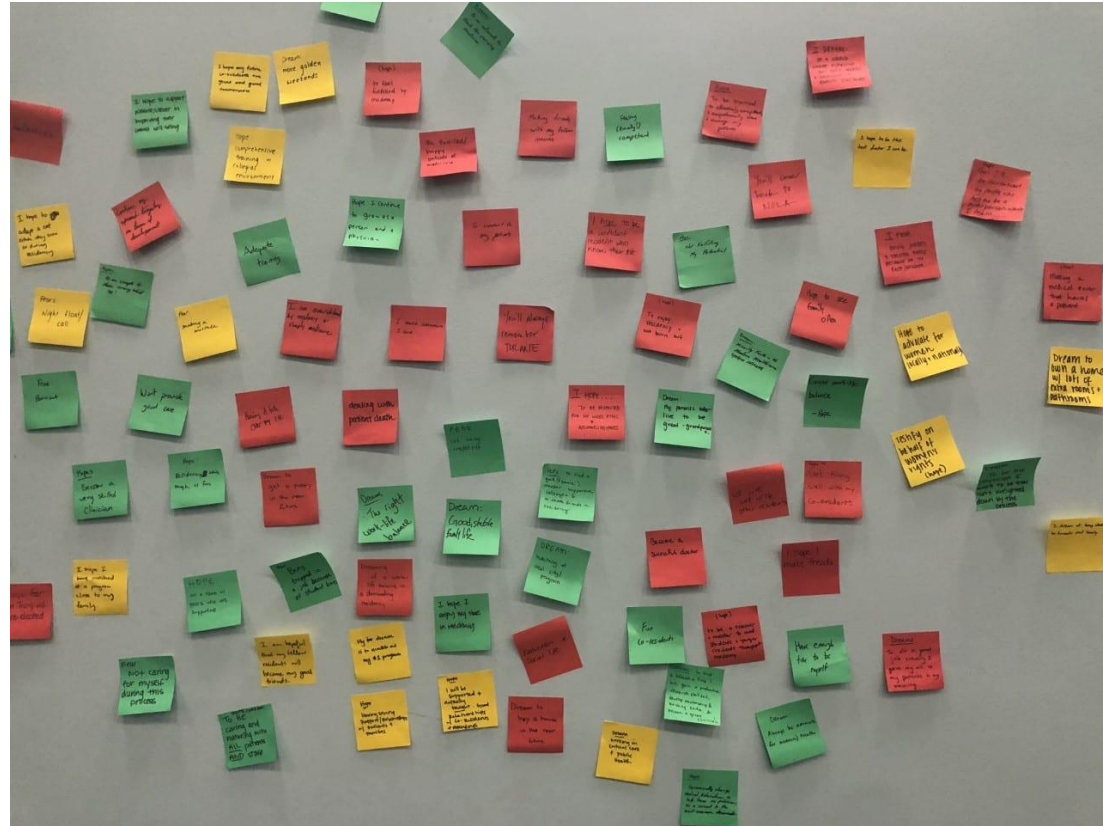
- Visual presentation and composition
- Indication of use
- Proper perspective
- Value contrast

What improvements you noticed regarding the:

- Shyness → closer to people, more informal
- Fear of judgment → many "right" answers
- Difficulty forming the question → objective task
- Lack of confidence to critique → guided by the instructor

The post-it red and green feedback

Distribute red and green sticky notes to the audience. Whoever gets the red ones provides constructive feedback. Who gets greens, provides positive feedback. The instructor collects them all and gives them to the presenter as a gift.



Capstone I presentation



What we liked

- I agree with your decision not to make design #3 into a robot
- The third concept has an amusing appearance. Similar to a robot in a kids show
- Memes, interesting choice, I kinda like it.
- cool layout of sketches and feedback from users
- interesting intro

What can be improved?

- Have you done more prototypes for the second concept?
- some text seems too close to the edge
- Text feels constricted and smushed on the state of the art page
- maybe list some elements to pull out important things? or just remove unneeded text
- There are too many icons for the presentation format
- "control" is NOT the direction to take. Consider encouragement (positive reinforcement) versus "control" (negative reinforcement)
- maybe summarise the feedback for viewer easier to read
- feedback page is nice, maybe better suited for book, pull out specific things you received and then applied
- Spelling is a little off on some pages.
- make cube point in towards page so I keep looking at it
- sketch pages need cleaning up.
- Have you considered making a line of products so they can serve a wider range of those on the spectrum?
- Try holding details on the main page of your concepts. Reference to next key points
- Have the content clearer titles instead of "concept #1, #2, etc" so that it's clearer right off the bat what we're looking at
- How are these ideas solving the problem? In a bit less
- Some details in the story feel a little lost
- Can the system be changed?
- missing research and user interviews to back up these concept ideas
- How might you create tasks that engage students while also providing physical stimulation to allow them to focus? How have modern classrooms already failed students in this area?
- Control? Physical learning, something common between ADHD and Autism. Doesn't often include features for the gamma squares that can be used to help guide to squares... Someone with ADHD
- each's point suggests this, important to consider
- with the assumption that the task can be done around that same time, who administers and you making the role of the engineer at home

Voting

- Concept 1: 0 votes
- Concept 2: 4 votes
- Concept 3: 5 votes



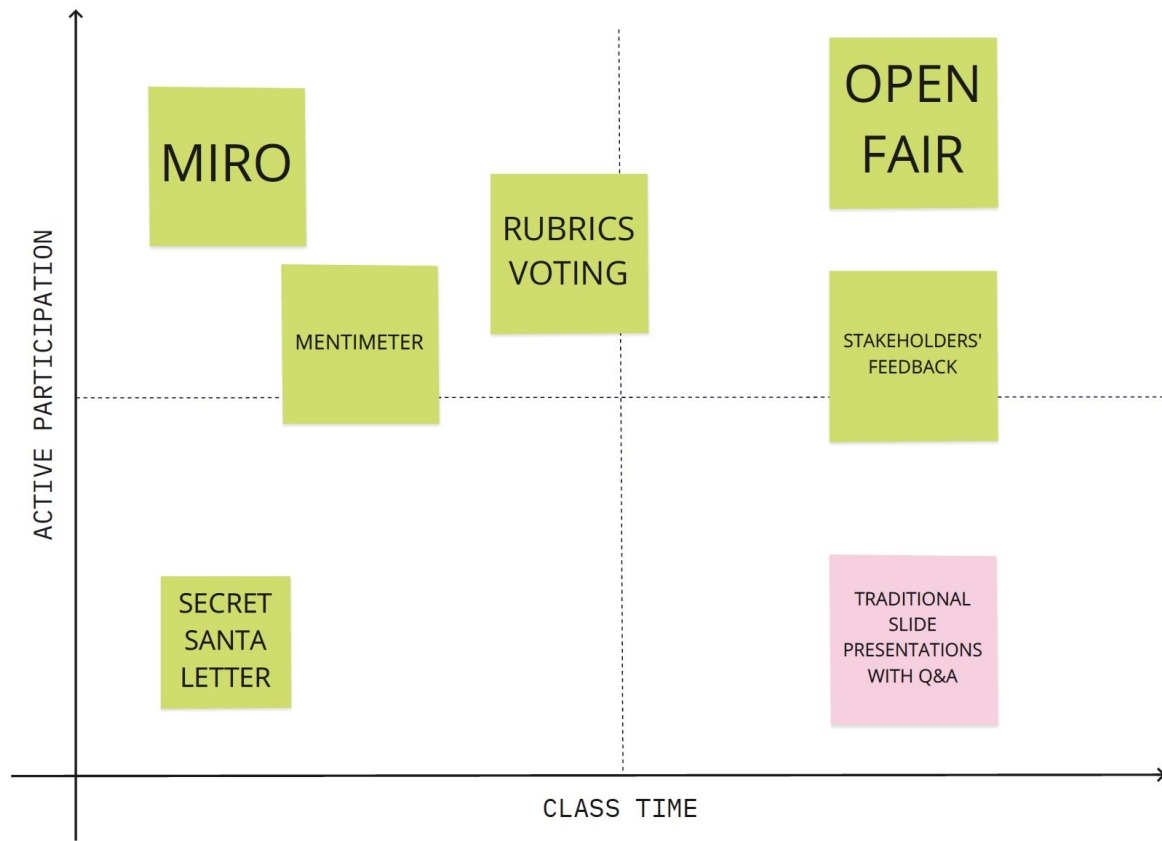
Feedback for Treats Open presentation – Sophomore Studio I – 2021

Secret santa feedback letter

Students' names printed on pieces of paper are folded in a bowl. Write a letter for another student with feedback and compliments.



**How to choose the method for
your class presentation session?**





Resources and opportunities:

thesketchchallenge.com

Ideation tool

High School Pro-Advantage

July 17-28 | Workshop HSPA 1010 and 1011

Collaborate with Industrial Design

Email me lcfaa@rit.edu



Thank you!

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