

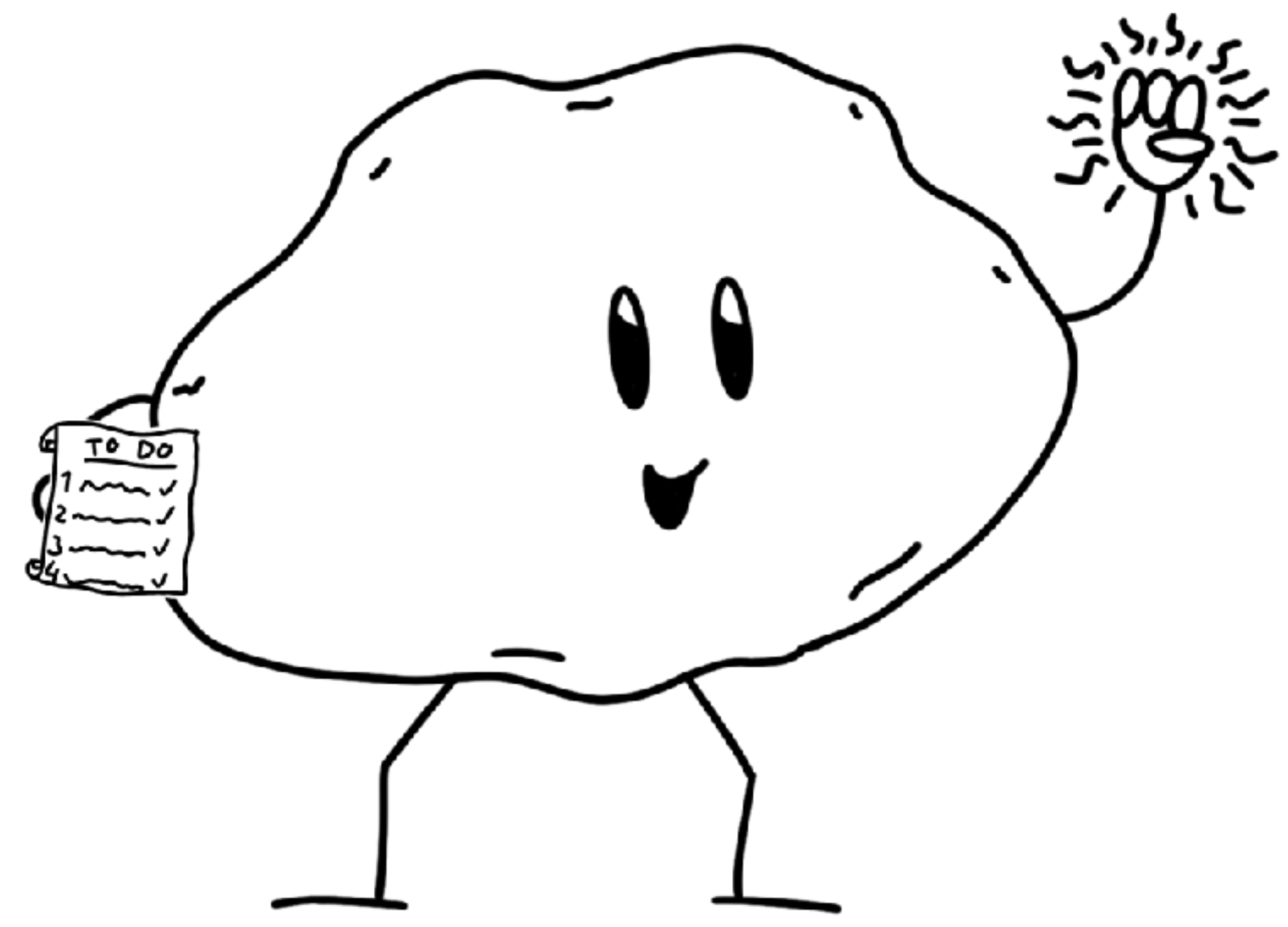
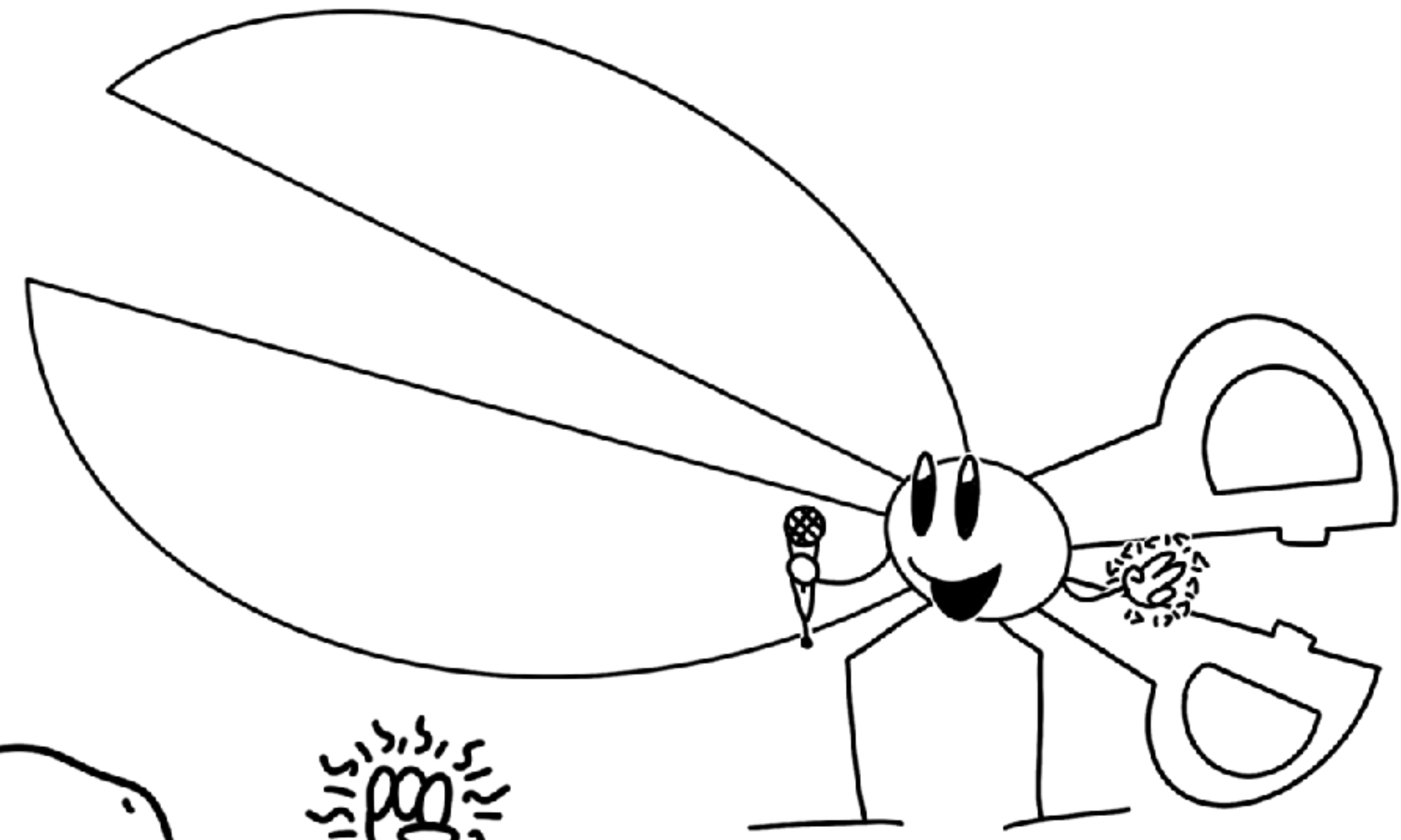
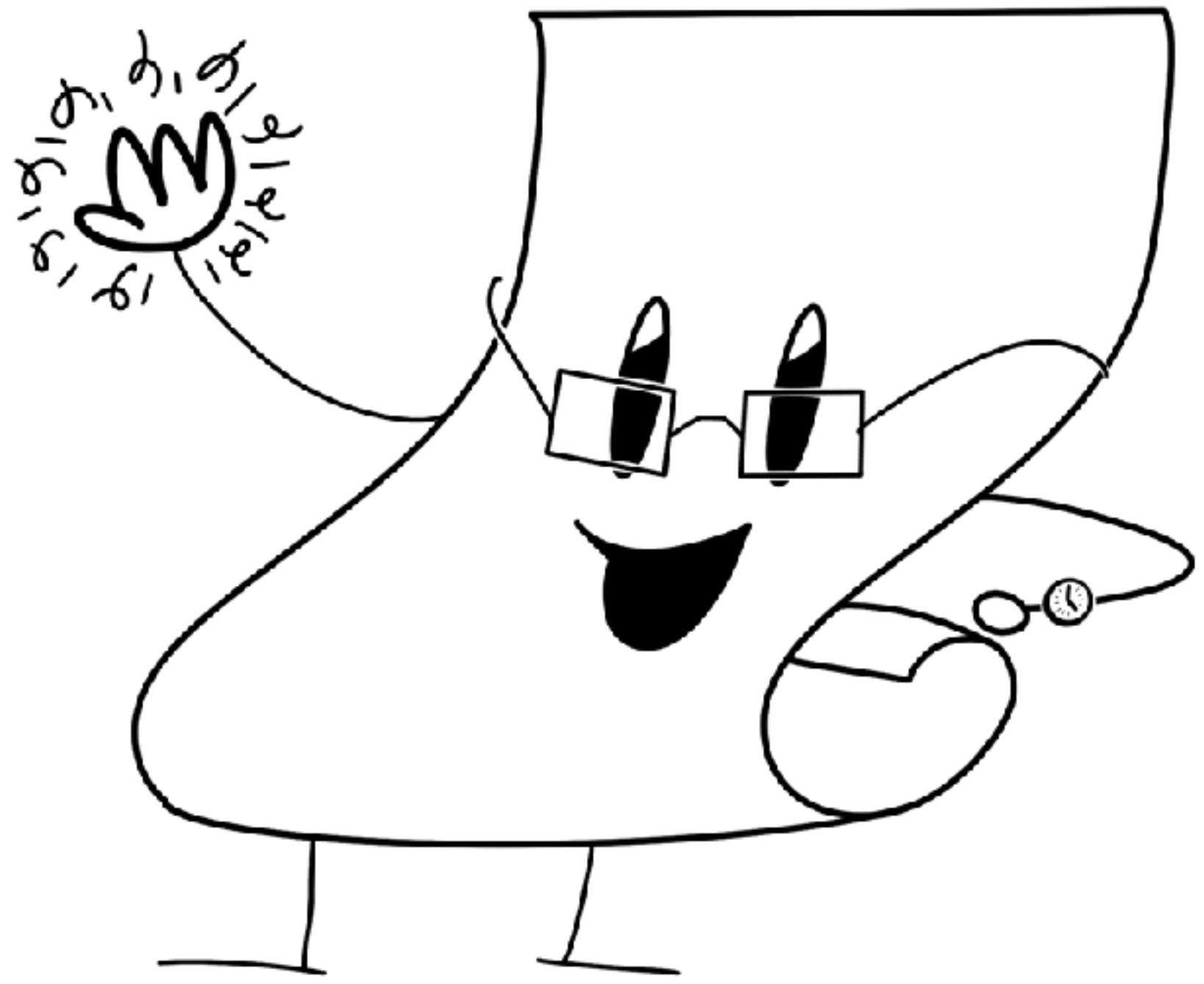
Keynote





LET'S GET
COLLABORATIVE...



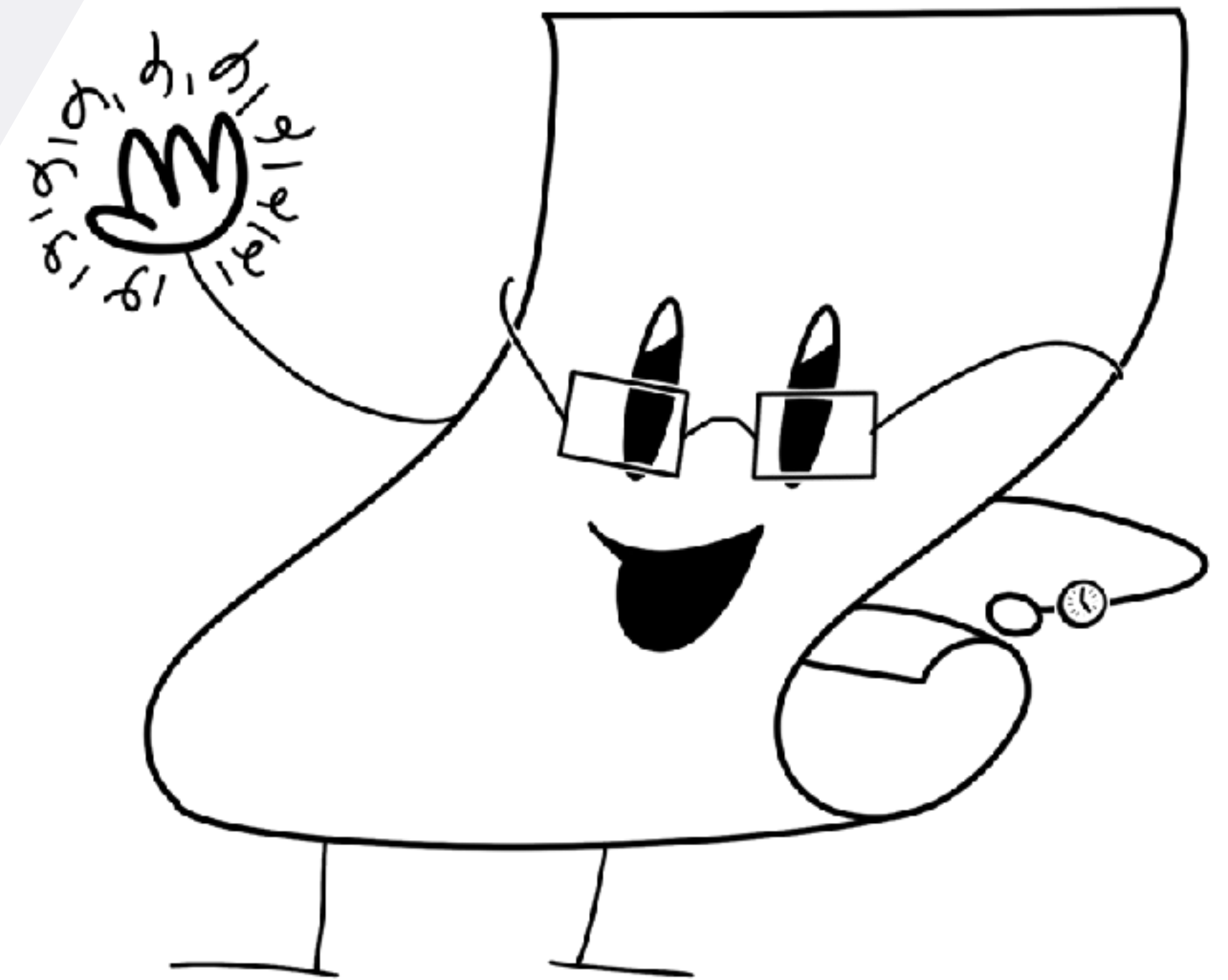


The Paper

This individual is **organised** and ensures that the project is progressing according to plan.

Project Centred: Where are we going?

Superpowers = Coordination, Organisation, Responsibility

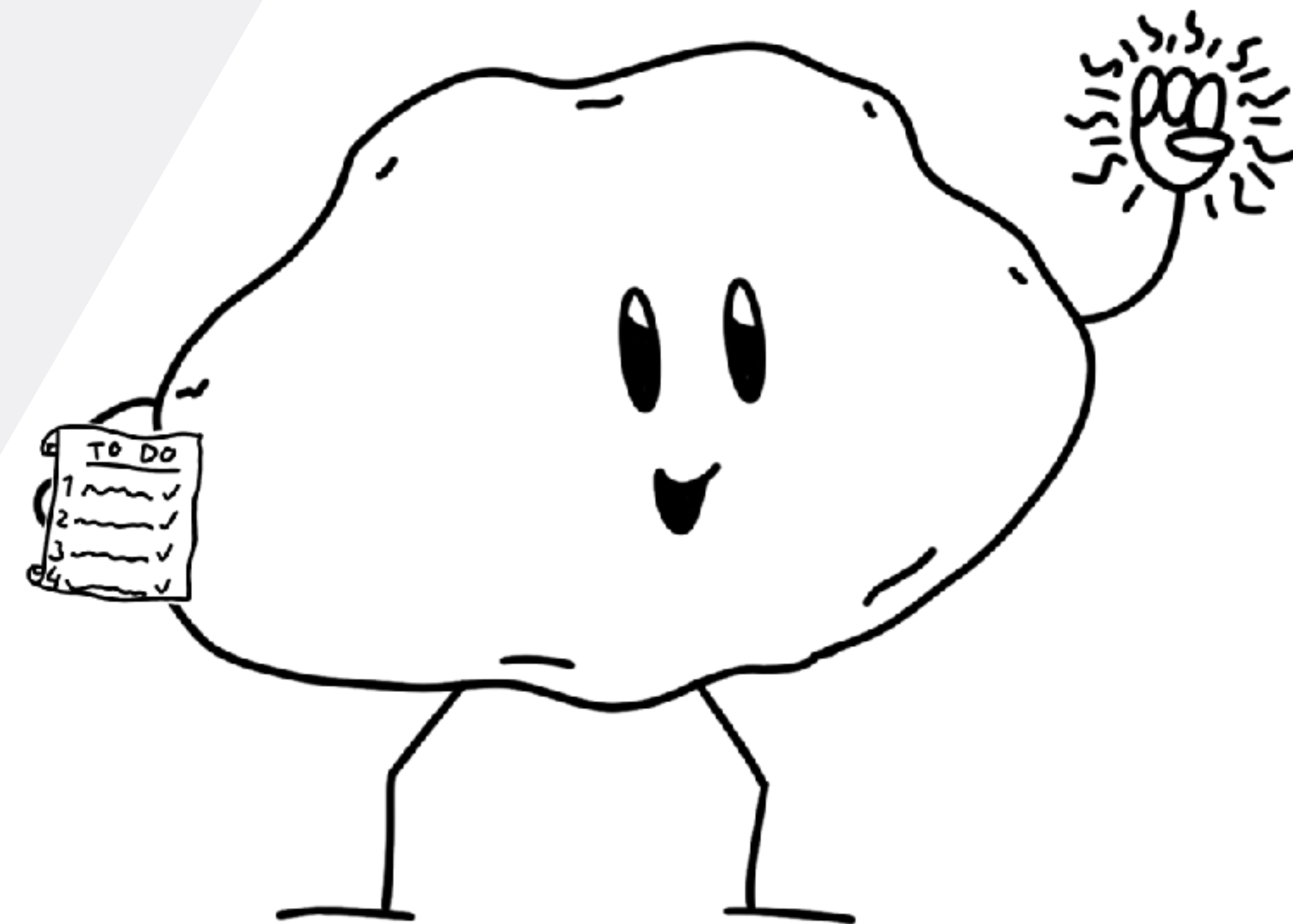


The Rock

This individual is **reliable** and focuses on executing important tasks.

Task Centred: What are we doing?

Superpowers = Execution, Focus, Practical

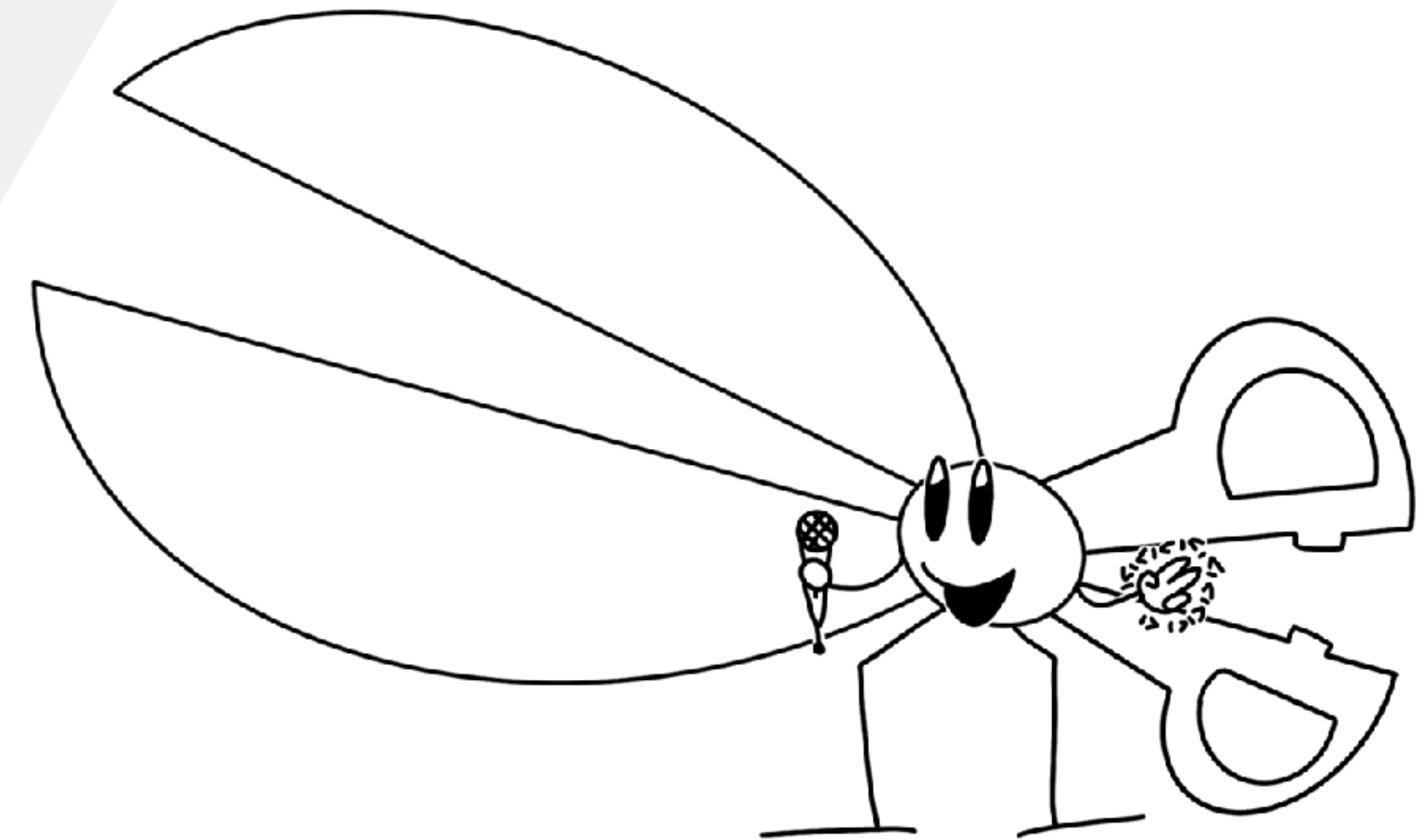


The Scissors

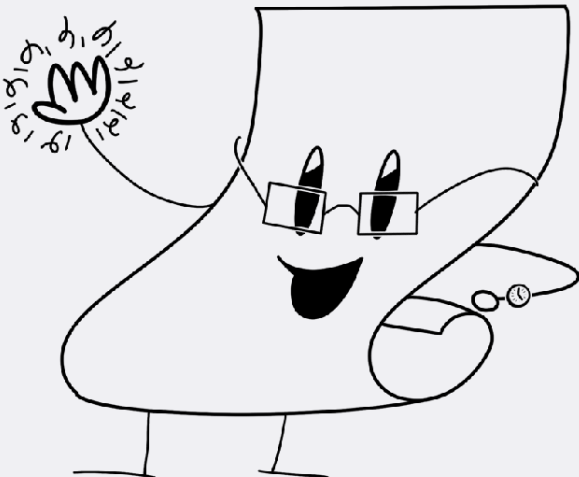
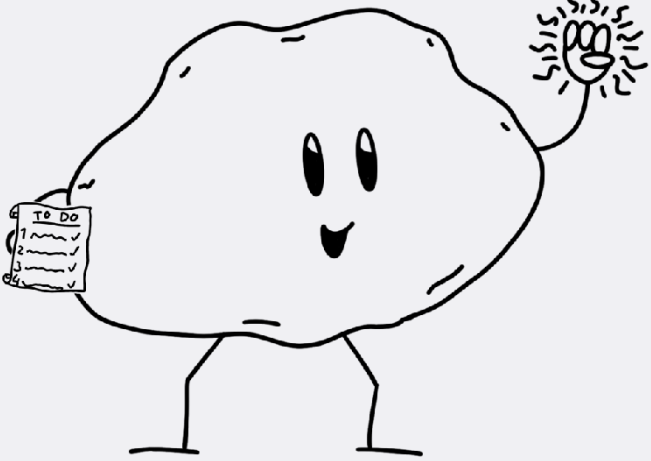
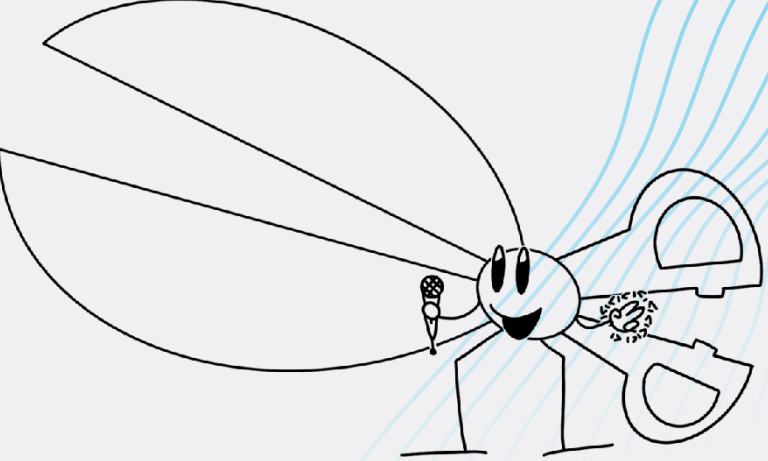
This individual is an **effective communicator** and is great at building relationships within the team and external to the team.

People-Centred: Who is involved?

Superpowers = Activating, Communication, Relating



“Which role are you? Scissors, Paper or Rock”

Paper 	Rock 	Scissors 
Project Centred: Where are we going?	Task Centred: What are we doing?	People-Centred: Who is involved?
Superpowers = Coordination, Organisation, Responsibility	Superpowers = Execution, Focus, Practical	Superpowers = Activating, Communication, Relating



Action: Find your people. Form a group of 6-8 with at least one paper, at least one scissors and at least one rock.

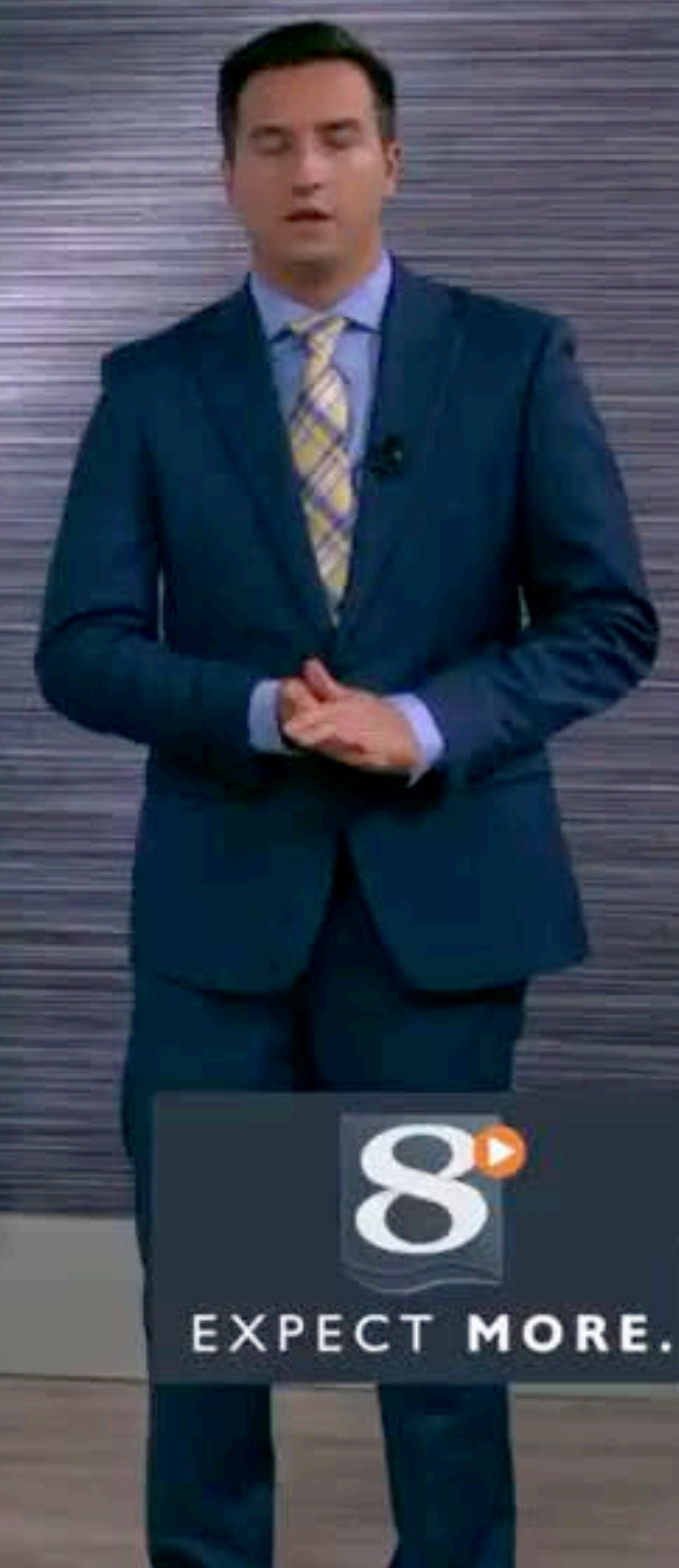
03:00





Professional Chore Sports





EXPECT MORE.

Your Challenge:

Using a four panel storyboard, design an exciting, over-the-top version of a series of chores as an Olympic sport.

You can include crazy rules and obstacles, too.





Race starts at the front door.



Run out with the rubbish to the bin.

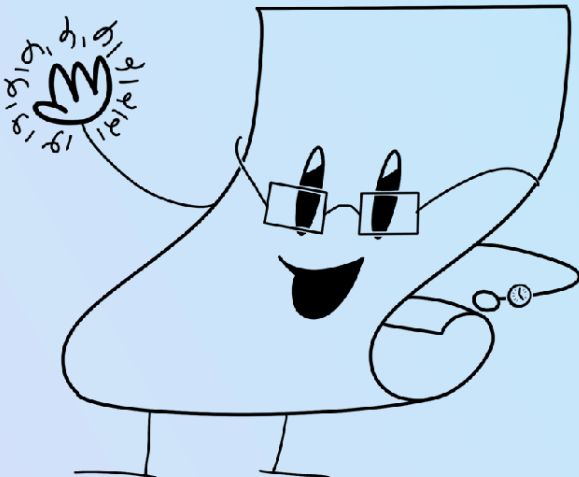
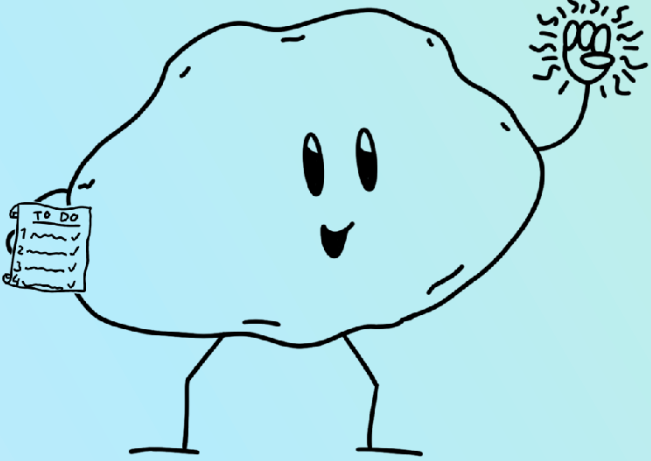
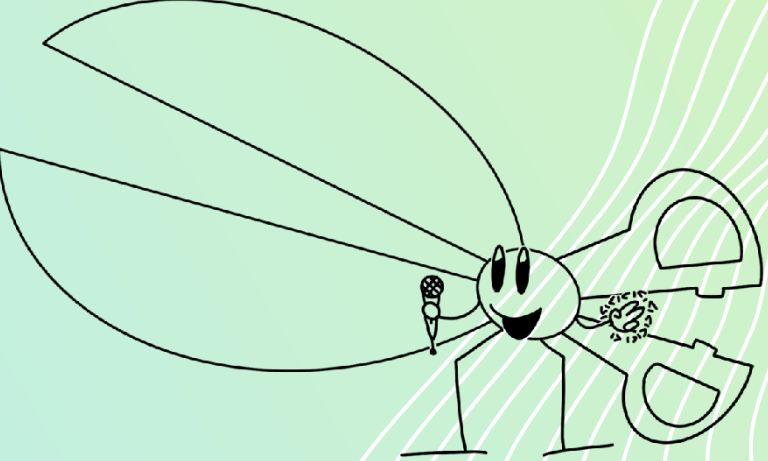


High five your team mate at the bin.



They run back to the house.

Bring your strengths!

Paper 	Rock 	Scissors 
Project Centred: Where are we going?	Task Centred: What are we doing?	People-Centred: Who is involved?
Superpowers = Coordination, Organisation, Responsibility	Superpowers = Execution, Focus, Practical	Superpowers = Activating, Communication, Relating



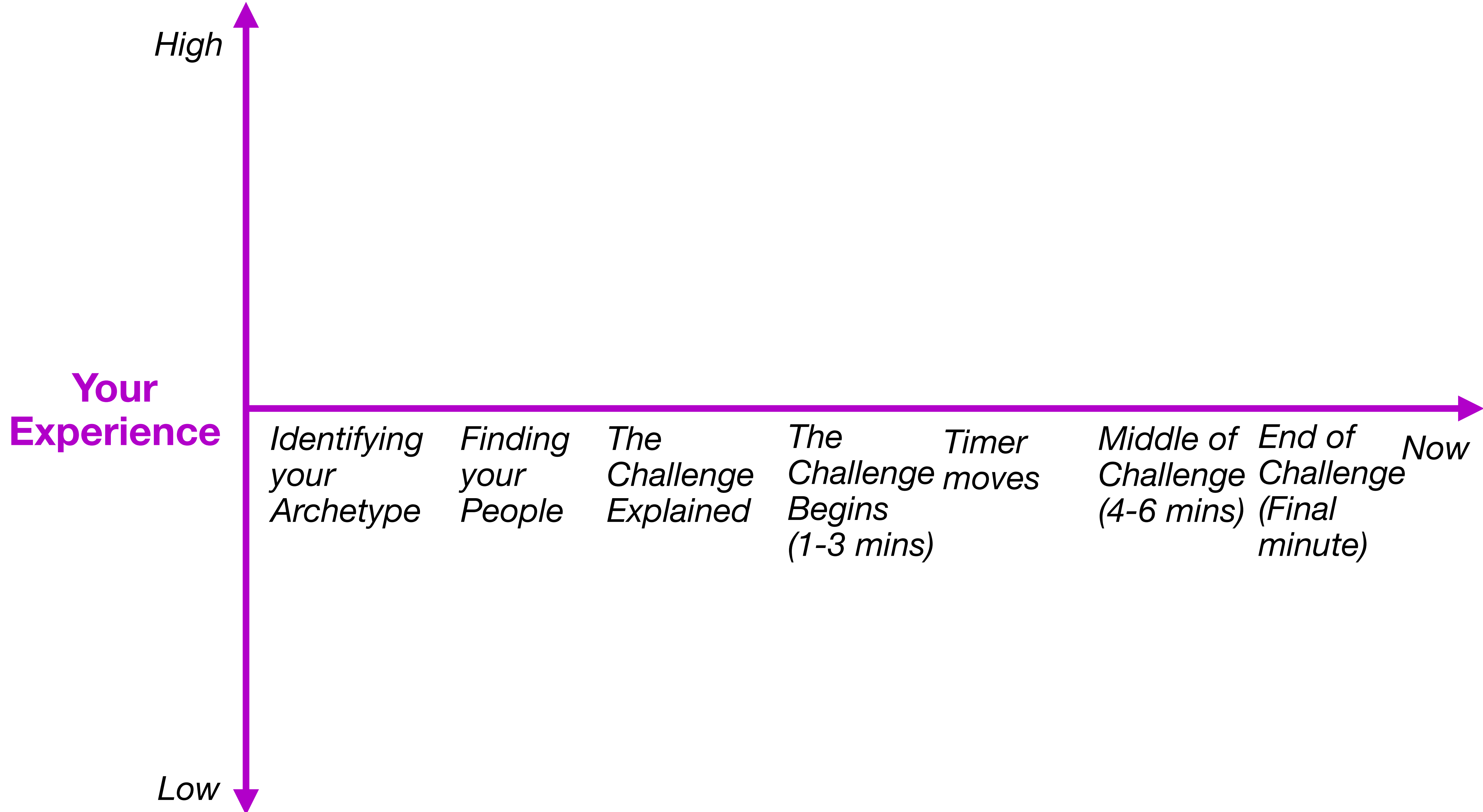
Action: Draw a four panel storyboard of an over-the-top series of chores as an Olympic Sport. You can include crazy rules and obstacles. Don't forget to put your names on it!

10:00



How did you go?





High

Your Experience

Low

*Identifying
your
Archetype*

*Finding
your
People*

*The
Challenge
Explained*

*The
Challenge
Begins
(1-3 mins)*

*Timer
moves*

*Middle of
Challenge
(4-6 mins)*

*End of
Challenge
(Final
minute)*

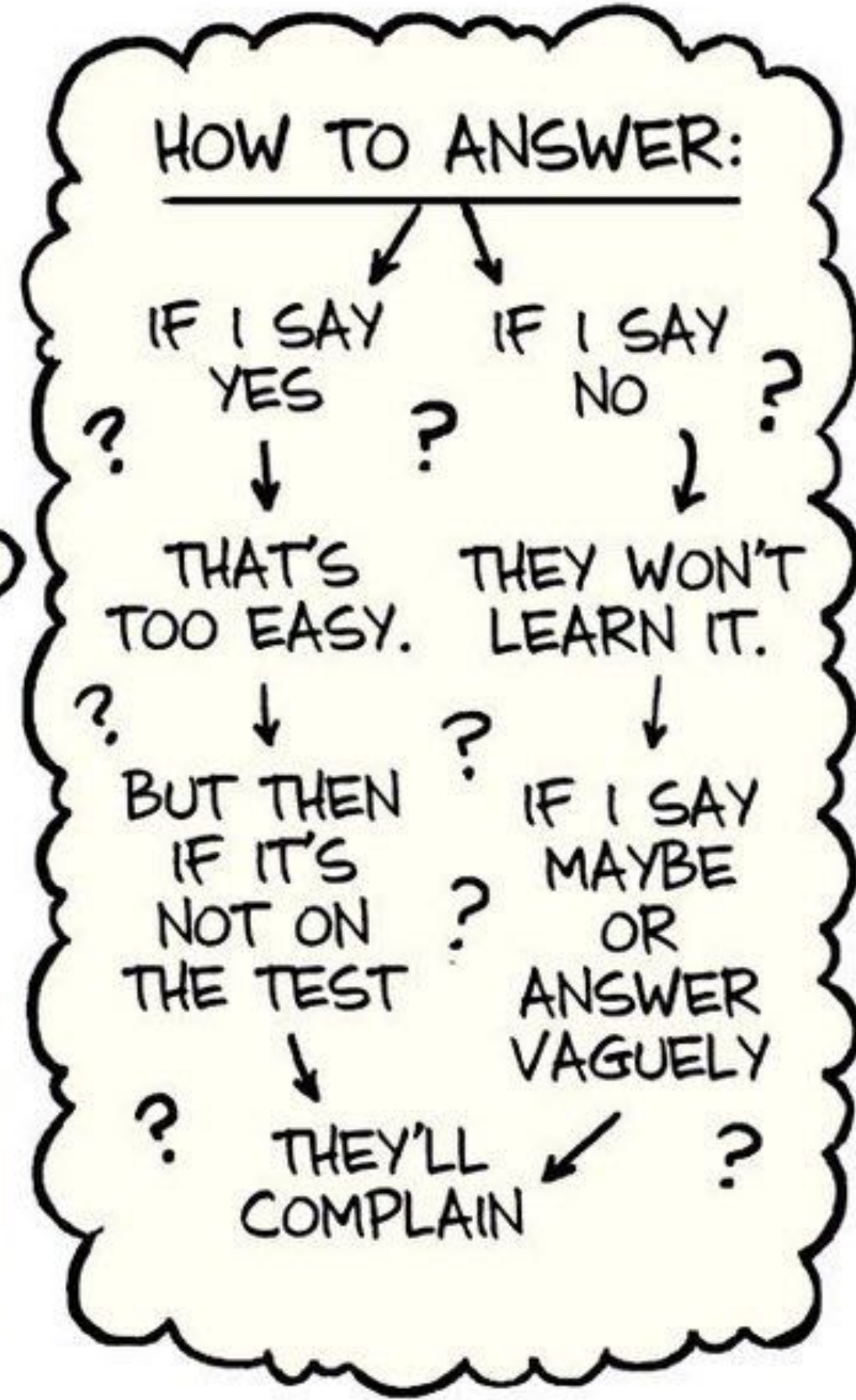
Now





**How often do we protect
our young people from our
own uncomfortableness?**



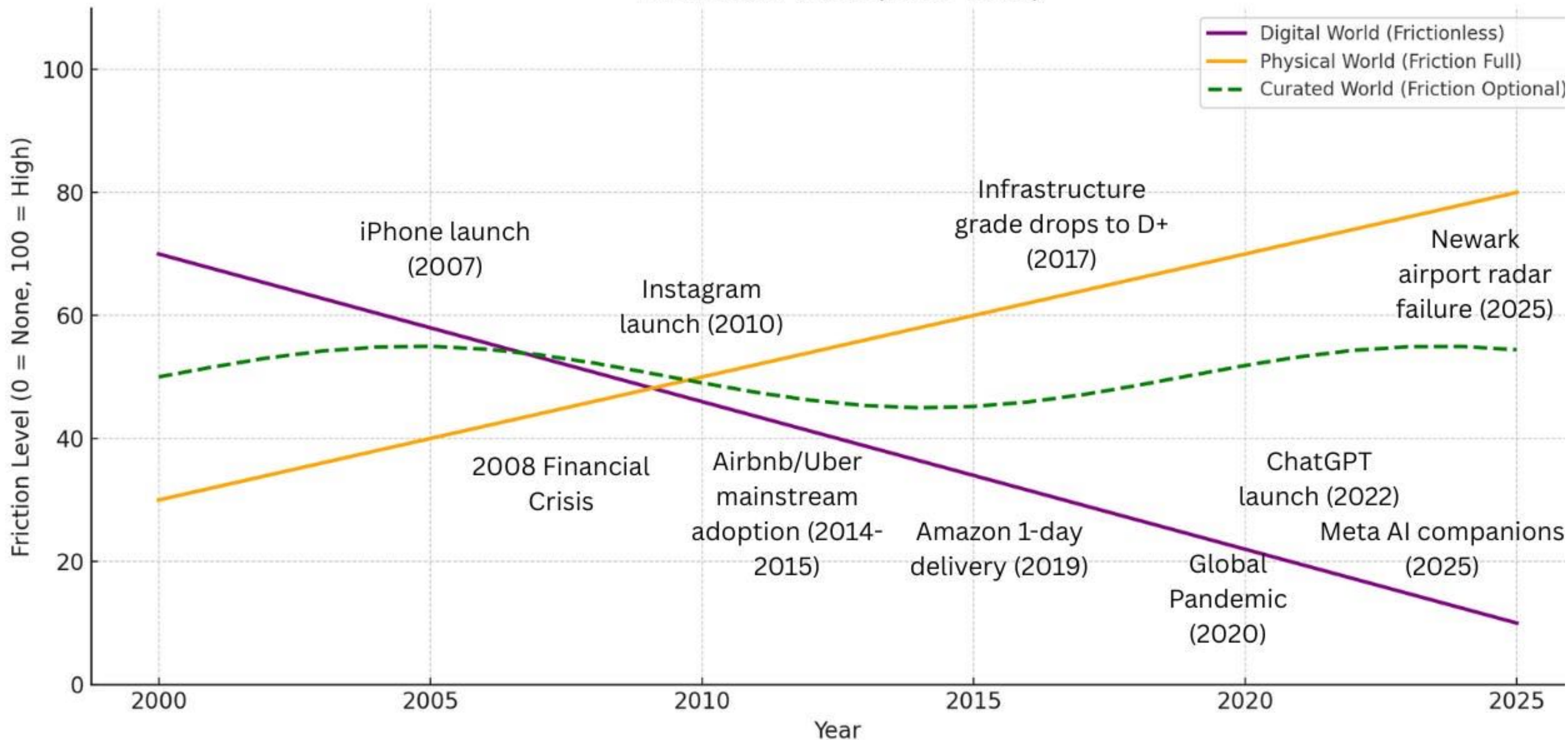




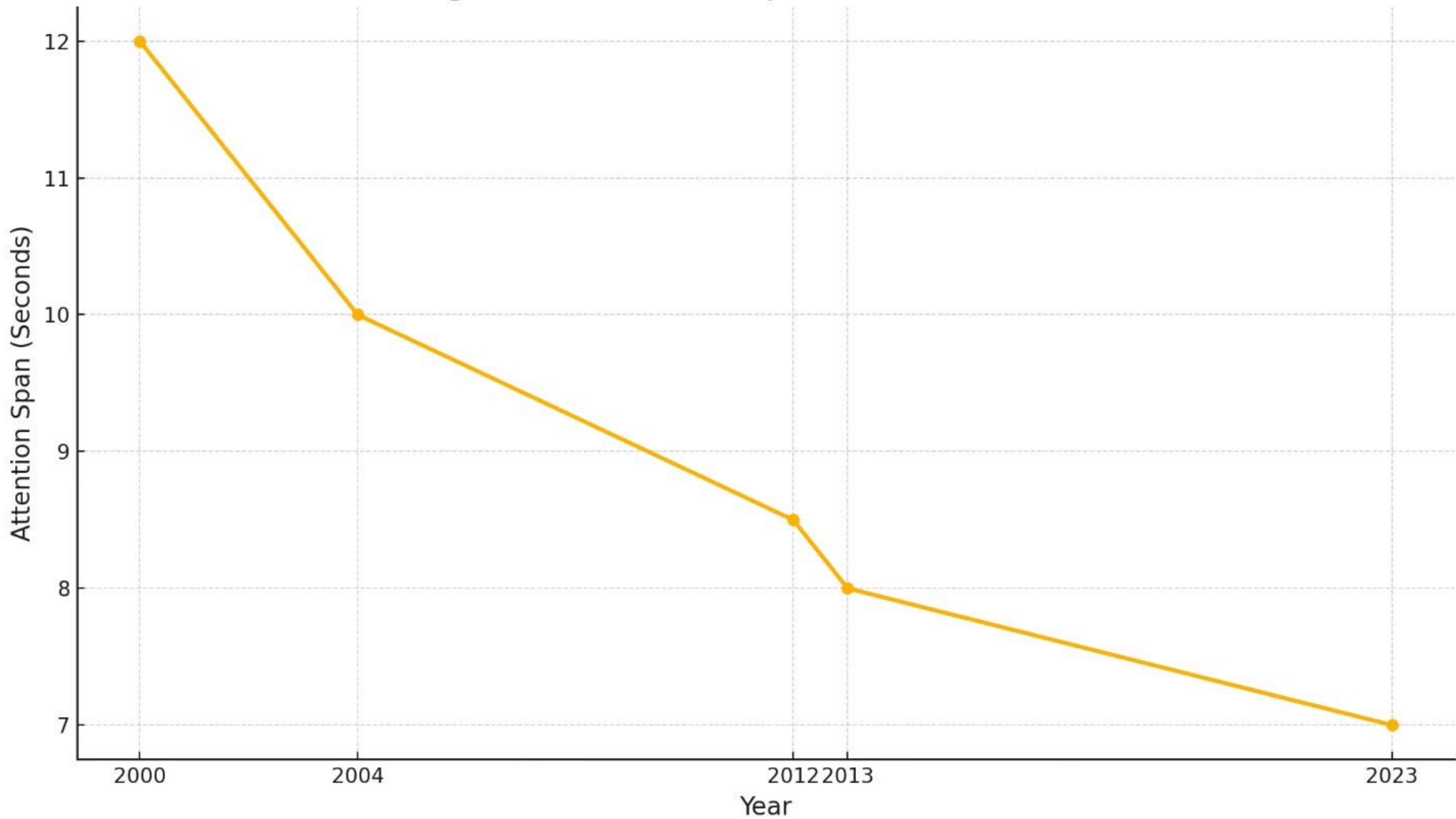
A middle-aged man with a grey beard and glasses, wearing a dark patterned suit, white shirt, and blue tie, sits in a lecture hall. He has his hands clasped and is looking directly at the camera. The word 'YOU' is overlaid in large, white, bold, sans-serif capital letters across his chest. The background shows rows of empty wooden chairs and desks in a lecture hall setting.

YOU

The Friction Index (2000-2025)



Average Human Attention Span Over Time (2000-2023)



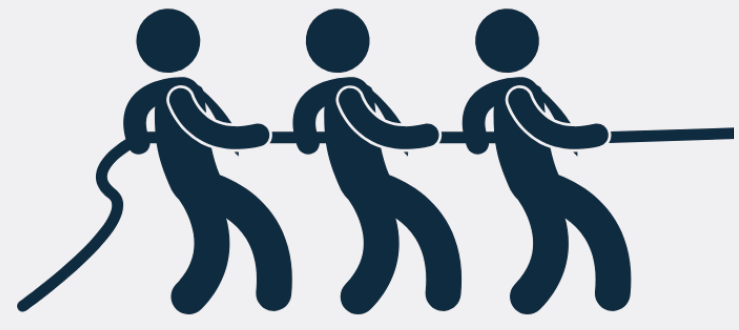


Engaged Learner



Compliant Learners





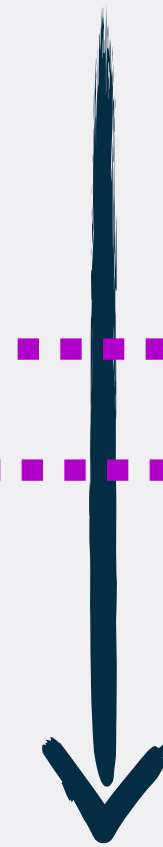
Comfortable

Predictable

Transactional



Uncomfortable



Transformational

Unpredictable



Design for Efficiency

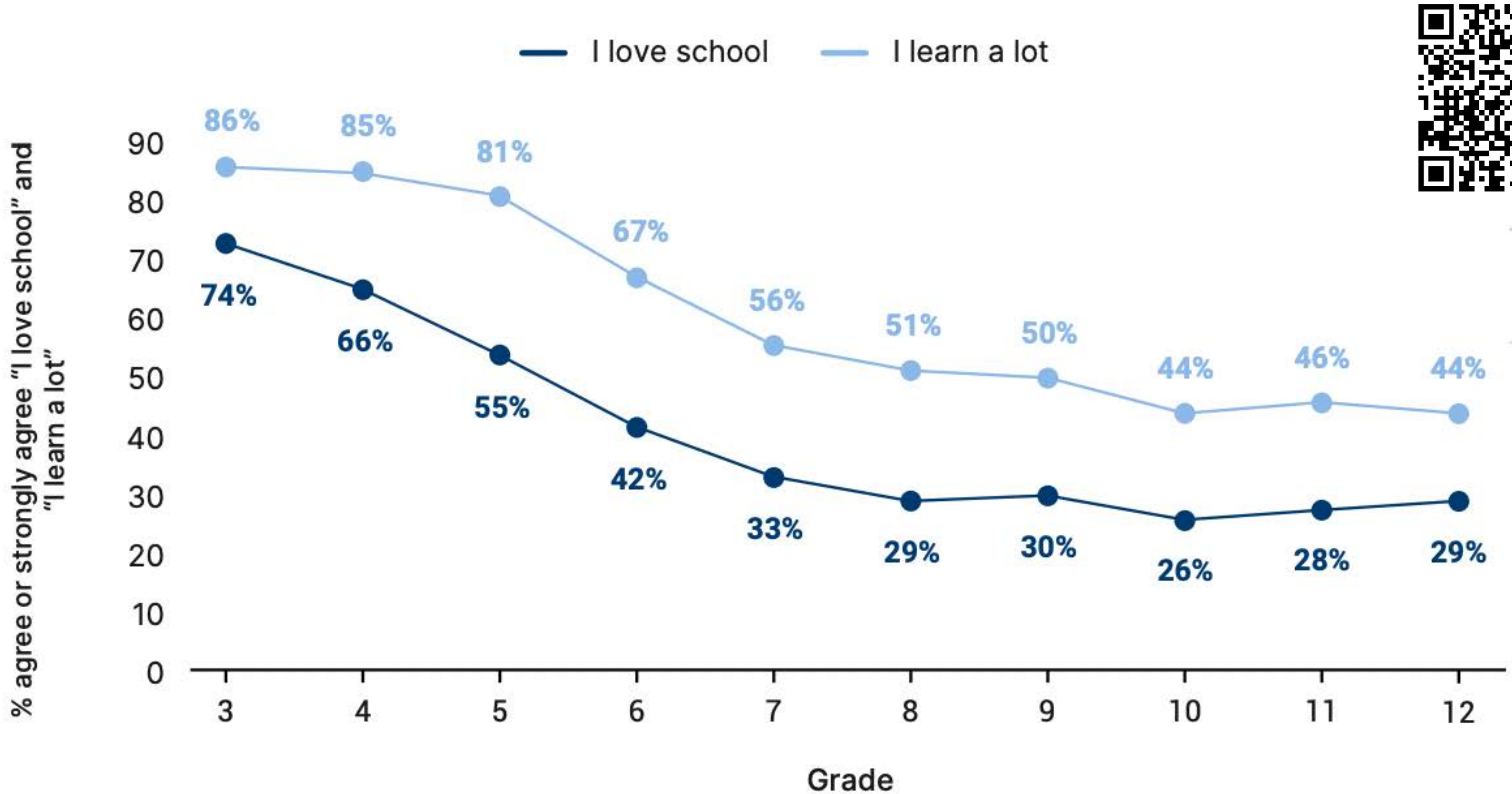


Design for Friction

Design for Efficiency



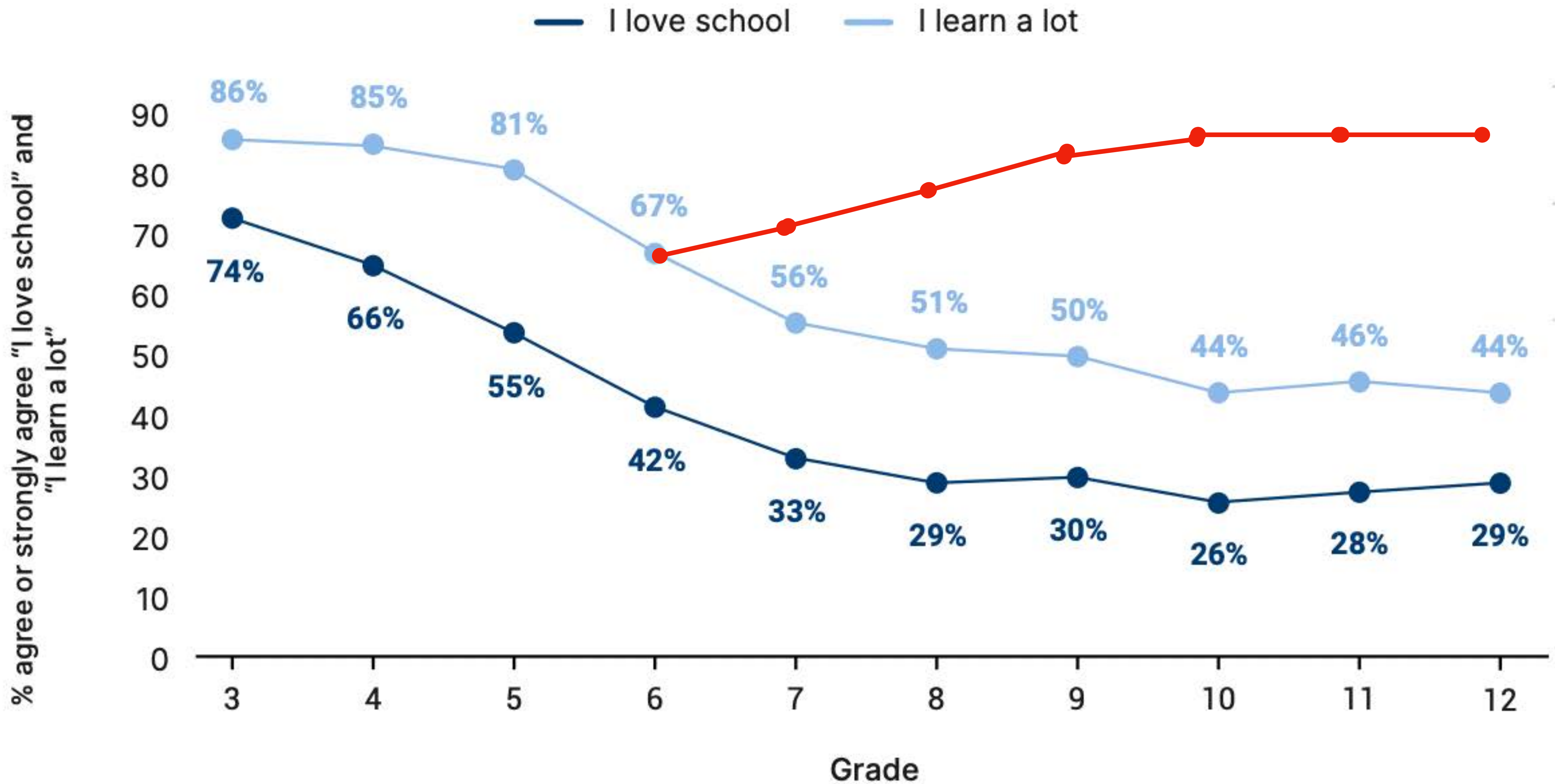
Percent of students who report: "I love school" and "I am learning a lot" by grade



**...is friction the missing
engagement link?**

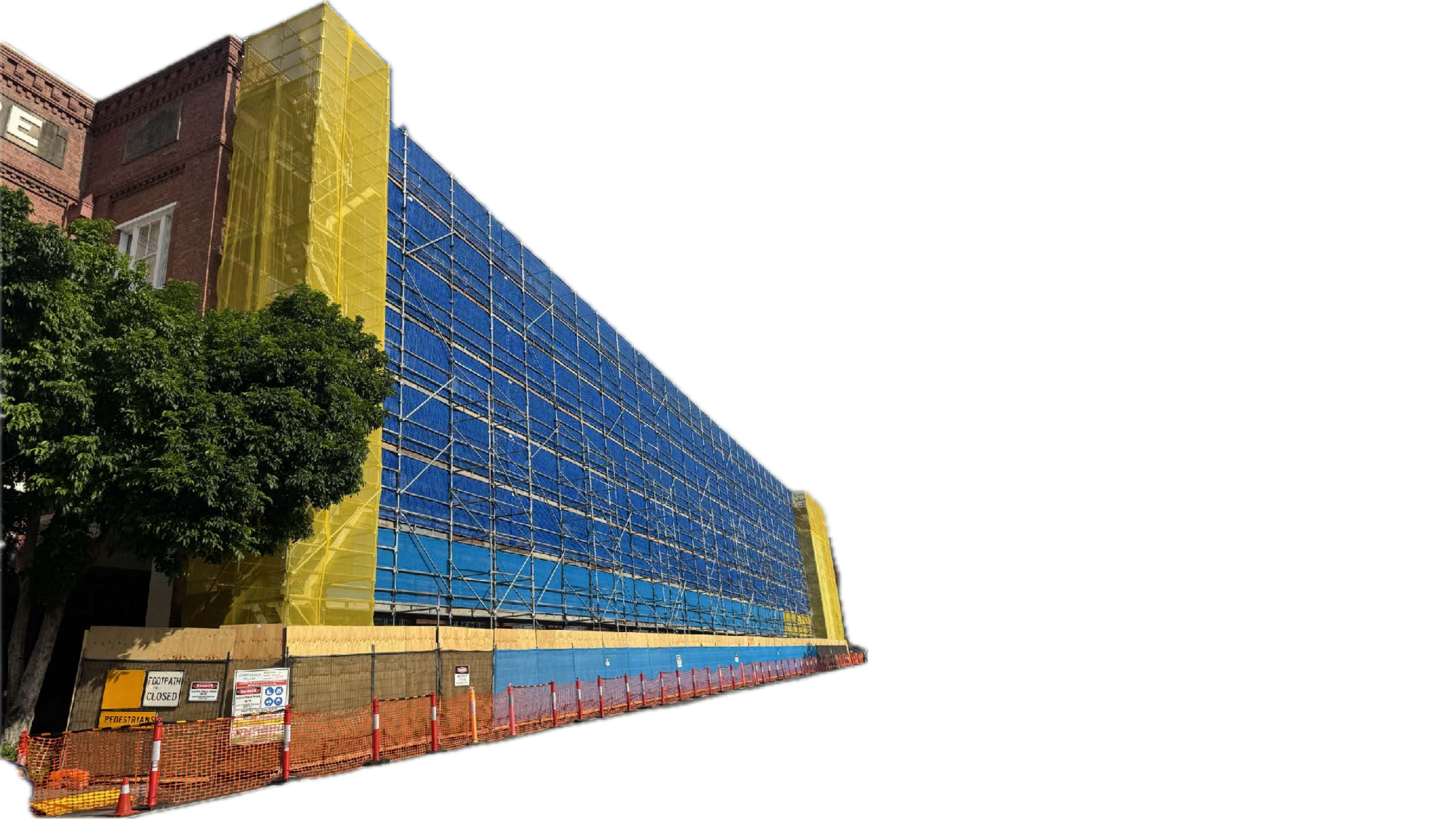


Percent of students who report: "I love school" and "I am learning a lot" by grade



**1. Make scaffolding
inconvenient.**





E



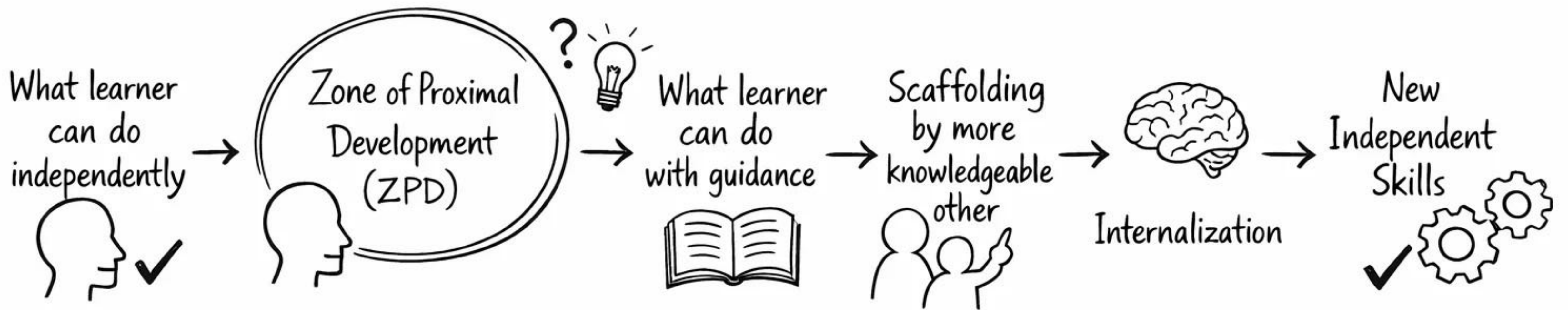
FOOTPATH
CLOSED

PEDESTRIANS

CRANE

WORKERS
PLEASE WEAR
SAFETY GEAR

NO
SMOKING





Goal-Oriented

Differentiated

Fading Support

Temporary



Goal-Oriented

Differentiated

Fading Support

Temporary

The real success is not a well-scaffolded task, but a learner who no longer needs it.



2. Engineer for failure.



High Fear of Failure

Self-Protectors

High Self-handicapping
High Defensive Pessimism
Low Helplessness

Over-Strivers

Low Self-handicapping
High Defensive Pessimism
Low Helplessness

Low Success Orientation

High Success Orientation

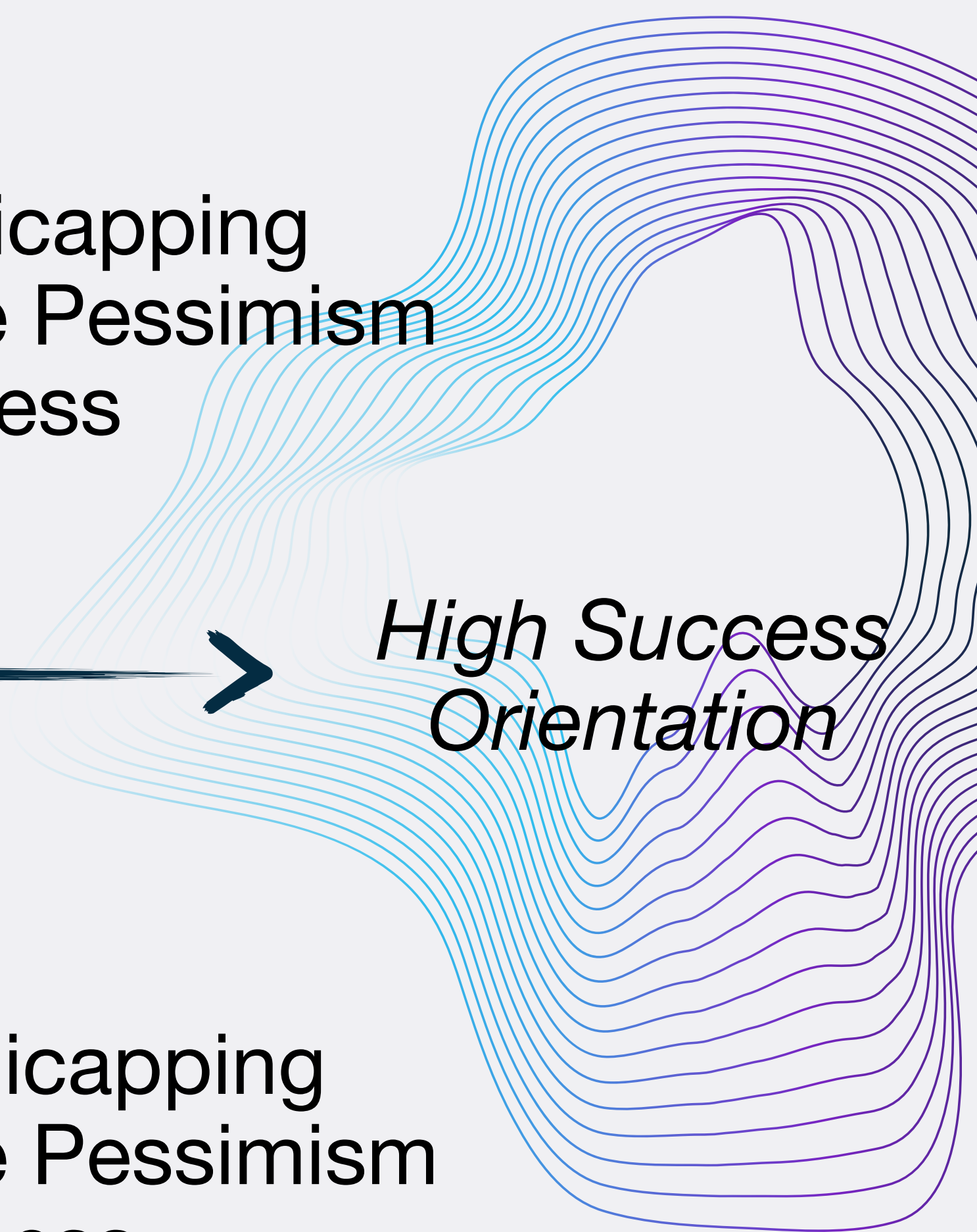
Failure Acceptors

Low Self-handicapping
Low Defensive Pessimism
High Helplessness

Optimists

Low Self-handicapping
Low Defensive Pessimism
Low Helplessness

Low Fear of Failure

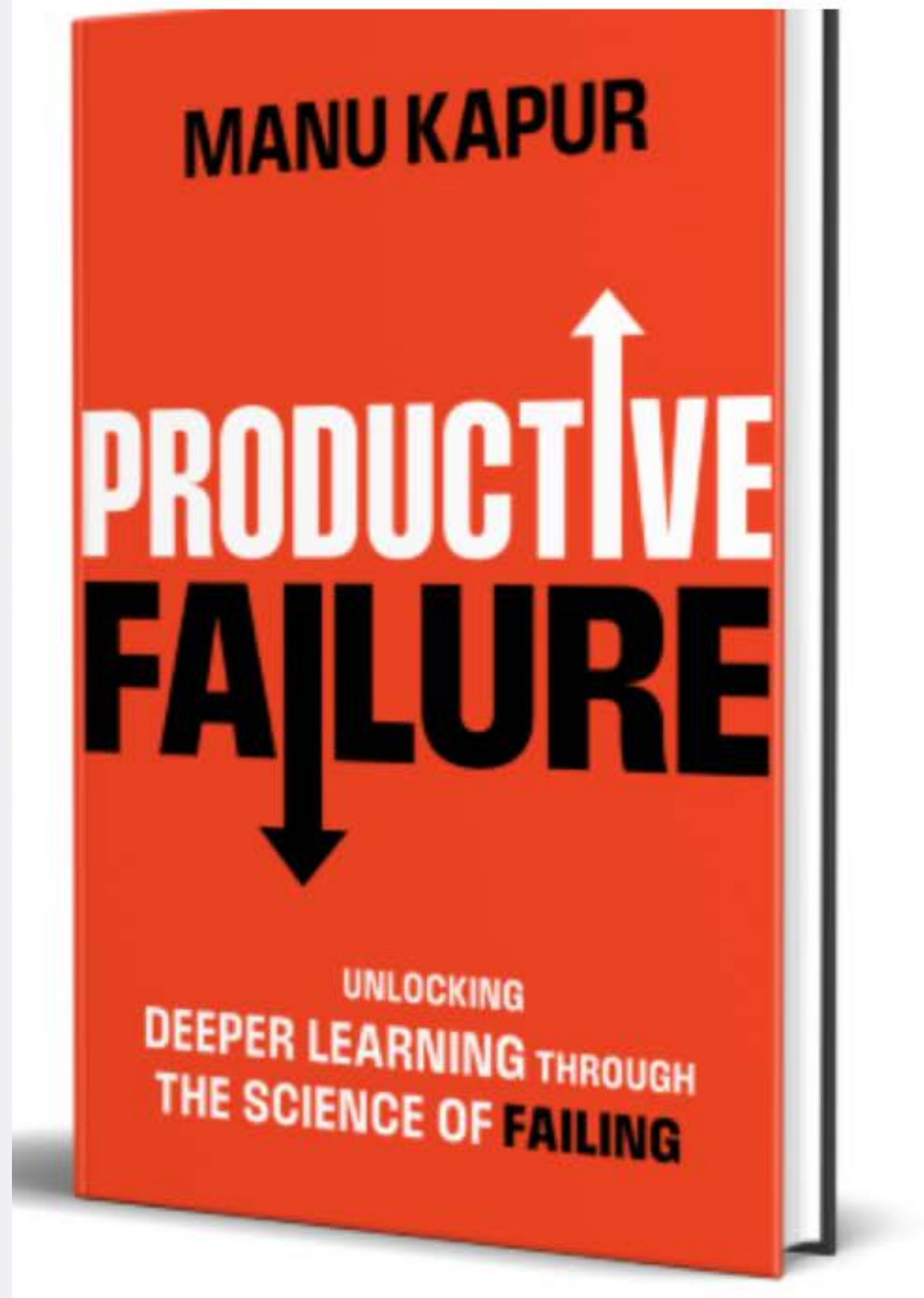


~~2. Engineer for failure.~~



2. Engineer for **productive** failure.





Original Articles

Examining Productive Failure, Productive Success, Unproductive Failure, and Unproductive Success in Learning

Manu Kapur

Pages 289-299 | Published online: 07 Apr 2016

Cite this article <https://doi.org/10.1080/00461520.2016.1155457>

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Abstract

Learning and performance are not always commensurable. Conditions that maximize performance in the initial learning may not maximize learning in the longer term. I exploit this incommensurability to theoretically and empirically interrogate four possibilities for design: productive success, productive failure, unproductive success, and unproductive failure. Instead of only looking at extreme comparisons between discovery learning and direct instruction, an analysis of the four design possibilities suggests a vast design space in between the two extremes that may be more productive for learning than the extremes. I show that even though direct instruction can be conceived as a productive success compared to discovery learning, theoretical and empirical analyses suggests that it may well be an unproductive success compared with examples of productive failure and productive success. Implications for theory and the design of instruction are discussed.

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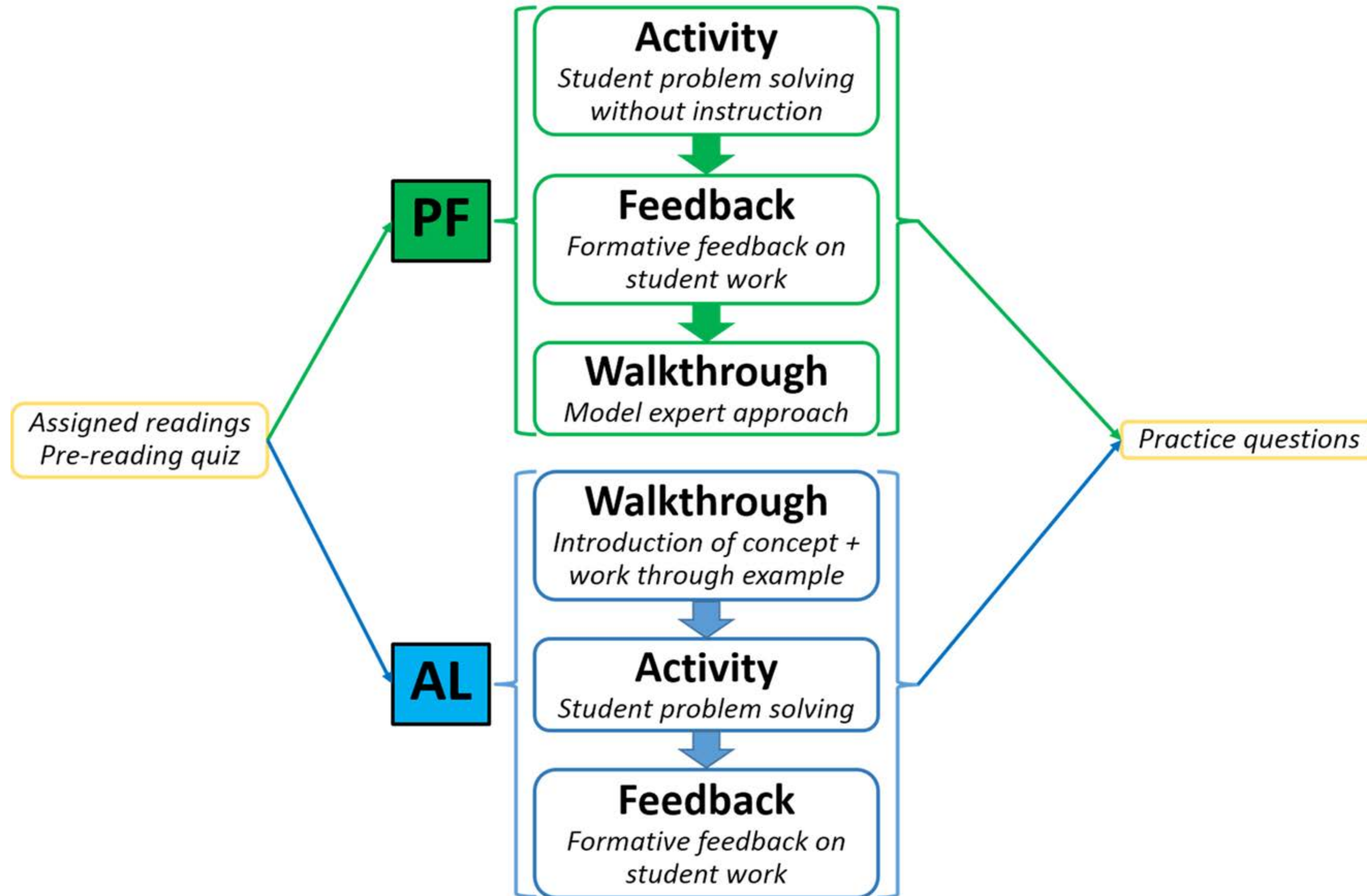
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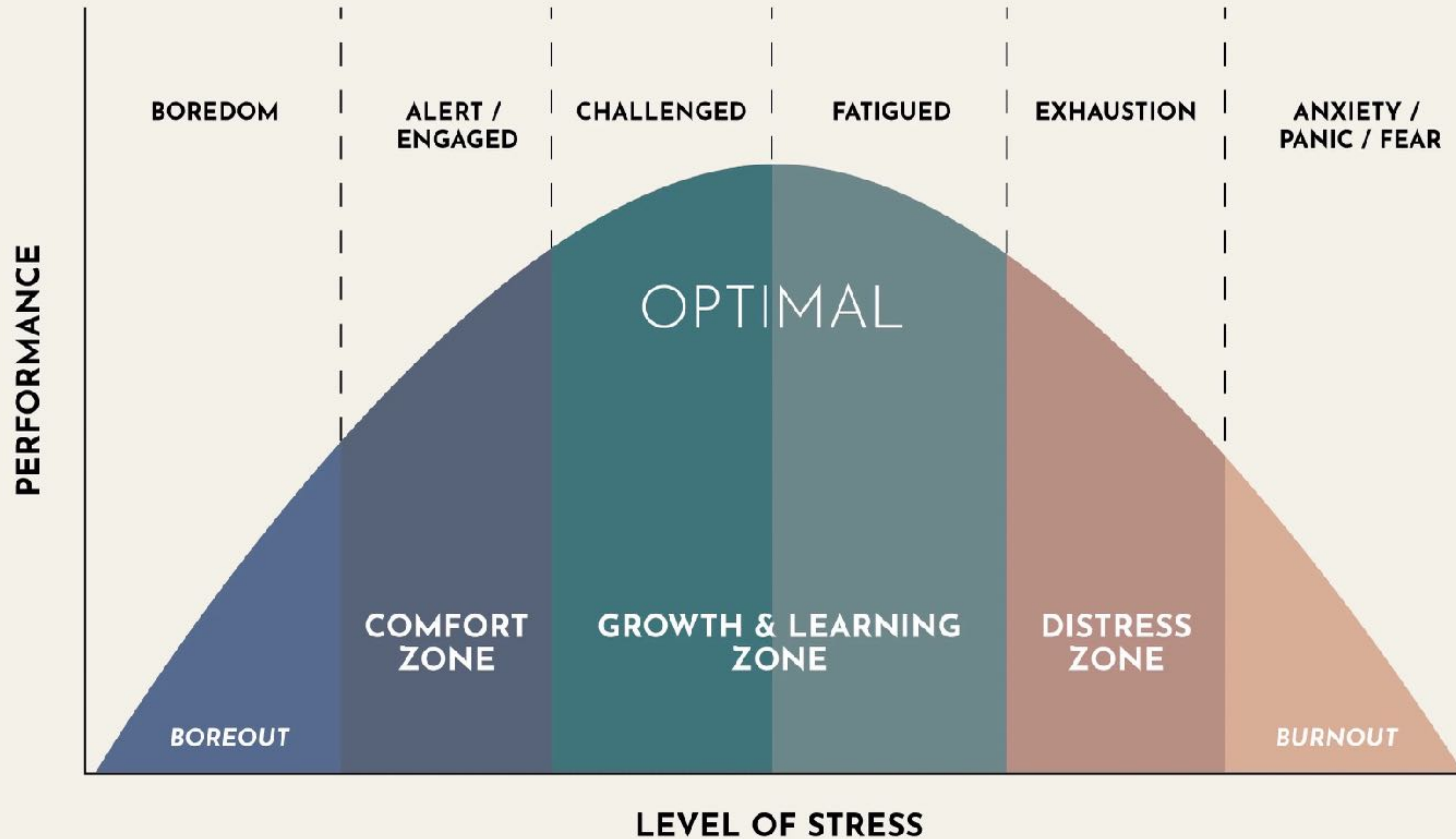
Pre-class

In-class

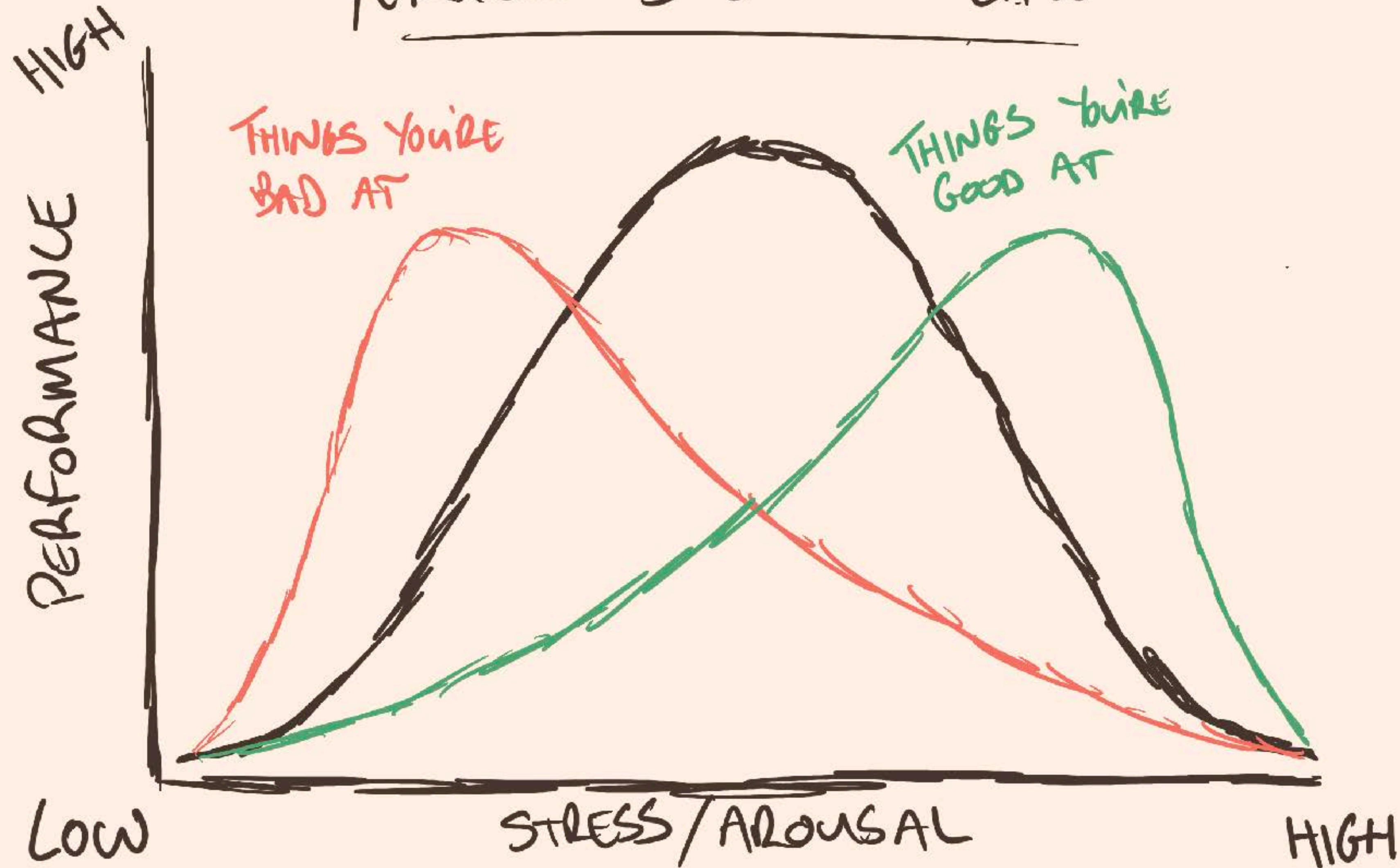
Post-class



Yerkes- Dodson Law



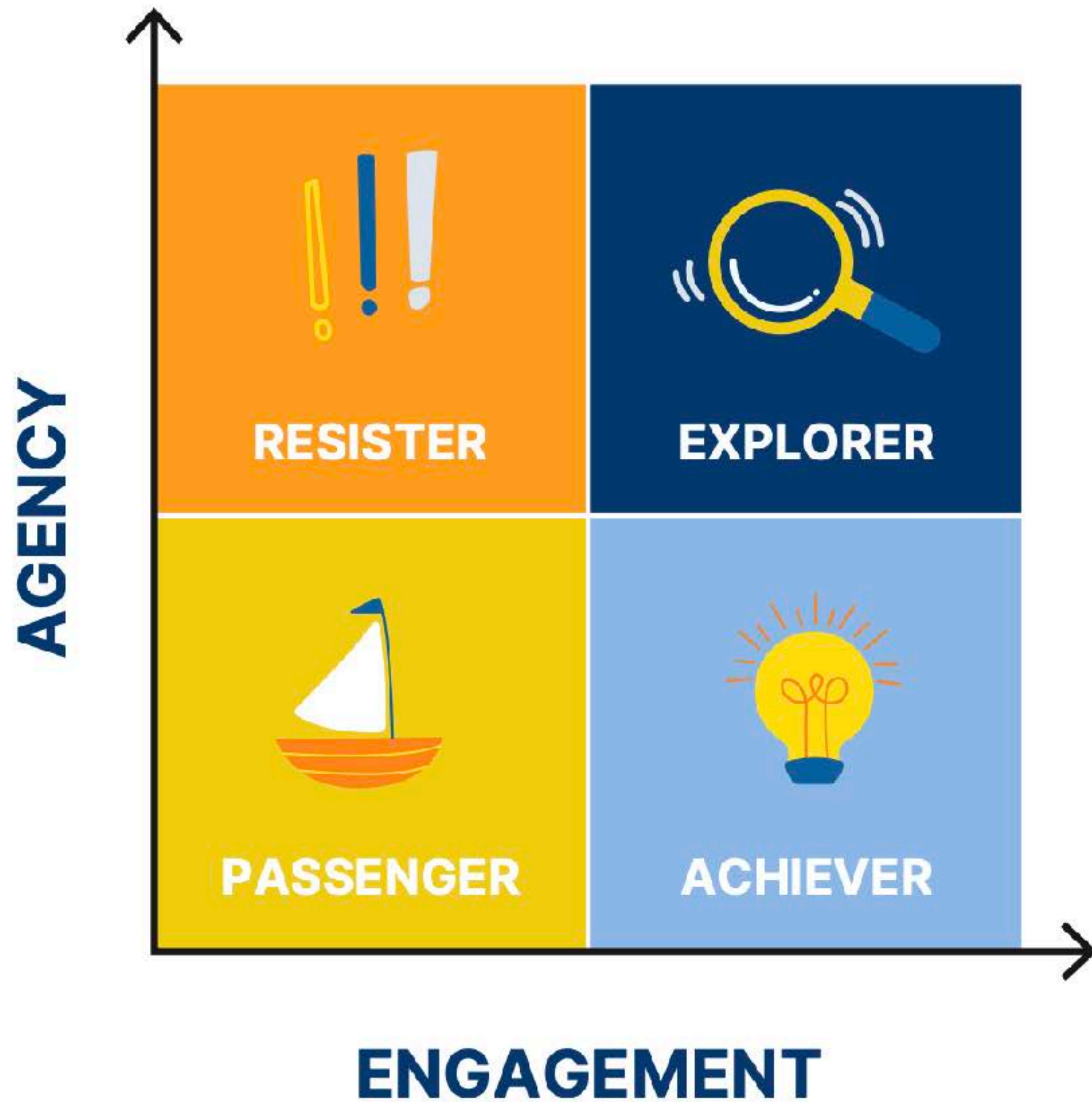
YERKES - DODSON LAW



3. Know your students.



The Four Modes of Engagement

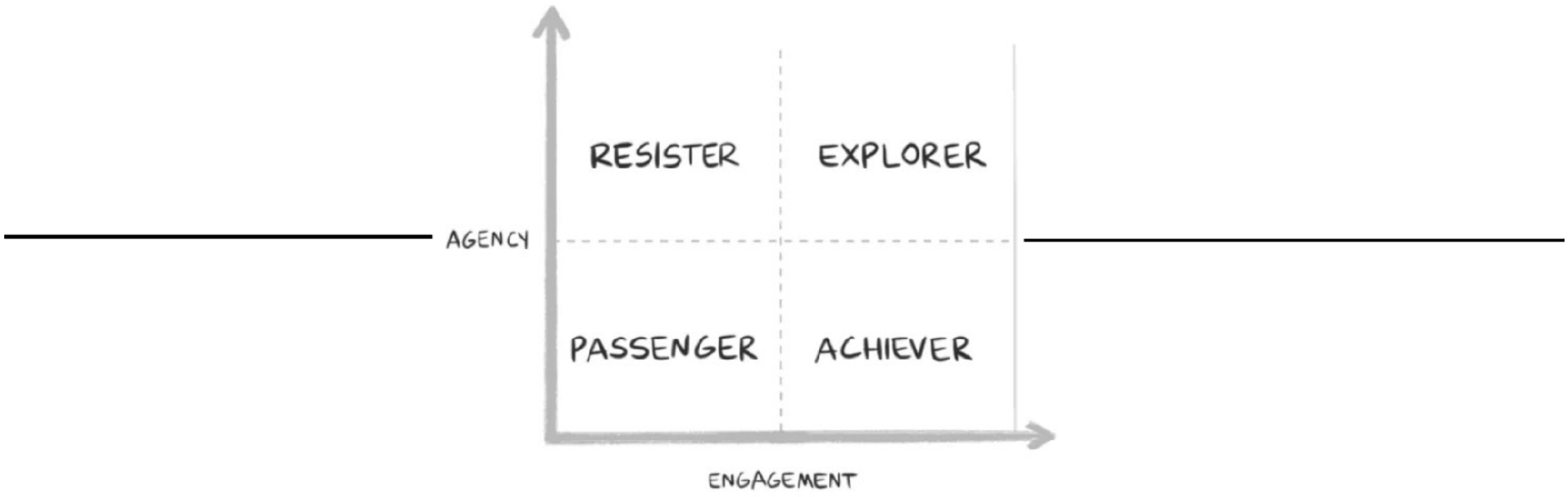




...student motivation is the internal desire or the why a student wants to do something, student engagement is how that motivation translates into what students actually do, think, feel and initiate.



THE FOUR MODES OF ENGAGEMENT



Students in Resister mode “use what power they have to let you, and their teachers, know school is not working for them. They avoid or disrupt their learning, refuse to do homework, derail class, and skip school. These signals are usually obvious to see but often mask feelings of inadequacy which can be hard to understand and require work to reverse.”

AGENCY

RESISTER

AGENCY

Students in **Passenger** mode “are coasting in low gear, showing up, doing the bare minimum, sometimes bringing home high grades, but never fully engaging in their work. They are uninterested in what is taught, and at risk of not developing the learning habits necessary to navigate school and work.”

PASSENGER

ENGAGEMENT

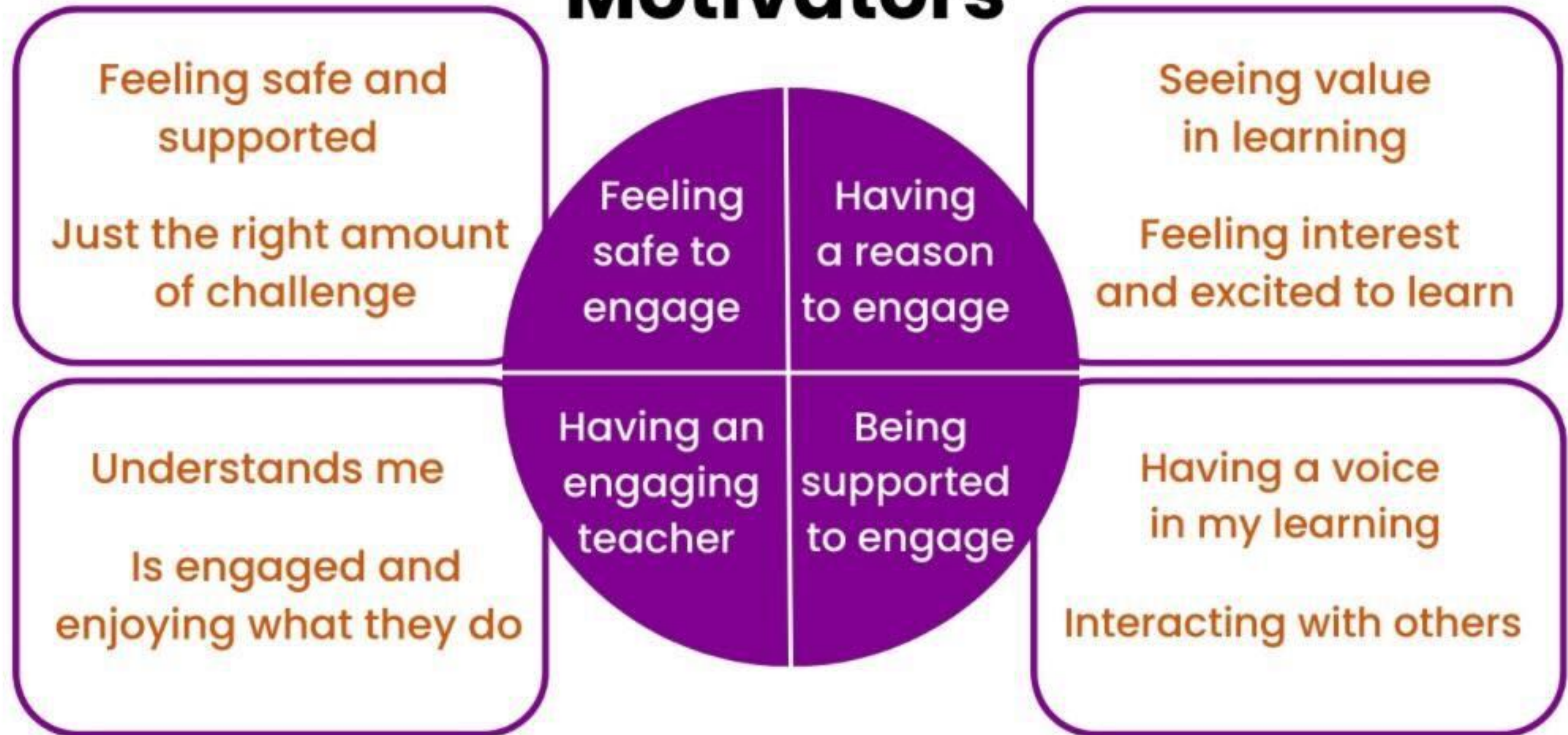


Students in **Achiever mode** “seem like they are at the top of the engagement mountain. They are highly motivated and expend tremendous energy doing well in school, getting top marks on exams and studying for hours on end. Teachers love them and encourage them. But they are often fragile. Achieving becomes all about grades. So much focus on the destination means they fail to spend any of the journey figuring out what matters to them. Endless praise makes them risk averse. Why stretch themselves if they could fail?”

EXPLORER

Students in **Explorer mode** are at the actual pinnacle of the engagement mountain, getting good grades but are also “resilient learners who build skills that help them thrive: They achieve but don’t wilt when trying new things or stumbling a bit along the way. They feel confident enough to colour outside the lines, flexing their creativity skills by proactively generating their own ideas to solve problems in school or on the sports field. They are deeply involved and engaged in their learning, finding meaning amid the hard work.”

Motivators





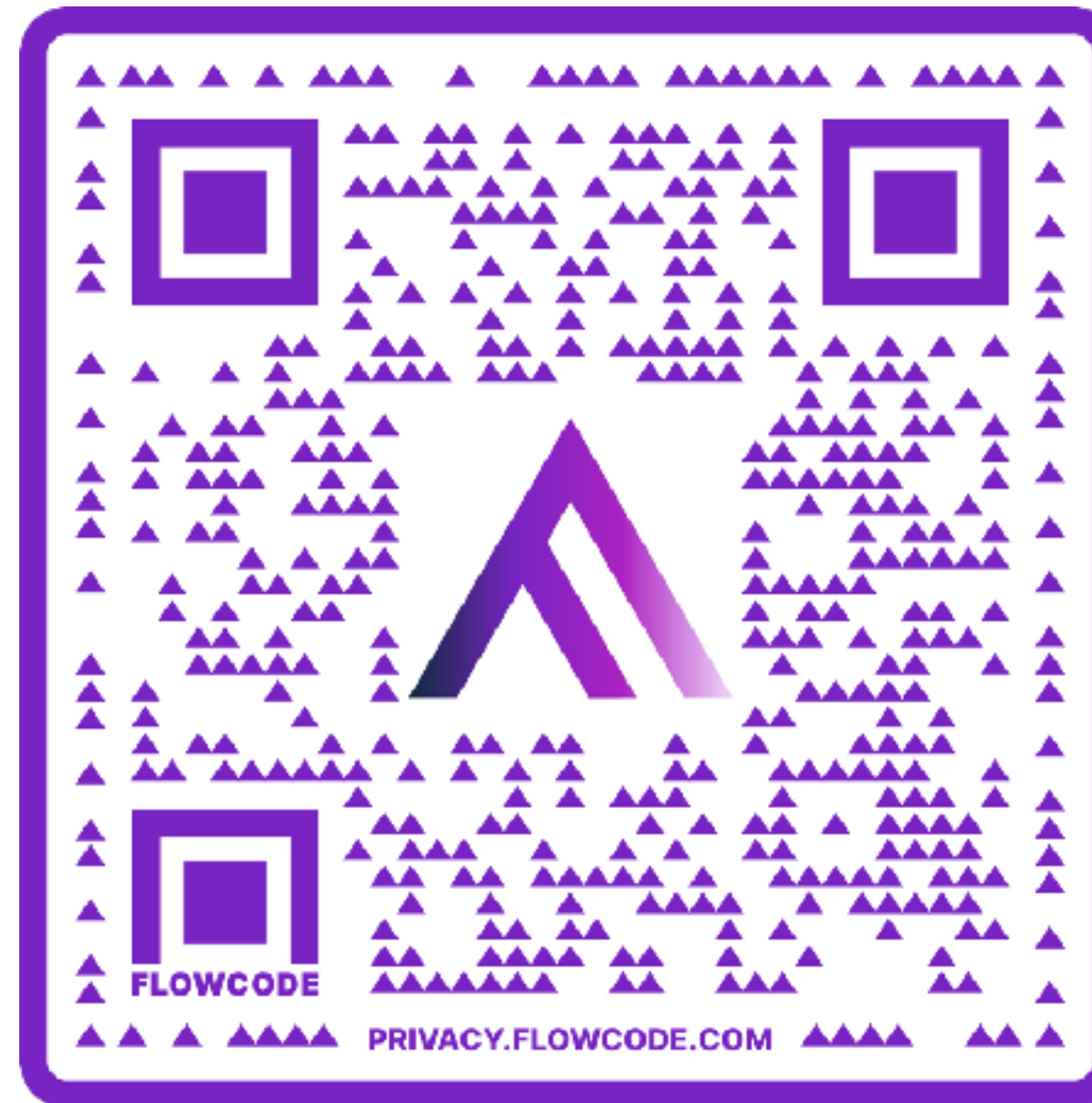
CHECK OUT



Session Survey

We'd love your insights!

Thanks for your participation in this session!



<https://flowto.it/eGf6aCFIKW>





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