



We have a dream!

Dreams in motion for teaching

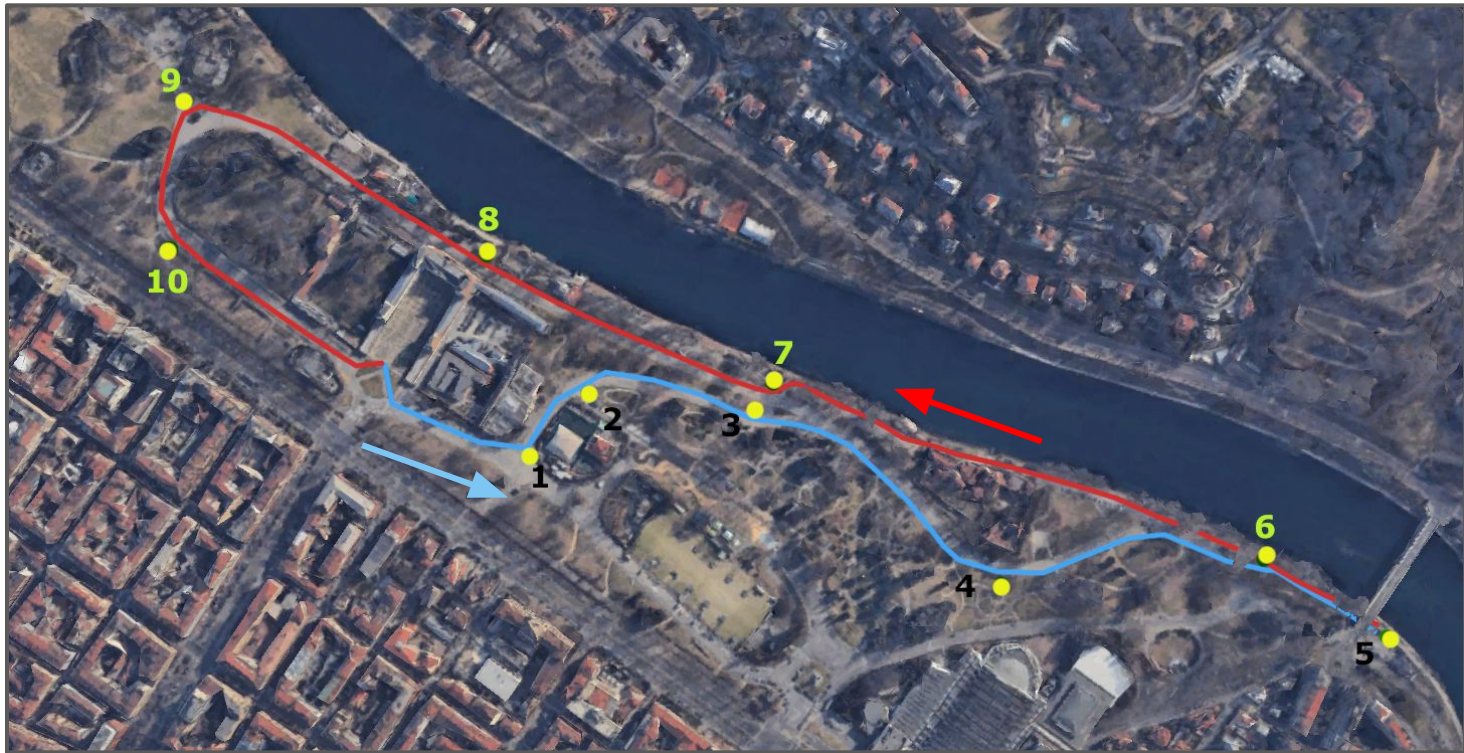
13, 17 marzo, 2023



Length = 3 km

First phase = walking in groups (walk storming)

Second phase = running alone (solitary storming)





The Start





Walk Storming





Walk Storming





Run! Solitary Storming





Run! Solitary Storming





I made it!





Filling in the form! Inspire us, share your dreams





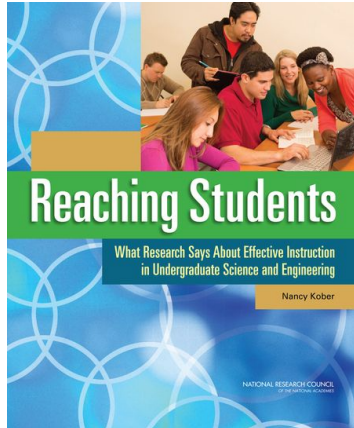
Why we made students and teacher dream together?





Why we made Students and Teachers dream together?

1. We are talking about **Research Based & Evidence Based Teaching** methodologies



Research needs dreams to explore the unknown

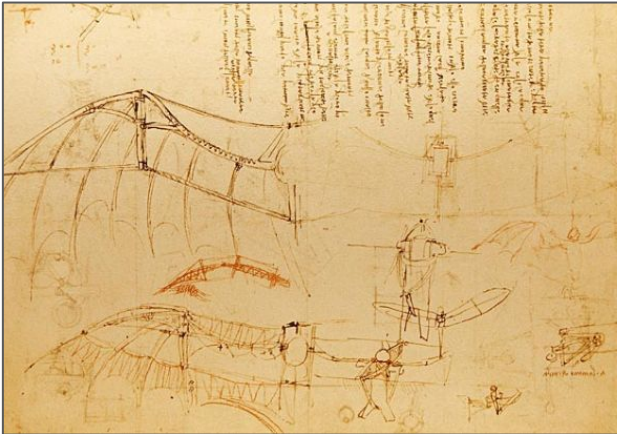
What Research Says About Effective Instruction in Undergraduate Science and Engineering



Why we made Students and Teachers dream together?

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Research needs
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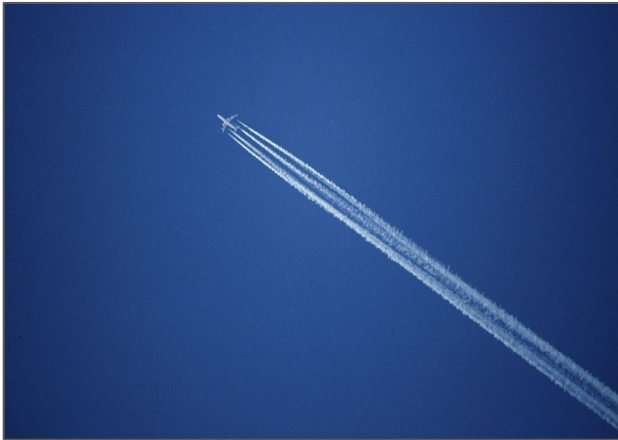




Why we made Students and Teachers dream together?

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Research needs **dreams** to explore the unknown





Why we made Students and Teachers dream together?

1. We are talking about **Research Based & Evidence Based** Teaching methodologies

Research needs **dreams** to explore the unknown

Teaching and Learning
Research needs **dreams**
as any other discipline!



Why we made Students and Teachers dream together?

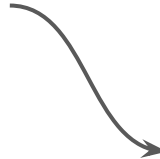
2. Dreaming of university education means **taking care** of one of the **most important parts of our society**:
the **system** made up of **Teachers & Students**



Why we made Students and Teachers dream together?

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Why is it so important?



Why we made Students and Teachers dream together?

2. Dreaming of university education means **taking care** of one of the **most important parts of our society**:

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Students through **Teachers** are the future...

- of Research,
- of Innovation,
- of the transfer of Research and Innovation to companies (Technological Transfer)

Why is it so important?



Why we asked Students and Teachers to walk together?



Why we asked Students and Teachers to walk together?

RESEARCH REPORT

Give Your Ideas Some Legs: The Positive Effect of Walking on Creative Thinking

Marilyn Oppezzo and Daniel L. Schwartz
Stanford University

Journal of Experimental Psychology:
Learning, Memory, and Cognition



Why we asked Students and Teachers to walk together?



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Procedia - Social and Behavioral Sciences 46 (2012) 1893 – 1898

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Social and Behavioral Sciences

WCES 2012

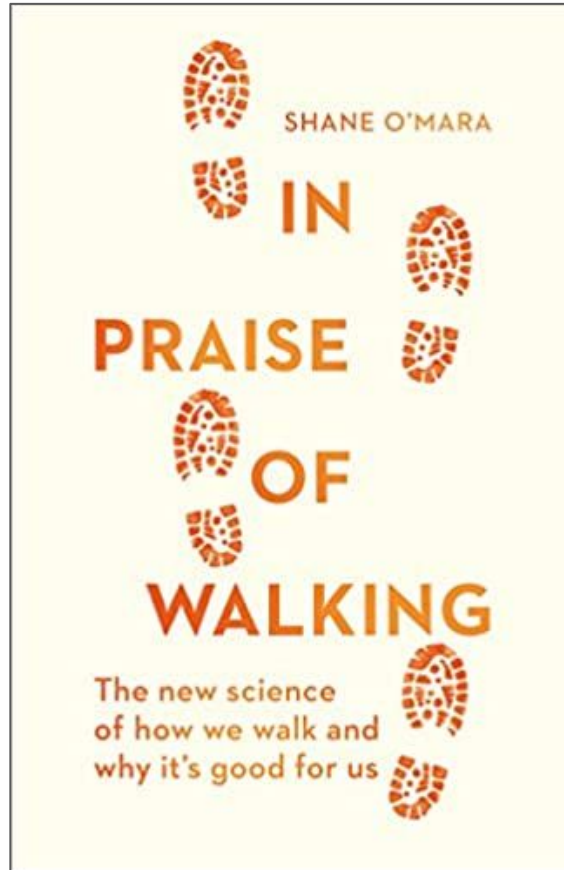
Physical activities as a manner of lifelong developing creativity

Elena Lupu *^a





Why we asked Students and Teachers to walk together?





We have divided the dreams into categories

111 dreams, from the walk storming (30 teachers, 74 students, 7 administratives)

Integration of different worlds, Multidisciplinarity	Advices for teachers	Teacher-student relationship
Student well-being	Practice & Theory	Poverty & study. Equal opportunities
Learning and Nature	More info about University life	Lectures, courses, exams
Passion & Emotion	Holistic growth of the Student	Spaces



Integration of different worlds, Multidisciplinarity

Flexibility in course selection

Relationships between different
disciplines

collaborate more **outside** the
classroom just as much as inside
and make projects **with people**
of the society.

more **inter-disciplinary**
conversations, time for writing
and sharing, and **holistic**
practices in our classrooms

desire to create **inter-university**
and not just inter-disciplinary
workshop. Integrating different
worlds with each other.

Exposure from **international**
facilities and **teaching**





Integration of different worlds, Multidisciplinarity

“Importance of **stepping outside** the **linearity of theories** to deal with the unexpected and **uncertainty** that is the rule today. This requires the resilience and creativity of teams but also the **co-design of content with professionals** working in the field”

<< a teacher >>



Advices for teachers

More **interaction** among **teachers**

Growing **together** with our
students



Advices for teachers

“I dream of **greater teacher interest in teaching work**; I dream of student interest **not only in the grade** or passing the exam, but in working together, the seemingly 'useless' but essential topics for the life of the spirit; I dream of **greater relational moments** and sharing between students and teachers **outside the classroom**, to enrich each other's thoughts and reflections.”

<< a teacher >>



Teacher-student relationship

Growing **together** with our students

We need many more teachers, for a **teacher/student ratio** that allows for engagement and **interpersonal relationships**.



Teacher-student relationship

“Greater sharing of teaching problems
with teachers.”

<< a student >>



Student well-being

More relaxed mood during oral sessions.

... classes be more practical and maybe **some courses have no score for the final results.**

... Invite students to overcome the **shame of asking questions** in class, to be **more confident** even outside the university world. ...

more **encouragement** through contests, more activities and small tests during the semester so that not everything is left for the last exam...

Increase expression of **emotions** related to **performance anxiety** through dedicated and shared moments between students and teachers... **We will soon be walking together to dream some more, like today!**



Student well-being

I would like to make the **education stressfree**.. Not making it a burden. Make students capable to improve their skills and not pressurise on theoretical. Education should be improved to make a student to be independent not to achieve just a degree.

<< a student >>



Practice & Theory

Each lecturer **brings a piece of his or her research into his or her course**. To excite students

Have more **practical lessons**, and be in a **real place** to feel and **understand better**

It would be nice to have the courses **more engaging**, more one-to-one with the student, e.g. at the **end of each course** there could be a number of hours dedicated to a **lab** where all the knowledge acquired during the course is utilised

Dream of higher education as **collective learning** with curriculum more **related** to the **everyday practice in real**.



Practice & Theory

Introducing **more practical** parts of lectures and workshops to acquire **better knowledge of theory**. Making lectures more fun to keep students interested and engaged

<< a student >>



Poverty & study. Equal opportunities

It was amazing experience. The thing is we should take everyone with us while doing the journey like **all students should get equal experience.**

We talked about poverty and the effect of this matter on the purpose and even tendency of people to study and we desire that **poverty does not have any effect on the graduation process**

... Finally, softwares and classes for everyone, not just a Italians



Poverty & study. Equal opportunities

Two main things came to my mind my first dream would be that the **effect of poverty** in one education would be **minimised**, and that the experience of someone who grew up in poverty would be very very similar to one who did not.

<< a student >>



Learning and Nature

We also talked about going back to **learning from the earth**, for example in India students used to walk around and connect to the Earth.

More **trees** at Politecnico, more relationship with trees



Learning and Nature

My dream is to create **the harmony between nature and the education system**. Exploring and experiencing the environment along with studying, more like breaking free from the 4 walls of room. Because, we can learn anywhere and from everybody.

<< a student >>
(Walk storming)

A tree with flowers seen along the way.

No stress, all natural.

If education were like that tree, with less pressure, less obsession and bearing flowers naturally.

<< a teacher >>
(Solitary storming)





More info about University life

Tutoring from Italian students for foreigners, especially for describing exam expectations (e.g. how to prepare reports).

The students would like more **opportunities to socialise**. Races and other events like today's should be organised on a regular basis.





More info about University life

My second dream is that people would **be explained** based on both solid data and personal opinions **what game they are stepping into** when they begin a long-term course like a **university bachelors** or **Masters course**. Many people step into polytechnical for example thinking that studying in politecnico is as easy as entering it and have no clue about what they can expect as a student in for the technical and what is expected from them. These can lead to confusion in ultimately failure which may take one's time and energy and passion.

<< a student >>





Lectures, courses, exams

Making lectures more **fun** to keep students **interested** and **engaged**

more **energetic** and **fun learning environment**

Need for more organisation to **define minimum common knowledge**

...more courses and workshops on soft skills (**writing, presenting**)

Avoiding programme **redundancy**

The level of the course should change along the course, because **some of students are not from same background**. I think the **course should separate to basic knowledge to improve our information, then we go to second part** of course to learn efficiently.



Lectures, courses, exams

I dream of a didactics that could be **itinerant** on some days, with lectures held on site related to the topic of the lecture itself. A participative didactics with moments of debates and final reflections.

<< a student >>



Passion & Emotion

...make the student study not only for the grade, but also for **passion**.

I dream of a higher education which is participative, diverse, global in perspective and **pursuing local passion**.



Passion & Emotion

In order to make the courses more interesting, it would be nice if professors would talk about their research during the courses, talk about their experience as researchers within the polytechnic so that students would also be **passionate** about the academic environment. I am sure that by talking about their areas of research they could make many more students **curious** and **enthusiastic** about that subject.

<< a student >>



Holistic growth of the Student

Ability to make the students understand **their attitudes**.

Possibility to vary the proposed activities even within the same course for a **customisation** of the course that enhances the **individuality** of the students.

My vision of higher education is a way to become a **better and more useful person to society**



Holistic growth of the Student

Embrace a **holistic approach to developing learner capabilities**. Recognize the **importance of identity** and how the validation and empowerment of the **whole person, with all their experiences, impacts the learning experience**.

<< a teacher >>



Spaces

😊🌟 Add **music**

We can make more **interactions** with other students and professors in the **green spaces**

...**breaking free from the 4 walls** of room

presence of facilities such as **microwave ovens** in the Valentino castle. The presence of **water fountains** within the buildings

... classes in **open spaces**.

University campus with the possibility of living and activities on it. A **unified, low-dispersion** environment can promote **better learning** for all students



Spaces

To arrive at a cosy, **comfortable place** where one feels at ease, where one can let one's imagination run wild and immediately follow up on one's ideas, which is **free of the physical limitations** in which we are constrained and which allows us to overcome the barriers between teachers and students.

<< a teacher >>



Special Dreams

I am thinking of **pursuing** the **teaching profession** after the inspiring group **walk storming**.

It's a dream this kind of interaction between Professors and students to have a more understanding for my country, and engaging students with Professor is always dream.

It was so a **wonderful to experience**, we did more activities and **socialise**, I love it, it gives me ideas for my routine and lifestyle... Thanks



And now?

The dreams ...



... pass the baton to ...

The dreams ...

