

Staff Council Inaugural Personnel Conference

6/15/2016

Navigating Social Complexity Using Triangles, Squares, and Circles

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Kogod Adjunct



KOGOD SCHOOL *of* BUSINESS
AMERICAN UNIVERSITY • WASHINGTON, DC

Roadmap

1. Draw Aloud
2. What Just Happened
3. Modeling Social Landscapes
4. Six Facets of Highly Effective Staff
5. Team Cognition

The modern academic landscape reveals a social environment of significant complexity. Abstract thinking skills using a visual language of simple geometric shapes can quickly ground human communications in shared understanding, collaboration, and problem solving. This session describes a framework, method, and process for using triangles, squares, and circles to solve a wide variety of problems in everyday experience, in and outside the classroom.

Draw Aloud

Triangles, Squares, and Circles

- Paper & Crayons
 - Three Questions
 - Draw Using Only Three Shapes
- Three Questions
 - How does *peer engagement* work?
 - How do you store information about *peer engagement* in memory?
 - How do you monitor your own learning about *peer engagement*?

Five Minutes



What Just Happened

Abstract Diagrams

COGNITIVE SCIENCE A Multidisciplinary Journal

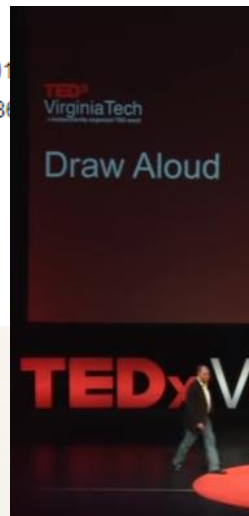
Why a Diagram is (Sometimes) Worth Ten Thousand Words

Jill H. Larkin* and Herbert A. Simon

Version of Record online: 22 MAR 2011

DOI: 10.1111/j.1551-6708.1987.tb00881.x

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A screenshot of a bio page for Jon Ericson. At the top, the word 'BIO' is written in large white letters on a black background. Below this is a black and white portrait of Jon Ericson, a man with a beard and short hair, smiling. To the right of the portrait, his name 'JON ERICSON' is written in a sans-serif font. Below his name is a red italicized quote: 'The structure of spatial knowledge: Do humans learn the geometry, topology, or stable properties of the environment?'. Below the quote is a list of metadata including title, people and places, genre, description, and keywords.

A screenshot of a book purchase page for 'How People Learn: Brain, Mind, Experience, and School: Expanded Edition (2000)'. The page shows the book cover, which features a blue background with a person's face and the title 'How People Learn'. Below the cover, there are two purchase options: 'Buy Paperback' for \$34.95 (discounted to \$31.46) and 'Buy Ebook' for \$25.00 (discounted to \$18.90). The page also includes a 'Purchase Options' section with a note that MyNAP members save 10% online. At the bottom, there is a 'Status: Final Book' and 'Downloads: 99,203'.

Theory to Practice

Review

Sw

Does the chimpanzee have a theory of mind? 30 years later

Josep Call, Michael Tomasello

Max Planck Institute for Evolutionary Anthropology, Deutscher Platz 6, D-04103 Leipzig, Germany

DOI: <http://dx.doi.org/10.1016/j.tics.2008.02.010>

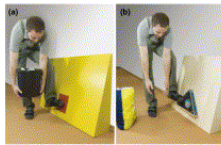
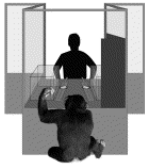


Fact Sheet



*Defense Threat Reduction Agency
U.S. Strategic Command Center for Combating Weapons of Mass Destruction
Standing Joint Force Headquarters for Elimination*

Summary Full Text **Images/Data** References Related A



Defense Threat Reduction Agency
Established in 1998, the Defense Threat Reduction Agency is the core intellectual, technical, and operational center for chemical, biological, radiological, and nuclear weapons destruction (Chemical, biological, radiological, and nuclear weapons destruction) and a combat support agency.

- > Nonproliferation (cooperative research, materials, and infrastructure at Control Treaty Monitoring and Counterproliferation (deterrence, WMD agent defeat; hardened targets against WMD effects)
- > Consequence Management (Risk prediction; Reachback support)
- > Countering WMD Planning Support development; expertise and support
- > Support to a Safe, Secure and nuclear weapons safety and security

DTRA, SCC-WMD and SJFHQ-E



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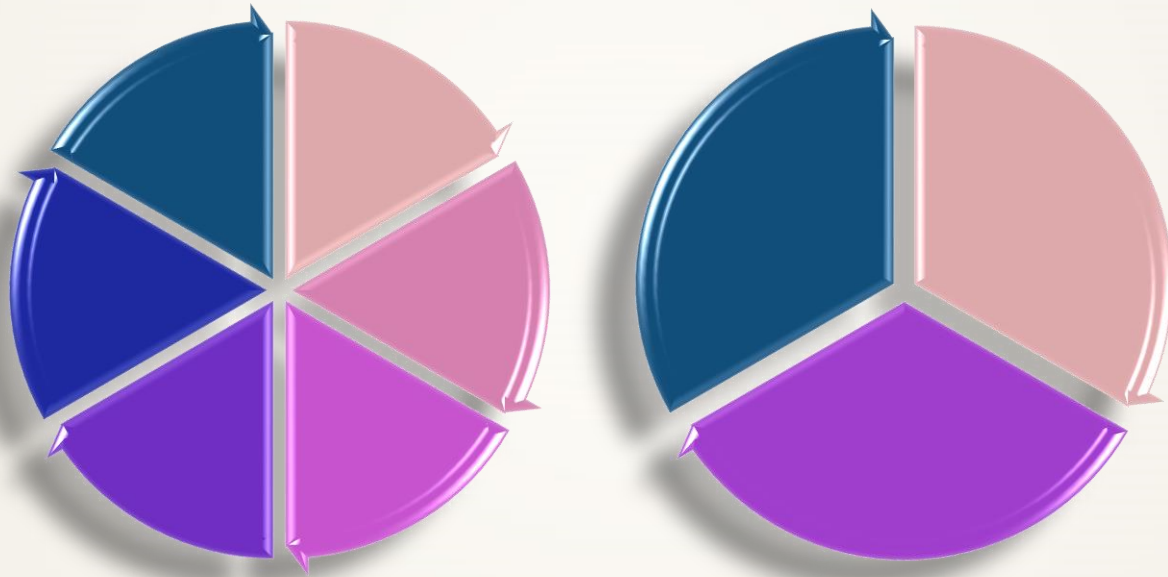


Modeling the Social Landscape

Visual Intelligence Modeling Language

- Two Terms
 - ↳ Concept
 - ↳ Relation
- Transformation in Thinking
 - ↳ Prior - Free Form Conceptual Space
 - ↳ Future - Structured Conceptual Space

Mental Model Scaffold & Construction



Six Facets of Highly Effective Staff

Draw Aloud the Six Facets

1. Frame
2. Cluster
3. Connect
4. Relate
5. Measure
6. Compare

Domain Specific Outcomes

BY INTEREST AREA
Knowledge Communities
KCs provide access to information and resources in a particular subject area, connecting members and facilitating the sharing of knowledge.

[VIEW ALL KNOWLEDGE COMMUNITIES](#)

FEATURED KCS 24 MORE!

- African American
- Campus Safety and Violence Prevention
- Latino/a
- Men and Masculinities
- Spirituality and Religion in Higher Education
- Sustainability

Divisions and Groups
Divisions and Groups provide programs, services and resources around a particular area of focus, professional level or institution type, helping set the direction for NASPA's efforts in these spaces.

BY PROFESSIONAL LEVEL

- James E. Scott Academy
- AVP Steering Committee
- Faculty
- Graduate Associate Program (GAP)
- NASPA Undergraduate Fellows Program (NUFP)

BY INSTITUTION TYPE

- Small Colleges and Universities Division
- Community Colleges Division
- Global Advisory Board

BY FOCUS AREA

- Center for Women
- Enough is Enough
- Public Policy Division
- Professional Standards Division
- BACCHUS Initiatives of NASPA
- Commission on Equity & Inclusion
- Expert in Residence
- Lead Initiative

- Encourage and foster opportunities for peer engagement
- Visual Language
 - Vocabulary
 - Grammar
 - Valid Sentence

Team Cognition: Next Steps

AU Staff Domain Modeling

- Facets
 - ↳ Phases
 - ↳ Steps
- Vocabulary
- Use Cases
- Mental Model for the Computational Navigation of the Social Landscape

AU Staff Council – Social Networks

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TEACH. LEARN. GROW
Creating the culture of learning



J. Alberto Espinosa

Professor
Department of Information Technology

Dr. Espinosa is the Chair of the Information Technology Department, a Professor of Information Technology and a Kogod Research Professor. His research focuses on coordination and performance in global technical projects that span multiple global boundaries, particularly distance and time zone challenges. Prof. Espinosa employs a multiple method approach in his research, including theoretical, lab experiments, qualitative studies and survey methods, but his primary focus is on on-site field studies in large technical organizations. His work has been published in leading scholarly journals, including: *Management Science*; *Organization Science*; *Information Systems Research*; *The Journal of Management Information Systems*; *IEEE Transactions on Engineering Management*; *Communications of the ACM*; *Information, Technology and People*; and *Software Process Improvement and Practice*. He has co-authored a book "I'm Working While They're Sleeping: Time Zone Separation Challenges and Solutions." His work has also been published in book chapters and leading academic conference proceedings and he is a frequent presenter in those conferences. Professor Espinosa has several years of working experience as a design engineer and as a senior manager with international organizations.

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Kate McConnell
Senior Director for Research and Assessment, Office of Quality, Curriculum, and Assessment, AAC&U
Dr. Kate McConnell is the Senior Director for Research and Assessment at AAC&U. Kate began this position after serving in several capacities at Virginia Tech, including most recently as its inaugural Director of Assessment in the Office of the Vice Provost for Undergraduate Academic Affairs. Kate's work focuses on using course-embedded assessment to improve teaching and learning while also addressing accountability and accreditation requirements.

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Joseph Mortati
Executive in Residence
Department of Information Technology

Joseph Mortati instructs in the areas of information systems and operations and project management. He began his career serving in the U.S. Air Force flying supersonic fighters where he was an instructor and Joint Training Project manager. He then worked for various corporations as an IT Project Manager and analyst for four years until he started his own IT consulting business that he ran for ten years. He was previously an adjunct professor at: The Johns Hopkins University's Carey Business School, the University of Maryland's Hillman Entrepreneurs Program, and George Mason University's School of Business. He is the author of "Collision Course - How Good Business Decisions Sank the Titanic (and why you're making the same mistakes)".

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Expertise

- Curriculum Studies
- Transnational Education
- Work of Learning
- International Adult Education
- History of Lifelong Learning

Professional Activities

- Program Director, National Capital Region, Virginia Tech
- Member of the International Adult and Continuing Education Hall of Fame
- Editor, *Journal of Transnational Learning*
- Academy of Continuing Studies, Princeton University, Fellow
- American Association for Adult and Continuing Education

Education

- Ph.D. Florida State University
- Ed.S. Boston University
- B.S. Boston State College (now University of Massachusetts), Boston

Research Interests

Awards and Honors

Senior Research Fellow - Release 2011-2012
Inducted into the International Adult and Continuing Education Hall of Fame, 2005; Director to Board of Directors, 2007 for a three year term (2008-2010); inducted as a "Pioneer" in 2011
Inducted into the Best Online Honor Society for International Studies, 1998

Selected Publications

Books

Boucouvalas, M. (1988). Adult education in Europe. Vancouver, British Columbia, Canada: University of British Columbia and the International Council for Adult Education. (revised and updated 17th Edition in progress. Lifelong Learning in Global: Analogy to modern times).

Edited Books

Boucouvalas, M., & Aderington, K. (Eds.) (2008). Education for indigenous development. Boulder, Virginia: Spectrum Books.

Q & A

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