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When my son started kindergarten a few years ago, I vowed to paint a cute picture of his foil-wrapped sandwich every day. A little something to remind him of home. It's a heart. A smiley face. It's a dinosaur. Pumpkins, corn candy and ghosts on Halloween. Snowseeds in winter. Santa hats and candy cane. A car, a beach scene, Mickey Mouse, and so on. By March, I'm completely out of ideas. That's why I love this idea, which author Mary Katherine Backstrom shared on Instagram (originally written by Amanda Cox): You can write sweet, encouraging notes that your child will see again and again every day. It's not a horse, it's a reminder that you're cheering on them without wondering if they'll understand if they want to draw a dog. Halfway through the school year, when all the pens are used, broken or lost, you can ask them what their favorite phrases are and write them down - plus a few new ones - how to bulk up the next pen. If you know that your child can store and use their own pens, you can personalize your messages. But in some classes, supplies are common. You can still do that; Another kid in your kid's class, you're probably a star! or you can use a reminder that you're important. Maybe you could still put a special one in your own kid's pencil case that says I love you. G/O Media 2 Years + 3 Months FreeFor Lifehacker can get a more commission, make sure @lifehackerdotcom follow us on Instagram. There's something out there called a shadow education system. The main idea of the shadow education system is that there are many people on the web to present their social elements to people who want to learn and teach one-on-one, one-on-one, and even multi-to-very crowded content using its open infrastructure and distribution mechanisms. What inspires me to start my own blog is legitimizing the efforts of entrepreneurs, teachers, technologists and administrators to disrupt and revitalize the public education system in America. The reason I'm doing this is to put some meat in this shadow education system. In traditional and widespread educational circles, there is a lot of pressure on them to pretend they don't exist at all; to claim that there is only one of legitimate education stamped and approved by the administrative infrastructure of public education. I think the more we learn about the shadow system, the more comfortable we are with the fact that online learning, or what I call social learning, is to help them deal with reality right now, as part of their education. This is the opposite of the old-school style that prepares children for a future that will not exist when they leave the system, leaving them sadly unprepared. In other words, the shadow education system Now it's about learning about the future and doing something about it. Ben Lang, a 17-year-old serial entrepreneur from MySchoolHelp, co-founded an online platform that helps high school students share class grades with classes; he is also epiaunchan, a blog builder for young entrepreneurs. Finally, it's noteworthy for the attention that in an industry where disruption is seen as an asset, users are legally holding hands by The New York Times to set up FreeNewYorkTimes.com, which helps users skirt the NYT pay wall. Here's a quick look at his story. Douglas Crets: You call yourself a young entrepreneur at a time when most of your peers will focus on attending classes and understanding what they want to do. Did you notice he was an entrepreneur? ben Lang: When I was 14, my grandfather gave me the camera equipment he used to sell on eBay. From there he began selling other people's items for a commission up to a business. I peaked on channel 12, when I was interviewed which was asked to create a website and start blogging. Do you think you are hindering your efforts to become an entrepreneur in the school, as has traditionally been practiced? But what about your training so far that has helped you do what you want to do in this field? Unfortunately, at my school there was even talk of entrepreneurship. I created a website for my school to find and share grades, but that was the extent of entrepreneurship in my school. Although it was a very unpopular programming class, there was no economics class. Can you tell us a little bit about MySchoolHelp and how it started and what you want it to be? It started with the note sharing site I did for my high school RamazHelp.com two years ago. Management has been very supportive and now about 70% of the school trusts the site. I would definitely RamazHelp.com a weaker GPA if it wasn't for us and I want others to have the same opportunity. MySchoolHelp.com site is an expansion; It will be built for all high schools and a few countries in America. Our goal is to influence as many high schools as possible over the next few years. Many entrepreneurs find it difficult to put their solutions in the hands of people who they think need them in schools. What's your advice to these people? The best solution is to see if the user you're targeting can use your product. Fortunately, I had a chance to see this at my school for more than two years and saw a very big engagement. Can you end your vision of what the future of education looks like on the web? My vision of education on the web will be collaborative first. I believe there is potential for students to help other students on the web. That's why our goal is to create a platform for students to do so by sharing grades and doing even more in the future. [Picture: Flickr user Michael 1952] Last Updated on March 17, 2020 Josh Waitzkin is a chess master and a full life as international martial arts And as of this writing, he's not 35 yet. The Art of Learning: An Inner Journey to Optimal Performance tells the story of his journey from chess genius (and the plot of The Search for Bobby Fischer) to tai Chi Chuan at the world championships with important lessons defined and described along the way. Marketing expert Seth Godin wrote and said reading a business book should solve the result to change three things; Reader Waitzkin will find many courses in volume. Waitzkin has a list of principles that appear throughout the book, but it's not always clear exactly what the principles are and how they put them together. This really does not harm the readability of the book, although, and at its best a minor inconvenience. There are many courses for educators or leaders, and as one of the university teaches, he became president of the chess club in middle school and who started studying martial arts about two years ago, I found the book engaging, educational and instructive. Waitzkin's chess career began among scammers in New York's Washington Square, where he learned how to concentrate on the noise and distractions that come with it. This experience taught him the ins and outs of playing aggressive chess and the resilience from the cunning players he interacted with. It was discovered in Washington Square by chess teacher Bruce Pandolfini. The book offers Waitzkin's life as a work of contrast; Perhaps it is given admiration for Waitzkin's confession with deliberate eastern philosophy. Among the most useful lessons is about aggression of young genius who brought park chess players and queens into early action or set elaborate traps and then jumped on opponents' mistakes. These are excellent ways to quickly send weak players, but do not build endurance or skill. It meets these approaches with attention to detail, which leads to real mastery in the long run. According to Waitzkin, chess and martial arts is an unfortunate reality-and perhaps educational extension - that people learn superficial and sometimes impressive tricks and techniques without developing subtle, nuanced commands of basic principles. Tricks and traps (or vanquish) can affect pure, but there is limited usefulness to someone who really knows what they are doing. Strategies based on quick control mates are likely to deflect attacks and falter against players who can get into a long mid-game. Smashing sub-players with four-move checkmates is superficially satisfying, but there's little for a better game. He offers a child as an anecdote who has won many games against down opposition but refused to embrace real challenges, clearly settling for a long series of victories over the sub-players (p. 36-37). That reminds me of the advice I got. A friend recently: always be learning, so try to make sure you are the dumbest person in the room. Many of us, though, draw self-worth from being big fish in small pools. Waitzkin's discussions have revealed chess as an intellectual boxing match, and it's appropriate, even if it counts as a martial arts debate, especially later in the book. Those familiar with boxing will remember Muhammad Ali's strategy against George Foreman in the 1970s: Foreman was a heavy hitter, but he had never played a long match before. Ali won with his rope-a-dope strategy, patiently absorbing Foreman's blows and waiting for Foreman to consume himself. His lesson from chess is apt (p. 34-36) because instead of improving his games, he discusses promising young players who are more focused on winning fast. Waitzkin is based on these stories and contributes to our understanding of learning in the second part by discussing existence and incremental learning approaches. Entity theorists believe that things are innate; Thus, you can play a chess or do karate or become an economist because he was born to do it. Therefore, the failure is deeply personal. In contrast, incremental theorists see losses as opportunities; step by step, gradually, the novice can be the master (p. 30). They rise on the occasion when presented with difficult material, because their approach is aimed at dominating something over time. Existence theories collapse under pressure. Waitzkin contrasts with his approach, in which both players spend a lot of time dealing with end-of-game strategies that have little stone. In contrast, he said, many young students start by learning a wide range of opening variations. It hurts their game in the long run: (m) any very talented kids are expected to win without much resistance. While the game was a struggle, they were emotionally unprepared. For some of us, pressure becomes a source of paralysis, and errors are the beginning of a downward spiral (p. 60, 62). But as Waitzkin argues, a different approach is necessary if we want to reach our full potential. Shock-and-horror is a fatal flaw, the blitzkrieg approach to chess, martial arts, and ultimately something that needs to be learned is that everything can be learned by heart. Waitzkin has absolutely no combat value in the skin of martial arts practitioners who become form collectors (p. 117) with fantasy kicks and bloes. A problem can say the same thing about sets. This is not to gain foundations-Tai Chi Waitzkin focus to refine some basic principles (p. 117)-but there is a profound difference between technical competence and real understanding. It's one thing to know the moves, but it's another thing to know how to do next. Waitzkin's intense focus on refined foundations and processes means he remained strong in the later round as he saazed opponents. His approach to martial arts is outlined in this passage (p. 123): yoŋunlaŋŋŋrdim yoŋunlaŋŋŋrdim to a strong state, while many of my competitors have large, elegant and relatively impracticous repetitions. The fact is that when there is intense competition, those who succeed have slightly more honed skills than others. It is a mysterious technique that rarely takes us to the top, but a basic skill set is quite a deep mastery of what can happen. Depth beats width every day of the week, because it opens a channel for abstract, unconscious, creative components of our hidden potential. It's more than smelling blood in water. In Chapter 14, he speaks of mystical illusion, so something is so clearly internalized that almost imperceptibly small movements are incredibly powerful, embodied in this quote written by Wu Yu-hsiang in the nineteenth century: If the opponent does not move, then I do not move. At the slightest move of the opponent, I move first. A learning-centered view of intelligence means associating effort with success through a teaching and incentive process (p. 32). In other words, genetic and raw ability can only get so far before you have to take an abundance of hard work (p. 37). Another useful lesson is the use of boredom (cf. p. 132-33). Waitzkin recommends using a problem in one area to adapt and strengthen other areas. I have a personal example to back that up. I always regret leaving basketball in high school. I remember my second year - I broke my thumb playing in my senior year and instead of focusing on cardiovascular fitness and other aspects of my game (like working with my left hand), I waited to recover before returning to work. Waitzkin offers another useful chapter titled Slowing down time, in which he discusses ways to sharpen and restrain his intuition. He discusses the process of chunking into episodes of problems to increasingly big problems until he makes a complex series of tummy calculations, without having to think about it. The technical example he took from chess was especially in the 143rd century. A chess grandmaster internalized a lot about gems and scenarios. A master master specialist can process a much larger amount of knowledge with less effort. Mastery is the process of making articulated intuitive. There is a lot that will be familiar to people who read such books, such as the need to accelerate oneself, setting clearly defined goals, the need for relaxation, techniques to enter the region. Anecdotes make his dots look beautiful. Throughout the book, he reveals his methodology for entering territory, another concept that people will find useful in performance-based professions. He called it a soft zone (part three) and is flexible, formatable and able to adapt to the conditions. Martial artists and devotees of David Allen's Getting Things Done can consider it to have a water-like mind. He's these contrasts. The region, which requires a cooperative world to work for you. Like a dry branch, fragile, ready to stick under pressure (p. 54). The Soft Zone is flexible, like a flexible grass bump that can move and survive hurricane-force winds (p. 54). Another illustration means making sandals if faced with a journey through a field of thorns (p. 55). What a submissive world or success on a powerful force, but the basics of intelligent preparation and cultivated flexibility (p. 55). Here it will be very familiar to creative people: we try to think, but this one keeps a song in your head blasting away by a band. Waitzkin's only option was to be at peace with noise (p. 56). Restrictions are granted in the language of economics; We can't choose them. This section 16 is reviewed in more detail. Michael Jordan argues with Tiger Woods and other artists (p. 179) who cannot obsess over recent failure and know how to rest when necessary. NFL quarterback Jim Harbaugh's experience is also useful as he is on the defensive field where he can go more things, while he is also sharp in the next drive (p. 179). Waitzkin discusses other things he learned while experimenting on human performance, especially regarding cardiovascular range training, issues that could have a profound impact on your ability to quickly release tension and recover from mental exhaustion (p. 181). This last concept - to get out of mental exhaustion - is most likely what it needs help with academics. There's a lot here about pushing boundaries; However, one must qualify to do so: as Waitzkin writes, Jackson Pollock can draw like a camera, but instead he chose to leap wildly paint pulsed with emotion (p. 85). This is another good lesson for academics, administrators and educators. Waitzken pays a lot of attention to detail, especially when training from Tai Chi instructor William C.C. Chen. Tai Chi is not related to offering resistance or strength, ability to adapt with ability (of the opponent) to overcome with energy, efficiency and softness to it (p. 103). The book is full of stories of people who don't reach their potential because they can't take opportunities to heal or refus to adapt to circumstances. This lesson is highlighted in chapter 17, which discusses making sandals when faced with a thorny path like an underhanded opponent. The book offers a variety of principles under which we can be better educators, academics and administrators. Celebrating the results should be secondary to celebrate the processes that produce these results (p. 45-47). It's also a study of contrasts starting on page 185, and it's something I struggle to learn. Waitzkin points out that he can rest between matches in tournaments and that some opponents are pressured to analyse their matches in between. causes extreme mental fatigue: the tendency of competitors to consume themselves between tournament rounds is surprisingly common and self-harming (p. 186). The Art of Learning has a lot to teach us, no matter what our field. I found it particularly relevant given the profession I chose and my decision to start studying martial arts when I started teaching. There are numerous intuitions and it is feasible, and Waitzkin now provides much easier reading than if two very challenging competitive businesses have used the principles that teach you to become a worldwide competitor. I would recommend this book to anyone in a position of leadership or in a position that requires extensive learning and adaptation. I mean, I recommend this book to everyone. Learn More About LearningSeeing photo credit: Jazmin Quaynor via unsplash.com unsplash.com

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