



THE DALAI LAMA
CENTER
FOR ETHICS
AND TRANSFORMATIVE VALUES

TRANSFORMATIVE TEACHERS



TRANSFORMATIVE TEACHERS

teaching with transformative values

“My humanity is bound up in yours, for we can only be human together.”
-Desmond Tutu-

TRANSFORMATIVE TEACHERS PROGRAM OFFERED BY THE DALAI LAMA CENTER FOR ETHICS AND TRANSFORMATIVE VALUES AT MIT

The Transformative Teachers program delivers tools and methods to foster resilient and ethical young leaders. Five workshop modules progressively engage teachers and educators in discussion, introspection and experimentation, and provide the opportunity to integrate the development of cognitive skills, social-emotional understanding and ethical purpose, empowering educators to make a profound and lasting impact on their students.

The program aims to develop in teachers and educators ethics and values-based leadership, catalyzing resilient and ethical leadership among young people: elementary and middle school aged children, and young adults in high school and university.

MODULE SEQUENCE



THE EXPERIENCE

Transformative Teachers offers a unique forum for teachers and educators to join together and foster community by engaging in interactive workshops. Upon completion of the program, the experience continues through gatherings and online dialogs while our transformative apps support continued growth through reflective thinking and awareness.

AUGMENTED BY TECHNOLOGY

The Center at MIT designs, develops and disseminates innovative tools for learning. These tools include the integration of games and apps that focus on building ethical decision-making skills and moral literacy into the classroom.

Through a constructive analysis of the concepts and design of the games and apps, as developers we ask: Why choose the dilemmas that are featured? How do we decide on context? What roles do incentives and scoring play? How can we encourage further discussion and reflection? And, what ethical theories underpin these technological playing systems tools?

Through the use of technological playing systems in the classroom, teachers are encouraged to promote ethical thinking within different environments and contexts--both fictional and non-fictional. The goal is to provide an engaging experience for students to strengthen foundational skills and character virtues including perspective-taking, decision-making, and critical thinking, and to help them to ethically engage in daily life.

The Center and its partners have also developed the Transformative Teachers Collection on PBS LearningMedia™, a web resource constantly being updated with new teaching exercises and activity videos.

DESIGNED FOR GLOBAL REACH

The Transformative Teachers program is currently offered in various regions throughout the United States, as well as Mexico, Colombia, and India.



Testimonials

What teachers and educators are saying about the program

I loved everything about The Transformative Teachers program. Teachers from all across the country really brought me insights that I can take back into my classroom, school and community and really help them grow and help them be positive people and role models in their community.

This is the kind of education, the kind of conversation that is incredibly important—to rigorously explore our core values and emotions and to refine our sense of purpose.

Thank you to everyone involved and I want to encourage anyone who is interested, definitely do it! ”



Modular Learning: A Summary

With interactive workshops that engage participants in discussion, introspection, and experimentation, Transformative Teachers trains educators to integrate the development of cognitive skills, social-emotional understanding, and ethical purpose, empowering them to make a profound and lasting impact on their students.

MODULE I: Cultivating Resilient and Ethical Young Leaders

- Explore the influence of core values and vision on teaching practices and leadership development for students.
- Introduce and demonstrate activities for cultivating empathy, self-awareness, emotional understanding and clarity of values inside and outside the classroom.
- Establish a growing community of teachers committed to the development of resilient and ethical young leaders.
- Develop a plan for sustained activities at the participants' respective schools.

MODULE II: Cultivating Emotional Awareness and Resilience

- Explore the influence of emotional states in day-to-day decision-making processes.
- Explore setting emotional tone(s) that prove most conducive to learning and wellbeing inside and outside the classroom.
- Explore the correlation between emotions and values. Gather insights into the taxonomy of emotions.
- Develop a plan for sustained activities at the participants' respective schools.



MODULE III: Games and Apps for Ethics and Character Development

- Develop confidence in using new technological playing systems.
- Provide knowledge of support material.
- Explore research and frameworks used for the games and apps.
- Discuss insight into the design and use of learning games and apps.

MODULE IV: Intergenerational Learning

- Translating oral wisdom.
- Future of storytelling: tools and methodologies.
- Take what you need, share what you have.
- Leaving a place better.
- Being centered and respecting the land, protocol.
- Planning for seven generations.

MODULE V: Designing Purpose

- Evaluating role of purpose and sense-making.
- Exploring living a life of alignment.
- Reigniting motivation and meaning.
- Evaluating a personal mission for happiness.

Professional Development Points (PDPs) provided by the State of Massachusetts are available upon completion of the program, which includes five workshops, two in-classroom activities with students and two written reflection papers*.

SPARK: A Celebration and A Catalyst

Students and teachers who have completed the program are invited to take part in SPARK, a gathering to celebrate their learning and accomplishments. There, students showcase their ideas and projects to peers and teachers. In addition to fun and fellowship, the gathering also brings the wisdom and inspiration of Nobel laureates, world leaders and thinkers, and serves as a catalyst for youth leadership providing much needed guidance and strength.

Students can continue conversations generated through SPARK and Transformative Teachers and ask questions of other students and mentors on the peer-curated online SPARK forum.

*PDPs are provided were available and upon completion of the full program, including full attendance to all modules, classroom activities and written assignments.

Scientific and Humanities Advisory Team: (Partial Listing)

Dr. Emile Bruneau, Social Cognitive Neuroscientist at MIT and University of Pennsylvania
Dr. Kentaro Toyama, W.K. Kellogg Associate Professor of Community Information at the University of Michigan School of Information
Dr. Erica Dawson, Organizational Behavior, Cornell University
Dr. Rodrigo Canales, Organizational Behavior, Yale University
Dr. Yarrow Dunham, Psychology, Yale University
Venerable Tenzin Priyadarshi, Ethics Initiative, MIT Media Lab

Partners



PROJECT ZERO
at Harvard University



Regional Partners

City of Birmingham | Massachusetts Department of Elementary and Secondary Education | Eagle County Schools (Colorado US) | EBC (Mexico) | Universidad del Rosario (Colombia) | BRAC (Africa) | Prajnopaya Foundation (India)



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