Prof **Gary Katzenstein**

Prof Katzenstein's innovation cluster reconstitutes a course curriculum so that students learn to apply three transferable cognitive skills: *reasoning*, *analysis and application* and *generalization and abstraction*. He aligns assessments with these key cognitive skills. His course design does not eliminate the sequencing of content but adds an additional organizing layer around cognition.

Prof Katzenstein's innovations are:

- The Paramedic Method – an editing technique which helps to improve reasoning ability, communication clarity and thus the presentation of self;
- Reasoning Diagrams – visual organizers that make explicit the perceived relationships between concepts (e.g. cause & effect, positive & negative, superordinate & subordinate, etc) both within and across disciplines;
- Writing Awareness Sessions - providing one-to-one feedback on the cognitive structure embedded in students' written assignments;
- An Open Course Structure - which increases ambiguity and student responsibility as exams are absent, textbooks are optional and readings are limited to short articles from the popular press.

In his course, the teacher's role is to change the way students think and how they see the world. He believes that this can only be achieved if teachers:

- have concern for each student's welfare;
- can see things from the student's perspective; and
- have sufficient patience to listen beneath their surface words and actions.

The essence of Prof Katzenstein's innovation is the notion of loop input; process is aligned with content. His innovations and his teaching philosophy encourage contact between students and faculty, communicate high expectations and respect diverse talents and ways of learning.