

## PRINCIPLES OF IMMERSIVE-DISRUPTIVE LEARNING

1. IMMERSIVE: I created an environment that incentivized participants to zealously engage with the curriculum.
  - I used gamification and incorporated dynamics of competition (time pressure, one-versus-one or one-versus-rest/king-of-the-hill formats, leaderboards, etc.) to maximize participants' engagement.
  - Instead of posing questions to the room and waiting for someone to respond, I directed my questions to specific individuals.
  - In instances where participants were not in the spotlight, they were nonetheless prompted to actively participate in some way.
  
2. DISRUPTIVE: I created an environment that enabled participants to be their own teacher and learn for themselves by virtue of their experiences.
  - I challenged participants to not look to their coaches for answer, and instead develop and act on their own knowledge, analyses, and problem-solving abilities
  - Instead of prescribing a set of best practices for a skill or procedure in my category, I created activities that enabled them to discover their own best practices for themselves through trial-and-error experiences.
  - In instances where it was necessary for participants to absorb and/or comprehend information, I used methods other than an oral presentation to introduce them and/or prompt them to engage with it.
  - I used written resources/references to have participants introduce themselves to new material, digest it on their own terms, and review it as they deem appropriate.
  - I recurrently prompted participants—not coaches—to constructively evaluate their performance as well as that of their peers, and where coaches' provided feedback, it was expressed primarily as questions that prompted participants to self-evaluate.