



How the cases have managed to conquer the world!

Since my childhood I have always wondered why school lessons are so boring and irritating.

Why are the textbooks so dull? And why weren't the children taught at school using colorful "Children's Encyclopedias"? I remember staying alone in my room reading them with delight from cover to cover in dark long evenings, when I was a child.

I was often pitched out of the lessons and my parents were often asked to come to the teachers' meeting because I disturbed everyone at the lessons continually raising my hand, giving the right answer even before the teacher had time to formulate the question.

They were especially indignant when I stated to any of their explanations: I want to see the whole picture of the world! They tried to calm me down: when you learn valences and cosines, you will see this picture yourself. This picture did not appear and would not even loom, and this continuous loop of disappointments had been simmering for years.

But there was one teacher who easily and cheerfully connected unfamiliar things: red with warm, soft with bitter and small with expensive. I liked it and while playing and sniffing I was looking for all these connections and I found them with drive and was overflowed with my cheerful boyish happiness. As I understood after many years; there had been synergy, empathy and a looking beyond the horizon of the most unrealizable dreams.

And the dreams seemed simple. Everything should be different: that's why adults make children's attractions, cinemas, shops, games and toys attractive with the ability to generate tides of happiness. But, why are school lessons, as ill luck would have it, so hopelessly nauseating? Will this school life always look so hopeless?

And then I promised myself that when I grow up... I'll show them the right way!

After many years, I remembered about my underplayed scenario and thought that the time had come. The world has already flown into the 21st century: computers and tablets have broken into the lives of even the youngest children ... But the progress has hardly touched the modern school system.

And then, leaving successful businesses for a while, I built my own school in which the most daring technologies could be realized. It was then that I took a piece of paper, imagined the future and drew the first sketches of unusual case lessons, which had been dreamed of for centuries; so it would be comfortable, intense and easy at school. Why did I start with them? Because you always need to start with something, and, preferably with something important and understandable.

You can ask why they were not invented earlier. After all, so many things have been invented for centuries, but there has been no happiness for children so far.

Alas, for a long time children were forced to learn under compulsion. Teachers were often hated and joked at, and the irritation from studying only intensified. And this is the reality, despite the fact that 500 years ago all knowledge was divided into lessons, subjects and classes for convenience.

It would seem, here it is, happiness! But, alas, it was still boring, slow and uncomfortable. The situation seemed hopeless.

And suddenly in the 20th century an idea arose to combine several subjects. This was called integrated learning - like a leap forward. But despite the apparent attractiveness, this system did not take root.

The educators were in a panic. They did not understand what was wrong! Why didn't it work? Then we had to organize a special team of marketing specialists to get at the truth. And there are five reasons for this pedagogical disaster.

1. The teachers were qualified for one subject only, but they had to teach children several subjects at once and find some practical application for these subjects. But they could not do it and did not want to do it.

2. Unfortunately, integration of “only related subjects” turned out to be devoid of sense. After all, combining together, for example, the “humanitarian block” Literature-Drawing Music, they did not understand that in fact the brain does not work that way. It does not need the humanitarian (or technical) subjects integrated together, but it needs associative links between them.

That is, you need just the opposite: to integrate differently-sized “non-related” subjects! For example, Physics-Literature-Biology-Business-Art-Computer Science-History. With such lessons memorability is many times greater. We have checked and made sure of this.

3. For integrated lessons you must invite three or four teachers for one lesson. And it was just a catastrophe.

I've visited such lessons and I cannot say anything good about them. First, pupils constantly switch their attention ... not from Physics to Biology or from Geography to Business, but ... from one teacher to another. And the children get disappointed because the teachers play these roles unprofessionally. After all, any performances should be rehearsed in advance...

Secondly, instead of communicating with schoolchildren, the teachers themselves get too enthusiastic and begin fierce discussions ... among themselves. And the pupils look at them with wide-open eyes as if it is a fascinating theater. And instead of knowledge they get just a “strange” role play.

4. But there is a point, which is worse. Because of “four teachers in one lesson”, this lesson must be paid four times as much! Hence, the salary fund increases fourfold! This overload is too big for any budget: school, city, or country.

5. Finally, everyone forgets about the inconsistency of the curriculum in paragraphs and in the ages of children. Suddenly it was found out: there was some material they haven't mastered yet, some material they have already forgotten...

You can ask about the change? Why do children and teachers perceive our 7W ® case lessons with delight today?

The main thing has changed!

Firstly. Computerization has had the decisive influence. Now you do not need to have 4 different teachers in the class (and pay them!), because they are replaced by the computer. And “knowledge” itself is presented very technologically, in a beautiful wrapping, with photo and video illustrations and even with hyperlinks for a deeper study of what schoolchildren are interested in the most.

For example, when studying the case "Nutrition", it is enough to mention such words as proteins, fats, carbohydrates, so that the pupils get “hooked” and even go into details. In the future this can become a thread for them not only to comprehend how to “learn to study”, but also to a possible future profession. And this, as it turned out, is valued by the parents the most!

Secondly. In cases we take an object, for example a smartphone, and create 6-8 projects (Physics-Chemistry-Business-Design-Mathematics-Computer Science...). And children develop a completely different thinking. This also generates another result – they upgrade their mind, wit and knowledge! Isn't the dream that teachers have cherished for centuries?

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Indeed, right here in front of their eyes boring formulas-theorems-equations-graphs-paragraphs were intertwining with their brisk practical application.

Thirdly. In the information age, case lessons provide the main skill of our era; the ability to process information. Namely: where to look for it, how to extract it, recognize it, analyze it, filter it, refract it, reflect it, enrich it, introduce it ... And this allows us to find the solution to the main task of the educational system that everyone is looking for and cannot find: "Ability to study!"

But!!! Do you think this was enough for the world to pay attention to the case lessons? Of course not! We were just lucky.

In some incomprehensible way, an article, in the British newspaper "Independent", spread all over the world. It said that the best education system in the world – the "Finnish" education system – **was going to cancel the usual lessons**, replacing them with thematic case lessons.



But for this newspaper, the world would continue to tire the boring and clumsy class and-lesson system of education. And here is such an overturn!

We did not believe our eyes then and ... went to see.

And we saw that the Finns, alas, had not advanced anywhere, but faced the same unsolvable problems that we described here: their "related subjects" were not effective, several teachers taught at once and school finances were desperate for the money.

And then we ... rejoiced.

By that time our expanded company 7W had already developed hundreds of unique integrated cases and they had already passed an effective successful testing in many schools of the world and had been recognized by experts.

They were adapted for the Internet, for mobile devices, when one could even learn without teachers. Case lessons were colorful, with hyperlinks, photos and videos, written in simple language, understandable and fascinating, with numerous modern practical examples...

We immediately patented them in the Bureau of Patents of the Library of Congress – both the structure, formats and multidimensionality. And in many countries they have been included in school curricula.

Why? Because special measurements showed that with such training memorability increases by 30-50%. And it can be achieved without special memorization, which is always so annoying.

And as soon as we saw this amazing indicator of efficiency, we immediately realized what a business model of the education system should look like.

Namely: the speed of learning and the speed of information perception must coincide. And yet - we took the best ideas from the Global World! After all, for example, economy has always strived to produce more goods, spending less financial resources. So why can't this be applied to schools?

And then we introduced a new slogan, which has now become popular with the educators:

“More knowledge – in less time!”

Of course, with the best quality and steady motivation. But this was not enough for us either.

We saw that in the world there was a fashion for Competencies, which, as it turned out, are no less important than knowledge itself.

UNESCO even established a list of the most important competencies that schoolchildren should possess (critical thinking, teamwork, communication, decision-making, etc.).

But!!! Only in fairy tales everything is so easy ... The point is not just to list these competencies, but to make schoolchildren master them! But how can we achieve this!?

And then I remembered a story when my grandmother once arranged for me and my cousin, a competition to eat a cake; not for speed, but for tasting. She asked, “Children, what way is it more delicious?” I was asked to eat the cake layer by layer “cake-cream-cake-cream...”, and my sister was asked to bite vertically.

I quickly got tired of eating just dry cakes and scraping the cream with a spoon. And my sister was biting the layered pieces of the cake vertically piece by piece feeling simultaneously all the flavors of this piece of confectionery art.



And, remembering this cake, I thought: why not to apply the same tactics in teaching? It's time to stop eating dull tasteless lessons! It's high time for parallel systemic thinking, when the mind embraces the “studied thing” in its entirety and at once in order to discover all the visible and invisible interactions of its elements.

It is not without reason they say that “knowledge is food for the mind”. So, like ordinary food, it should not only be balanced, fortified and useful, but also delicious!

Ah, that's it! I forgot that knowledge must also be “delicious”!

So we have found the “golden key”.

And we have also found the answer to the question: How can we achieve deep, quick and systematic mastering of knowledge and competences at schools? After all, this cannot be achieved with ordinary school lessons!

It turned out that the only way is to study multilayered integrated case lessons, because with them everything turns out to be fascinating and unobtrusive – as if between deeds – but with tremendous efficiency.

We have even compiled a list of the 100 most important competences and put them into different case studies. As a result of studying several dozens of case lessons, not only is necessary, useful and fundamental knowledge mastered, but also other things needed in life: character, communication, empathy, purposefulness, consistency, ability to combine, imagination, responsibility, choice of priorities, decision-making and achievement of goals.

Here it is -the real matrix reloaded!

What happiness! At last, we have touched the method of education when children run to school with pleasure, study with enthusiasm, and do not overwork or get irritated. And they are happy that knowledge has finally become modern: it is mastered with the adequate speed of perception for schoolchildren and at this level output it gives excellent results.

To the joy of parents, society, the world and myself.

Finally, the loop of disappointment was cut off. Now everyone will be closer to seeing the whole picture of the world.

Now the textbooks will no longer be “dull”, the lessons will not be boring, the teachers will not be irritable and the school life will not be so hopeless. Still, the 21st century and the Information Age were to replace the archaic and to synchronize the pace of information and the speed of its assimilation.

It's good that at that moment I remembered in time the main postulation in dead-end situations: Set yourself a higher level task in order to solve an unsolvable problem on a level lower. Because “a person does not see face to face”.

Because when you climb any high platform and with a sinking heart you see the entire 360 degree panorama and it is breathtaking. This voluminous survey is a trend of the new educational era. It seems as if you have put on virtual glasses and now you can see that knowledge must be fresh, sparkling and similar to a rocket carrier.

And it's good that now the children will no longer be expelled from school, as they used to be. And, maybe, they will even engage them in solving such problems, which are now feasible only for young minds. This is when positive and creative thinking already gives such synchronous results, which could only be dreamed of before.

It's no coincidence that one of the schools liked the 7W ® educational platform of case lessons so much that they attached the following slogan at the exit:

“Now go and improve the world”.

Vladimir Spivakovsky

7W[®]



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