

Note

The teaching of Systems PlanningSM must be as efficient as its cause (Perdicoulis, 2014f), and can only lead to student *empowerment* — i.e. autonomy gained through a personal endeavour to achieve specific competences (Perdicoulis, 2014e) as well as a broad culture (Perdicoulis, 2014i). The academic path of knowledge, known as a ‘course’ (*curriculum* [L]), is intended to lead the students to a higher level (*gradus* [L]) of *integrated* qualities — e.g. intellectual, moral, practical.

1 Cognitive base

Classic EducationSM [process] — *holistic personal development* creating base skills and advanced competences — i.e. Competitive AdvantageTM and Haute CultureTM (Perdicoulis, 2014e) — applicable to a very broad spectrum of subjects (§ 4)

Integrated KnowledgeTM [product] — *advanced subject matter* (Perdicoulis, 2014n) achieved through personal *familiarity* in interactive combination with the *understanding*^a sought by Systems PlanningSM

^a e.g. Big UnderstandingTM (Perdicoulis, 2016)

ACADEMIC CULTURE^a

More than an establishment, *academia* is a living culture^b — i.e. a collective intellectual construct of dynamic nature (Perdicoulis, 2018). Being organic^c, academic culture can at best receive top-level guidance towards being a coherent working reality.

MISSION^d What are we here to do? (e.g. study, learn, research, teach)

PARTICIPATION Stakeholders, intents, and interactions/ dynamics

VISION Suitable for the mission (e.g. competences, knowledge)

VALUES Conducing to the mission (e.g. cooperation^e, sharing^f)

ATTITUDE Conducing to the mission (e.g. will, open-mindedness)

SCOPE Breadth and integration of subjects (including applications)

STANDING Rigour (e.g. processes); reliability (e.g. source/ content)

KUDOS Confidence, capacity, teamwork, community building, etc.

^a High-level considerations

^b Akin to Haute CultureSM (Perdicoulis, 2014e); intrinsic to the mind, not registers

^c i.e. shaped by gradual development ‘on its own’; v. ‘organic university’ (Perdicoulis, 2014h)

^d From *mittere* [L], send — indicates a duty or assignment of a task

^e As opposed to hierarchical rules and following orders

^f As opposed to snobbery or elitism

HOLISTIC ALUMNI^{ab}

The classical-era Athenian scholar and its revival as the ‘renaissance man’ have guided academia over the centuries, and still provide inspiration for students^c.

ACADEMIC QUALIFICATION In contemporary ‘specialising’ educational systems, graduates are identified by their *subject matter* and implied *competences* — e.g. engineer (e.g. civil, mechanical) or scientist (e.g. mathematician, geneticist, physicist).

PROFESSIONAL QUALIFICATION Upon entering professional practice, some graduates disregard their *academic* specialisation (e.g. finance, law) in favour of their *professional* qualification (e.g. CPA, judge) — especially those required to pass professional body admission exams.

HOLISTIC ESSENCE ‘Holistic’ alumni embrace all academic and professional specialisations, whether for collaboration or personal interests, and thus cross or bridge categories. This may confuse or even offend those who prefer rigid classifications.

SYNERGY From the community point of view, holism transcends personal development and requires cooperative interactions — i.e. working together with other scholars towards the common good.

^a Literally, *nurslings* — from *alere* [L], to nourish

^b Considerations at the personal/ collective level

^c From *studium* [L], zeal, painstaking application

2 Modules

A subset of professional activities (Perdicoulis, 2016) related to the development of competences and mastering of knowledge comprises a set of educational modules listed below.

Insight LecturesSM Educational talks^a on praxis and abstraction^b (§ 4)

Outreach SeminarsSM Explanatory or motivational talks on *mission* themes (Perdicoulis, 2014h)

Specialist WorkshopsSM Training sessions on selected planning tasks (Perdicoulis, 2014j)

Scholarly ClubsSM *Culture beneath technique*TM integrative sessions (Perdicoulis, 2014i,k)

Academic MentoringSM Scholarly guidance in a *reflective* mode^c (Perdicoulis, 2014g)

Academic ActivismSM Community awareness in a reflective mode (Perdicoulis, 2014h)

Cognitive CoachingSM Empowering guidance in a facilitative mode^d (Perdicoulis, 2015a)

Boutique ConsultingSM Empowering guidance in a counselling mode^e (Perdicoulis, 2015a)

^a The term ‘lecture’ derives from medieval practice (*legere* [L], to read), but its modern embodiment tends to bring about ‘live’ (and more interesting) events

^b e.g. methodology, philosophy

^c The term is in direct honour of Mentor, the tutor/ adviser of Telemachus in Homer’s *Odyssey*, and stems from the proto-Indo-European root *men-*, also shared by *mens* [L], mind

^d e.g. discovery, understanding

^e e.g. culture, perspectives

CLASS ETHOS^{ab}

Modern academia faces its share of challenges in or around the teaching space, which are to be considered and resolved individually or collectively — for instance:

- Fees purchase a degree or give access to good education?
- Can students responsibly indicate what is an ‘interesting’ class?
- Can employers indicate ‘employability’ without dictating the curriculum?
- Are students driven, enthusiastic, and dedicated enough for not cheating?^c
- Do students know what are trustable sources to learn from?

^a The characteristic spirit of a culture, era, or community, manifested in its attitudes and aspirations — from *ἦθος* [Gk], nature, disposition; *ἥθη* [Gk, pl.], customs

^b Selected issues of contemporary academia

^c e.g. plagiarism, irresponsible publication of non-verified student notes (‘fake science’)

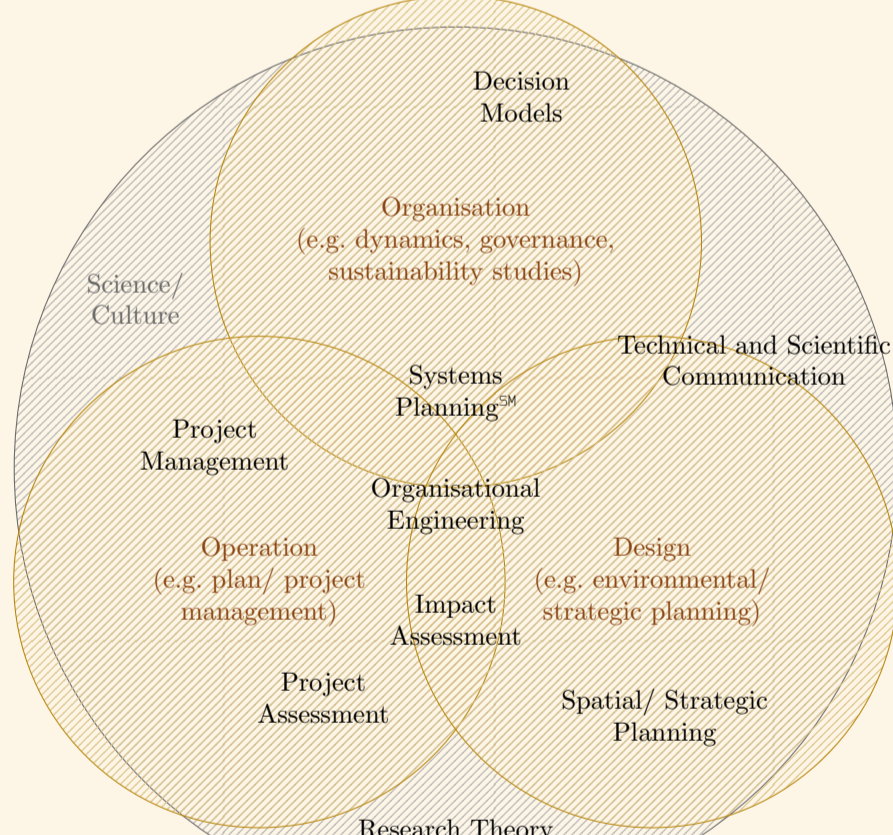
3 Teaching style

ActiveLearningTM **Class Sessions** The students become engaged, responsible, and motivated when they take on roles such as researchers, project managers, or entrepreneurs

LiveRevisionTM **Class Sessions** The students feel guided when they receive *interactive* editorial assistance to their work — e.g. report styling, text revision, or technical illustrations

CaseProjectTM **Class Sessions** The students relate to the subject matter through the use of ‘focus’ case studies (passive mode) and/ or projects (active mode)

4 Lectures/ Academic subjects



Black text: *Insight Lectures*TM; Gold disks: *professional fields and activities* (Perdicoulis, 2014k,l); Grey disk: *the extended field of human knowledge and culture*

5 Student guidance

The overarching academic spirit — *being original, inquisitive, and critical* — always appreciates learning, exploring, discovering, teaching, sharing, and creating community.

- Classes complement studying — they do not substitute it
- Don’t your textbooks regularly, with adequate attention^a and critical spirit^b
- Study^c once before the class, and once after
- Notes taken in class are not study material — merely an outline for studying
- Flesh out your notes after each class by consulting your textbook(s)
- When in doubt, consult your textbook; if doubts persist, ask your teacher
- Study groups are OK, but the references are still the textbooks — not the colleagues
- If the exam appears difficult, it means either momentary stress or inadequate study

^a ‘Stop to see’ when necessary — *cr.* A. Belém Lima

^b e.g. seek alternative explanations by points of view (PoV), stakeholders, etc. — *cr.* A. Belém Lima

^c ‘See with your pencil’ (e.g. taking notes or making diagrams) — *cr.* A. Belém Lima

OPERATIONAL TIPS^a

- Get involved (*¡moja-te!*) to obtain first-hand knowledge
- Don Quixote ‘realism’ is quite relevant to the academic mission
- Good research takes time, part of which is to develop skills/ competences
- Facts and information are good, but always seek (and check) one’s understanding

^a Brief selection of short and memorable bits of advice to help operationalise the academic spirit

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