Fellow storytellers! A few weeks ago I posted a tweet asking the following:

> "Random brilliant idea: how about creating a book of educational parables. Short stories
> with stealth learning theory, problems, and heroes and antagonists. We can use them as
> discussion foci in our teaching. Brilliant idea or tomfoolery? Who wants to do it?"

Quite a few responded and we had a good chat! Seems like people are interested.
Now - what is your elevator pitch for a story?

Title of collection: Tentative (feel free to pitch something)
License: I want to realease it CC-BY if this is OK with fellow storytellers
Due date: None at the moment - we are all super busy so we'll get to it as we get to it. No
stress!

Flipgrid version for your pitch: https://flipgrid.com/cd259dbf
(I hope some of you take up the multimedia challenge ;-))

Track and discuss this project with **#AesopHackEd** - on twitter
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Adding this here as a reminder to myself: the first story I would like to do is a warning about the
DANGERS OF METRICS. It is a trickster story from Cameroon where the greedy tortoise
trickster makes a terrible mistake because he uses numbers the wrong way. I'm going to retell
"The Eye Can Deceive" from Loreto Todd's Tortoise the Trickster book.
update ... DONE!
Be Careful How You Count: A Tortoise Tale from Cameroon retold by @OnlineCrsLady
Nasruddin's Three Lectures retold by @OnlineCrsLady
adding in note to myself about stories to do next:
Aesop's teacher on the riverbank
Anansi story about dropping dead and insults
Anansi story about open wisdom / pot of wisdom
plus I will have an abundance of Nasruddin stories now

I have one I'd be happy to contribute -- thecastle.edfail.net -- @amichaelberman

Next-Generation Teaching: A Cautionary Tale   @hack_kay
Bob was an expert on X, he did research about X and he taught X. When he was teaching, he spoke at
great length, and in great detail about X. X was important and complicated, he believed his students really
needed to know X, or they would not be able to call themselves a Professional Thing and would be
unemployed.

Bob was satisfied with his teaching because he had taught the students everything they needed to know
about X. Sadly the students did not learn. Half of them had decided they did not want to be a

Professional Thing, they wanted to be Another Thing. They stopped coming to Bob's class, or slept through it, or developed their LinkedIn profiles whilst Bob was talking. Bob did not notice, he did not care about the students that wanted to be Another Thing.

There were others in the class who did want to be a Professional Thing, but they did not like learning about X. X was hard and Bob was boring. They looked at past exam papers, and worked out they could pass the course without knowing anything about X, so they stopped coming to Bob's classes. Bob did not notice, he did not care about the students who did not want to know about X.

One student wanted to be a Professional Thing that specialised in X. Although he was passionate about X, he found it difficult to pay attention to Bob. He found some online videos explaining X, which were much easier to understand and more interesting than Bob's lectures. After watching the videos he understood all about X.

1 year on

All of the students have graduated.

Those that wanted to be Another Thing are struggling to find jobs because they have not developed all of the skills that employers of Other Things want.

The strategic learners who wanted to become Professional Things found jobs that did not need knowledge about X.

The one student who was really passionate about X worked with machine learning experts and robotic engineers to develop an autonomous robot, Bob II, that learnt all about X.

5 years on

Bob II now does all of the jobs that require knowledge of X, and teaches other robots all they need to know about X. Bob II does not care about Bob.

The Emperor's New Clothes @NomadWarMachine

I am not sure which tech "innovation" I'll actually choose in order to illustrate this, but I want to riff around the thought that sales people frequently promise to deliver magical unicorns to senior management, but what they actually deliver is not quite what was promised ;)

The Green Crayon and the Red Pen by @dogtrax

A fable/story about a girl who loves to draw in green crayon, only to find her teacher using red pen to "correct" her mistakes -- a reminder to accent the creative spirit in our students, not just focus on the negatives. Or something like that.

Rumpleanalytics @pennyjw

Once upon a time, in a land quite close to ours, a Deputy Vice-Chancellor had a great pot of gold under her desk which could only be claimed by the direct report or underling who could guess its secret name.

Recurrence by @timos75

Plato and Aristotle are discussing about philosophy, educational technology, and the role of artistry (poetry) in education; fiction and sci-fi elements are also embedded in the story.
Full story at https://timostimelythoughts.wordpress.com/
What's the moral of the story?

- In order to see far, you need to stand in the shoulders of giants
- You may not be able to remove your trace(s) from the web, so think carefully what you post online
- The value of art will always be questioned; embrace your art and express yourself through it regardless
- The simplest edtech solution between two might be more appropriate and cause less headaches
- Add your own moral