

GUIDE



MyRubric

Co-creating your learning journey.

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INTRO

Now more than ever, designers have to deal with increasingly complex and meaningful challenges. Future decades will bring all sorts of those challenges that designers face, such as poverty, resource scarcity, health crises, inequality, overpopulation or climate change, just to name a few.

Complex problems require complex solutions and also new ways of thinking and doing, as they often involve elaborate systems of stakeholders and issues. However, designing for such complexity is not easy, especially in a world that is changing and evolving at a very fast pace.

The ongoing process of coping with the effects of the past pandemic, arose an increasing interest in psychological resilience. Resilience is described as the process of adapting well in the presence of adversity or, in other words, to bounce back and thrive despite difficulties that might arise along the way. Therefore, it is a quality that designers will mostly benefit from having to successfully tackle 21st century's world problems.

But, how do we conceptualise it within the design educational domain?



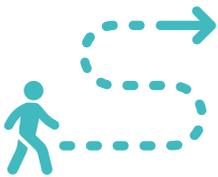
1. PURPOSE

This manual provides an in-depth explanation of the Resilient Learning Communities Programme, which aims to foster resilience in Learning Systems. The programme is designed to be run complementary to a course and intends to provide a safe 'in between' space for coaches and students to co-create their learning journey. The facilitation of this process will guide them in generating a common vision, and developing awareness and ownership of their personal learning experience.

To be able to do that, it was necessary to explore the theoretical foundation of the concept in order to create practical guidelines for educators to include resilience in their everyday practices. Those inquiries resulted in the articulation of the following objectives that will contribute to the resilience development in members of the learning system:



Provide critical thinking and ownership to steer one's learning process to the desired direction.



Have one's learning environment under control and a sense of safety to exercise and learn new skills.



Feel welcomed and supported through one's learning process.

KEY TAKE-AWAY

The intervention proposed in this manual has its roots in the Self-Determination Theory. It aims to provide a set of activities that will enhance the development of resilience in a given learning system by directly contributing to its members' basic psychological needs of Autonomy, Competence and Relatedness.

2. SCALE

This programme was initially thought to be implemented as an educational set of tools to build resilience in TU Delft's faculty of Industrial Design Engineering MSc education.

Since one essential aspect of academic resilience is that it occurs in the space between teachers students and institutions, this intervention will specifically focus on the part of the system delimited by coaches and students and their interactions. Their close and sustained relationship that generally revolves around a course, has a direct impact on their three basic psychological needs, which might be affected whether positively or negatively.

3. IMPACT

One of the problems (or adversities, when seen from the resilience perspective) identified to be critical in coach-student interactions is the misalignment of their expectations for each other and their learning process.

On one hand, students are used to setting high standards for themselves and struggle with finding out what is exactly expected from them in relation to their work, finding it difficult to see it reflected in a rubric. Besides that, there is the tendency to strongly rely on their perception of the coach figure as the ultimate guide, up to the point in which the ownership of their projects is compromised.

On the other side, coaches feel impressed in how often courses can become challenging and hard processes for students. They assume that students own their projects and that their presence should be seen as a sparring partner that accompanies them in their learning process, rather than someone that dictates what students should or shouldn't do.

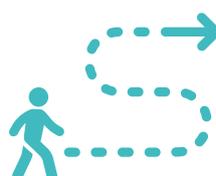
The main element supposed to stabilize expectation dissonance is the collection of the course's Learning Objectives (LO), which should be those that guide students and coaches through their learning journey. Those LO are synthesized and translated in the course rubric, which should be a tool that both educators and students use to align such expectations in an instructive, but not prescriptive way.

Because of that, this programme aims to facilitate the co-construction of a shared understanding of course's Learning Objectives between coaches and students. The idea behind it is that by undertaking this journey, their resilience development will be enhanced in the following ways:



Feel welcomed and supported through one's learning process.

- Enrich the interactions that shape the relationship between coaches and students.
- Provide the group an environment in which they are welcomed to explore.



Have one's learning environment under control and a sense of safety to exercise and learn new skills.

- Define on the outcome ought to be achieved, possible actions to get there and assessment criteria
- Bridge past and future experiences to facilitate such reflections



Provide critical thinking and ownership to steer one's learning process to the desired direction.

- Define a common vision that will give purpose and direction, let people make their own choices to get there
- Trigger self-reflection and assessment on one's learning process

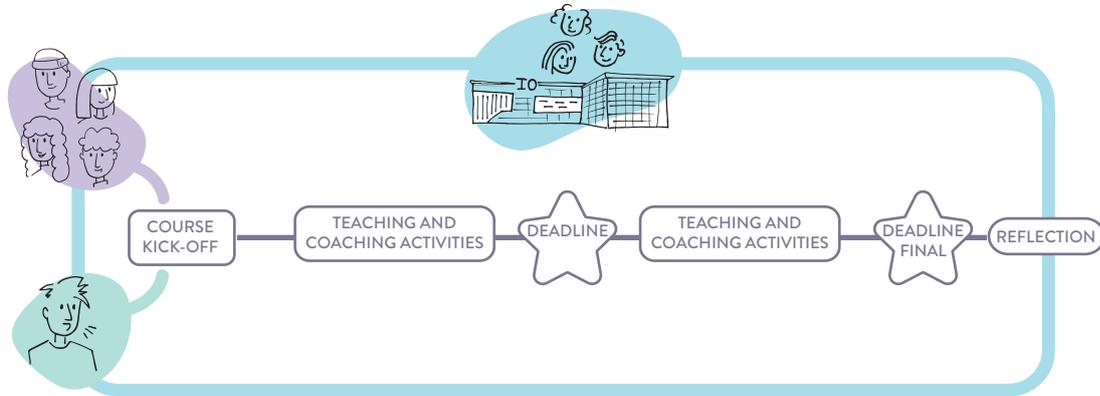
KEY TAKE-AWAY

In a nutshell, the main actions from the programme that will assist the development of Resilience in IDE's Learning Community are:

1. align expectations between coach and students
2. facilitate active reflection and dialogue
3. facilitate the co-creation of their learning journey

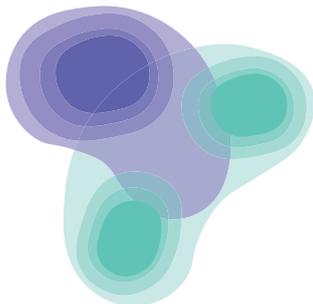
4. METHODOLOGY

The programme has three intervention moments scheduled throughout a course and will be carried out simultaneously to the usual teaching activities and coach meetings. To clarify what the 'regular structure' of a course might be, here are its expected main activities and elements:



Those three intervention moments are scheduled strategically to facilitate students and coaches' expectation alignment and management through the co-creation of their learning journey.

1 KICK-OFF SESSION

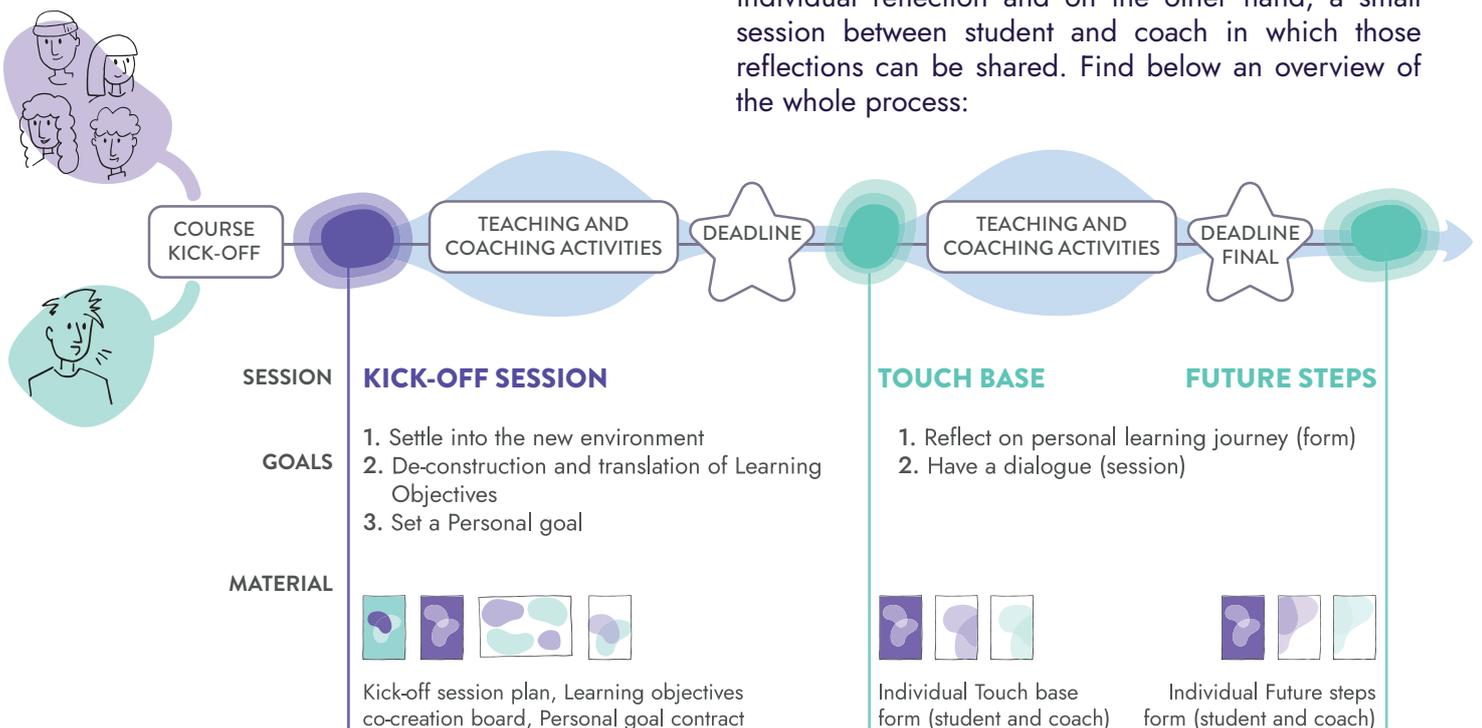


3 FUTURE STEPS

The first one, meant to set initial expectations consists in a single kick-off session in which coach and students will start their journey together.

2 TOUCH BASE

The second and third moments intend to bring awareness of what was 'agreed' in the first session of the programme and how it relates to their personal experience. Both of them involve on one hand, an individual reflection and on the other hand, a small session between student and coach in which those reflections can be shared. Find below an overview of the whole process:



5. ELEMENTS

MATERIALS

All the materials needed to successfully implement the programme in a course can be easily printed. Hereby is a list of all these materials:

Kick-off Session plan

In the session plan are included a brief explanation of the session, a schedule that the coaches can follow to get an overview of the timings and its process and finally, a visual summary and explanation of the activities to be done throughout the session.

Templates

Printable templates to be downloaded for the sessions:

- Learning objectives co-creation board (A1)
- Personal objective contract (for both coaches and students)
- Touch base template (one for the coach, one for the student)
- Future steps template (one for the coach, one for the student)

Other material

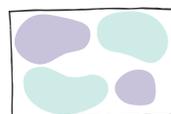
Of course, this manual can be kept for further consultation. Besides that, the sessions might require other external materials to be prepared in advance such as: post-its, boards, markers or pens or even online collaboration tools enabled for blended environments. Depending on the group's preferences and circumstances for the session (e.g. physical or online settings).



SESSION PLAN



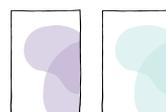
TEMPLATES



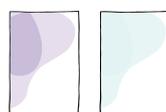
LO Co-creation board



Personal goal template



Touch base template



Future steps template

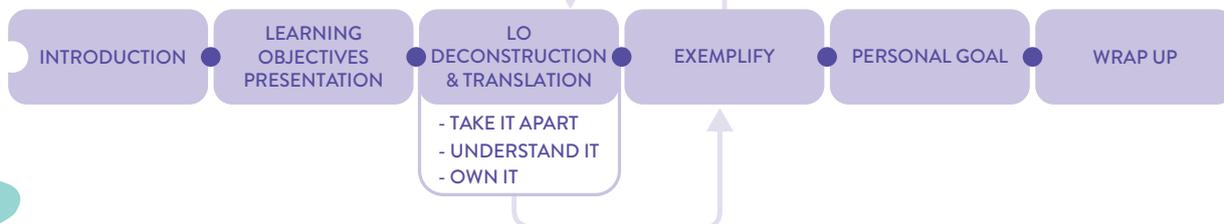
KICK-OFF

As mentioned before, the overall intention of the programme is to enhance students and coaches Resilience by facilitating the co-creation of their learning journey. This session scheduled at the very beginning of the course represents the first step in that direction. Through it, the coach and students will get familiar with their group, co-create a shared understanding of the course's Learning Objectives and reflect about their own personal motivation for the course. The core of the session will be the deconstruction and translation of the course's Learning Objectives into actions that will contribute to the group's learning process and outcomes. The session's main goals define its structure and activities, which are depicted in the following scheme:

PRIOR TO THE SESSION



SESSION



Kick-off session's goals

1. Settle into the new environment

Create the safe space between coaches and students, in which they can feel at ease with the others and express themselves.

2. Co-creation of Learning Objectives

Identify key aspects of the course learnings, discuss and define what would be the success criteria, brainstorm together cues in 'how to get there' and exemplify them through storytelling.

3. Set a Personal goal

Trigger ownership in students and coaches from the beginning of the course in regards to their learning journey. To do that they will have to reflect on what they want from the course and state that personal ambition in a template.

The details of this session are explained in the **Session Plan**, one of the materials previously mentioned. However, here is the explanation of how the common understanding on the course Learning Goals is going to be co-created.

Key concept: Take it apart, understand it, own it (and exemplify)

Given the example of a Learning Goal, extracted from the Dfl course, Exploring Interactions:

LO1: Observe and analyse existing interactions in a specific situation through a variety of research and design explorations.

LEARNING OBJECTIVE XX

Observe and analyse existing interactions in a specific situation through a variety of research and design explorations.

1. Take it apart

Once each Learning Objective is uncovered, it will be 'broken down' in pieces, selecting ambiguous verbs, nouns, and/or adjectives.

2. Understand it

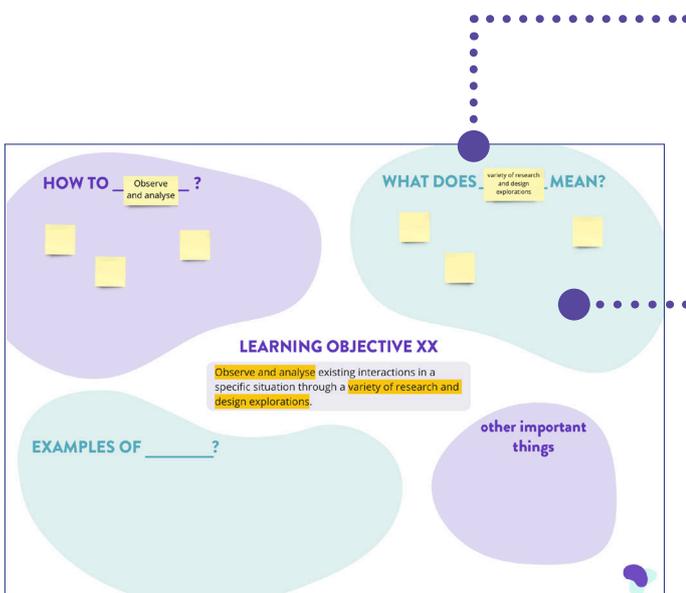
The trigger questions in the Learning Objective co-creation board are meant to make the group reflect all together on the purpose of each objective and 'translate' it into viable Learning Outcomes. The questions are versatile and allow students and coaches to choose what they want to clarify for each objective.

3. Own it

During or after the discussion, all the important insights should be noted down on the board. Those insights make reference to what would be the success criteria and what actions can lead to mastering that specific Learning Objective.

4. Exemplify

The coach then illustrates each LO with short, practical and understandable stories. The main intention behind this is to conclude the deconstruction process by providing students with specific examples on what they are supposed to do. In that way, the coach can express his or her opinion on them, which will also help students to understand the thinking process behind the assessment of each goal.



REFLECTIVE MOMENTS

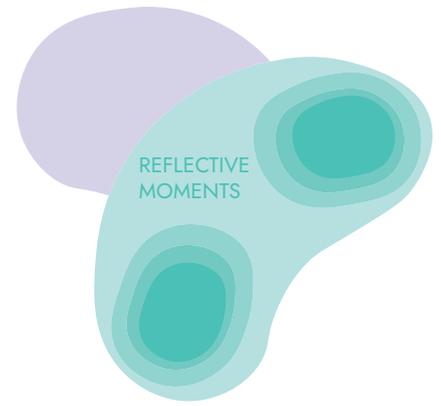
The reflective moments are created to make students and coaches 1.reflect on their process and 2.facilitate a dialogue between them. There are two reflective moments scheduled in the programme. In both of them, students and coaches first have to fill in an individual form and then have a small session together to discuss it.

Touch base

As its name might indicate, the first reflective moment intends to bring awareness back to what was discussed in the kick-off session. It will be carried out somewhere in the middle of the course, preferably after an important deadline when the first main learning cycle is completed, e.g. after a mid-term exhibition.

Future steps

The second one will be executed at the end of the course and it will serve as a wrap up assessment of their overall learning experience. In this moment, student and coach will assess the student journey and discuss what are those things they both take for the future.



Reflective moment's goals

1. Reflection on the process

Reflection is induced to coaches and students through forms containing questions that aim to trigger self-introspection in coaches and students by:

- Bringing awareness back to what was agreed in the Kick-off session through self-assessment and dialogue
- Relating the learning process to the outcomes of students and coaches' work by defining strong elements of it and aspects one can take action to improve on.
- Reflecting on the student-coach relationship and in what ways they both contribute to their personal learning journeys.

2. Dialogue facilitation

After both coach and student fill their forms, there should be a session to discuss what they reflected on by filling it.

Those reflections will be articulated in specific sessions that will provide students and coaches a safe space in which both can talk about their own personal learning experience. They should not be considered as an assessment in which the student is evaluated, but as an opportunity to discuss what the learning experience brought to each individual.

Key concept: Assessment based on growth

The assessment exercises are inspired by the concept of hyper rubric, created by Jeff Frieden and Tyler Rablin, two English language teachers that challenge the role of the traditional rubric by replacing its static descriptors for progressive ones. They called it the Learning Progression Rubric.

Their proposal to change the usual scores by words that indicate qualitative but also quantitative progress completely changes the message behind the rubric. The words they propose are Beginning, Developing, Approaching, Applying and Extending. They are meant to effectively determine specific stages in the progress of acquiring new skills from a growth perspective, which pushes students to move forward in their learning.

As a consequence, the assessment exercises are shaped in a way students and coaches evaluate the student's progress in mastering each of the Learning Objectives.

6. TRANSFORMATIVE POTENTIAL

Until now, the main elements of the programme have been described. However, there are several ways in which the institution can nurture itself from it besides the idea of enhancing the educational experience of their students and staff. For instance, the possibility to align institutional goals and values with other perspectives coming from the other parts of the same ecosystem, students and staff. Such practice could potentially lead to interdisciplinary and systems change. Still, ongoing experimentation is needed to achieve such transformation in the long run. Because of that, the possibility to implement this programme in the faculty represents a step forward an evolutionary change in the system.