



Delft University of Technology

Impact Space

Impact driven minor

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Minor Course 'Impact Space'

Key Details

- Minor Broadening (BSc, no entry requirement)
- Elective (15 ECTS)
- Full course (42 hrs/week, 10 weeks)
- Autum 2022 (12 Students)
- Autumn 2023 (13 students)

Competence-Based Learning Objectives

Subject Specific

- Develop your perception of personal position and biases.
- Assess your individual learning and group process requirements.
- Conduct multidisciplinary analyses through participatory research with fellow students and stakeholders.
- Design intervention plans that create a tangible impact on assigned cases.
- Enhance skills in navigating the complexities of researching, designing, and implementing societal impact actions.

Method Specific

- Deliverable: supporting academic document(s) (group product 40%)
- Deliverable: process portfolio (group product 30%)

Social

- Impact capacities, ability to:
 - participate in interdisciplinary cooperation processes
 - take perspectives
 - navigate complexity
 - participate with actors in the process of learning and development
 - engage authentically as a person in addressing real-world urgencies

Personal

- Deliverable: personal reflection document (30%).

Lessons Learned



- Emotional learning environment: experience shift in perspective, ownership, bonding, dealing with unknowns
- Psychological learning environment: safe space for personal development, self-responsibility and building confidence
- Physical learning environment: dynamic and flexible, in situ. It enabled closer interactions with actors.
- Autonomy of both teachers and students over learning experiences.
- Tensions between creativity, self-directed learning and requirement of (institutional) accountability

Teaching and Learning Activities

Core elements

- Workshops: preparing skills such as feedback and futures literacy, system and design thinking, prototyping, pitching, testing, listening, feeling ownership, journaling and reflection.
- Stakeholder arena: invited actors' presentations of real-world urgencies.
- City Walk: Engaging the city as a living classroom, facilitating the tangible integration of prior theoretical understanding into practical experiences.
- Coaching sessions: personal reflection and feedback sessions.
- Project sessions: group project platform for scenario approach.
- Content sessions: deepening academic knowledge and building theoretical understanding of the subject.
- Expo: showcasing the project to a invited audience and transfer ownership to them.
- Learning dialogues: group and individual feedback collaboratively formulating application of learning outcomes and learning objectives.

Empirical cases

- Stakeholder arena: topic 2024 'fair Rotterdam' including NGO on energy, NGO inclusivity, platform digital literacy, GP on health inequalities.

Exercises

- Workshops:
 - Prototyping: pressure cooker developing physical off-topic prototypes
 - Journaling: stimulating log-style note taking beyond facts to deepen self awareness enhancing learning from experiences.
 - Futures literacy: imagining multiple and diverse futures becoming aware of our anticipatory assumptions.
 - Failure: reframing setbacks as learning opportunities by building a C.V.

Journals

- Reflection on individual learning journey in terms of (i) course content, (ii) group dynamics and (iii) own competencies (individual work, mandatory)

Challenges

- Autonomy of both teachers and students over learning experiences.
- Tensions between creativity, self-directed learning and requirement of (institutional) accountability
- Involvement of actors

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