

Details zum Lehrformat

“Holistische Lernkultur – Verbindung von Kopf, Herz und Hand: Theorie U als didaktischer Rahmen für systemisches Denken, Fühlen und Sein“

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Container building

Focus of the project: connection, awareness, intention

What are some proven practices to improve the quality of the social field?

We start with building **awareness**. One of the simplest practices to bring awareness to the moment is to *invite people into a short moment of “arriving” before the start of any meeting or event* - to leave where they have just come from, turn their attention to the task and group before them, and get present. [...]

This practice can be amplified by inviting people to connect to their **intention** or hope for the meeting. Connecting to intention both helps us to focus on the task at hand and to “put our skin in the game” in terms of our *personal investment* in it.

Sharing those intentions invites all present to begin the conversation not just from a place of shared understanding but also of greater **empathy and awareness of the diversity of perspectives** in the room.

When the conversation begins from a place of **connection, awareness and shared intention**, the social field deepens.

– Eva Pomeroy, Theory U practitioner, MIT

<https://www.forbes.com/sites/hennainam/2022/10/05/to-get-creative-teams-create-a-connected-social-field>

Nest principles

- We are all peers and leave behind our functions and positions in hierarchies to meet as equals
- Confidentiality: what is said in the room, stays in the room
- Attentive listening and mindful speaking, every experience is welcome here – there is no right or wrong experience
- Being as fully present as possible and coming back quickly when distracted
- Being open to new concepts and new experiences
- Sharing joy and gratitude

Starting the semester with empathy walk

- What is my **intention** for this course / what is my goal?
- What do I want to **learn** with/in this course?
- What would make me **happy**?

Reflection Video/Audio on Theory U tools

[15 minutes] / in pairs

1. Choose one Theory U tool from the last sessions, which you would like to reflect on.
2. Record a video or audio interview in pairs:
Around 5min per person – one person interviewing and actively listening, one person speaking --> around 10 min the two of you.
 - 1) **Experience:** How was your experience doing the Theory U tool?
 - 2) **General usefulness:** In general, what may this Theory U tool be useful/helpful for? What might be achieved with this tool?
 - 3) **Specific applicability:** In your eyes, in which context could this Theory U tool potentially be applied in natural resources management projects? (Where) do you see potential for application in your potential future work (or your life in general)?

Adopt the above questions as you feel. If you don't know any answer, you can share that as well. Reminder: Don't judge what comes to your mind / out of your mouth. Trust that whatever you feel and speak is good to say. There is no right or wrong here. You are highly invited to share critical thoughts/judgements regarding the applicability of this tool.

3. Upload "Reflection on TU tools I_*your names*" to [your university's online platform]

Questions to get closer to an output that feels relevant for students

- How do you **feel** about creating an output?
- What kind of output do you want to create that feels **meaningful to you and might add value to "the world"**?
- **Whom** do you want to create the output for? What do you hope they can get out of it?
- What (**type**) of content could you create? What **concrete things/content** do you see as part of your output?
- What would YOU personally like to work on / **contribute** with?

Exemplary learning journal questions

Learning journal I – Learning goals

Welcome to your first learning journal! The learning journals shall serve you to reflect on your individual learning progress and to keep aligned with focus and intention. There is no right or wrong answer and you can write as much or little as you like (= what you write does not affect your grade.) It only counts that you engaged with the questions.

Question 1: Supporting you

(How) might this project III course be able to support you in what you found out in the guided journaling (in session 1)?

Question 2: Intended learning goals

What do you want to learn / gain skills in with this project III course? Which learning goals do you personally want to focus on over the course of this project III?

Please list:

1. One or two of your personal **learning goals**;
2. Your priority **competencies that you want to develop** in this course,
 - a. including an estimate of your current competence **level**,
 - b. and explain your **motivation** for wanting to improve on these competencies.

Details on the above points:

1. **List one or two personal learning goals** (e.g. the one(s) that emerged during the dialogue walk or others that surface for you afterwards).
List them as [action phrases](#) about abilities that you will have in the end of this PIII (similar to how we have phrased the ILOs in the Project III introduction presentation, e.g.: I will be able to explain..., I will be able to apply..., I will be able to list...).
2. **Make a list of your top 2-4 tangible priority competencies** that you want to improve.
You can find example competencies, mentioned as skills, qualities, values or attitudes, under the Inner Development Goals framework or the OECD concept note on Transformative Competencies – both resources are uploaded in the Teams folder 3_Transformative Competencies.
 - a. **Estimate your current level** of competence for the stated competencies. Use a scale from 1 (not developed so far) to 10 (fully developed).
 - b. **Add your motivation** for wanting to develop these competencies, e.g. how they may assist you in your (potential future) work place.

You will come back to these personal development goals of yours over the course of the semester to self-check on your own learning progress.

Question 3: Co-creating approach to grading

How do you feel about the proposed "actions to complete" in this module and the "approach to grading (including the assessment criteria) – as mentioned in the presentation and video recording "Project III introduction" from last week? Do you need anything different(ly)? Do you have any concrete ideas on actions or grading approaches that would support you better on your learning journey through this course?

Open space

Just some free space in case you feel the wish to capture any other comments / thoughts / questions here.

Learning journal II – Joy and frustration go hand in hand

Welcome to learning journal 2. Take it as a guided journaling exercise: No need to overthink it, no need to write essays ;). Just note down what comes to your mind first. You can write as much or little as you like. There is no right or wrong answer (= what you write does not affect your grade). It only counts that you engaged with the questions.

Question 1: Joy

In the course thus far, when do you experience JOY? If joy does not exist, what can we (you, your classmates, your supervisor) do?

Question 2: Frustration

In this project II, what was/is a source of frustration / a challenge for you? And what could we (you, your classmates, your supervisor) do so that we can turn the challenge into an opportunity or learn to deal with the situation?

Open space

Just some free space in case you feel the wish to capture any other comments / thoughts / questions here.

Learning journal III – Reflection on learning goals and focus on the final sprint

Question 1: Reflection on personal learning goals [Rating personal ILOs]

Remember your personal learning goals for this course, which you had set yourself in learning journal 2.

Do a self-check on your learning progress:

1. **Hard numbers:** Estimate your current level of competence for your stated priority competencies. (If you lost your LJ2, let me know, I can resend it to you.)
2. **Free text** (noting some thoughts regarding some of the following questions): How have you changed? (How) has your level of competence changed from back then to now? Have you come closer to your goals? Have your goals changed? What are your (learning) goals for the next month?
3. **Optional:** Is there a learning target that you feel very strongly about reaching? Is there a target that seems difficult to reach right now in the semester? Do you have any personal learning goals that you did not list back then, but you want to include now? What could you do in the remaining time to stay connected and develop further towards your learning goals?

Whether you progressed on your learning goals or not, don't worry. Take this reflection as a way to focus (back) on your intention or to find a new focus.

Question 2: Output orientation with joyful team work

1. What is your personal intention regarding the final project output? What needs to happen, that after having handed in the product, you feel happy and satisfied?
2. Looking into the next weeks, the time for creating the output of this project, how can you as a group shape the process in a way that you are connected and satisfied as a team?
3. What do you personally plan to do to support a fruitful team work process?
4. How do you see your role in the final group work? How would you like to contribute to the output? What strengths do you have that you could contribute with to the project documentation? What are skills you might want to improve on and where you can use this time of output creation to improve / learn something new?

Tip: Share this with each other and make some agreements!

Question 3: Open space

Just some free space in case you feel the wish to capture any other comments / thoughts / questions here.

Learning journal IV – Reflection on the project documentation / your output

Use this reflection space to self-evaluate the status of your project documentation, celebrate what you have achieved already, assess in how far the output meets the grading criteria and whether you feel any changes are necessary before the final hand-in.

Question 1: Celebration

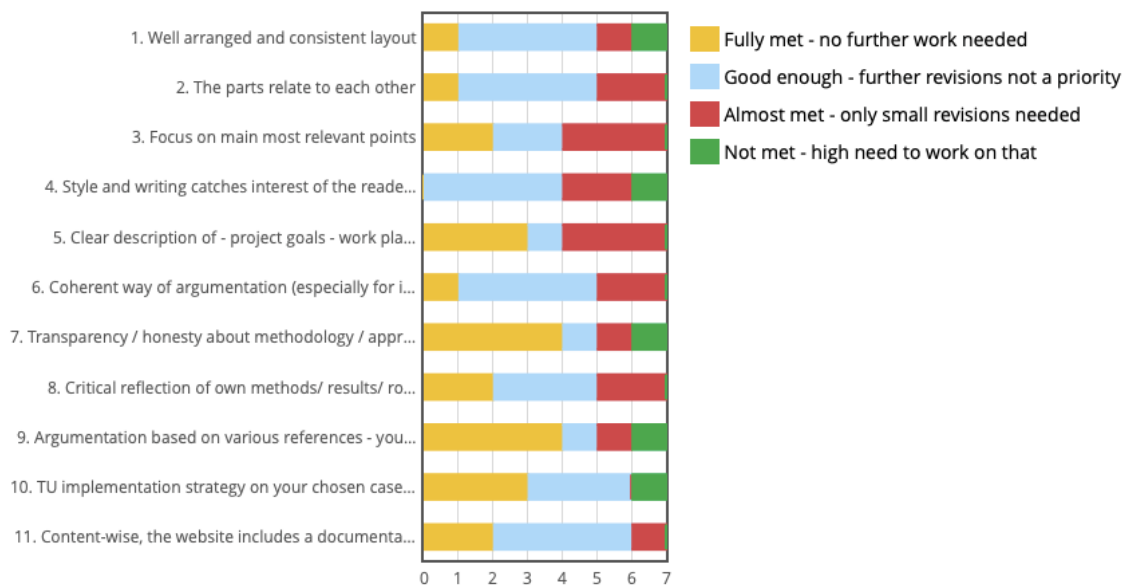
What do you love about your output?

Question 2: Assessment Criteria

Congratulations to your (official) project II output. You have put in a lot of work. Be proud and thankful of yourselves for all that you have created.

In the following, the assessment criteria are presented for you to self-evaluate your work.

In your perception, does the output need to be revised in order to meet the following assessment criteria? Indicate the matching status of the output.



Question 3: Open space

Below you find space to note down concrete aspects about the output that you want to change until the final hand in on 29th of August.

Before writing take a moment of silence. Take some deep breaths, feel your body, close your eyes and:

- Remember with what intention and for whom you are creating the output.
- What does the output really need for you to be happy with the final result?

Note down anything that comes to your mind.

Learning journal V – Final reflections and feedback

This final learning journal should serve you to reflect on your personal learnings, and is a space to give us feedback on the project.

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- 6: Sharing with others

Question 1: Celebration

What did you accomplish, learn or grow in this semester that you are most proud of?

Question 2: Reflection on personal learning goals [Rating personal ILOs]

Remember your personal learning goals for this course, which you had set yourself in the beginning, and did a mid-term check on. Do a final self-check on your learning progress:

1. Hard numbers: Estimate your current level of competence for your stated priority competencies.
2. Free text: How have you changed? Have you come closer to your goals? Have your goals changed? What are your personal development goals for the next months?
3. Optional: What / when / how did big learnings take place for you?

Question 3: Advice for the future (you or other student)

1. If you could go back in time and restart the semester, what would you do differently this time in project III and why?
2. What one piece of advice would you give students who might be doing this project next semester/year?

Question 4: Feedback: Reflecting on the project III offer in general

This section is not part of the mandatory learning journaling. However, we would be very thankful if you could answer some of the questions below to give feedback and let us improve on future project facilitation endeavors for future students. Feel free to note down any thoughts coming to your mind – whatever you note down, we will always think highly of you! Rest assured that this will not affect the grading process!

1. What would you have liked more of?
2. What would you have liked less of?
3. What supported you most in your learning?
4. What hindered you in your learning?
5. What would have helped you further in your learning?
6. What changes in the way the project was formulated, created, facilitated would have made you happier?
7. Do you have any other thoughts or reflections about the course in general that you would like to share with me?

Question 5: Sharing with others

Can I share your learning journal answers (from this or other learning journals) with others if I anonymize them? If you allow me to use them, I would delete any names and make sure that none of the text can be traced back to you. → Yes / No