WAL™

GLOBAL CENTRE FOR
WORK-APPLIED LEARNING

PIONEERING WORK-APPLIED LEARNING

ALARA

ACTION LEARNING, ACTION RESEARCH
ASSOCIATION INC.

LEARNING *for* CHANGE AND INNOVATION

WORLD CONGRESS

7-9 NOVEMBER 2016 ADELAIDE, SOUTH AUSTRALIA

CONGRESS SUPPORTERS

AUSTRALIAN
INSTITUTE
of BUSINESS

the practical business school

Leeds Trinity
University

Safe failing: Cross-discipline simulation across built environment disciplines

- Werner Soontiens, Khoa Do, Francesco Mancini - Curtin University

This session…

- Safe failing: stakeholders mindsets
- Safe failing: experiential, design, wicked problem
- Application
- Debrief: habits and draft picks
- Capstone
- Considering learning

SAFE FAILING

- Stakeholders
    - University (assessment)
    - Students
    - Industry
- Facilitating safe failing – little/no consequences, practice industry, facilitates ideation.
- Creating a safe environment to experience an iterative generative process.
- Learn to take the 'best fail' forward – developed in a creative , enjoyable atmosphere.
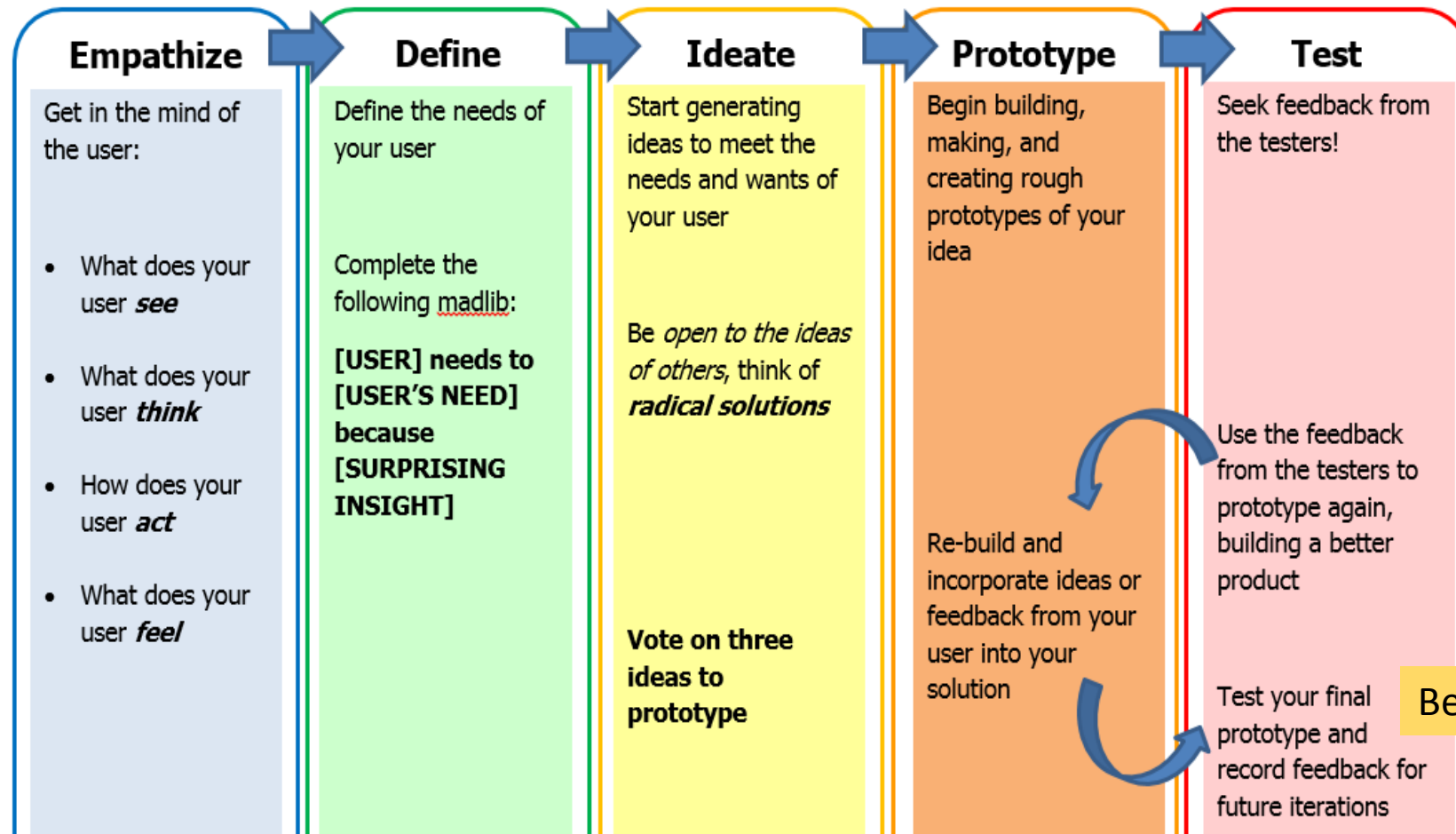
- Experiential learning circle (Coghlan and Brannick, 2005) – turning self-awareness and sensitivity into meta-learning and knowledge.
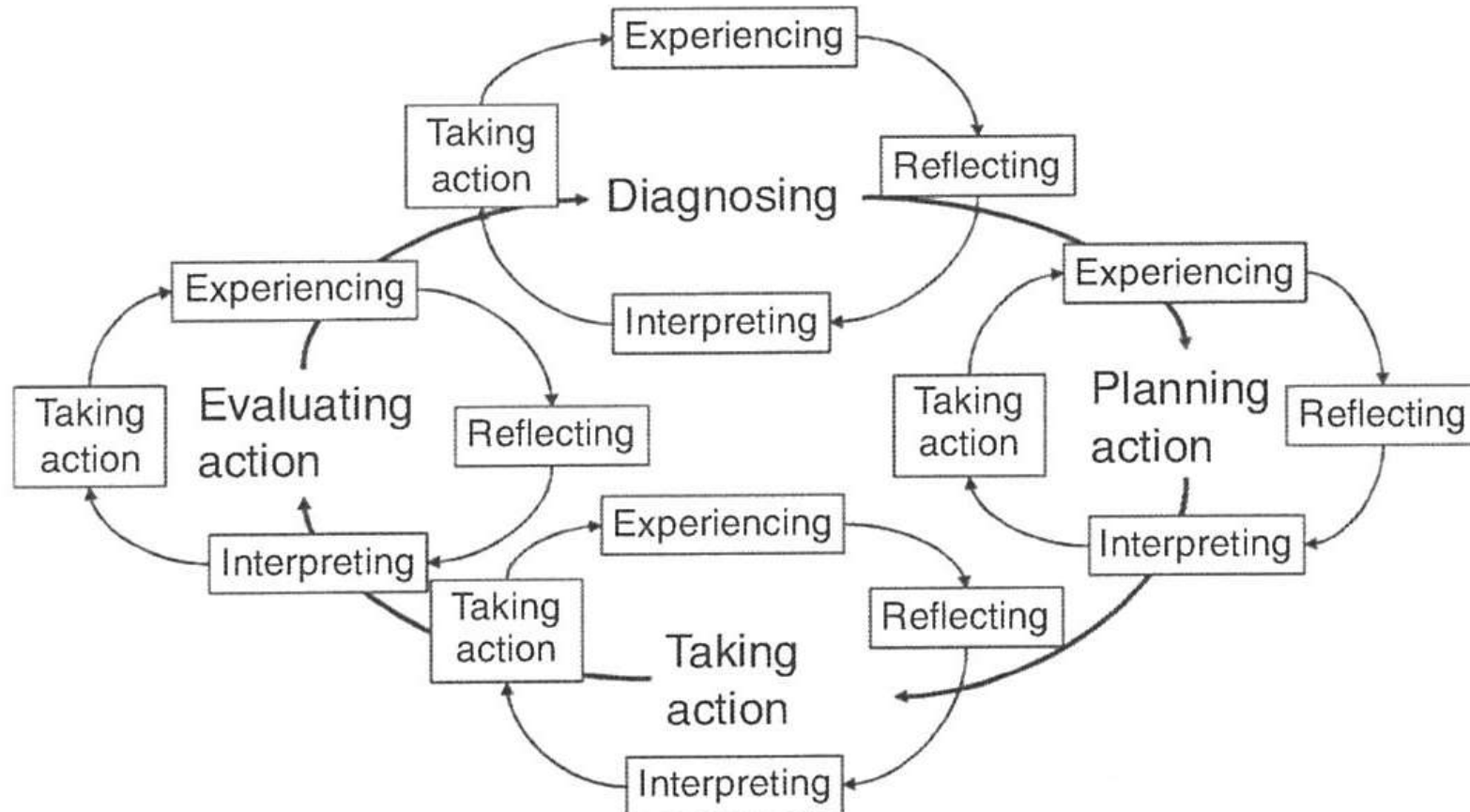
Integrated work practice key to raising employability (Myklebust 2016) …co-operative education model – academic studies with integrated periods of practice in working life -

- approach (Ideo, & d.School Stanford).

Empathize

Get in the mind of the user:

- What does your user *see*
- What does your user *think*
- How does your user *act*
- What does your user *feel*

Define

Define the needs of your user

Complete the following madlib:

[USER] needs to [USER'S NEED] because [SURPRISING INSIGHT]

Ideate

Start generating ideas to meet the needs and wants of your user

Be *open to the ideas of others*, think of *radical solutions*

Vote on three ideas to prototype

Prototype

Begin building, making, and creating rough prototypes of your idea

Re-build and incorporate ideas or feedback from your user into your solution

Test

Seek feedback from the testers!

Use the feedback from the testers to prototype again, building a better product

Test your final prototype and record feedback for future iterations

Best fail

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DESIGN THINKING

PHASES

1 DISCOVERY

I have a challenge.
How do I approach it?

2 INTERPRETATION

I learned something.
How do I interpret it?

3 IDEATION

I see an opportunity.
What do I create?

4 EXPERIMENTATION

I have an idea.
How do I build it?

5 EVOLUTION

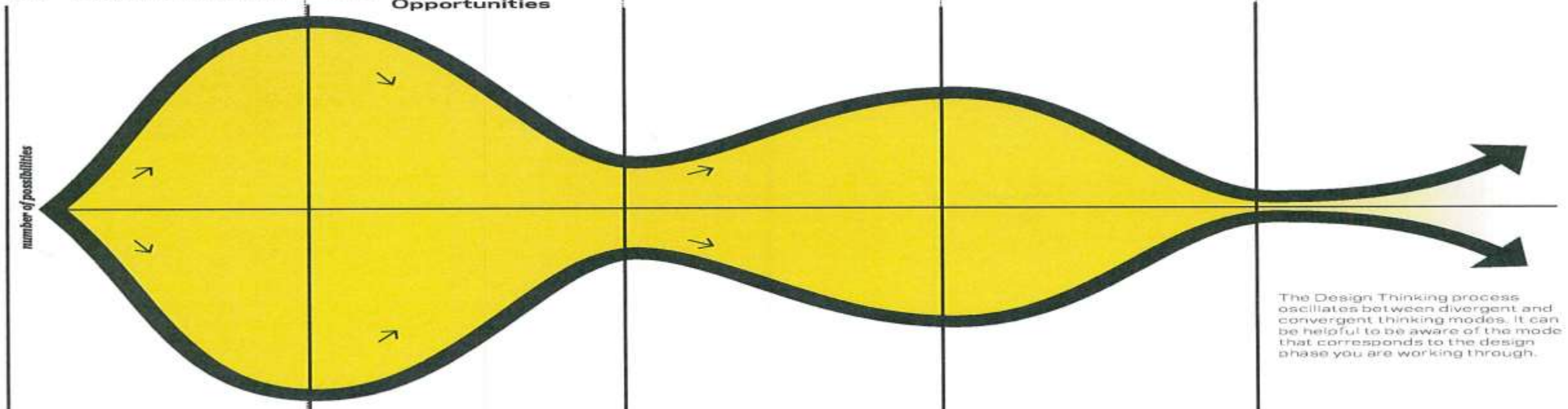I tried something new.
How do I evolve it?

STEPS

1-1 Understand the Challenge	2-1 Tell Stories	3-1 Generate Ideas	4-1 Make Prototypes	5-1 Track Learnings
1-2 Prepare Research	2-2 Search for Meaning	3-2 Refine Ideas	4-1 Get Feedback	5-2 Move Forward
1-3 Gather Inspiration	2-3 Frame Opportunities			

number of possibilities

The Design Thinking process oscillates between divergent and convergent thinking modes. It can be helpful to be aware of the mode that corresponds to the design phase you are working through.

a problem that seems difficult or impossible to solve.

Common characteristics:
- incomplete or contradictory data or requirements around the problem
- connected to, and impact other problems
- no single satisfactory answer to the problem OR
- the obvious answer is not the answer you want.

As is often the case with research, the most important step towards solving the problem is framing the most accurate (right) problem statement accepted by stakeholders.

e.g. MAPPING

CIRCLE MAP
Defining in Context

How are you defining ideas? What is the context? What is your frame of reference?

BUBBLE MAP
Describing Qualities

How are you describing this idea? Which adjectives would best describe this idea?

DOUBLE BUBBLE MAP
Compare and Contrast

What are the core ideas, supporting ideas, and details in this information?

TREE MAP
Classification
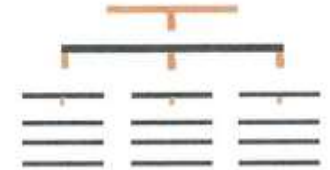
What are the core ideas, supporting ideas, and details in this information?

BRACE MAP
Part-Whole
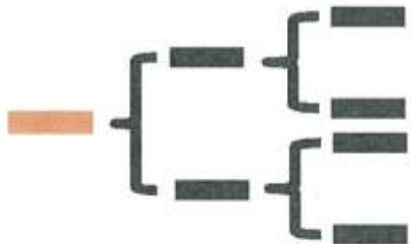
What are the component parts and subparts of this idea as a whole?

FLOW MAP
Sequencing
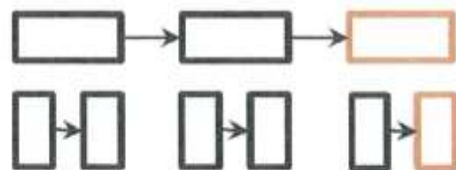
What is the sequence of the ide? What are the sub-stages?

MULTI-FLOW MAP
Cause and Effect
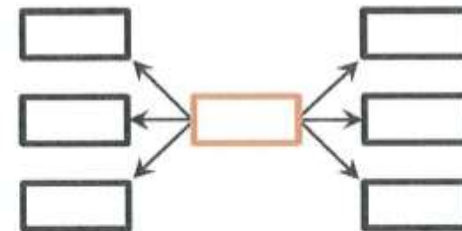
What are the causes and effects of this idea? What might happen next?

BRIDGE MAP
Seeing Analogies
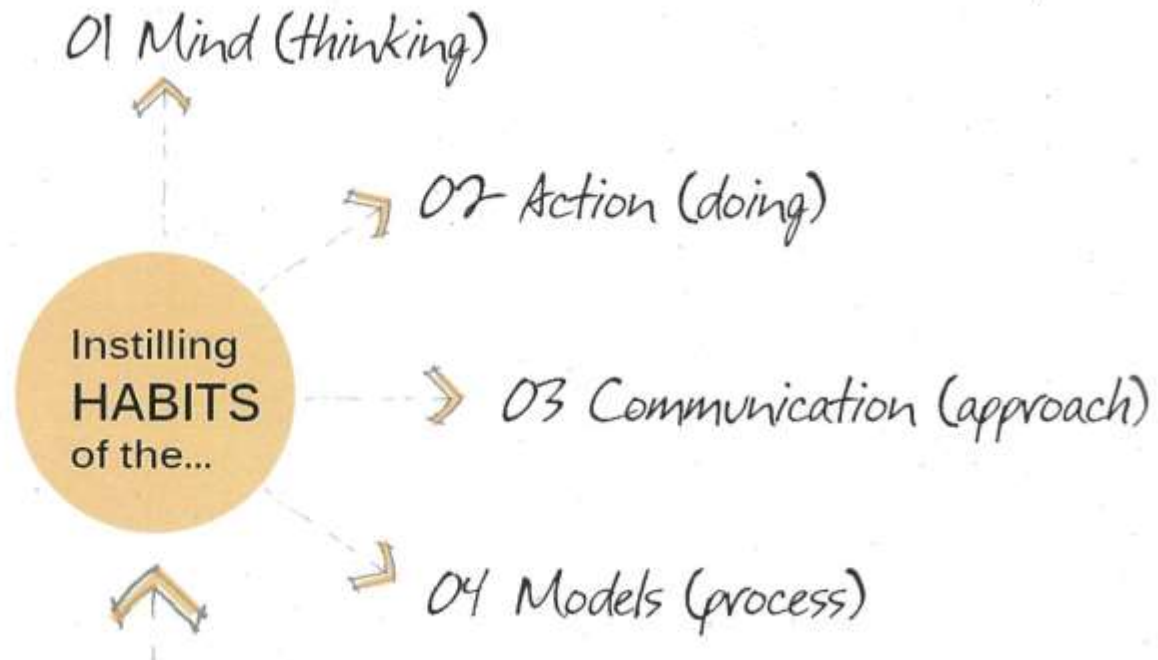
as

What is the analogy being used? What is the guiding metaphor?

**Cameras
(or not)
.....
ACTION**

Debrief

01 Mind (thinking)

02 Action (doing)

Instilling **HABITS** of the…

03 Communication (approach)

04 Models (process)

activities

play & recreation

learning landscapes

learning reflectively

learning by ideation

learning by dialogue

Adapted from Do, K. NGLS

NEXT GENERATION LEARNING SPACES - adapted

Do, K. NGLS
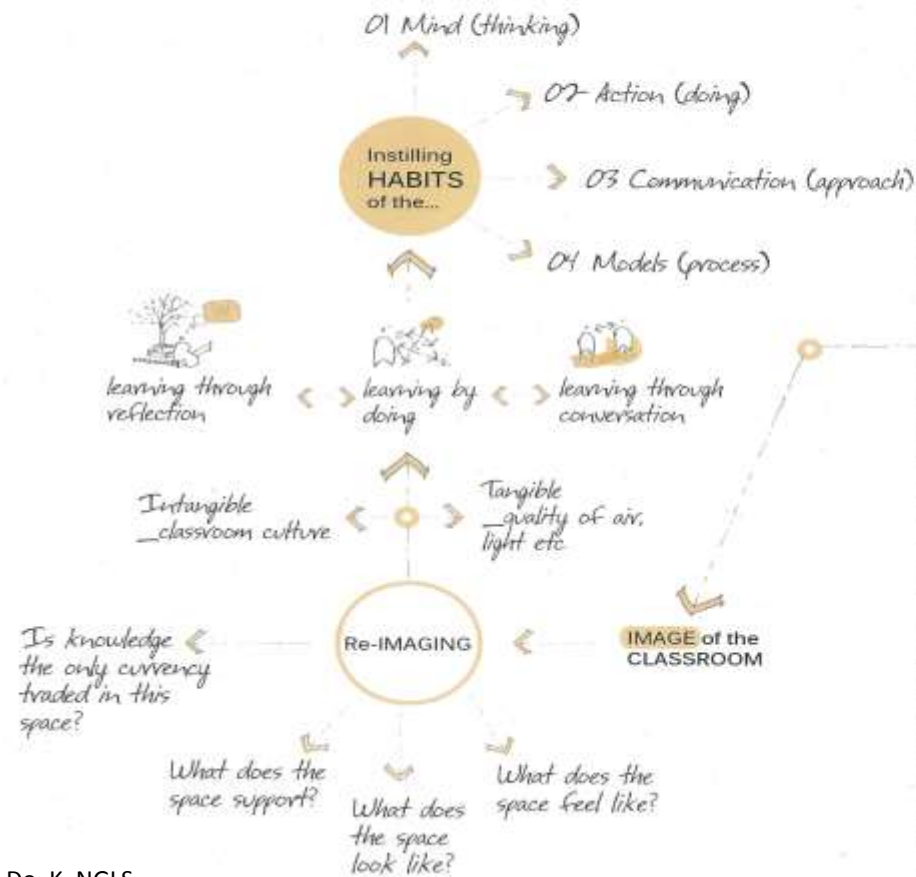
TRENDS

01 PEDAGOGY
+ Curriculum / content
+ Knowledge keepers
+ Learning interactions
+ Learning experience

The effectiveness of the Next Generation Pedagogy

"Sage on the stage"
_teaching centred
_knowledge holder
_instructional
_delivery focussed

"Guide on the side"
_student orientated
_peer to peer
_self-reflective
_social & collaborative
_interactive
_social

Adapted from Do, K. NGLS

Consortium members
- Academics
- Students (UG & PG)
- Accreditors
- Architects (A & IA)
- Planners
- Builders
- Community
- Government

Adapted from Do, K. NGLS

SHIFTS

02 SPACE
+ Physical dimension
+ Foreground & background
+ Support learning interactions
+ Learning experience
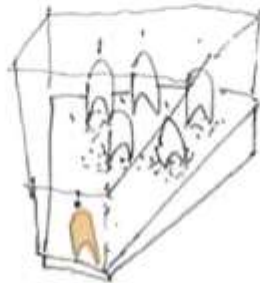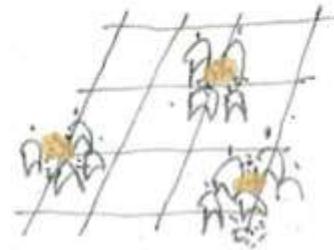
"Volumes"
_structured
_hierarchical
_focussed
_convergence
_raised

"Environments"
_less-structured
_divergence
_level playing field
_multi-focussed
_points of convergence

??
Experience??

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- Points of difference

  1. Ability to reflect on unfinished work
  2. Ability to participate in something you are not good at
  3. Ability to take on problems that don't have a clear answer (wicked problems)
  4. Sharing expertise and finding innovation in the spaces between expertise
  5. Collaborate without 'bigfooting'
  6. Bring out the potential creativity and innovativeness in people

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- Takeaways

  1. Don't ignore emotions/feelings/intuition
  2. Go for early fails (prototyping)
  3. Visualisation is a tool (diagramming); don't just rely on words
  4. Look for insights, not solutions
  5. The stated problem may not be THE problem
  6. Don't be afraid of the unknown
  7. Look for ways to collaborate
  8. Don't solve the problem, just move forward
  9. Solve for yourself

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- work integrated (applied) learning.

Fieldwork

Practical component, required as integral part of the course, conducted outside the normal University setting

WIL

includes work placements, fieldwork, industry-based projects, case studies, simulations, virtual simulations, reflective journals, problem-based learning, mentoring from industry partners, work-related presentations, role plays, laboratories and capstone subjects

= Your Curtin degree
+ industry experience

Curricular & co-curricular

Assessment

Intensity & Focus

Frequency
Duration
Industry partner

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Adapted from Do, K. NGLS

- Capturing of work integrated (applied) learning.

Explore	Apply
Evidenced – low intensity, no assessment	Developed – focussed , some assessment

Highly Developed
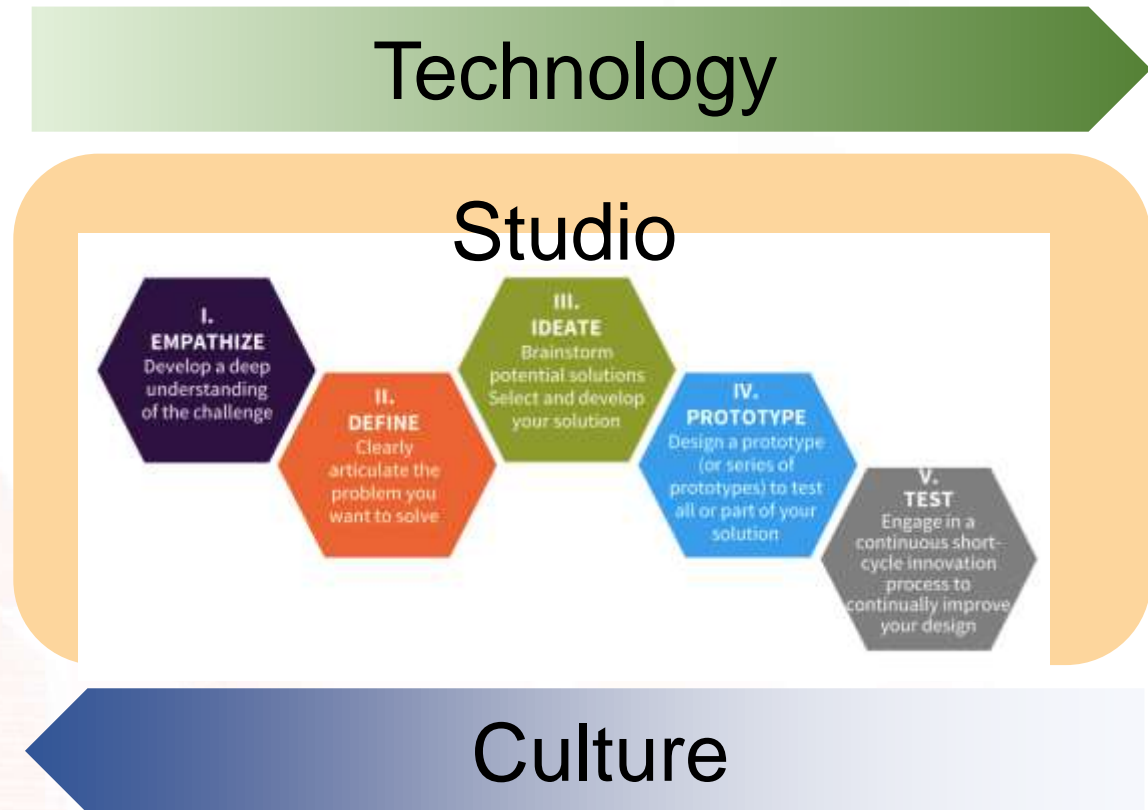(Placement, Internship, Simulation)
full credit

Absent	Ignorant
Theoretical and/or introductory content	Not evidenced

Adapted from Do, K. NGLS

A CAPSTONE COMPLEMENTING SOBE's

- Sanditechture (1st yr)
- Resignification
- Studio (continuous)
- Themed Constructions (3rd yr)

Technology

Studio

I. EMPATHIZE Develop a deep understanding of the challenge

II. DEFINE Clearly articulate the problem you want to solve

III. IDEATE Brainstorm potential solutions Select and develop your solution

IV. PROTOTYPE Design a prototype (or series of prototypes) to test all or part of your solution

V. TEST Engage in a continuous short-cycle innovation process to continually improve your design

Culture

Themed construction

• THANK YOU