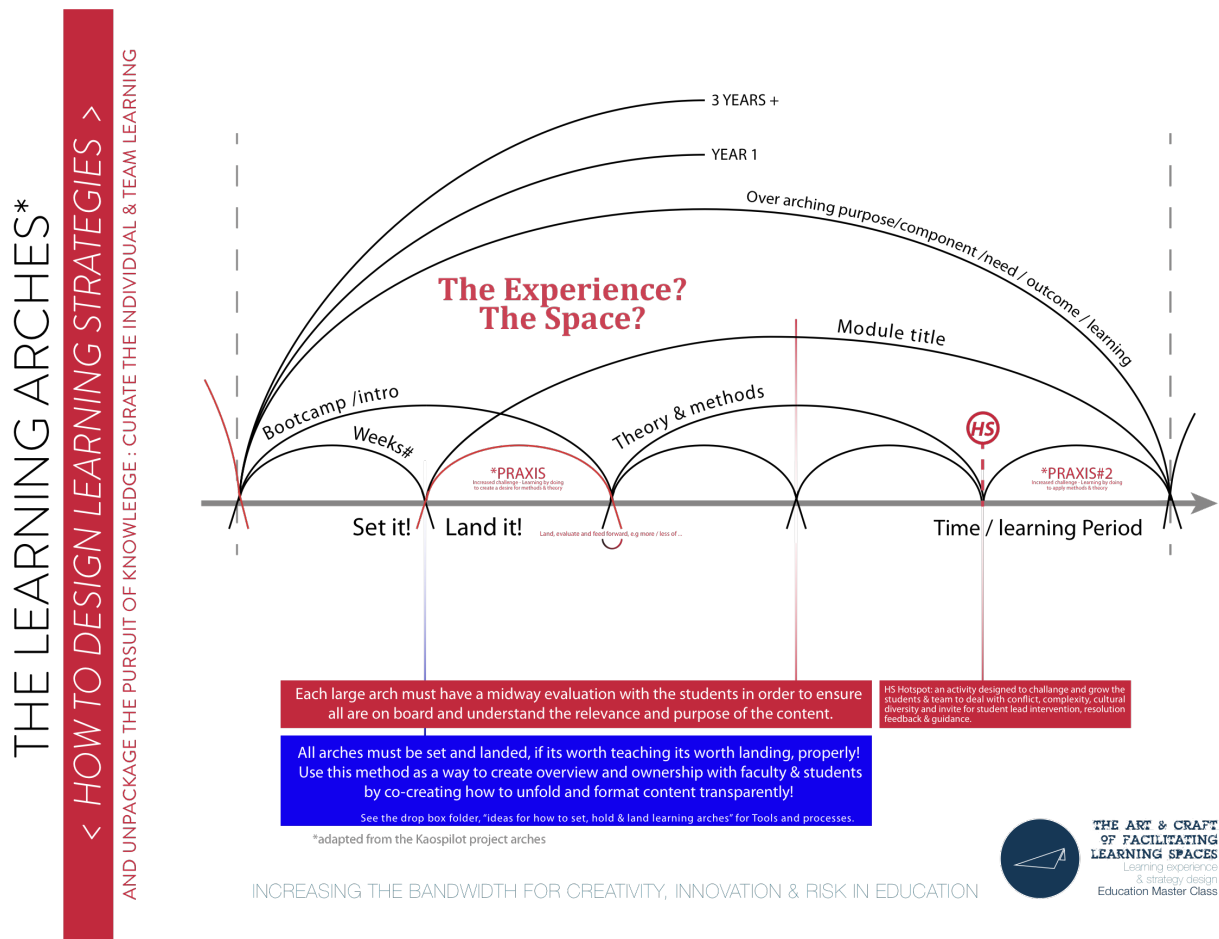# LEARNING ARCHES

Facilitated Learning Approach - Set the frames. Prepare and create the transparency, alignment, commitment, frames and direction for the class, week, module, semester and the most importantly, the space and then lead and hold it!. Invite students to be part of the learning journey and then create it and host it with them... See dropbox for tones of more tools and exercises.

THE LEARNING ARCHES*
< HOW TO DESIGN LEARNING STRATEGIES >
AND UNPACKAGE THE PURSUIT OF KNOWLEDGE : CURATE THE INDIVIDUAL & TEAM LEARNING

3 YEARS +
YEAR 1
Over arching purpose/component /need / outcome / learning

The Experience?
The Space?

Module title

Bootcamp /intro
Weeks#
Theory & methods
HS
*PRAXIS
Increased challenge - Learning by doing
to create a desire for methods & theory

*PRAXIS#2
Increased challenge - Learning by doing
to apply methods & theory

Set it! / Land it!
Land, evaluate and feed forward, e.g more / less of ...
Time / learning Period

Each large arch must have a midway evaluation with the students in order to ensure all are on board and understand the relevance and purpose of the content.

HS Hotspot: an activity designed to challange and grow the students & team to deal with conflict, complexity, cultural diversity and invite for student lead intervention, resolution feedback & guidance.

All arches must be set and landed, if its worth teaching its worth landing, properly!
Use this method as a way to create overview and ownership with faculty & students by co-creating how to unfold and format content transparently!

See the drop box folder, "ideas for how to set, hold & land learning arches" for Tools and processes.

*adapted from the Kaospilot project arches

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SET IT:

Set the learning arch in motion/ create commitment, alignment & direction... You must create alignment, commitment, direction, ownership, engagement & empower people (colleagues and students) through your actions! Below are the some tools we use.

1. The Learning Arches METHOD	7. Stretch Zones
2. IDO(HE)ART - Design the alliance	8. Energizers
3. Set the Space / stage	9. How we learn (YoYo X)
4. Check INs	10. Commitment (ceremony)
5. Build relationships	11. Learning agreements
6. Portrait	12. Creative Aikido

Create the storyline to set it: (5Cs) SET THE STAGE

Ok, so we want to get people(students) on board set the concept - heroes journey:

1) Set the context – currently & make the connection with the people in the room! Speak to them!

2) what needs to be done or else (why doe sit need to change)

3) what your idea is (not a solution) invite people to explore, inspire & solve! Concept

4) what do you need help with? Speak to the groups resource/potential/ capacity!

5) commitment!

HOLD IT:

1. Hidden curriculum - lego X	8. Check in – whats alive ???
2. Peer 2 Peer learning & evaluation	9. Solving & Design thinking
3. Feedback culture	10. Increasing challenge, +/- complexity
4. Participatory teaching methods	11. Urban Safari
5. Learning by doing	12. Creative & Knowledge Disturbances
6. Real Problem/project based	13. MID ARCH - For & Against tool
7. Time-outs, Crits, coaching & guidance	14. Learning time-outs / mirroring
8. Prototyping / experimenting	15. Creative Aikido

LAND IT: REMEMBER TO USE MID ARCH EVALUATIONS WITHIN BIG ARCHES!

Land the arch in order to complete the phase of learning before starting the next arch. Allow the students to feed forward their learning, get on the same page, explore what they want to learn more of or dig deeper into during the remaining arches or simply create links to help understand the importance of what they have just acquired in relation to the master arch and over all purpose/goal or vision.

1. Reflection & discussion	7. Evaluation - teacher 2 student & student 2 student
2. Listening levels	
3. Feed forward	8. Learning agreements explored
4. Check Outs	9. Guidance
5. Celebration / presentation	10. Sum up, land and invite...
6. For & against tools, see below	11. For & Against tool

Other Ideas for methods & tools that could be used in the toolkit. I would be happy to forward any of these to you if you would like? See also exercise workbook pdf.

IDOART / talking stick / prejects / Complexity framework as a game.... Also the cultural (diversity) zone game from David Jul / 5 finger coaching game / art based feedback /
Learning arches as a process & project design tool! / Double diamond as a method for practicing facilitation &/or leadership / YES & / Check Ins / needs Lot (parking lot)

Here is a framework that you can print out for developing the learning arches: See attachments.

6. For & against tools

Our best tool for Landing and feeding forward, whilst creating the students own vocabulary

Here are 4 frameworks we sue at the KP to support the development and format to unfold content and creating well balanced and reflected learning experiences as part of an overall learning journey.

1. THE KP PEDAGOGICAL COMPASS (as shown at your office) This is used when developing all team based learning arches. Perhaps Acton A could create its own pedagogical compass and use it as a way to cluster tools in the tool kit

Global

format

Team learning

theory

praxis

individual
learning

content

local
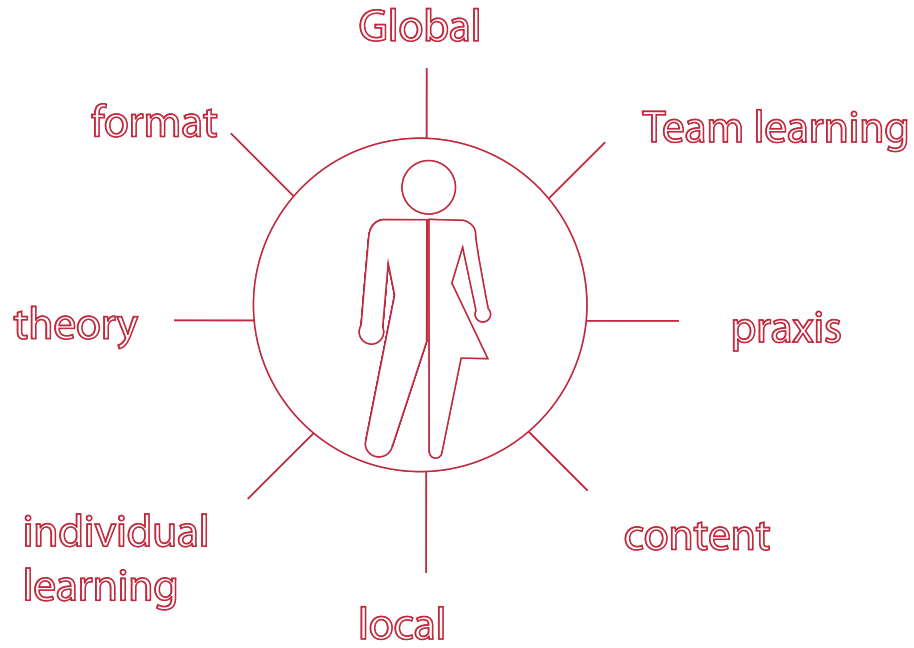
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2. THE KP COMPETENCY FRAMEWORK, The same marking criteria for all exams and assessment at the KP. Each of the 5 competencies can be waited differently, but we always give 20% to all….But where IMPACT and VALUE created is the most important and top of the list.

VALUE AND IMPACT

SUBJECT
COMPETENCE

ACTION
COMPETENCE

RELATIONSHIP
COMPETENCE

CHANGE
COMPETENCE

VALUE & IMPACT
>The ability to create a concept and solutions, based on an understanding of needs and opportunities, that create value for the client, customer or other stakeholders.
>The ability to view and consider, communicate multiple forms value, benefits, and impact including: social, economic and ecological.
>The ability to assess, plan for, and explore possibilities and potential for the future impact and value of the concept, beyond the project period.

Competence : Definition
A cluster of related abilities, attitudes, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. They indicate sufficiency of knowledge and skills that enable someone to act in a wide variety of situations.
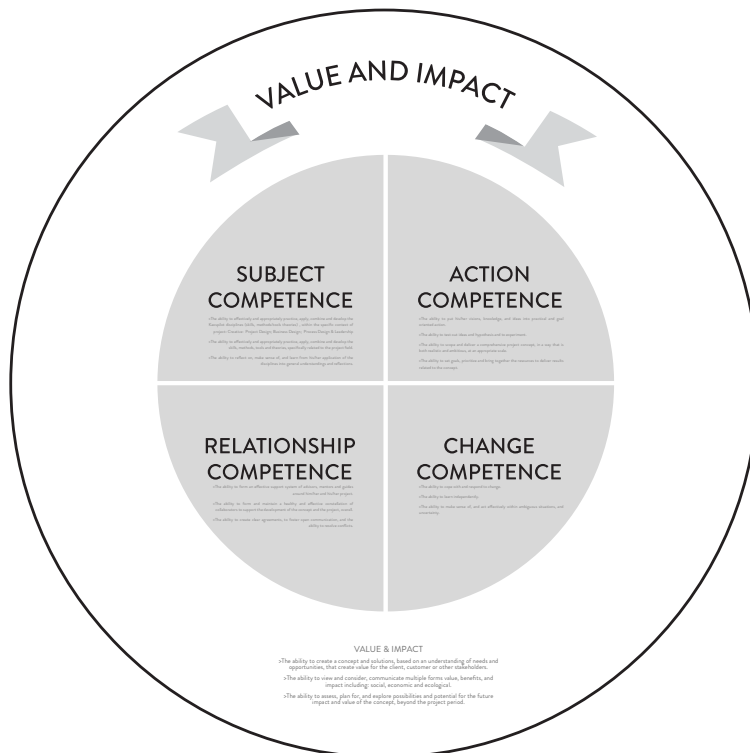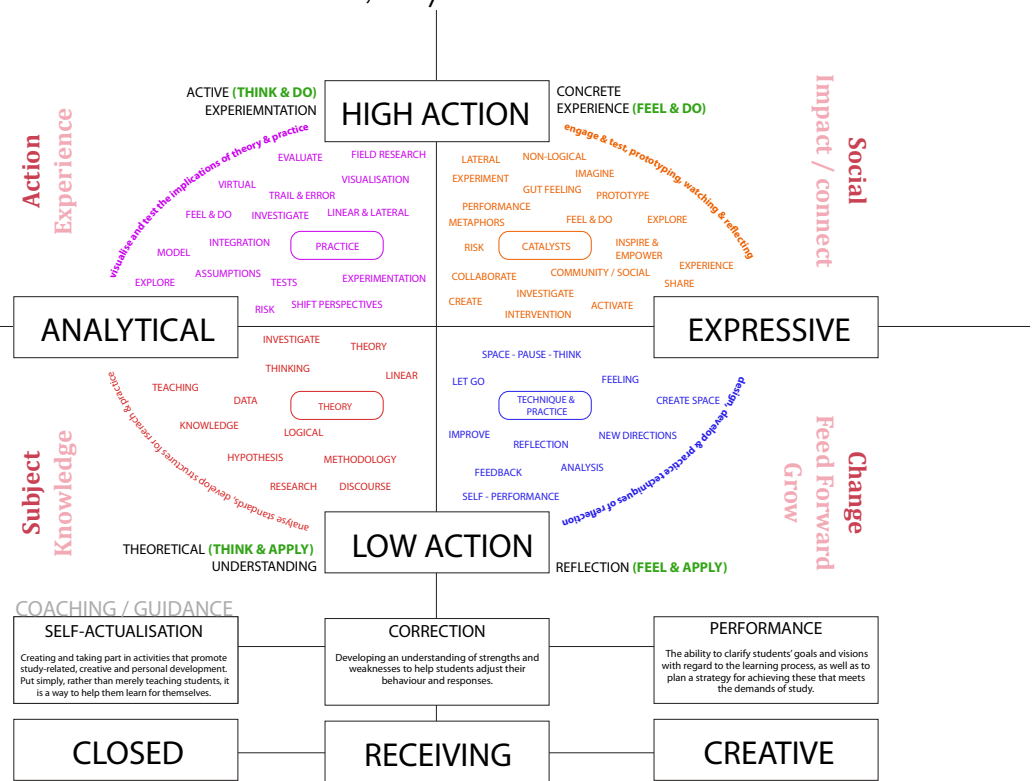"The capacity of a person to understand a situation and to act reasonably."

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3. Action Quadrants. This Model combines the KP competency model from above with the KOLB learning cycle I mentioned. Where all learning should start with an concrete experience. It also represents how we explore the balance between high action and low action, in other words how to follow higly engaging learning full experience with time to land the arch for reflection, analysis and mental rest.

THE ACTION QUADRANTS*
< DYNAMIC LEARNING DESIGN >

Action Experience

Social Impact / connect

ACTIVE **(THINK & DO)** EXPERIEMNTATION

HIGH ACTION

CONCRETE EXPERIENCE **(FEEL & DO)**

visualise and test the implications of theory & practice

engage & test prototyping, watching & reflecting

FIELD RESEARCH

EVALUATE
VISUALISATION
VIRTUAL
TRAIL & ERROR
FEEL & DO   INVESTIGATE   LINEAR & LATERAL
MODEL   INTEGRATION
PRACTICE
EXPLORE   ASSUMPTIONS
TESTS   EXPERIMENTATION
RISK   SHIFT PERSPECTIVES

LATERAL
EXPERIMENT   IMAGINE
GUT FEELING   PROTOTYPE
PERFORMANCE
METAPHORS   FEEL & DO   EXPLORE
RISK   CATALYSTS   INSPIRE & EMPOWER
COLLABORATE   COMMUNITY / SOCIAL   EXPERIENCE
CREATE   INVESTIGATE   SHARE
INTERVENTION   ACTIVATE

ANALYTICAL

EXPRESSIVE

INVESTIGATE
THINKING   THEORY
LINEAR
TEACHING
DATA
KNOWLEDGE   THEORY
HYPOTHESIS   LOGICAL
METHODOLOGY
RESEARCH   DISCOURSE

SPACE - PAUSE - THINK
LET GO   FEELING
TECHNIQUE & PRACTICE   CREATE SPACE
IMPROVE   NEW DIRECTIONS
REFLECTION
FEEDBACK   ANALYSIS
SELF - PERFORMANCE

analyse standards, develop structures for reearch & practice

design, develop & practice techniques of reflection

Subject Knowledge

Change Feed Forward Grow

THEORETICAL **(THINK & APPLY)** UNDERSTANDING

LOW ACTION

REFLECTION **(FEEL & APPLY)**

COACHING / GUIDANCE

SELF-ACTUALISATION	CORRECTION	PERFORMANCE
Creating and taking part in activities that promote study-related, creative and personal development. Put simply, rather than merely teaching students, it is a way to help them learn for themselves.	Developing an understanding of strengths and weaknesses to help students adjust their behaviour and responses.	The ability to clarify students' goals and visions with regard to the learning process, as well as to plan a strategy for achieving these that meets the demands of study.
CLOSED	**RECEIVING**	**CREATIVE**

*adapted from Kolb's learning cycle, Tim Stock's Cultural mapping method and the Kaospilots Mastery Model

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4. 21ST CENTURY SKILLS

21st CENTURY SKILLS
< SOCIAL, EMOTIONAL & PROFESSIONAL >

DANIEL GOLEMAN & EMOTIONAL INTELIGENCE

TEAM	INDIVIDUAL
TRUST	SELF AWARENESS
EFFICACY	SELF REGULATION
PARTICIPATION	MOTIVATION
CO-OPERATION	EMPATHY/SENSITIVITY
ENGAGEMNET	SOCIAL SKILLS
WORK APPROACH	

LEADERSHIP STYLES	
COMMANDING	DEMOCRATIC
VISIONARY	PACESETTING
AFFILIATIVE	COACHING

KAOSPILOT INTRA & INTERPERSONAL SKILLS

INTRA   Be responsible for (maximise) own learning & outcomes
Apply theory to practice, decision making & evaluation
Beyond comfort zone, risk taking, reflecting fail-forward
Self motivation, drive, positive attitude & confidence
Personal & authentic leadership and mastery
Learn to dealing with frustration on multiple levels
Learn to balance individual & team based learning

INTER   Co-create relationships, trust, responsibility & respect
Be able to give, receive and ask for feedback & quality
Empathy, Leadership, followership & team support
Communication, listening, collaboration & network
Multilevel understanding (meta/holistic-perspective)
Leaning in, ask for help, commitment & responsibility

FUTURE WORK SKILLS

DRIVERS	KEY SKILLS NEEDED
EXTREME LONGEVITY	TRANSDISCIPLINARITY
RISE OF SMART MACHINES AND SYSTEMS	SENSE - MAKING
NEW MEDIA ECOLOGY	NOVEL AND ADAPTIVE THINKING
COMPUTATIONAL WORLD	SOCIAL / EMOTIONAL INTELLIGENCE
SUPERSTRUCTED ORGANIZATIONS	DESIGN MINDSET
GLOBALLY CONNECTED WORLD	VIRTUAL COLLABORATION
INCREASING COMPLEXITY	CROSS CULTURAL COMPETENCY
	COGNITIVE LOAD MANAGEMENT
	NEW MEDIA LITERACY
	COMPUTATIONAL THINKING

EU LIFELONG LERANING SKILLS

PERSONAL SKILLS

INITIATIVE, RESILIENCE, RESPONSIBILITY, RISK TAKING, CREATIVE PROBLEM SOLVING

SOCIAL SKILLS

TEAMWORK, EMPATHY, COMPASSION, CO.CONSTRUCTED & COMMUNITY LEARNING, COLLABORATION

LEARNING SKILLS

FAILING FORWARD, REFLECTION, META-COGNITIVE, SELF MANAGING

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