

# APPENDIXES

<b>BRIEF</b> .....	3
<b>A EXPERIENCING RESILIENCE</b>	
1. Collecting experiences.....	11
2. ResilienceStorm.....	13
3. Interviews .....	27
4. IDE's ecosystem map.....	30
<b>B ENVISION THE FUTURE</b>	
1. Worldview .....	33
<b>C EXPLORING THE SOLUTION SPACE</b>	
1. Generative session .....	38
<b>D DEFINING DESIGN QUALITIES</b>	
1. Co-ideation sessions .....	45
2. (Customer) Journey session map.....	47
<b>E EVALUATING MYRUBRIC</b>	
1. Evaluation session .....	50

# DESIGN BRIEF

APPENDIX

## IDE Master Graduation

### Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

#### ! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

#### STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief\_familyname\_firstname\_studentnumber\_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name	<u>Hueso Espinosa</u>	Your master programme (only select the options that apply to you):
initials	<u>P.</u> given name <u>Paula</u>	IDE master(s): <input type="radio"/> IPD <input checked="" type="radio"/> Dfl <input type="radio"/> SPD
student number	<u>4991532</u>	2 <sup>nd</sup> non-IDE master: _____
street & no.	_____	individual programme: _____ (give date of approval)
zipcode & city	_____	honours programme: <input type="radio"/> Honours Programme Master
country	_____	specialisation / annotation: <input type="radio"/> Medisign
phone	_____	<input type="radio"/> Tech. in Sustainable Design
email	<u>p.huesoespinosa@student.tudelft.nl</u>	<input type="radio"/> Entrepreneurship

#### SUPERVISORY TEAM \*\*

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair	<u>Elisa Giaccardi</u>	dept. / section: <u>HCD</u>
** mentor	<u>Stefan Persaud</u>	dept. / section: <u>SDE</u>
2 <sup>nd</sup> mentor	_____	_____
organisation:	_____	
city:	_____	country: _____

comments  
(optional)

⋮

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..




Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

**APPROVAL PROJECT BRIEF**

To be filled in by the chair of the supervisory team.

chair Elisa Giaccardi date 25 - 03 - 2021 signature 

**CHECK STUDY PROGRESS**

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: \_\_\_\_\_ EC  YES all 1<sup>st</sup> year master courses passed

Of which, taking the conditional requirements into account, can be part of the exam programme \_\_\_\_\_ EC  NO missing 1<sup>st</sup> year master courses are:

List of electives obtained before the third semester without approval of the BoE

name \_\_\_\_\_ date \_\_\_\_\_ signature \_\_\_\_\_

**FORMAL APPROVAL GRADUATION PROJECT**

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked \*\*. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content:  APPROVED  NOT APPROVED

Procedure:  APPROVED  NOT APPROVED

comments

name \_\_\_\_\_ date \_\_\_\_\_ signature \_\_\_\_\_

Designing for Resilient Learning Communities project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 19 - 03 - 2021 end date 10 - 09 - 2021

**INTRODUCTION \*\***

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

It was the beginning of 2020 when the COVID19 pandemic forced Education to change completely as we knew it. Institutions closed their doors and all teaching activities were shifted online practically overnight. Only such unexpected and unfortunate event had the power to bring the learning community - as in students, teachers and institutions - together and change how they were approaching education [1]. The whole world was living in uncertainty, iteratively changing day by day, collaborating together to outweigh the current situation [10]. Despite the serious nature of the crisis the world is experiencing, this moment can be seen as the experiential basis for further innovation in the education field.

Now more than ever, designers deal with increasingly complex and meaningful challenges [2] such as the ones brought by this pandemic. Complex problems require complex solutions, as they often involve elaborate systems of stakeholders and issues; therefore, they need to be approached in a multidisciplinary way [1,2]. Design integrates together business and engineering, social sciences and arts [3]. Most of the theory in design today comes from these and/or other disciplines, which provide theories and principles designers can apply in their work [2]. Therefore, it seems fair to claim that design brings a broader perspective into how to solve problems by combining all sorts of interesting areas that lead to innovative and creative solutions.

Design schools are required to deliver professional designers, who are capable of handling the challenges from the 21st century. However, the current system of design education does not always prepare students for these problems as its emphasis is in the theory and not the practice of design itself [2].

Institutions' main priority is to provide quality education to students. In order to assess this, data about the effectiveness of learning is needed [4]. We are currently living in a moment in which education is highly dominated by measurement and comparisons of educational outcomes that direct much of educational policy and, through this, also much of educational practice [4], with teachers having to adapt to institutions' requirements. This results in a lack of innovation in the curriculums' design and prevents teachers from moving away from the traditional and familiar top-to-bottom approach to design education [2]. As a consequence, students tend to be passively involved in their studies, as they have little or no room to actively contribute to them, and focus their attention in their academic performance, rather than their learning [1].

It is then essential to re-connect and reflect on the original purpose of education: to provide students not just with knowledge, but with the ability of developing their own knowledge [4]: the ability of learning. What Biesta calls the 'learnification of education' is not a new concept, but indeed gives purpose and drive to what education should be for the members of its learning communities.

Design education can benefit from this, as its students might gain a deeper understanding of design practice and enrich their learning experience, going beyond the current transmission of tacit knowledge [2]. The question then would be 'how can we assist design students to shift their focus on the learning, rather than on their performance [1] to be ready for the future challenges they are going to deal with?'

space available for images / figures on next page

**PROBLEM DEFINITION \*\***

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Interest in resilience has grown recently in the academic research and education community [6, 7] especially now, due to the pandemic's impact on learning communities' well-being and motivation [1]. Resilience is described as the process of adapting well in adversity and also involves deep personal growth [5], which makes it an essential skill for the future designers and their approach to upcoming 21st century challenges.

Unfortunately, it is yet not clear how resilience is conceptualised within the education domain, and the methodology to implement it in higher education's curricula is still under research [6]. Consequently some questions arise from that, such as if resilience is present in our current design education, how does it manifest and most importantly, how can it be enhanced in how we shape education.

As a result of combining my previous experiences and literature research, I believe that resilience can be trained in learning communities by fostering engagement and motivation towards their learning process. My initial inquiries unveiled that the satisfaction of the basic psychological needs for autonomy, competence, and relatedness proved to have positive effects on achieving that [8].

Therefore, the aim of this project is to research, design and prototype a set of educational tools that encourage teachers and students to actively engage with each other's learning process and support more flexibility and resilience within a curriculum. As a context for my design explorations, I will use the Master Renewal, which will take place in 2022 in the TU Delft's Industrial Design Faculty.

**ASSIGNMENT \*\***

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... . In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I am going to investigate how resilience is present in learning communities and how it can be enhanced in curriculum design. My intention is to create and test a set of educational tools that assist teachers and/or institutions to frame a (design) curriculum based on flexibility and resilience.

As a master student myself, I experienced how COVID19 transitioned education online and how the students, teachers and the faculty of Industrial Design Engineering (IDE) dealt with the situation. I strongly believe that those experiences can be further studied to determine whether and how resilience is present in the IDE masters and to find ways in which it can be trained.

For that reason, in my research phase I will use Autoethnography [9] as a method for revisiting that period of time, together with my previous experiences as a Design for Interaction student and chair of the master community Infuse. I will self-reflect on those experiences and complement them with interviews with the faculty staff and students that were involved in the transition to online education. Simultaneously, I will use a theoretical framework as a lens to define and translate them into actionable insights to be used in the design phase of the project.

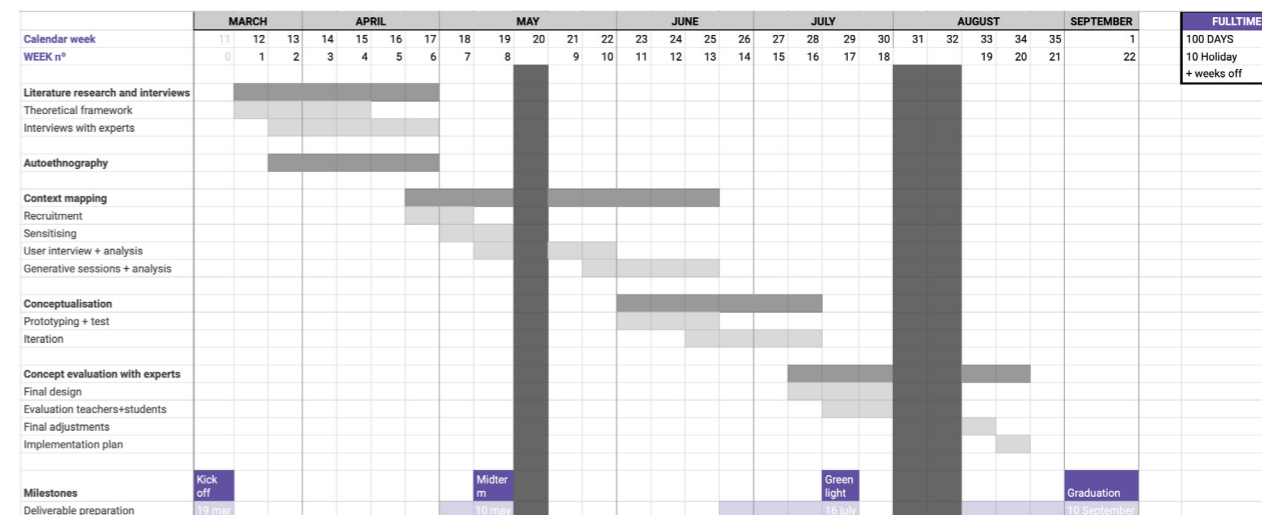
As a result of my design phase, I foresee two outcomes for this project. On one hand, I expect to create a set of general strategies that guide teachers and/or institutions to frame a (design) curriculum based on flexibility and resilience. On the other hand, I will evaluate these strategies by designing or reframing a specific course or project within IDE's masters.

In both cases, my aim is to deliver research and design outcomes that can be used in the upcoming Master Renewal.

**PLANNING AND APPROACH \*\***

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 19 - 3 - 2021 end date 10 - 9 - 2021



The initial phase of the project will help me broaden my theoretical knowledge about resilience, motivation and engagement towards higher education studies. Along my desk research, I will use autoethnography to unpack my previous experiences and define them according to my research outcomes. To support my observations, I will also conduct interviews with experts - such as Design for Interaction course coordinators or students - that will give me first-hand insights on their personal experience.

In the next phase of my project, I plan to apply generative techniques to 1) involve master students directly in the development of the final design, 2) compare and contrast the outcomes of my research to other master students' experiences, 3) generate meaningful insights that I will use in the design phase of the project.

During the conceptualisation phase, I will (roughly) prototype a set of concepts and iterations that will be tested preferably in generative sessions with students and staff from the faculty.

Finally, I will define and evaluate the most promising concept with experts and students, whose feedback will be used to adjust and detail the final design. To conclude the project, I will suggest possible implementation strategies for the design into the Master Renewal process.

**MOTIVATION AND PERSONAL AMBITIONS**

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge on a specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... . Stick to no more than five ambitions.

This project emerged from a set of experiences that highly influenced how I perceived and approached my own education: My technical bachelor and background, my experience in Design for Interaction together with Infuse, Education's transition to online due to the COVID19 pandemic and the opportunity to work closely with IDE's professors and Course Coordinators.

Especially the last two had a great impact in my life and were the main source of inspiration for the project, since I was directly involved in the huge transformation that Education suffered. In a period in which we were all living in uncertainty and fear, professors, students and the TU Delft aligned to outweigh the situation, closely collaborating together to make the best out of it and building resilience as a community. That encouraged me to reflect on the tremendous opportunity the pandemic was providing us to completely change the way teachers, students and institutions were interacting with each other. In addition to that, IDE's ongoing Master Renewal could not come about in a better moment, in which the learnings from this current period of time can be used to co-create innovative and resilient master programmes that future designer generations will benefit from.

In regards to the competences I would like to prove, the use of generative techniques in such a project would be the first one. Throughout the master I learned how to use them in the research and conceptualisation phases, being Contextmapping the one I have more experience applying, as I attended to its specific elective. I decided to use generative research, together with a co-creation approach for my project because my ambition is to contribute including students directly in the process of shaping their own education. Although this might seem ambitious, I would like to explore my practical abilities and test to which extent I fulfill this ambition.

One of the core messages of the project is how important it is for students to actively engage and own their learning process within their studies, moving away from the urge of performing 'good' or 'worth'. My will is to learn how to adopt this as a mindset by using this project as a testbed. This 'learning thrive' can also be observed in some of the activities I plan to perform during the project. One example for that is Autoethnography, which comes as a completely new method for me, but indeed helpful, as it focuses on making sense of my own learnings from previous experiences.

Finally, on a personal level, I would also like to test my self-management abilities, as this is the first time that I am performing a full-time 6 months project on my own. I will prioritise time and task management, as those are the areas I usually struggle the most when approaching such projects.

**RESOURCES**

- [1] van der Bijl-Brouwer, M., & Price, R. (2020). An adaptive and strategic human-centred design approach to shaping pandemic design education that promotes wellbeing.
- [2] Meyer, M. W., & Norman, D. (2020). Changing Design Education for the 21st Century. *She Ji: The Journal of Design, Economics, and Innovation*, 6(1), 13-49.
- [3] Norman, D., & Klemmer, S. (2014) "State of Design: How Design Education Must Change," Retrieved from: LinkedIn Pulse, March 25, 2014, <https://www.linkedin.com/pulse/20140325102438-12181762-state-of-design-how-design-education-must-change/?trk=mp-author-card>
- [4] Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), 33-46.
- [5] Price, R. (2020, November 11). We need resilient designers. Retrieved March 15, 2021, from <https://www.linkedin.com/pulse/we-need-resilient-designers-rebecca-price/>
- [6] Brewer, M. L., Van Kessel, G., Sanderson, B., Naumann, F., Lane, M., Reubenson, A., & Carter, A. (2019). Resilience in higher education students: A scoping review. *Higher Education Research & Development*, 38(6), 1105-1120.
- [7] Panter-Brick, C. (2014). Health, risk, and resilience: Interdisciplinary concepts and applications. *Annual Review of Anthropology*, 43, 431-448.
- [8] Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and research in Education*, 7(2), 133-144.
- [9] Pillay, D., Naicker, I., & Pithouse-Morgan, K. (Eds.). (2016). *Academic autoethnographies: Inside teaching in higher education*. Springer.
- [10] Paredes, M. R., Apaolaza, V., Fernandez-Robin, C., Hartmann, P., & Yañez-Martinez, D. (2021). The impact of the COVID-19 pandemic on subjective mental well-being: The interplay of perceived threat, future anxiety and resilience. *Personality and Individual Differences*, 170, 110455.

**FINAL COMMENTS**

In case your project brief needs final comments, please add any information you think is relevant.

Find attached to the brief the resources cited in the text above.

# A

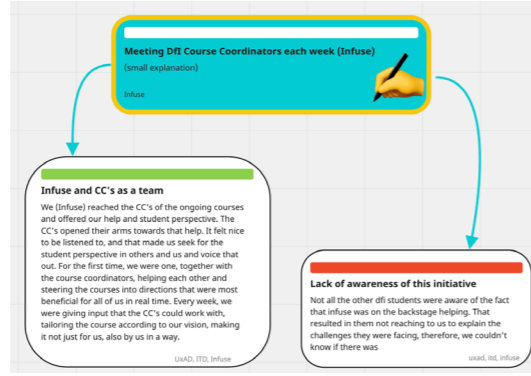
## EXPERIENCING RESILIENCE

APPENDIX

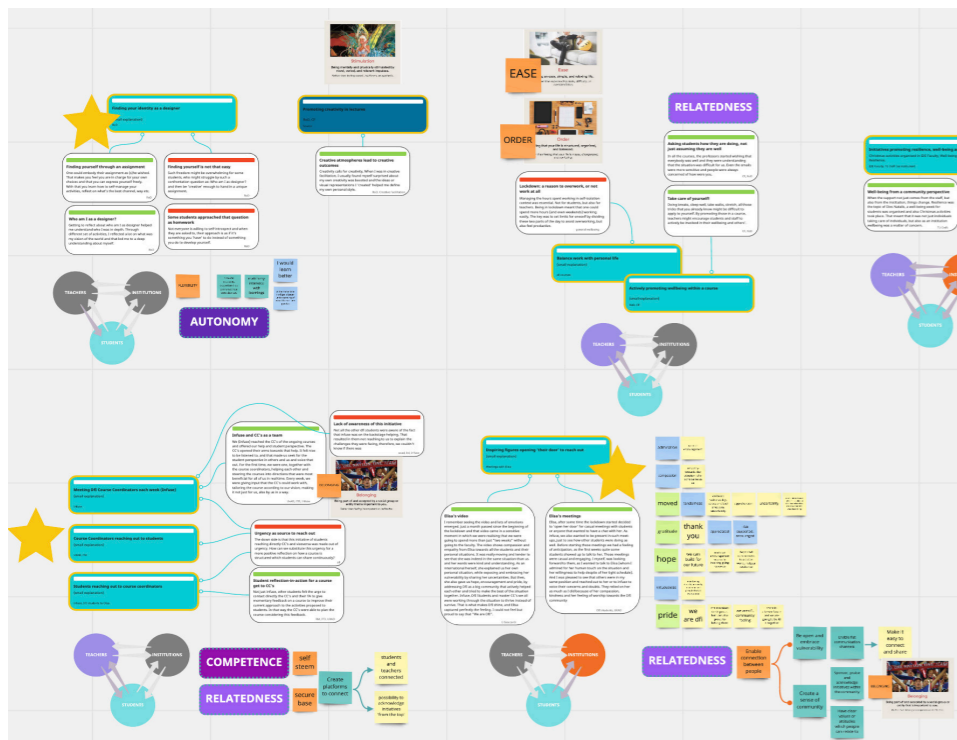
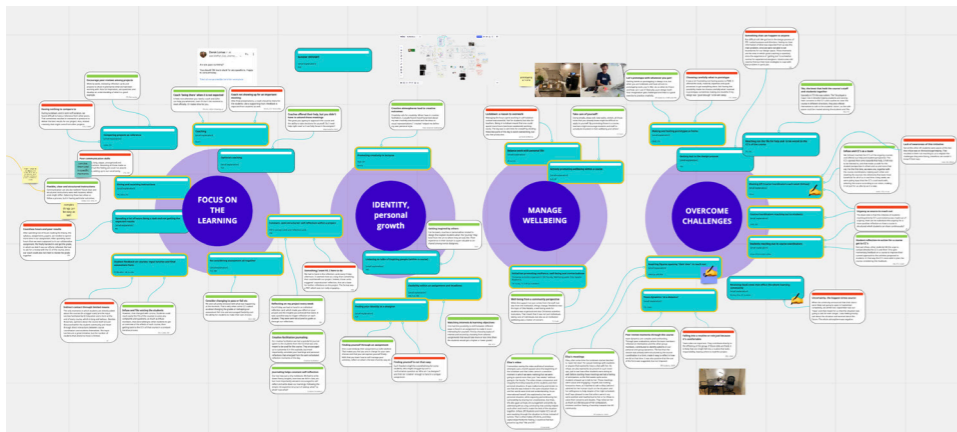
# A

## 1. COLLECTING EXPERIENCES

This part of the appendix displays how the experiences studied in the autoethnographic research were collected, the posts gathered in the blog ResilienceStorm and the Ecosystem map that represents Resilience flow in IDE.



First I brainstormed on the experiences that felt more powerful on post-its. Those that were more relevant were then digitalised and arranged on a Miro board in which they were explained in detail. They experiences were de-constructed by paying special attention to its emotional residue and labelled as positive or negative.



Finally I analysed them using the self-determination and the 13 fundamental needs as support to explore how those needs were affected whether positively or negatively in each situation.

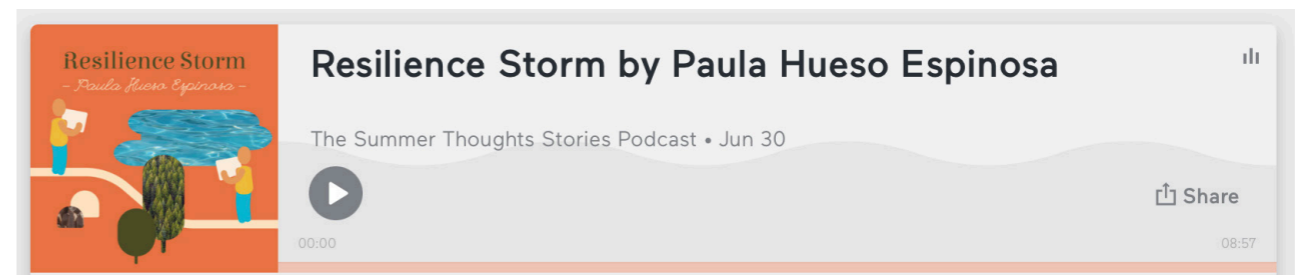
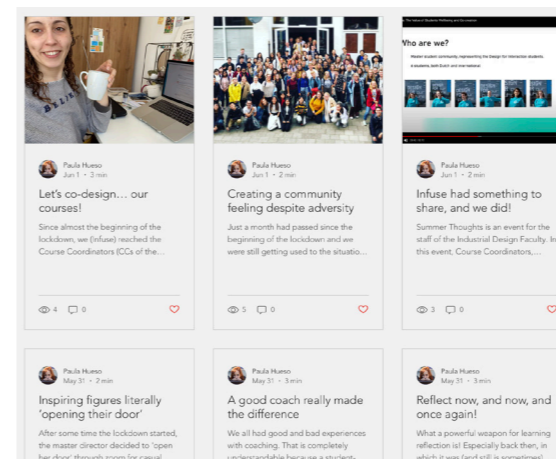
## 2. RESILIENCE STORM

Here can be found the collection of posts I wrote for my autoethnographic study. Those were initially assembled in a blog, which can be accessed through this link:

<https://perspaula1595.wixsite.com/resilience-storm>

Furthermore, one of those posts was recorded and shared in the 2020 Wanderlust edition of Summer Thoughts, an event organised by the faculty of IDE to share learnings and insights at the end of the academic year. It can be heard here:

<https://anchor.fm/ide-summer-thoughts/episodes/Resilience-Storm-by-Paula-Hueso-Espinosa-e13ml28>



## “Let’s make the best out of this, together”

*In this post I wanted to explain how the process of co-creating the courses with the coordinators, how it affected the relationship we had with them as students and what that meant for me.*

*To get you all on the same page, I will start by explaining what Infuse is. Infuse is a student association for the Design for Interaction’s (Dfi) master’s programme. It is formed by 6 students from the programme and its main purpose is to create a community feeling among the Dfi students. Beginning 2020, I had recently become the chairperson of the association, and a new semester was starting, full of events and new courses, we were excited to see what next year will bring for us.*

*When the pandemic forced the institutions to close doors and shift towards online education, we were pretty much affected by it. There was a lot of uncertainty at that moment... We soon*

*understood that the situation would last more than expected and we would have to deal with the challenges of working online for more than just a few weeks. All the activities planned for the year were cancelled (like our yearly trip, among others) and we tried to keep the spirit up by organising online events. However, students (and I also include myself in this group) were exhausted from being all day long in front of a screen attending lectures or zoom meetings, so just a few of them were joining the events planned.*

*But it was in the ‘backstage’ where Infuse started to play a different and important role in the transition to online education. It all started because of the hectic nature of the first days, when the university closed its doors. I thought it would be a great idea to reach out to all the Course Coordinators (CCs) and the Master Director of the programme in case they needed*

*any kind of help while facing all the uncertainty we were living. We discussed it with the board and all of us agreed it was the best thing to do, and at that time we were hoping to become a bridging means of communication between the CCs and the Dfi student community.*

*To be honest, I felt pleasantly surprised to witness their responses. In such a stressful situation, they were warm and welcoming, willing to help and listen to anything that we wanted to say. We agreed to have Skype meetings or simple calls (where Zoom was not even a thing) with all of them. Those meetings were deeply encouraging for us as students, as we could directly see and empathise with the struggle the Course Coordinators were going through to change and adapt the courses to the online world. That was not an easy task, and some of them were wrestling to find ways to transfer learning objectives from highly physical courses (in which we had to prototype each week, plus test with other peers) to a self-isolation and online setting.*

*Our contribution was mainly to provide information on how we (as Infuse, but also Dfi students) were dealing with the situation and how we perceived the courses and the activities planned, as well as proposing ways to approach the situation that could benefit both students and staff.*

*I can say that it felt amazing to be considered in such a strong way, which made us seek for students that were willing to share their concerns and opinions as well, so we could bring those into the table for open discussion. For the first time, we were one together with the CCs, helping each other and steering the courses into directions that were most beneficial for all of us in real time. If you really think about it, what we did there was a pure act of design, as we were co-creating and iterating together the courses every week by giving input that the CC’s could work with, tailoring the courses according to our vision, making them not just for us, also by us in a way. How powerful is that, right?*





## Flexible... deadlines?

What happens when your teacher relies on you to choose your own deadline for the final assignment of the course? The most 'predictable' answer would be: "Fantastic! Then I can choose the latest possible!" Well not really, find out how flexibility can help you take your own decisions and boost your self-management skills.

Reflection on Design is a course in which we (Design for Interaction students) were asked to reflect (of course) in who we are as designers. Such a big question, right? Anyhow, as a deliverable we just had to hand in an 'essay' that answered that question in whatever shape you choose: a song, a drawing, a webpage or a simple essay.

The course started on April, so we were already working from home. Since the course coordinator herself was coaching the students, I believe she sensed that we were struggling to deal with the situation. As a consequence, she decided to

propose us to choose which one would be our most suitable final deadline. She brought the issue in one of our plenaries by asking about it directly to us if that would be something we would be interested in doing, instead of taking the decision by herself. In the end, we could choose out of 4 possible options, which were spread through June (one each week).

At first I was surprised, since I never had the opportunity to choose when I could deliver something. To be fairly honest, my first thought was to choose the last option, where my courses would be almost finished. But then, since she provided us diverse but concise options, and last weeks of June would be reaaaally busy, so it felt right to arrange my deadline moment by checking the workload of the other courses and think about when would be the ideal moment to hand in. In the end, I didn't manage to finish my deliverable when I expected, but the week

after (still not the last 'deadline' established). The course coordinator was open and understanding about that, which made me feel relieved because in the end I could handle something I was proud of.

### WHAT CAN WE LEARN ABOUT THIS?

(Structured) flexibility provided by the course coordinator allowed me to focus on what I really wanted to get out of the course and deliver something accordingly, while dealing with the workload of the other courses as well.

## Inspiring figures literally 'opening their door'

After some time the lockdown started, the master director decided to 'open her door' through zoom for casual weekly meetings with students or anyone that wanted to reach her out and have a chat. As Infuse, we also wanted to be present in such meet-ups, just to see how other students were doing as well. Before starting those meetings, we had a feeling of anticipation, as the first weeks quite some students showed up to talk to her. Those meetings were casual and engaging as they just lasted half an hour and we would usually talk about relevant things that affected us or just how we were doing in general. I was personally looking forward to them, as I just wanted to talk to her because I admired her human touch on the situation and her willingness to help despite her tight schedule. I was also pleased to see that others were in my same position and reached out to her or to Infuse to voice their concerns and doubts. They relied on her as much as I did because of her compassion, kindness and her feeling of worship towards the Dfl community.

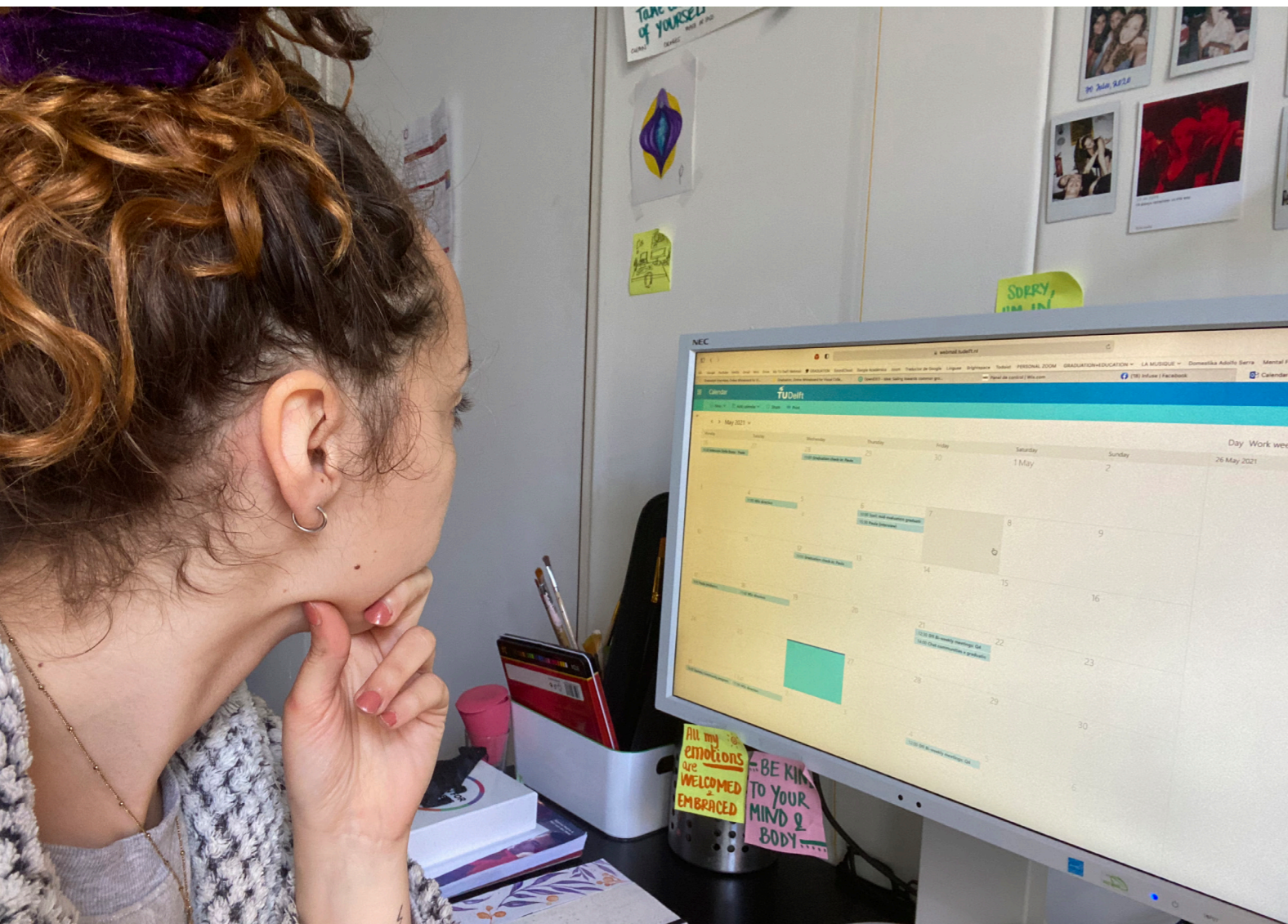
I remember one of these meetings was quite intense, as we received a loooong email coming from the university in which they announced that the faculty would be closed until the end of the

semester and some measurements we should take to avoid risk of getting infected. When that happened, students were craving to talk to someone and ask the questions they had. We could see that because more students than usual popped out in that session and were eager to talk that day.

### WHAT CAN WE LEARN ABOUT THIS?

By just creating a scheduled time to be available for the students, Dfl's Master Director created a safe space for students as they were able to reach out to someone that was really influential in the faculty and voice their concerns, questions and fears in an open way.

I believe that had a huge impact on both sides, since it was the first time that happened. Even though she didn't have all the answers to those questions or solutions for our concerns, she openly communicated that those would be further discussed with the Education Board, which made us feel relieved, understood and valued.



## Well-being, is it really a thing in our university?

*Ok, don't get me wrong, it is not that before COVID the uni didn't care about our well-being at all. Nothing far from that. Actually, TU Delft provides a wide range of facilities and policies that directly contribute to student and staff well-being, such as available student psychologists and advisors, academic counselors and venues like X (a building which purpose is to develop skills that are not in our academic curriculums, but valuable as well: sports, games, arts, crafts, reflection & lifestyle) among lots of other things.*

*However, I always had the feeling that whenever it comes to your academic life, the focus was always on the performance of students and staff as well as measuring their efficiency. This, of course, already provides a mindset for us as members of the university and indeed, this was even more salient when we were forced to work from home in a self-isolation context.*

*I personally realised after some weeks how my well-being was being challenged during the lockdown. On one side, I was feeling guilty because I was not being as productive as I wanted or expected. Moreover, for some courses I didn't have a clear purpose or even motivation to perform, and I was worried about the fact that I could even fail them as I felt so lost. At the same time, I was feeling extremely tired of being in front of the screen all day, which directly collided with my desire to be productive. As a result, I tended to work from bed or the sofa over hours to finish my tasks... Which was not really healthy either.*

*On the other side (and in relation to my last point), I had struggles to balance my work and personal life in the same space... I was using my bedroom for sleeping, working, doing sports, eating and chilling. It was all a big blurry mess of functions if you think about it. In any case, I was lucky to live with 3 wonderful people that made everything easier, but you can imagine how people that were living alone might feel...*

*So yes, my well-being was being challenged, but that could be applied to the whole world. As everyone was struggling with the same issues,*

*the situation had a moral effect on members of the Learning Community, who started to consider how important is well-being on a daily basis, and not just their own, but also others'.*

*Consequently, there was a lot of resonance from the staff of the university in understanding that situation and accepting the struggle that students were suffering from. The way we approached and communicated changed in the sense we were all caring and empathising with the others. Suddenly, grades and performance were not that important, but the priority relied on how much we were able to learn and thrive despite the situation.*

*That resonance was expanded to the university, which launched some initiatives that intended to support our well-being and our capability to cope with adversity. Some examples are this year's Dies Natalis, which revolved about the concept of Resilience; or the 'Well-being week' organised around February that provided us a wide range of workshops and activities about mental and physical health, such as mindful coping with stress or yoga.*

### WHAT CAN WE LEARN ABOUT THIS?

*The current pandemic had a huge impact in our common mindset in so many different ways, but the main takeaway is that as it threatened our own basic needs, it put well-being under the spotlight.*

*The way we approached each other and ourselves changed completely, as we all were trying to be understanding and empathetic. That was translated into a direct interest from the institution for ensuring that the members of the learning community were doing well mentally, instead of how good they were performing. Therefore, in a moment in which we all were dealing with such big adversity, we all came to the realisation of how important is to ensure the physical and mental well-being of the members of the Learning Community in order to be able*

*to cope with difficulties or stress and still achieve positive results as well as reaching learning objectives.*

## Infuse had something to share, and we did!

*Summer Thoughts is an event for the staff of the Industrial Design Faculty. In this event, Course Coordinators, Professors or other faculty staff are invited to share publicly their reflections and learnings from the academic year in the shape of 'mini-lectures'.*

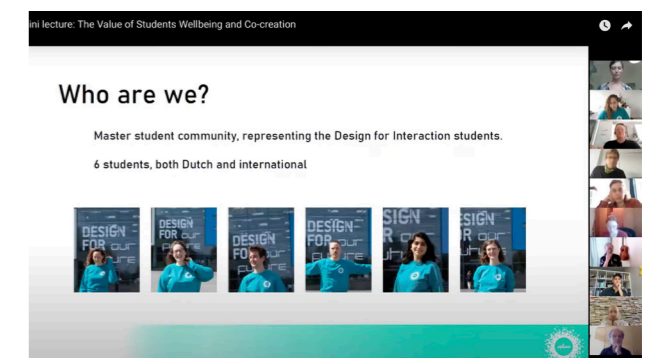
*This event is mostly directed to and from the staff, but last year Infuse sneaked out in it, as we were invited to participate to give one of those mini-lectures. We wanted to explain how the student community perceived the transition to online education and what were the things that helped us cope with the situation. With that, we were hoping that we could spark some inspiration in the staff and course coordinators that would be in charge of setting up the courses for next semester.*

*When Dfl's master director offered that possibility to us, I felt super glad and even a bit overwhelmed... Frankly, I was impressed by the fact that she thought about us and also that the faculty decided to include us in such an event, as that meant that we could share our experience as students in a staff event. We had lots of learnings waiting to be shared and we appreciated the fact that there were people on the other side of the screen willing to hear what we wanted to say. In the end, we presented our insights and after that had a great discussion with the attendees of the session.*

### WHAT CAN WE LEARN ABOUT THIS?

*As a reflection of this experience, I just can say that I really valued the fact that our voice as students was taken into account up to that point. We felt welcomed and safe to share our own experience with other members of the faculty, and that boosted our sense of self-worth as a board and as members of IDE's community.*

*We worked hard to be present for students and also Course Coordinators through the whole semester, so in a way that felt as an official reward. Even though, the experience to collaborate all together to achieve what we did was a sufficient reward already.*



## Giving and receiving instructions

*Let's go back in time... It was Thursday 12th of March and we were puzzled by all the news and rumours that the university was going to close its doors because of COVID-19.*

*To be completely honest with you, I'd say that I was pretty happy at the moment, since I was not completely aware of the situation. I just thought that I'd be working from home for a few weeks and that seemed not that bad to me... What a fool. In any case, we (students) were all in this limbo. Just paying attention to the news and guessing what would be the Government's next move.*

*The uncertainty levels were at its maximum percentage, since we had planned a physical exhibition for the next day, which was going to take place in the faculty where we would go around testing each others' prototypes. 'Shall we go to the faculty tomorrow? Shall we stay for our safety? But it's graded, what happens if I don't attend?' All sorts of questions flying around my head and my whatsapp groups, and I was not really sure what to believe or do.*

*To add to this, my only reliable source: the course organisation, was managing the situation in a way I perceived really confusing and stressful. We received numerous emails, first stating that the 'show must go on' and that we would take appropriate safety measurements to avoid contagion. Then, they were hesitant to conclude that it was not safe for us to go to the faculty and in the end they called the exhibition off with one last email that we received at 11pm.*

### WHAT CAN WE LEARN ABOUT THIS?

*In face of adversity and in an online setting, contradictory, long, vague, unorganised and constant instructions were a great source of stress. Receiving all those made me confused and brought the feeling that I could not absorb the full meaning of the messages, adding up to my (and other students') insecurity on how to*

*proceed. Some peers even described that they were feeling anxious about the communication we were receiving.*

*Clear and effective communication is always key, but even more essential in that moment. Even if that meant for the staff of the course to take a moment of reflection before making any statement for the students to follow. Moreover, that was not the only course in which lack of clear, short and relevant instructions, but rather super detailed on how to proceed from home, which resulted in self-defeating for the course development.*

*On the other hand, there were other courses that had clear and structured communication: specific moments to reach the students, short and concise messages in which the CCs could be open and vulnerable about their uncertainties (in a calmed and controlled way) and always mentioning or asking about our personal situation. That communication approach helped me and other students to feel in control of the situation. It provided us with common ground, stability and the ability to empathise with the CC's openness.*



## Creating a community feeling despite adversity

*Just a month had passed since the beginning of the lockdown and we were still getting used to the situation, I remember that period as a big blur of uncertainty. It was around that time (after we received quite some emails from the faculty that kept us posted of what was going on) when the master directors of IDE decided to send a video for each master.*

*As mentioned before, that video came in a sensitive moment in which we were realising that we were going to spend more than just "two weeks" without going to the faculty, therefore it was well perceived to see an actual face talking to me about that, not just text, text and text.*

*I remember seeing what the Dfl's master director had to say about what we were all living, and lots of emotions emerged. She recorded herself from her house talking to the 'selfie' camera, it felt so natural, as if she was sending this video just to me. Her video showed compassion and empathy from her towards all the students and their personal situations. It was really moving and tender to see that she was indeed in the same situation as us and her words were kind and understanding. As an international herself, she explained to us her own personal situation, while exposing and embracing her vulnerability by sharing her own uncertainties about what was going on.*

*But at the same time, she also gave us hope, encouragement and pride, by addressing Dfl as a big community that actively helped each*

*other and tried to make the best of the situation together in those few weeks. Infuse, Dfl Students and master CC's we all were working through the situation to thrive instead of surviving. I am certain that that is what makes Dfl shine, and she captured the feeling perfectly with that recording. I could not feel but proud to hear her say that "We are Dfl".*

### WHAT CAN WE LEARN ABOUT THIS?

*After receiving so many emails and being self-isolated, indeed it felt really nice to see someone 'real' and natural that wanted to make sure we were encouraged and motivated despite the situation we were living in.*

*A community feeling is not just something that someone has or just happens. It is created by the interactions of the members within that community:*

*By showing true compassion, empathy and vulnerability, she indeed sparked the same on the other side of the screen. That basically proves the principle that each action has a reaction, and with that approach, she achieved the overall feeling of 'we are in the same boat'.*

*Besides that, by praising the work we were all doing as Infuse and Dfl students in general and how we all collaborated with each other, she gave us encouragement, confidence and a common ground that we all could relate to.*

## Reflect now, and now, and once again!

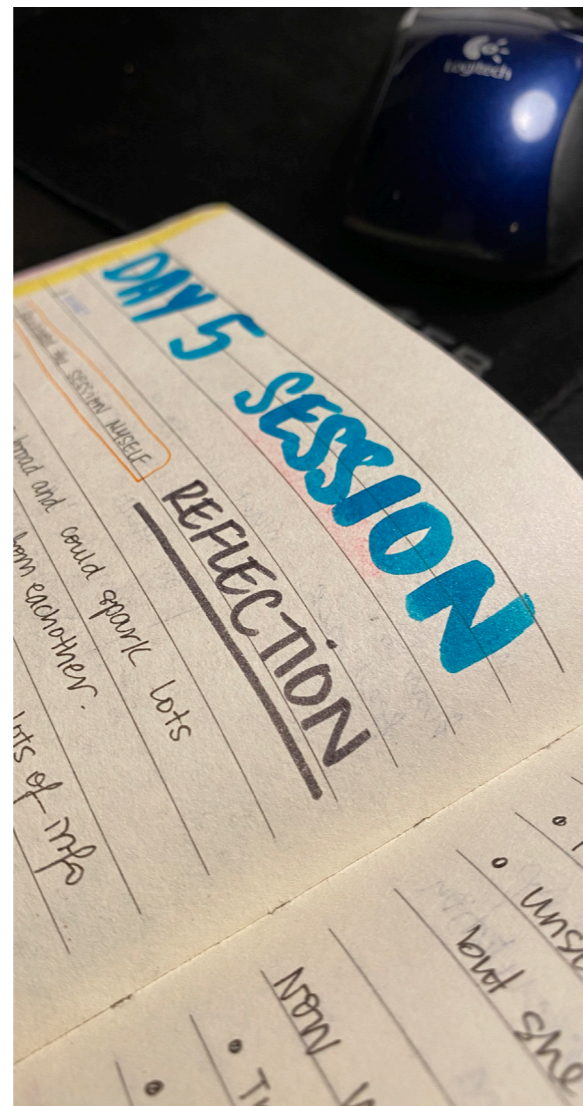
What a powerful weapon for learning reflection is! Especially back then, in which it was (and still is sometimes) difficult to see the bright side of situations. Reflecting and writing helped me track my own progress, be able to recognise what and how I was learning and gave me the opportunity to see my own experiences from a distant perspective.

Reflection helped me both in team and personal dynamics. What can I say about the first one? Well.. Team dynamics are complex, confronting and they highly depend on the character of members of the team. They became even more challenging due to the fact that we could not see each other during the lockdown, and that made me feel that I lacked overview of the team. That is why having a honest and good communication flow was key to succeed. One of the courses had scheduled peer evaluations and feedback moments, where the team members reflected on themselves and the other group members. There were two sessions of such spreaded through the course, which contributed to identifying patterns in our personal and group dynamics. The fact that those sessions were already semi-structured by the course coordinator, made it easy to reflect on how we performed until then. This was made through a form that we choose to use (or not), in which some questions were asked about certain topics about the team and its members to guide our reflection smoothly. It was also positive that the use of the form was suggested, but not imposed, so each team could decide on how to reflect about their performance.

In a personal way, I benefited from reflection in so many different occasions, but I want to point out one particular example: in a two weeks course called Creative Facilitation, we used a wonderful journal (given to the students from the CC). They encouraged us to customise our notebooks on the outside, but most importantly, annotate your learnings and personal reflections that emerged through the day. At some point of the sessions (after a small lecture or important activity) we were asked to highlight what we considered relevant or interesting by using the

simple retrospective structure of asking: What? So what? Now what? and then write it in our journals.

For me, that was an engaging and fun way to reflect, since the course itself was really creative. But of course, there are hundreds of ways of triggering self-reflection! I remember for another course we had to hand in reflections of our prototypes and testing each Friday. The format was a PDF that we just had to fill and hand in at the end of the day with a brief explanation of our insights and a self-explanatory visual. To be honest, for me that felt more like a duty and most of the times I did not reflect in a deeper way, but rather just describing what I did and mentioning obvious stuff. In any case, sometimes it did work and those were the moments that kept me going.



## WHAT CAN WE LEARN ABOUT THIS?

It is clear that reflection can help people in so many ways: questioning one's behaviour for improvement, identifying patterns and interests or simply highlighting our learnings and thoughts. For all those reasons, reflection contributes directly to build Resilience as it focuses on how one can learn from experiences and situations and assist on forming one's own identity and make personal decisions based on what works.

I personally believe that what reflection helped me the most with team and personal dynamics.

From a team perspective, having these internal feedback sessions was valuable especially because we could not see each other during the lockdown. So indeed, thinking and talking about what we did until then was a great way to bond and express our concerns, expectations and feelings.

From a personal perspective, I also could see that not all the ways of reflection were helpful for me. I saw that when the reflection moments were scheduled and considered as a deliverable, felt more like a duty to trace back my steps and explain why I did this or that. On the contrary, when those moments were casual and/or engaging, my reflections were richer and more self-inspiring.

## A good coach really made the difference

We all had good and bad experiences with coaching. That is completely understandable because a student-coach relationship is based on the connection between those two. Is like friendships, for example. One certainly cannot be friends with everyone, there are qualities of people you deal with that you might appreciate or dislike, and the same can be applied in how people perceive you as well.

In any case, the interaction coach-student is a really meaningful one, because a coach is the one that is supposed to guide you through a project or learning process. So indeed, the relationship you have with a course and how much you learn from it is definitely affected by your coach.

During the lockdown, I was able to experience this realisation, as I certainly needed guidance in some of the courses I was part of. The transition to online education forced courses that were extremely physical to go full online (and that took some time to figure out). Imagine how that shift was for us... We were working with sensors, actuators, constantly testing prototypes with other people. Due to that huge change and also the fact I was working alone from home, made me feel really lost and unsure of my own decisions. I lacked purpose in the course, which made me feel less and less engaged. I remember I cried multiple times thinking I was useless or that I would for sure fail the course, since I was not able to do something I was remotely proud of.

## Let's co-design... our courses!

Since almost the beginning of the lockdown, we (Infuse) reached the Course Coordinators (CCs of the ongoing courses to offer our help in whatever we could and provide student perspective. In a moment in which teachers and coaches were not able to get an overall feeling on how the students were doing and also performing, that initiative was well received by the CCs, who opened their arms towards that help.

I can say that it felt amazing to be considered in such a strong way, which made us seek for students that were willing to share their opinion as well, so we could get those to the coordination. For the first time, we were one together with the CCs, helping each other and steering the courses into directions that were most beneficial for all of us in real time. If you really think about it, what we did there was a pure act of design, as we were co-creating and iterating together the courses every week by giving input that the CC's could work with, tailoring the courses according to our vision, making them not just for us, also by us in a way. How powerful is that, right?

Our contribution was mainly to provide information on how we (as Infuse, but also Dfl students) were dealing with the situation and how we perceived the courses and the activities planned, as well as proposing ways to approach the situation that could benefit both students and staff.

But it was not just Infuse that was actively taking initiative to contact the CCs, a few other students felt as well the urge to share their opinion to the CC's, coaches or Teacher Assistants (TA). They did that in order to give specific feedback to improve the activities proposed to students or to reflect on the overall course.

However, not all the students were willing to share their thoughts in such an open way to CCs, nor aware of the fact that as Infuse was on the backstage helping as well. That resulted in them not reaching either them or us to explain the challenges they were facing. Therefore, we couldn't have a complete sense of how all the students were doing, mainly also because of our self-isolation context.

In any case, I believe the CCs really appreciated that willingness from the students to help them rethink the courses together, especially because the main courses were so physical and teamwork-based. I can imagine that all the pressure of adapting the courses to an online setting was immense, and we as students felt that anything we could come up with and share with CCs was valued and considered by them. From our side, the feeling of contributing to the course flow in such a close and direct way was really positive, encouraging and gave us the motivation to explore new ways in which we could help and collaborate to make the best out of the situation.

Then is where the figure of the coach comes into play, especially in the setting we were working in. He or she must provide this guidance and be sensitive enough to see what kind of guidance each student needs. Of course I understand that that was something difficult to achieve at that time, considering the fact that we were in a world pandemic, but still it was crucial to ensure that we (students) actually managed to learn something valuable and relevant for us while feeling supported during the process.

Now that I reflect back then, what I needed was to receive from my coach support and understanding of my personal situation, as well as clear instructions that would help me get unstuck of my design process. Not receiving that kind of guidance made me insecure and confused, which resulted in a reluctance to perform in the course and the need to seek help somewhere else.

Then I directly expressed my concerns to the course coordinator, who clearly empathised and cared about the situation. As I was not the only student feeling like this, he arranged weekly sessions with an extra coach that would be available for those 'hopeless' students. And oh, that made a whole difference! Feeling heard and understood felt amazing and it was a pleasant surprise to see that there was someone for me that could shed a light in the darkness. Those sessions gave me the inspiration I lacked and made me determined to finish my project, which I cannot be less than grateful for.

### WHAT CAN WE LEARN ABOUT THIS?

After talking to people and reflecting on what happened, I wanted to outline the fact that now I understand that we were all in the same situation, and that as I felt lost, coaches are people too and they also deal with constant pressure, so they have the right to feel as lost as I was. Often we commit the mistake of expecting too much from people. But instead of being frustrated because we are not getting what we expect, what worked for me was to express those concerns openly and together find a solution.

After researching about engagement and motivation (which was what I was missing back then), I understood how important is to support the basic psychological needs of individuals, and I am not just talking about students, but also staff from the faculty that would guide and support those students.

The way to do that is not simple and it requires reflection and practice, but we can start by doing the following:

Appreciate individuals' core values and developing interests

Acknowledge individual's capacities and strengths

Express ourselves in a way that transmits genuine caring, trust and honesty with others

## WHAT CAN WE LEARN ABOUT THIS?

*Involving us (Infuse) in the process of coordinating a course made us feel we were a team together with the CCs and that we were given agency to contribute directly to our studies. Those things combined with the fact that I could see that what we were doing was valuable, boosted my engagement and energy levels (which were kinda low at that time).*

*The fact that other students reached out to CCs already shows that a safe space to share their opinion was provided, as they were actively asking for student feedback. That occurred without any mediation figures, such as the ones we can find in the input lunches\*, but directly to the Coordinators of the course.*

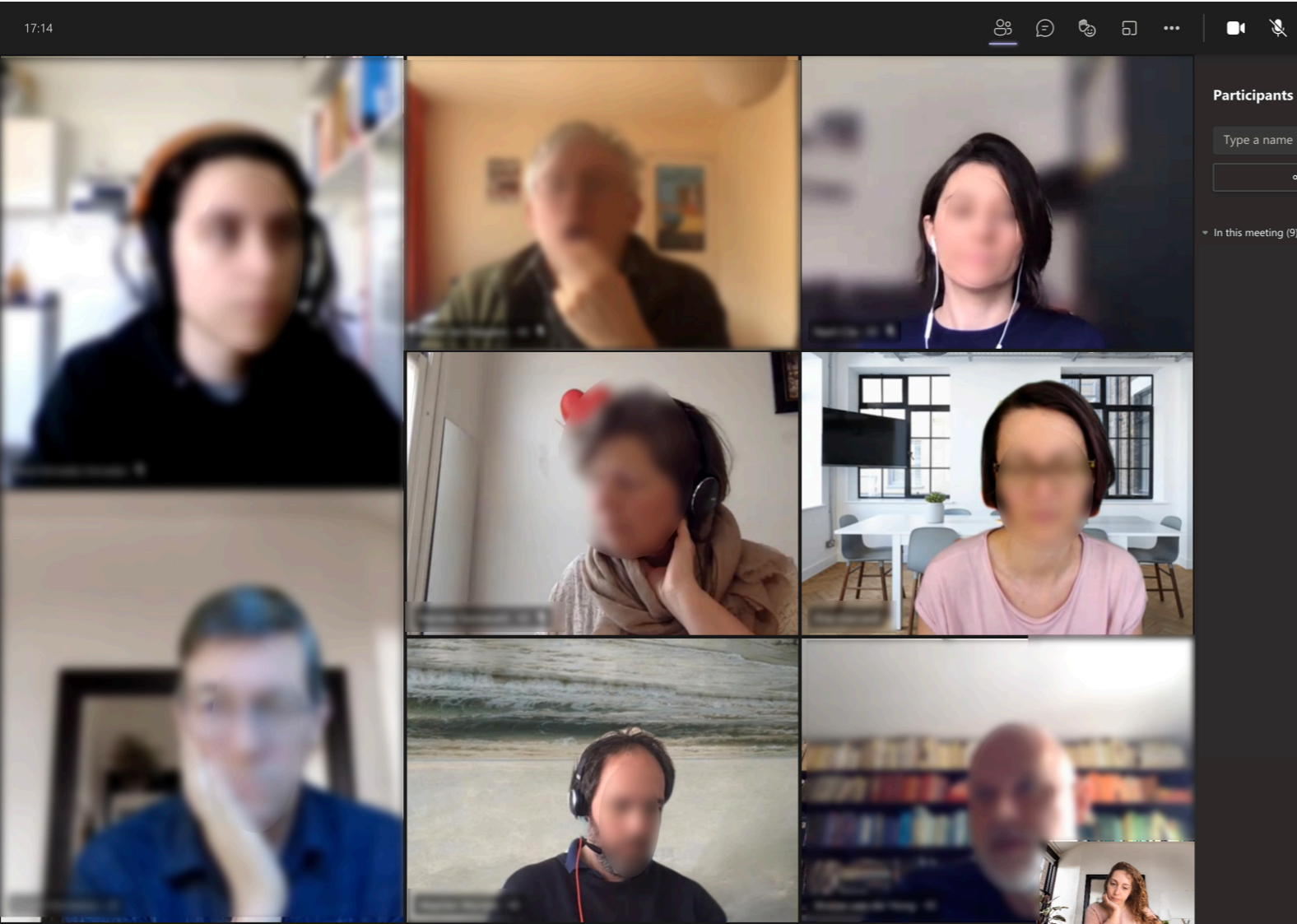
*The downside of the story is that this synergy between students and CC's emerged out of urgency. Because of that, I wonder how we can substitute this urgency for a more positive reflection on how a course is structured, which students can share continuously.*

*\*The input lunches take place in the middle of each quarter and they basically consist of members of ID Education collecting student's feedback on specific courses.*

## 3. INTERVIEWS

The insights drawn from the autoethnographic research had to be contrasted with other members of IDE's LC that were involved in the course of actions.

Therefore, semi-structured interviews were conducted to fellow students, educators and institutional staff in order to enrich the data.



4 Dfl Students that were involved in the same courses I was following, one of them an Infuse member



3 Spring Semester Dfl Course coordinators (CCs) of



Dfl's Master Director, 3 Members of the Management team of the faculty: Dean, Education Director and Head of Student affairs

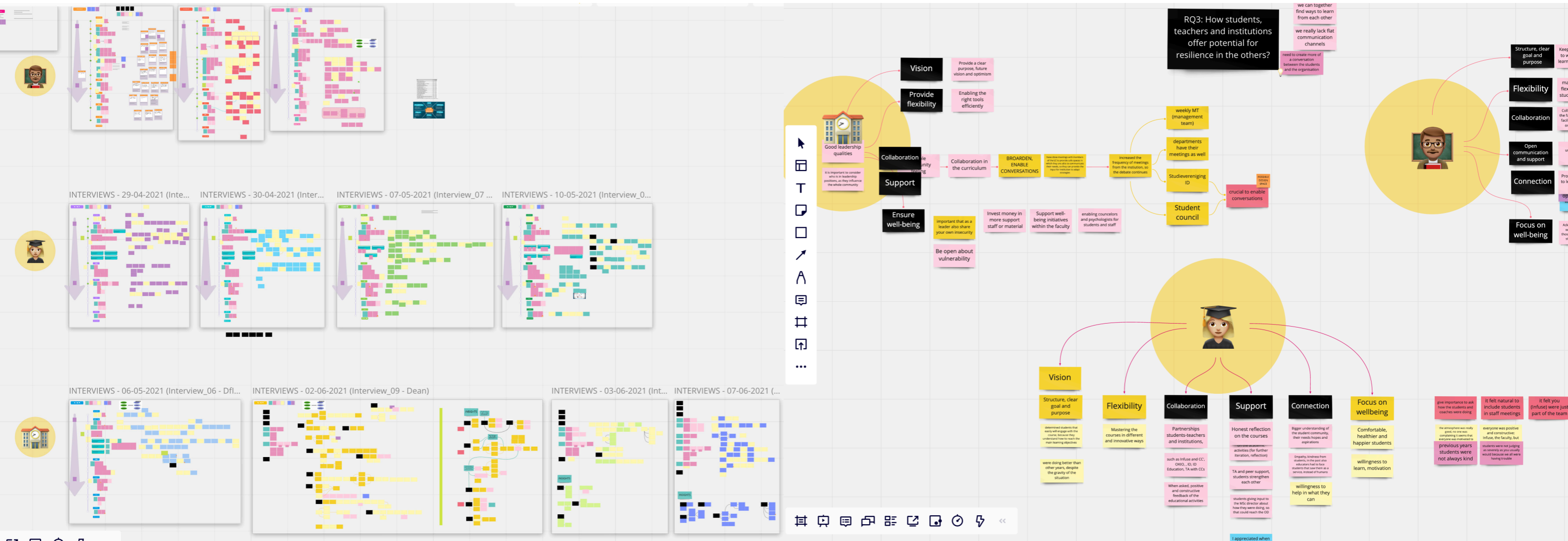


## Method

The interviews' set-up and analysis was carried out entirely on Miro. Each participant had a slightly different questions, as not all of them were involved in the same experiences I depict in my writings.

The process was the following: I planned the interview script for each participant, letting them first reflect on what was most challenging from that period. Then I arranged some questions in regards the Resilience variables to check whether it was or not present. The interviews were performed in Zoom and physically. All of them were recorded either by video or audio to be further analysed.

For the analysis, I assigned each of the participants a colour and annotated relevant quotes, while listening to the recordings. Finally I clustered and reclustered those quotes to synthesize insights that answered the main research questions



# A

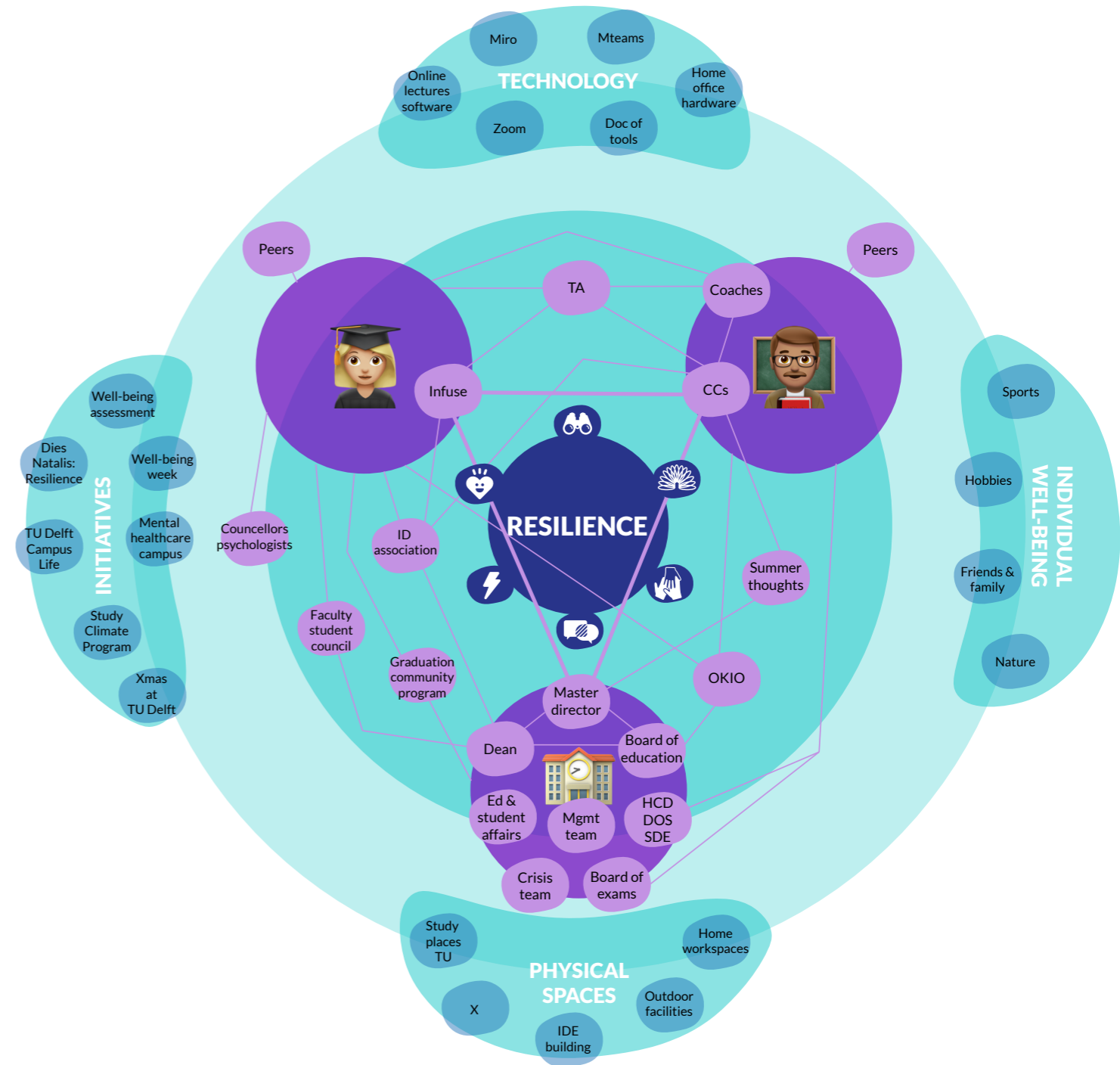
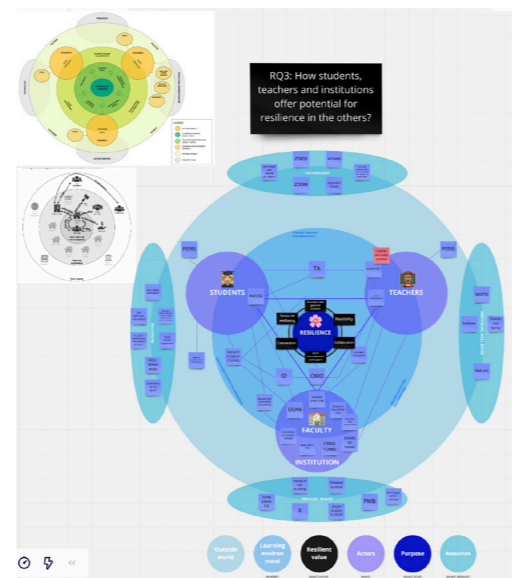
## 4. IDE'S ECOSYSTEM MAP

The ecosystem map was created by first placing resilience in the centre, which is the concept that was studied. Then, the three main actants, as in Teachers, Students and Institutions, were placed around it to explore the how the stakeholders were connected with them.

Ecosystem maps not only provide an overview of people within the system, but also map those places or items that affect its dynamics. Therefore, those things that intervened in Resilience development, such as technologies, physical spaces and activities were also included in the map. Those parts of the system have the potential to affect all three actants, that is why they are not particularly connected to any of them.

Gradually, all the stakeholders and their connections were located after I reflected on my past experiences and interviewed members the other two main actant groups.

Finally, once all the insights were synthesized, the factors that allowed Resilience to flourish are placed around the 'Resilience center.





# B ENVISIONING THE FUTURE

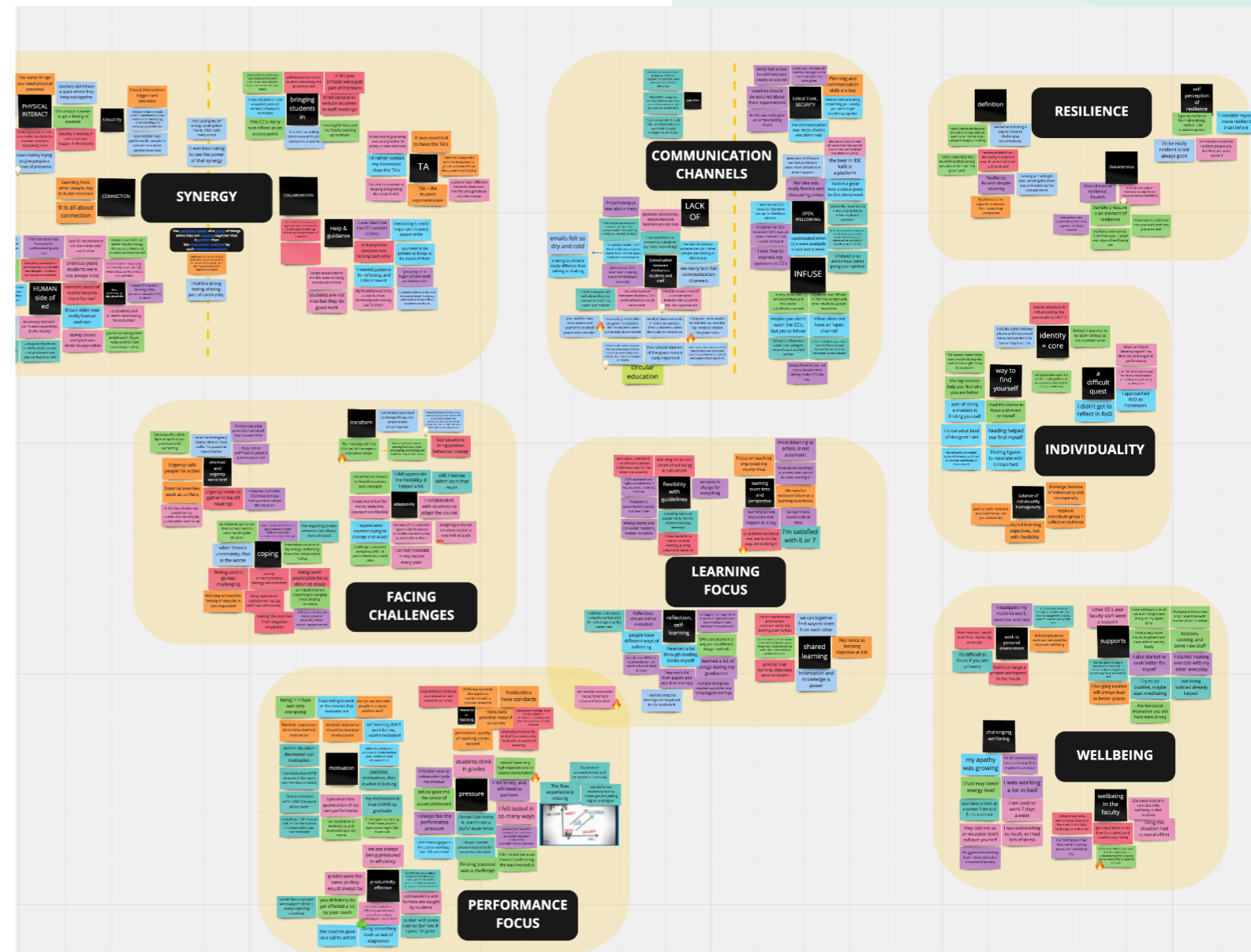
APPENDIX

# B

## 1. WORLDVIEW

The Resilience worldview aims to provide a vision in how Resilience is approached by members of IDE's LC. Therefore, the process was to collect all those important quotes from autoethnography and consider them as factors. Those factors were clustered to seek patterns towards Resilience. Simultaneously, they were linked to the Resilience variables identified in the desk research.

After that, the resulting final clusters were explained in detail to see how they were related between them. The final worldview emerged from the opposing forces among those clusters created.



## Clusters

### Resilience

#### Flourishing despite adversity

Resilience is to flourish despite adversity, by adapting to the circumstances and learning from the experience at the same time. It comes as a result of overcoming those challenges, handling pressure through self-introspection and the maintenance of physical and mental wellbeing.

Individuals from IDE's learning community generally consider themselves resilient. However, their perception on how they acquired that resilience might differ, coming from either the pandemic or previous personal experiences (such as teaching or personal life events).

### Synergy

#### Together, even stronger

The word synergy refers to the combined power of a group of things when they are working together that is greater than the total power achieved by each working separately. With this I refer to the collaboration and connection between the different parties of a learning community and especially the interactions between students and staff.

Students felt welcomed to actively collaborate with Course Coordinators and Teacher Assistants (TA, who played an important role in assisting both students and staff). Those interactions based on reciprocity, sparked meaningful connections between the members of the learning community, who were willing to embrace the human side of education in which they could develop their capabilities to be more understanding, empathetic and kinder to each other. This period of time also revealed how important are physical environments to bring spontaneity to these interactions. Resilience

### Communication channels

#### Broadening the conversation between members of the LC

Due to the pandemic, the means of communication that we all were used to radically changed. We were all forced to shift from one to one communication in lecture halls and beloved studios into emails, zoom meetings and online lectures. From a course level, what worked best to deal with the uncertainty of the moment, was to have clear and structured communication that allowed staff and students work towards the same purpose and learning objectives.

But what is more important is how the essence of communication changed, specially between staff and students: it became open and welcoming. Course coordinators (CCs) were actively seeking feedback from students in how they were steering the courses, and some of the students perceived that availability as a safe space to share their own opinion. Infuse (Dfl Master Community) played a key role in that communication flow, since it represented a direct line between students and CCs. Interactions like that one brought into consideration that the conversation between students, staff and institutions could be indeed broader and for that to happen, the LC needs proper enablers.

### Individuality

#### Developing individuality, a difficult quest

Who am I and how I position myself in the world is a question everyone faces sooner or later. One important component of resilience is having a strong core or sense of identity, as it provides a stable ground to hold on when dealing with uncertainty. That question is already embedded into education, however it is not directly brought into performance and it is rather perceived by students as something one develops tacitly by moving through courses. However, finding oneself is a difficult quest that requires self-introspection and acceptance.

In any case, a balance between individuality and homogeneity should be kept in LCs, as developing individuality within a community might result in individuals pulling into different directions. Therefore, a group of resilient individuals should not be considered as collective resilience.

### Wellbeing

#### Naturally embedding wellbeing into LCs

Wellbeing had been directly challenged in the current pandemic, which brought stress, fatigue and anxiety to staff and students, who were forced to balance work and personal life in the same physical space and in a self-isolation context.

As everyone was struggling with the same issues, the situation had a moral effect on members of the LC, who started to consider how important is wellbeing on a daily basis, and not just their own, but also others'. There was a lot of resonance from the university in understanding that situation and accepting the struggle of students.

### Facing challenges

#### Transforming education thanks to the pandemic

In face of adversity people turn to community and they try to strengthen each other, so it is fair to claim that external enemies work as unifiers.

When dealing with the challenges the pandemic brought to education, what proved to be helpful was to have effective coping mechanisms as a community. For instance, having a good core structured courses and creating open communication channels, which enabled connection between LC members. That connection facilitated their ability to adapt and adjust themselves and their dynamics to face the adversity and thrive together. An example of that was how CCs in collaboration with the students, managed to make their courses as flexible as possible to match with their needs and interests, as well as maintaining their core learning objectives.

Bad situations bring positive behaviour change, so this situation can be seen as an opportunity to innovate and transform education.

### Performance focus

#### The pandemic may hit, but the world does not stop

Purpose and motivation were lacking during that period of time due to difficulties produced from adapting into a completely online setting in which no one was used to. However, the courses had to continue and both students and staff needed to perform.

That of course was challenging, because even in a normal setting, staff and students are constantly feeling pressured to be productive and efficient. In one hand, students are graded in each of their courses, therefore they aim and push themselves to achieve the best results. On the other hand, staff's pressure comes from institutions as they need to balance their research and education activities in an efficient way, being also recurrently evaluated.

Dealing with the challenges of shifting to online education proved how important is motivation to enable effective learning and the possibility to thrive. The performance was at its best whenever the individuals of the LC felt intrinsically motivated to engage in any activity.

### Learning focus

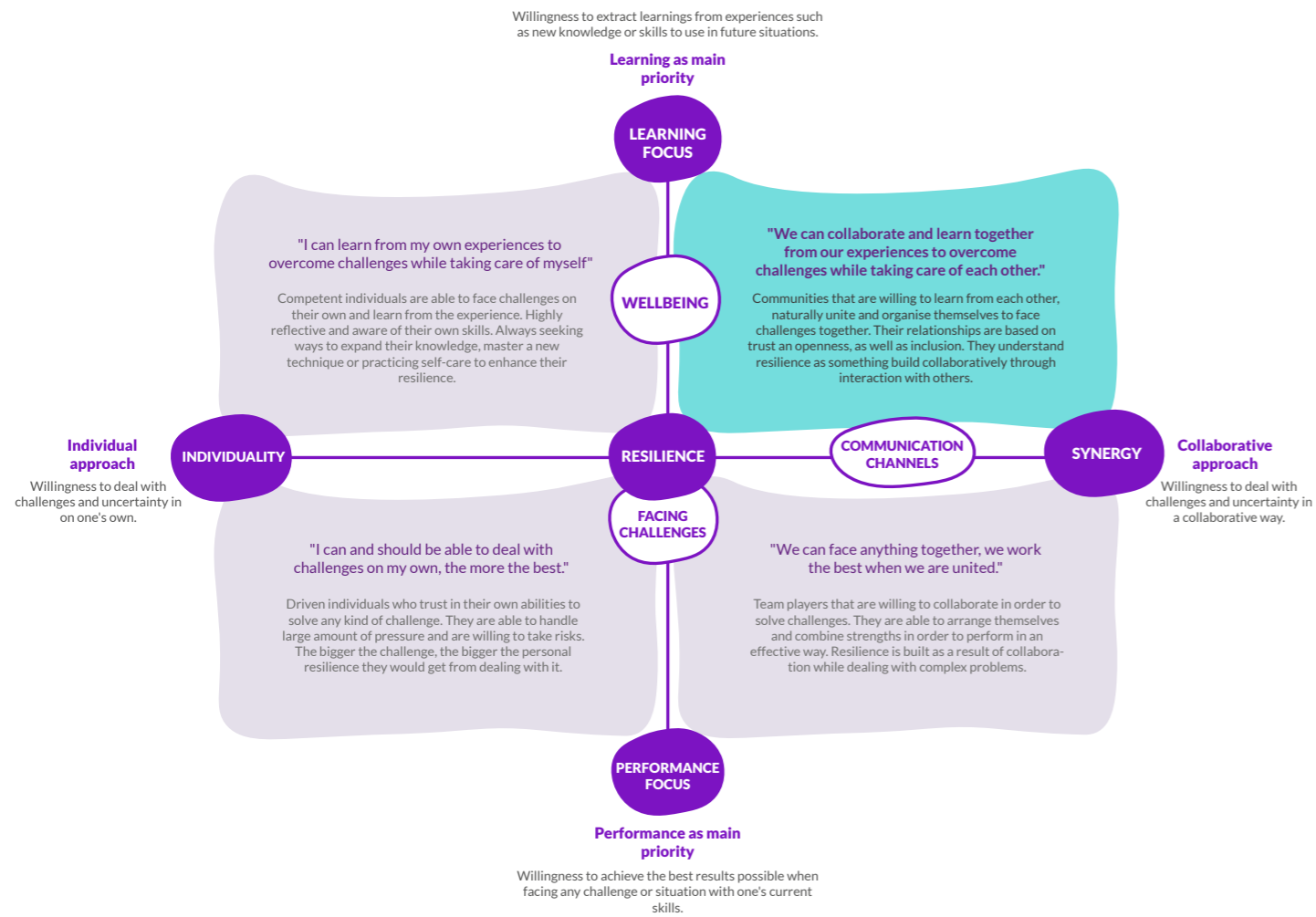
#### Shifting to the learning focus collaboratively

Learning from experiences is a sign of growth. People learn in many different ways, therefore it comes within oneself, and grows through the interactions one has with others.

In the context under study in which the LC were challenged to work under extremely amounts of pressure, what proved to work for best was learning from each other and collaboratively work to structure courses and activities that provide flexibility, but also proper guidance and support.

This period of time proved that to enhance resilience, a shift in education is required to focus on the learning and embrace failure as teacher. Although this might seem ideal, to focus actively on learning is a process that takes perspective and time.

## Final worldview



# EXPLORING THE SOLUTION SPACE

# C

## 1. GENERATIVE SESSION

The generative session to investigate and define the main tension points in student-coach relationships was carried in StudioLab. Fortunately, members of the Dfl community were available to participate. The procedure was to send the participants a sensitizing exercise. That exercise intended to unlock their memories about a particular course journey.

The session lasted about 1:30 hours and provided lots of insights. Its analysis uncover 4 main tension points that negatively affect coach-student interactions.

### Sensitising exercise

Hi!

The exercise is really simple. I would like you to think about a specific course of Dfl, as a suggestion I would focus on the one that you found more challenging or inspiring personally, such as maybe Exploring Interactions (EI) or Interactive Technology Design (ITD).

Now, reflect on your personal journey throughout the course. Here are some questions that might help you with that reflection:

What happened?

How was the experience positive or negative for you at each moment?

How was your emotional state at that time?

Who were those around you? What were their roles in your journey?

What moments were meaningful?

After reflecting on these questions, I'd like you to visually represent such reflection by connecting in some way the two dots that serve as the start and end of the academic course. Remember this is not a context mapping timeline, it's your own journey. I encourage you to be creative, but it can also be just a line with its ups and downs, or a full collage, it's up to you! No wrong answers for that. Just enjoy! :)

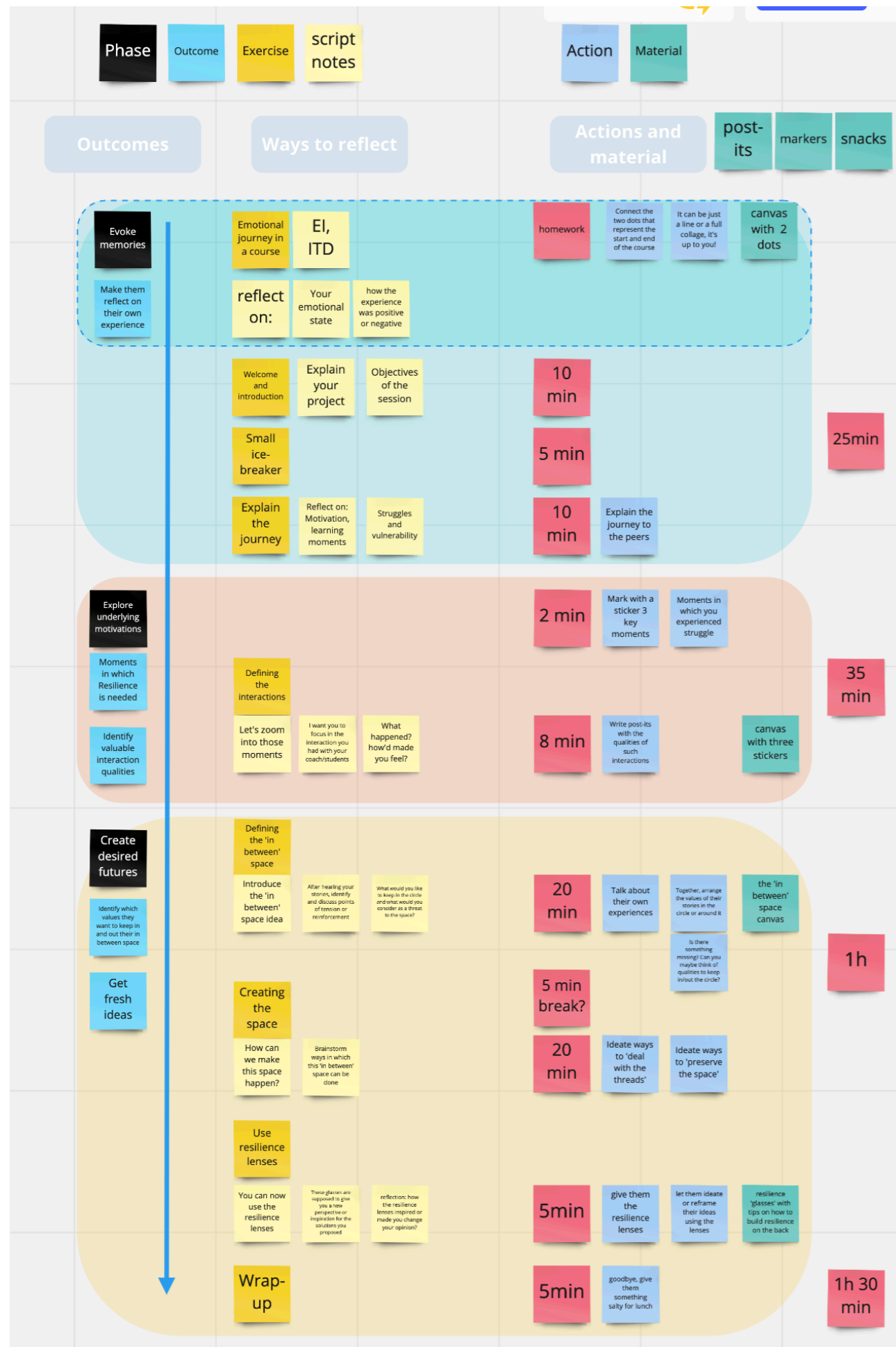
### Goals

**- Define struggles from teachers and students**  
In what do students and coaches struggle the most?  
What are the main factors that cause that to happen?  
Identify reinforcing and tension points

**- Compare both journeys of student and coach and identify those points in which Resilience is most needed from each side.** In other words, when their personal experiences become challenging and might bring stress or uncertainty.

**- Get fresh ideas for potential solutions**  
Generate an initial set of options that can be studied and developed in the design phase.





## Results

### In general

The session did not go completely as expected, but it had successful results. The activities designed as a tool to uncover the needs and desires of the users in the session were not needed to fulfill that purpose.

Far from feeling lost or not given a lot of thought to coach-student interactions, the participants of the session engaged in a lively discussion about their own experiences as coach, teacher assistant or student. In doing that, tension points in which both perspectives were not aligned were unveiled and explored by the participants as well as possible solutions to such tensions. Those represent potential design opportunities in which Resilience can play a role in.

The main situations that were mentioned and discussed are the following:

### The role of the coach as 'God'

The perception of the role of the coach in the student community is as if he or she had all answers to their struggles. It was discussed that students have one dimensional vision of the coach, who will steer the project in the 'right' direction with his/her feedback. This comes in contrast with the reality, in which a coach as a human being, is a multidimensional figure with many nuances depending on their personality. That is why the role of the coach is not set in stone and the relationship between them and students is something that both parties need to work on. The portrait of the coach as 'God' is clearly one of the results of cultural and educational heritage, in which the figure of the teacher has always been the main source of knowledge and reasoning.

Some consequences of this tension are:

- Students following whatever their coach might say and relying blindly on his/her feedback
- Students feeling afraid to fully express themselves because of power relationships
- Coach having this huge responsibility as a problem solver

**Desire:** Break down the perception of a coach as God, make him or her human.

**How:** Active reflective practice also on the relation with the coach, being emotionally accessible, storytelling as a humanising agent, articulating what each party needs from each other.

Ideas from the second session:

- 4D Cube: a 3D personal cube in which each side you discover a new 'face' of your coach and students. The fourth dimension -relationship- is something you work on using the cube.
- Look with my eyes: How is it to coach you? An activity at the end of the coaching session in which students and coaches critically reflect on what they appreciated of the session.
- Quiz Show with all the coaches
- Wanted posters: what is this person wanted for?
- F\*cked up stories: going over coaches work explaining successes, but also failures.

## Students not owning their projects and coach assuming they do

Another notable tension was that students do not always take the initiative to own their projects. Finding what one wants and applying that in a project is not an easy task, that is the main reason why coaches are there to support this process that students undergo to find what they stand for. However, they tend to rely on the figure of the coach up to the point that they understand it is their duty to 'please' the coach in order to get a good grade or result, and by doing that they are not taking full responsibility for their actions on their learning progress. The main issues that arise from this situation are:

- Lack of self-awareness, emotional autonomy and self-sufficiency.
- Students not owning their projects and end up pleasing the coach, following his or her instructions.
- Following methods and instructions which revolve around a particular project and not reflecting on the process and how they can use those in their future 'design life'.
- As coach, you see 100 students, you cannot owe all those projects, students need to.
- Coaching becomes more rewarding if students pursue what they want to learn instead of doing what they are being told to do.

**Desire: Push for responsibility in the students, to be self-critical and trust themselves and their ideas. Stimulate the reflection not just in work, but also in the process and method application. Challenge the coach in a healthy way.**

**How: Active reflective practice, reflections that can stay for other courses, foster autonomy within their process.**

Ideas:

- 'Follow your gut' sticker: when it comes to decision making, students have 3 of those stickers that they need to use during a course, making them follow their intuition, regardless of the opinion of the coach.
- Rebel card game for a coach session: Similar to the hats technique in which you have a role, for example: say no (or yes) to whatever your coach/student says and then a reflection exercise on the back, 'is that what you wanted?'
- Lie to students and tell them they won't be graded at that project (not really legal)
- To develop: Individual reflections on: feedback, process, relationships, etc. To figure out what is working and what is not.

## Misalignment of expectations in courses

Students are used to setting high expectations for themselves and coaches feel impressed in how often courses can become challenging and hard processes for students due to that. The only articulation of what is expected from students during a course is its rubric. However, students still struggle with finding out what is exactly expected from them in relation to their work. Coaches and students expressed disappointment to 'treat projects as a checklist' and agreed that the rubric should also not be prescriptive as each design project is unique. Some consequences of this situation that were mentioned in the session were:

- Students feeling completely lost at the beginning of a project, when they have to take decisions that will affect their whole project
- Students oversteering and overworking due to the high expectations they set for themselves
- The relationship and expectations of coach and students is rarely specifically articulated and that causes mismatch
- Coaches' motivation increases whenever they see a student that pursues his/her learning goals

**Desire: Clarity of the role of the rubric, set expectations and communicate them to reach an agreement between coach and students, in which students can feel comfortable in what is expected from them and feel free to explore freely without oversteering about a course.**

**How: Reflection on expectations from each side, alignment of those expectations by establishing dialogue**

Ideas:

- Co-creation session of the rubric together with your coach
- Personal learning contract (for coach and students) which you sign together with your coach, in which you set goals, priorities and expectations for the course are included
- CV-like presentation of students and coaches with cue questions which will help them set expectations about each other.

## The desire to perform in courses clashing with mental health and emotions

It is clear that our emotions affect the way we work. Insecurity, fear of failure and stress affect directly how students perform, and that can also be applied for coaches. The tension between performance and mental health is something that became even more salient after the pandemic.

To each member of the relationship, it is clear that the main desire is to be perceived and understood as a human being.

- From the coach's side, it was already mentioned that the coach is perceived to be the one that provides, therefore coaches have a huge responsibility on feeling 'good' to be able to provide the support students need, being mainly seen as a function rather than as a partner.

- On the other hand, students' pressure of performance, the expectations they set for themselves and being in the process of finding what they want brings stress and uncertainty. The main response is to mainly focus on that performance and set aside emotions until they come to surface.

**Desire: Make emotions part of the course, either part of the coaching itself or an external intervention. Have an honest relationship based on reciprocity in which there is space for feelings and emotions and understanding on how they affect work and performance.**

**How: Reflect on one's emotions and how they affect work and relationships and introduce them in the coach meeting. Support each other in their journeys, but not solve their problems.**

Ideas:

- Anonymous wellness check-in before and after the coach meetings (physical?) for students and coach to see how their emotional state is and plant the 'seed' for reflection and dialogue.
- Expectation check-in for the day
- Different setting for 'emotional stuff'

# D

## DEFINING DESIGN QUALITIES

APPENDIX

# D

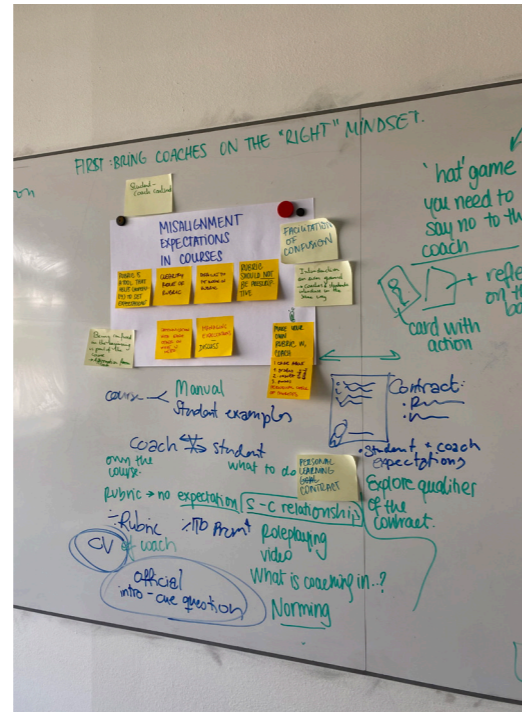
## 1. CO-IDEATION SESSIONS

Three co-ideation sessions were performed through the course of the project to define meaningful embodiments for the desired direction of the design. The first one, explored those tension points that were unveiled in the generative session. The other two, were focused in expectation misalignment and the development of the final concept.

## 2. SESSION JOURNEY MAP



In the first co-ideation session, we brainstormed possible embodiments for each of the tension points that were unveiled in the previous generative session.



After expectation misalignment was chosen the tension point that the solution might address, the second and third co-ideation sessions were carried out to define those qualities that the final design should have and discussed possible structures that fit those needs.

Customer journey maps were the inspiration to create this session journey map. It assisted in ideating on the main activities that will be conveyed in the Kick-off session. Both student's and coach's actions are included in each phase of the journey. Moreover, their thoughts and feelings were thought upon to generate valuable opportunities - or ideas - for the session.

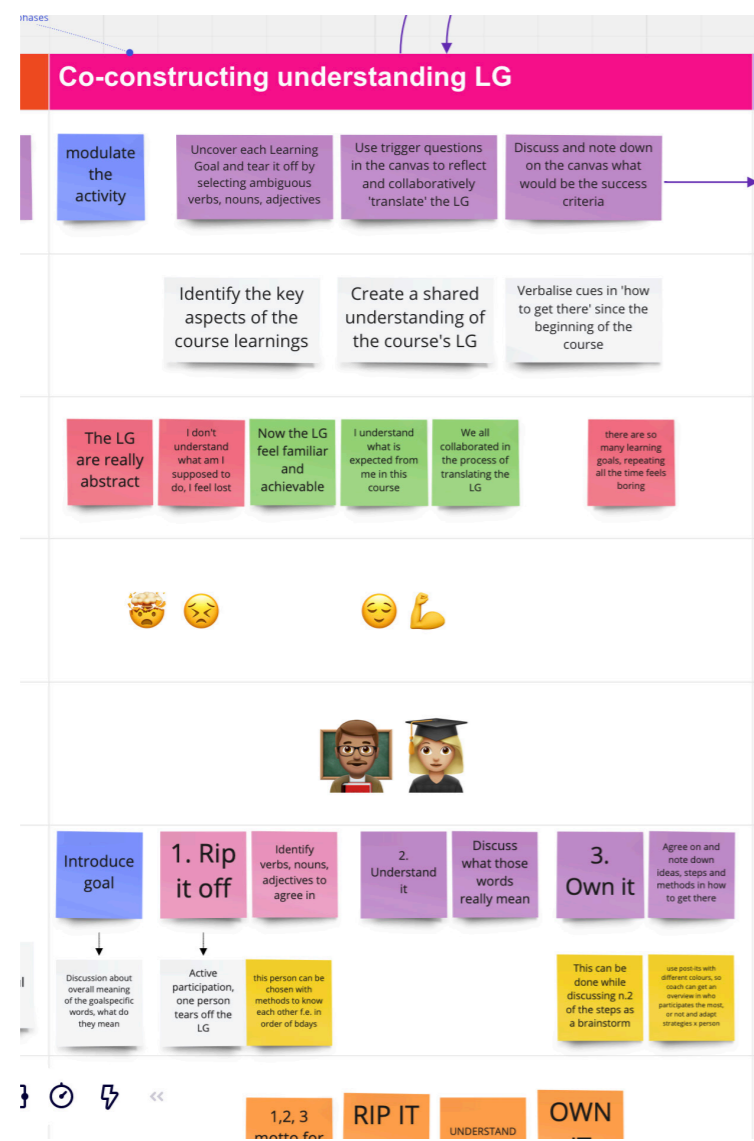




# E

# EVALUATING MYRUBRIC

Phase of journey	Find examples representing LG	(Optional) Homework: Bring...	Introduction	Co-constructing understanding LG	Exemplify (after each goal)	Personal goal	Tool presentation	Wrap up
Actions What does the user do?	reflect on past experiences use the canvas to explore the LG prepare for the kick-off	reflect on past experiences prepare for the kick-off	introduce the session modulate the ice-breaker	modulate the activity uncover each Learning Goal and tear it off by selecting ambiguous verbs, nouns, adjectives use trigger questions in the canvas to reflect and collaboratively 'translate' the LG discuss and note down on the canvas what would be the success criteria	go back to previous steps and identify the success criteria learn and apply the success criteria use the success criteria to guide the process	learn and apply the success criteria use the success criteria to guide the process	introduce the tool clarify the purpose include personal LG in the tool	wrap up session clarify next steps on the journey
Intention What is the intention behind the activity?	introduce the session modulate the ice-breaker	reflect on past experiences prepare for the kick-off	Set the base for the safe space between c-s	Identify the key aspects of the course learnings Create a shared understanding of the course's LG Verbalise cues in 'how to get there' since the beginning of the course	Consider the overall understanding of the course and identify the success criteria Learn and apply the success criteria to guide the process	Learn and apply the success criteria to guide the process	Be familiar with the Learning Agreement tool	Conclude the session
User Thought What is the user thinking?	introduce the session modulate the ice-breaker	reflect on past experiences prepare for the kick-off	introduce the session modulate the ice-breaker	modulate the activity uncover each Learning Goal and tear it off by selecting ambiguous verbs, nouns, adjectives use trigger questions in the canvas to reflect and collaboratively 'translate' the LG discuss and note down on the canvas what would be the success criteria	go back to previous steps and identify the success criteria learn and apply the success criteria to guide the process	learn and apply the success criteria to guide the process	Be familiar with the Learning Agreement tool	Conclude the session
User Feeling What is the user feeling?	introduce the session modulate the ice-breaker	reflect on past experiences prepare for the kick-off	introduce the session modulate the ice-breaker	modulate the activity uncover each Learning Goal and tear it off by selecting ambiguous verbs, nouns, adjectives use trigger questions in the canvas to reflect and collaboratively 'translate' the LG discuss and note down on the canvas what would be the success criteria	go back to previous steps and identify the success criteria learn and apply the success criteria to guide the process	learn and apply the success criteria to guide the process	Be familiar with the Learning Agreement tool	Conclude the session
Process ownership Who is in the lead on this?	introduce the session modulate the ice-breaker	reflect on past experiences prepare for the kick-off	introduce the session modulate the ice-breaker	modulate the activity uncover each Learning Goal and tear it off by selecting ambiguous verbs, nouns, adjectives use trigger questions in the canvas to reflect and collaboratively 'translate' the LG discuss and note down on the canvas what would be the success criteria	go back to previous steps and identify the success criteria learn and apply the success criteria to guide the process	learn and apply the success criteria to guide the process	Be familiar with the Learning Agreement tool	Conclude the session
Opportunities	link it with pictures write it down be as visual as you can	bring something that inspires you bring something that challenges you	introduce the session modulate the ice-breaker	modulate the activity uncover each Learning Goal and tear it off by selecting ambiguous verbs, nouns, adjectives use trigger questions in the canvas to reflect and collaboratively 'translate' the LG discuss and note down on the canvas what would be the success criteria	go back to previous steps and identify the success criteria learn and apply the success criteria to guide the process	learn and apply the success criteria to guide the process	Be familiar with the Learning Agreement tool	Conclude the session
Notes								



# E

## 1. EVALUATION SESSION

Once the design was finished, it was essential to conduct a session with coaches and students to evaluate its potential. Seven coaches and students from the faculty of Industrial Design Engineering evaluated and reflected on MyRubric.

The session was on-site, also in StudioLab. The participants did not have to prepare anything prior to the session. They were asked to reflect on how their journey in one specific course, Exploring Interactions (EI), would have changed in MyRubric was implemented in its curriculum.

I facilitated the session in which they roleplayed part of the Kick-off session. They were required to take one of EI's LOs and Co-Create it with the LO Co-Creation board. After that, they examined the other templates and made comments on them.



### Evaluation setup

Testing with: Students, Coaches/Staff

8 participants in total

Group maybe 2 coaches and 5 students and someone from the institution?

### Prior to the session

Course that the CC is developing its rubric

Purpose of the evaluation

You don't seek validation, you seek to learn more, find the blank spots.

### Design goal

This is the design goal and the design's intended outcomes:

"I want Learning Communities to build Resilience...

...safe base

feel supported through one's learning journey since the beginning

...good self esteem

have the learning environment under control and a sense of safety to exercise one's skills

...sense of self-efficacy

possess critical thinking and ownership about one's learning process

### Main research questions

**RQ4: Does the concept contribute to building or enhancing the participant's Resilience?** (described above)

**RQ5: Does it positively facilitate the expectation alignment of the coach-students in a course?**

**RQ6: What would be the design's real impact in the community?**

### Limitations

What is going to be evaluated will be an experience that is supposed to unfold through an extended period of time, therefore the outcomes of the evaluation will be based on what the participants expect or imagine to happen, as they will be asked to role play.

Time wise, it's not feasible to test all the parts of the prototype (process, manual, session plan, templates)

### Parts I would like to test

Process: Overall impact (in Regards to Resilience)  
Identify strong parts and main issues.

*How would the perception of a course change if the programme was implemented?*

In what ways your learning experience would be enhanced?

Kick-off session: Co-creation process of Learning objectives

Is the process effective? Any suggestion?

Reflective moments: Learning Objectives assessment

Opinion on the methods

In what ways do they think it can contribute to their experience?

Plan: Going through the process

### SCRIPT

Consent forms (5 min)

Introduce them to the test (goals, etc), get to know each other if they don't (10 min)

-Welcome & get together

-The goal of the evaluation is for me to learn and carefully listen and ask questions about whatever you have to say of the concept.

- First, I will be explaining the programme to you (as a coach) and

- then we will experiment a bit with the guide by roleplaying as if it was our first EI coach session in the studios.

-At the end of the session I would like you to reflect on how your journey at EI would have changed by using this guide.

Get them familiar to the programme

Take the poster out, show to them

Describe the overall purpose of the programme and its main steps as if you were the coach explaining to their 'pupils' (5 min)

-Purpose: build resilience in Learning communities, and it's achieved by: feeling welcomed, etc. etc.

-The Kick off session: to co-create the learning objectives of a course (and by that I mean their understanding of them) and the reflective moments are meant to provide an opportunity to individually reflect on and assess one's progress.

Describe the material provided (5 min)  
 -The material: (have it all ready so it is palpable for them, they can touch and have a look)  
 Here is the guide, the Kick-off session plan and the templates needed for the programme, so we can use them throughout the session.  
 Discussion&questions (Check first reactions): Initially, What impact do you think this could have on your learning experience? (10 min)  
 Explain Kick-off session (5 min)  
 Going through the session: Presentation of the doodles (until LO Deconstruction)  
 - The core of the guide: kick off, where the LO are created, go through the doodles, let them ask questions. Is everything clear?  
 ASSIGNMENT: Let them experiment with one or two of the course's Learning Objectives using the Co-creation board (20 min) - CTA (Concurrent think aloud) 1:00h  
 - We now have all the elements for a small experiment. One one side, you have the learning objectives of the course EI. On the other the LO co-creation board.  
 The activity is simple; Let's start first by first picking one LO and deconstructing it together.  
 Ask the coaches if they can think of examples for that LO (5 min)  
 Discussion&questions: self-esteem questions (10 min)- 1:15h  
 BREAK (5 min)  
 Explain personal goal and reflective moments  
 Show templates (10 min x template?) 30 min in total  
 Final questions: discussion (10 min)  
 Ask questions self efficacy, self base

## Final questions

Does the design...? Do you think the design will...?

### safe base - relatedness

- help enrich the interactions that shape the relationship between coaches and students?
- facilitates dialogue between coaches and students about meaningful topics?
- provide the group an environment in which you are welcomed to explore different tools and skills to achieve the success criteria?

### self-esteem - competence

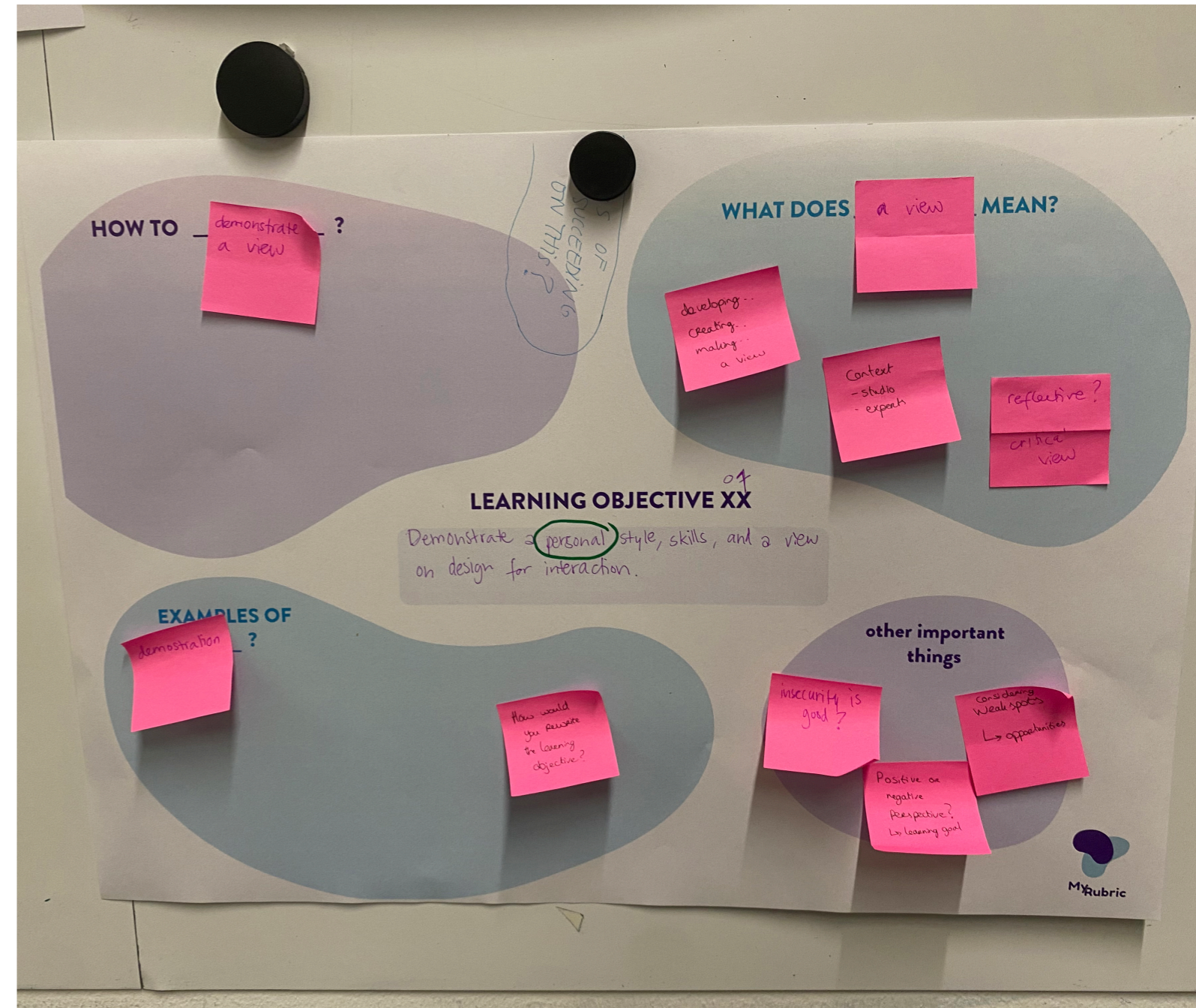
- facilitate the generation of a future vision of the course?
- possible outcomes ought to be achieved in the course?
- actions to get there?
- success criteria?
- What improvements do you foresee undertaking, changes would you make?

### self-efficacy - autonomy

- trigger the participant's awareness of their learning process?
- allow the participant to reflect on how they could - direct and design their own learning experience to achieve positive results?
- enhances assessment on one's learning journey?

extra coaches: Does the design get them in the 'learning mode'?  
 would they feel comfortable talking about these things with students?

## Session outcomes LO Co-Creation board



# Touch base template - student

**TOUCH BASE**  
STUDENT FORM

NAME \_\_\_\_\_

Now it's time to check your progress. Give a look at the Learning Objectives from the kick-off session and fill out this form.

→ these are all personal right?

1. How are you doing with the course's Learning Objectives?

LO1	LO2	LO3	LO4
<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning
<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing
<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying
<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending

↳ I feel like being judged to be at extending in the end

And your personal objective?

Beginning     Developing     Applying     Extending     It changed

2. What would you consider the strongest parts of your project?

3. Now, think about those things that you could work on to improve.

4. How can your coach support you in your journey?

MyRubric

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# Touch base template - coach

**TOUCH BASE**  
COACH FORM

Time to check on the course progress. Evaluate

**THEY:**

STUDENT NAME \_\_\_\_\_

1. How are you doing with the course's Learning Objectives?

steps  
smaller → big

LO1	LO2	LO3	LO4
<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning
<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing
<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying
<input type="radio"/> Extending ?	<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending
<input type="radio"/> mastering			

And your personal objective?

Beginning     Developing     Applying     Extending     It changed

2. What kind of impact do you have on your student? In what ways you are contributing to their learning process?

- mirror  
- feel safe  
- confusing  
- inspiring

3. Now, think about those things that you work on to improve.

4. How can your student support you in your journey?

5. What did you learn from your students? about and

MyRubric

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# Future steps template - student

*instead of scaling it give an example on how you are taking this to empty the R.O.*

## FUTURE STEPS

STUDENT FORM

NAME \_\_\_\_\_

The course has come to an end and lots of things happened. Check on your previous answers on the Touch Base form. How things have changed? How was your evolution?

1. How did you keep up with the course's Learning Objectives?

LO1	LO2	LO3	LO4
<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning
<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing
<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying
<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending

And what about your personal objective?

Beginning     Developing     Applying     Extending     It changed

*a bit vague*

2. What are you most proud of your project?

3. Can you think about 3 things of the course that had an impact on you and take them for the future?

4. What did you learn from your coach?

*and about*

MyRubric

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# Future steps template - coach

## FUTURE STEPS

COACH FORM

NAME \_\_\_\_\_

The course has come to an end and lots of things happened. Check on your previous answers on the Touch Base form. How things have changed? How was your evolution?

1. How did you keep up with the course's Learning Objectives?

LO1	LO2	LO3	LO4
<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning	<input type="radio"/> Beginning
<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing	<input type="radio"/> Developing
<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying	<input type="radio"/> Applying
<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending	<input type="radio"/> Extending

Example of strength/weakness

And what about your personal objective?

Beginning     Developing     Applying     Extending     It changed

*Low Qual* |-----| *High Qual*    *2.5/3 Meet* |-----| *3 Meet/Exp*

2. What did you appreciate the most about coaching your student? Do you recall any specific moment?

*Empty* |-----| *Full*

3. What are the learnings from this period of time you will take for future practices?

4. What did you learn from your student?

MyRubric

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