

Week 9-10 Assignments

Educational Design Studio, Spring 2017

1. PROJECT WORK

Theory of Change Workshop - Tuesday, March 21st

Generate Ideas. In anticipation of the Theory of Change workshop on Tue Mar 21, we have a few assigned tasks for you. First, please read Meadows' article on *Leverage Points: Places to Intervene in a System* (described below). In her discussion of leverage points, Meadows defines 12 places to intervene in a system. In decreasing order of effectiveness, these are:

1. The power to transcend paradigms
2. The mindset or paradigm out of which the system- its goals, structure, rules, delays, parameters - arise
3. The goals of the system
4. The power to add, change, evolve, or self-organize system structure
5. The rules of the system (such as incentives, punishments, constraints)
6. The structure of information flows (who does and does not have access to what kinds of information)
7. The gain around driving positive feedback loops
8. The strength of negative feedback loops, relative to the impacts they are trying to correct against
9. The lengths of delays, relative to the rate of system change
10. The structure of material stocks and flows (such as transport networks, population age structures)
11. The sizes of buffers and other stabilizing stocks, relative to their flows
12. Constraints, parameters, numbers (such as subsidies, taxes, and standards)

Second, once you complete the reading we would like you to individually generate ideas for your current design framing. **Generate at least 10 ideas related to your current design framing, with at least 1 from each set of three places to intervene in a system** (i.e, 1-3, 4-6, 7-9, 10-12). Bring those ideas with you to studio on Tue Mar 21.

2. READING: Theory of Change & Personalized Reading

There are lots of different places to intervene in a system (also known as levers for change) that you all can use to develop an impactful educational design. Different levers for change may be more or less relevant to your educational system, but sometimes thinking through all these different levers will help you be bolder in your idea generation and think outside of the more traditional or more obvious approaches. To better understand levers for change in systems, please read Meadows' article about leverage points:

- Meadows, D. (1999) "[Leverage Points: Places to Intervene in a System](#)" The Sustainability Institute

In addition to the Meadows article, we will provide each team with a few suggested keywords to help you search for relevant literature, as well as a personalized suggested reading list. Check out the Reading & Research Support document in your team's google folder. Select ONE of the suggested readings to explore over the break, and share your insights with your team upon your return.

3. DESIGN & LEARNING JOURNEY REFLECTION: Mid-Semester Prompt

At this point in the course, you are a little more than halfway through this design experience. How's it going? The purpose of this mid-semester reflection is for you to pause for a moment, look back on the whole experience thus far, and share any important insights about your own experience AND/OR the course design with us. You are free to look at this reflection from lots of perspectives. Some options include:

Your course experience...

- How is your experience in the course thus far? Is it allowing you to learn or make progress in areas that are meaningful to you?
- How have you changed/grown/developed through these mini-projects and class activities so far?
- How's your interaction with us, as instructors? How can we as instructors better support your learning in this course?
- If the course ended tomorrow, what is one takeaway you would have from the experience? Why?

Your perspectives on education or educational design...

- What important insights have you gained about educational systems? How did you arrive at these insights? Why are these important to you?
- If you could change anything about any educational system, what would it be? Why that system? Why that change?
- In what ways has your perspective on learning, learners, or educational systems shifted during this course? What are the implications of this shift for your own educational design efforts?

Remember that you may choose to focus in on a particular "territory" (i.e, you as a designer, teammate or student), or you may choose to look more broadly at your whole self. This is your reflection, so please explore an area that is meaningful to you.

QUOTE FOR THE WEEK

I love idleness. I love to busy myself about trifles, to begin a hundred things and not finish one of them, to come and go as my fancy bids me, to change my plan every moment, to follow a fly in all its circlings, to try and uproot a rock to see what is underneath, eagerly to begin a ten-years' task to give it up after ten minutes: in short, to fritter away the whole day inconsequentially and incoherently, and to follow nothing but the whim of the moment.

— Jean-Jacques Rousseau