Designing a Classroom with Ambiguity at its Core

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Teaching and Learning Conference
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CONTEXT

- INDEV308: Introduction to Social Entrepreneurship
- 30-55 students
- 60% as a required course
- Systems thinking
- Before INDEV international placement term
Pedagogical Philosophy

Hypotheses

• Experiential learning
  – Safe-fail environment for real world practice

• Constructivist
  – Collective framing of the system and its elements

• Peer-Based
  – Criticism and praise driven by colleagues

Applications

• Public by default
  – Bring in feedback from external stakeholders

• Problem-based learning
  – Developing models of complex domains

• Collegial feedback skills
  – Space for multiple forms of peer-evaluation
Concept Map

Wicked Problems

Individual Portfolio

System Thinking

Business Models

Empathy

Design

Mapping

Prototyping

You

Class Portfolio

Social Innovation

Class

Campus

Economy

Community

Environment

You
Social Innovation Lab model

**Mapping**
Workshop activities will focus on understanding the problem, identifying relationships between elements in the system, and focusing on key leverage points.

**Design**
Workshop activities will focus on designing an alternative system and selecting the features that system would possess.

**Prototyping**
Workshop activities will focus on developing pitches for prototypes.
Workshop activities will focus on understanding the problem, identifying relationships between elements in the system, and focusing on key leverage points.

Individual writing assignments

Workshop activities will focus on designing an alternative system and selecting the features that system would possess.

Team design assignment

Workshop activities will focus on developing pitches for prototypes.

Team pitch to community

Mapping

Design

Prototyping
Source: Kaner et al. (2014)
Classroom Activities During Phases

**Mapping**
- Highly structured
- Randomized small groups

**Design**
- Highly structured
- Working within set teams

**Prototyping**
- Largely unstructured
- Working within set teams

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**Grading Rubric**
include in slides, not needed in presentation

<table>
<thead>
<tr>
<th>Criterial</th>
<th>Mark</th>
<th>Out of</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Presentation - 30 marks total</td>
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<tr>
<td>Clear – Is it clear what you are preparing to do and why? Does the presentation make sense and give your audience direction?</td>
<td>10</td>
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<td>Competing – Did you keep your audience engaged? Was your presentation well-organized?</td>
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<td>Limited – Did you contact your pitch in a professional manner?</td>
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<td>On Time – Did the pitch end 7 minutes and provide 3 minutes for questions?</td>
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<tr>
<td>Pitch Content (deck, presentation, Q&amp;A all included) - 40 marks total</td>
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<td>Doable – Does the pitch benefit the key stakeholders?</td>
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<td>Dynamic – Does the deck propose a viable solution? Does it include major unaddressed technological, legal or other barriers?</td>
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<td>Visible – Can the strategy sustain itself long enough to achieve its goals/environment? socially/ethnically?</td>
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<td>Interviews – 30 marks total</td>
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<td>2 marks for each completed interview</td>
<td>20</td>
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<td>Overall relevance of interviewee choices</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100</td>
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This Year’s Class Topic

• Urban Intensification in Waterloo Region

Waterloo Region is undergoing a social, economic and environment transformation as its population grows on its existing physical footprint. The Ion rapid transit system, with construction started in 2014 and service expected to begin in 2018, is providing much of the infrastructure for these developments. Alongside this the Places to Grow Act and the Greenbelt Act, both in effect since 2005, have provided provincial policy mandates for increased intensification. Many of you in INDEV308 are encountering the consequences of this transformation, both positive and negative, on a daily basis as you live, work and play in this community.

This local intensification occurs in a global context in which urbanization is a global trend. In 2014 54% of the world’s population was urban, and this number is expected to rise to 66% by 2050. This shift towards greater urban density is changing the relationships between communities and their ecological environment, while also increasing the concentration, scale and complexity of the built environment around the world. In this class we will go deep into our local context in Waterloo Region, but the skills you learn and insights you develop will be useful to you in navigating different complex issues in other places.

There are a myriad of challenges to be explored here. How can growth be inclusive of diverse communities? Will a dense future be an environmentally sustainable future? Are we creating creative places, destroying them, or both? Who is this change for?

• This has become the 2017 Class Portfolio
Components of the Portfolio

- **Briefing Note:** Influencing Leadership
- **Promotional Poster:** Design
- **Opinion-Editorial:** Influencing the Public
- **Design Brief:** Influencing a Market
Tools for Collaboration

- Influencing Leadership
- Influencing the Public
- Influencing a Market
- Common Knowledge: Urban Intensification

Political Change

Building Alliances

Consumer Markets
Tools for Collaboration

Political Change

Building Alliances

Briefing Notes

In-Class Workshops

Opinion-Editorials

Design Brief

Consumer Markets
Engagement with the Community

Political Change

Building Alliances

Prototype Pitches

Consumer Markets
Capacities for Delivery

• Networks
• Technological
  – Peer Evaluation And Review (PEAR), Learn
• TA Skills
  – Facilitation
  – Writing/Communication
• Pedagogical
  – Teaching Excellence Academy
• Modular work outputs
Extending this Further

Assignments from other courses related to class topic

Co-design with related or design courses

Further (co-) curricular development

Recruiting community partners on class topic

Co-design with extra-curricular activities

Extending with community partners
Class Portfolios

WATERLOO SOCIAL INNOVATION LAB
International Development 308: Introduction to Social Entrepreneurship
Class Portfolio
The Future of Youth & Work

A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.

WINTER 2016

WATERLOO SOCIAL INNOVATION LAB
International Development 308: Introduction to Social Entrepreneurship
Class Portfolio
Urban Intensification

A compilation of student work including promotional posters, opinion editorials, briefing notes and business model pitch decks.

WINTER 2017
Next Year’s Topic?

• Mental health?
• Climate change adaptation?
• Sustainable food?
• Disaster resilience?
• Healthy, safe and inclusive communities?
Concept Map

Wicked Problems

System Thinking
Business Models
Empathy
Design
Prototyping
Mapping
Team Pitches

You

Class Portfolio

Social Innovation

Class
Campus
Economy
Community
Environment