

Designing a Classroom with Ambiguity at its Core

Sean Geobey

Assistant Professor

University of Waterloo

School of Environment, Enterprise and Development

Teaching and

Learning

Conference

April 27, 2017

CONTEXT

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

Pedagogical Philosophy

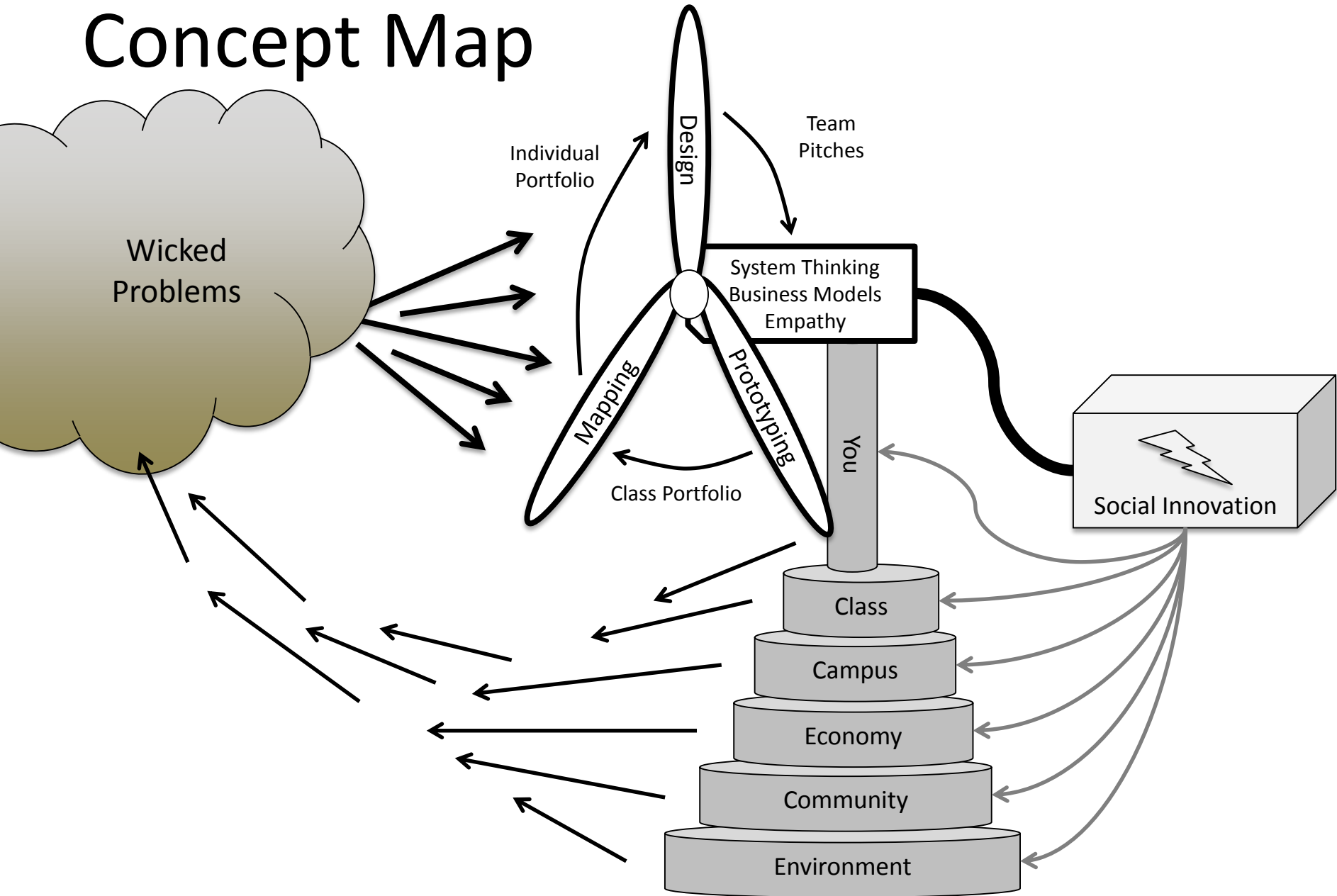
Hypotheses

- 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

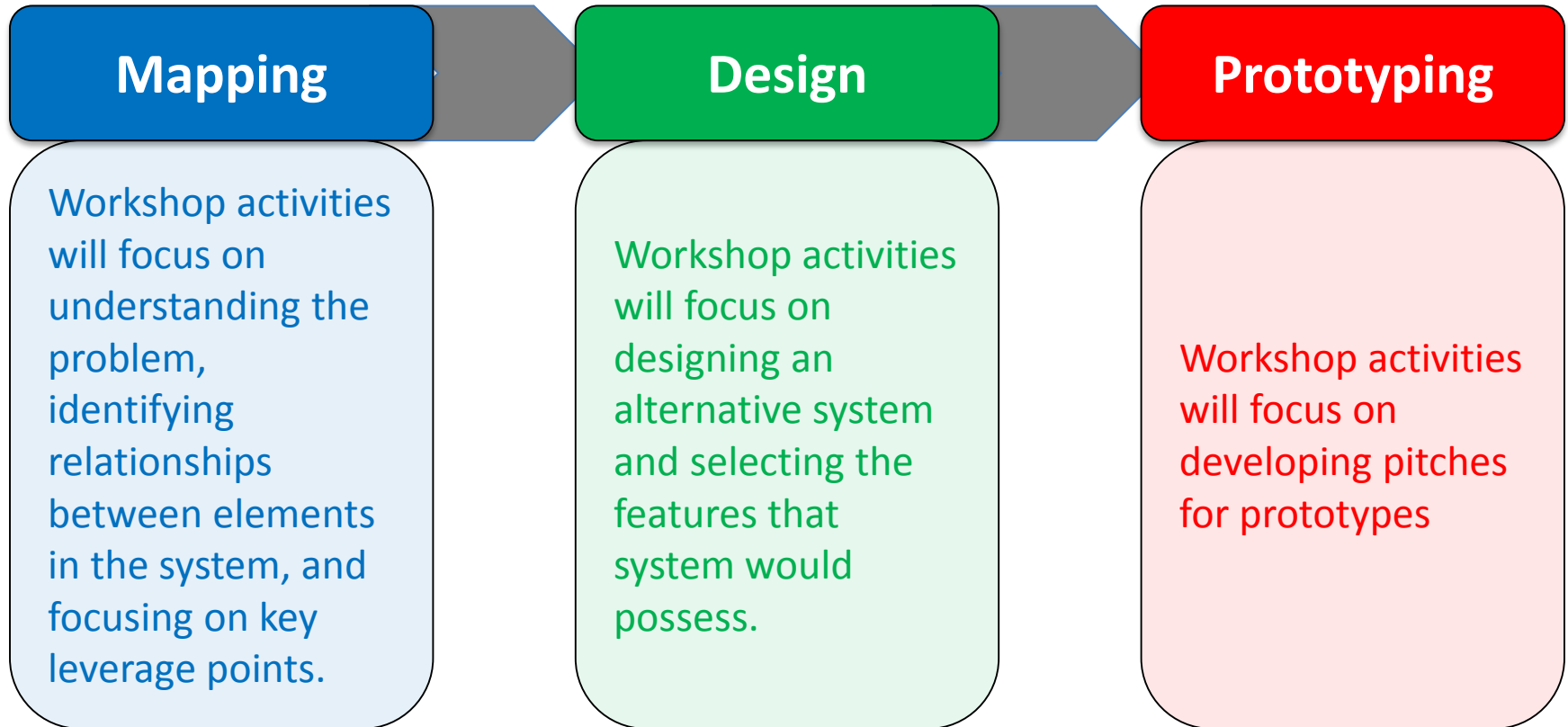
Applications

- 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

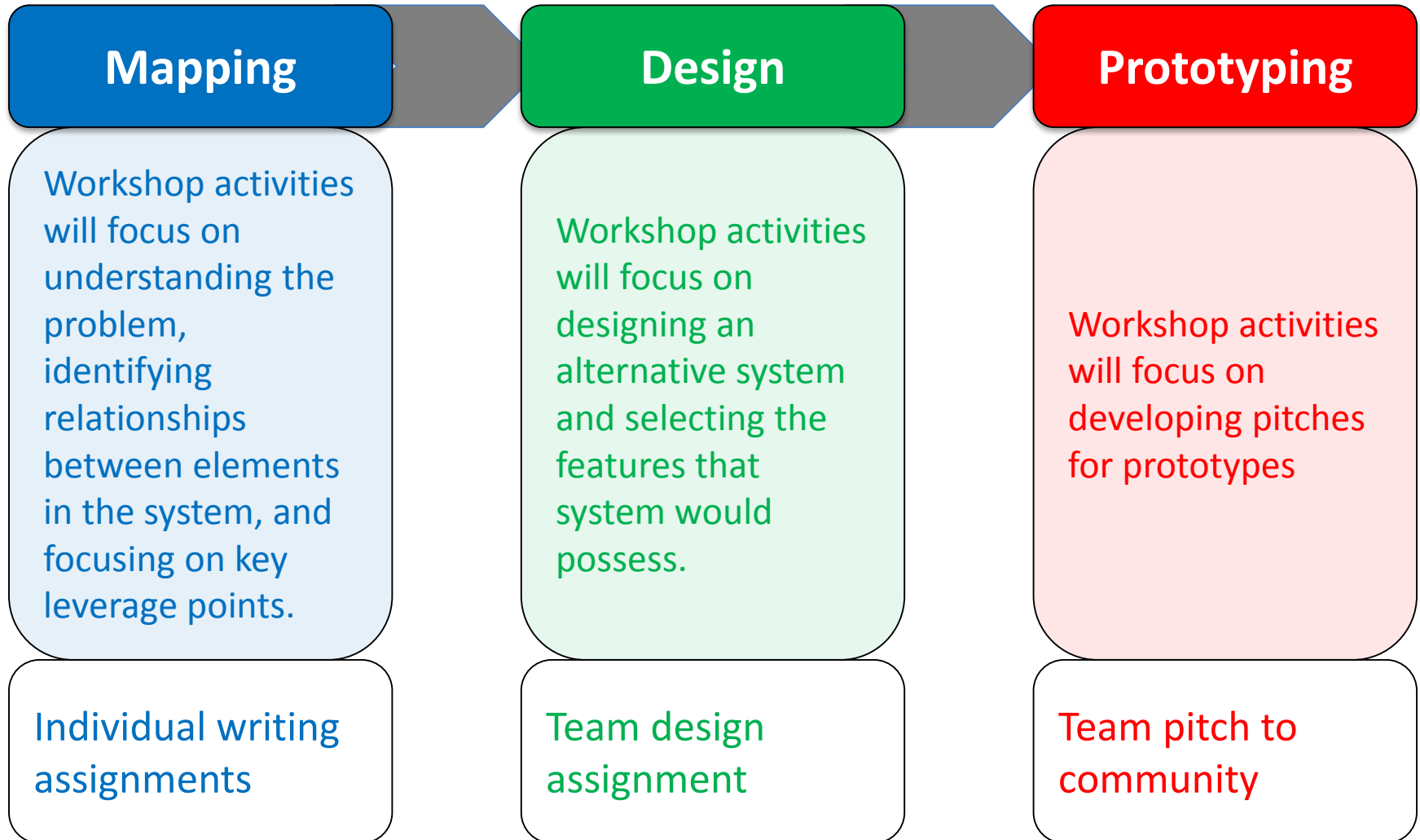
Concept Map



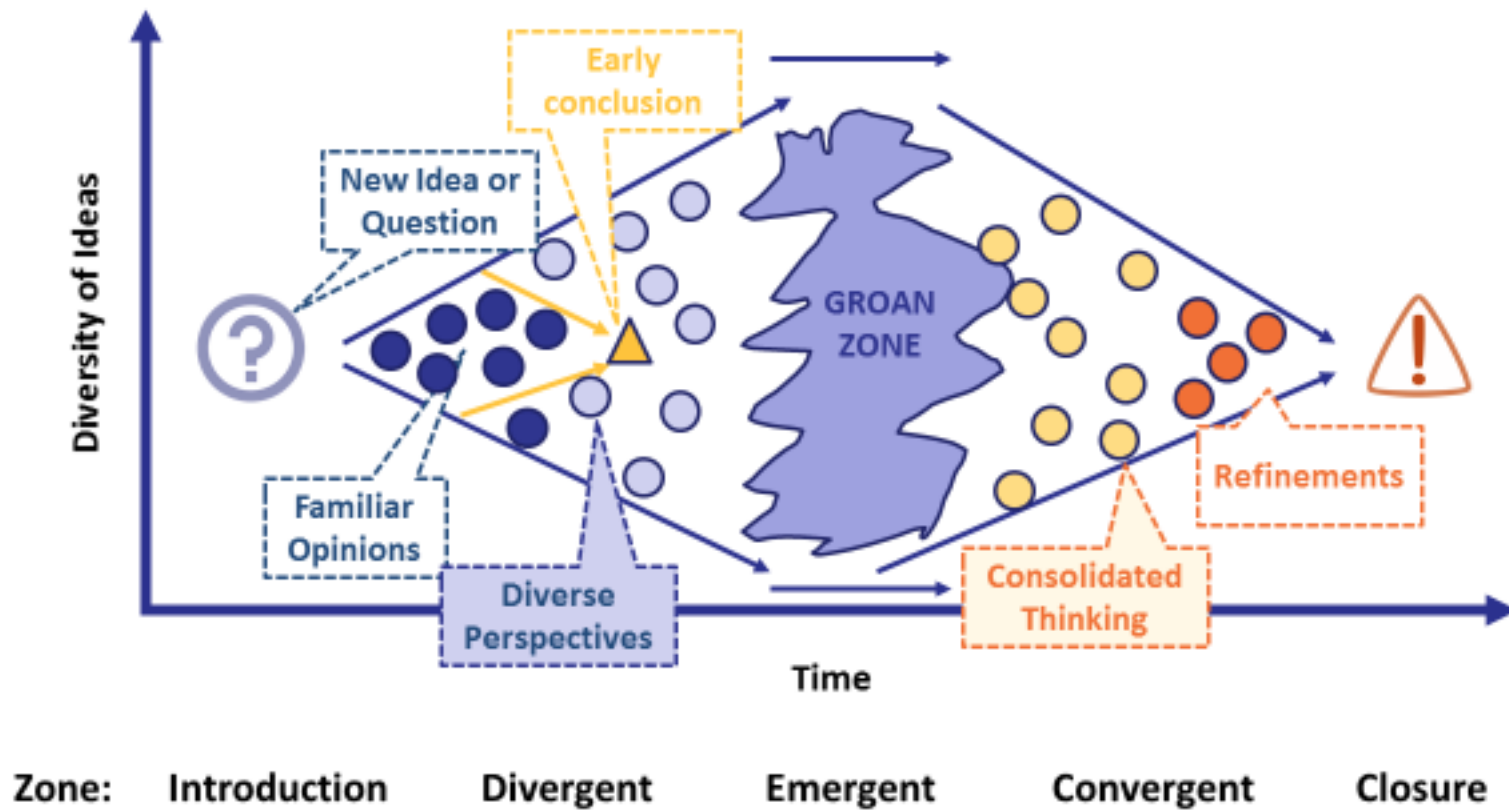
Social Innovation Lab model



Classroom Application of Social Innovation Lab model



Source: Kaner et al. (2014)



Source: Kaner et al. (2014)

Classroom Activities During Phases

Mapping

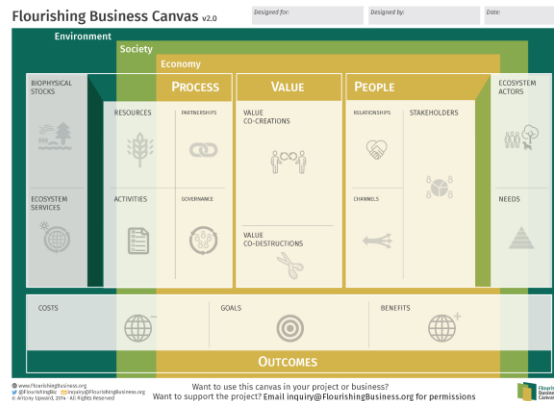
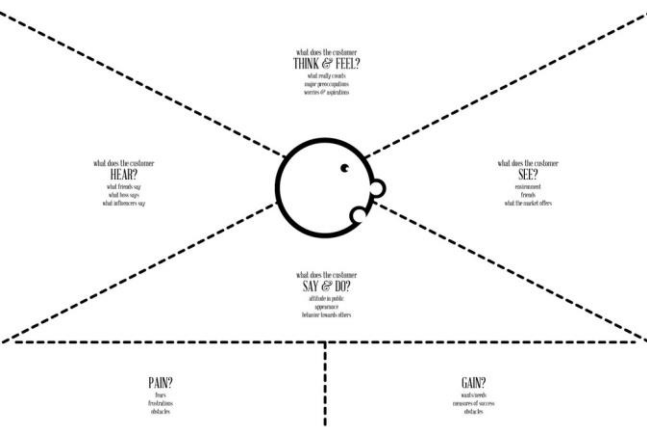
- Highly structured
- Randomized small groups

Design

- Highly structured
- Working within set teams

Prototyping

- Largely unstructured
- Working within set teams



Grading Rubric

include in slides, not needed in presentation

Criterion	Mark	Out of	Notes
Presentation - 30 marks total			
Clear - Is the clear what you're proposing to do and why? Does the presentation make sense given your audience selection?		10	
Compelling - Did you keep your audience engaged? Was your presentation well organized?		10	
Professional - Did you conduct your pitch in a professional manner?		5	
On Time - Did the pitch take 7 minutes and provide 20 minutes for questions?		5	
Pitch Content (deck, presentation, Q&A all included) - 40 marks total			
Desirable - Does this pitch benefit the key stakeholders (customers, social objective, environmental objective, etc.)?		10	
Feasible - Is it being proposed possible? Are there major, unaddressed technological/legal barriers?		10	
Viable - Can the strategy sustain itself long enough to achieve its goals economically? Socially? Environmentally?		20	
Interviews - 30 marks total			
2 marks for each completed interview		20	
Overall relevance of interview choices		10	
Total		100	

This Year's Class Topic

- **Urban Intensification in Waterloo Region**

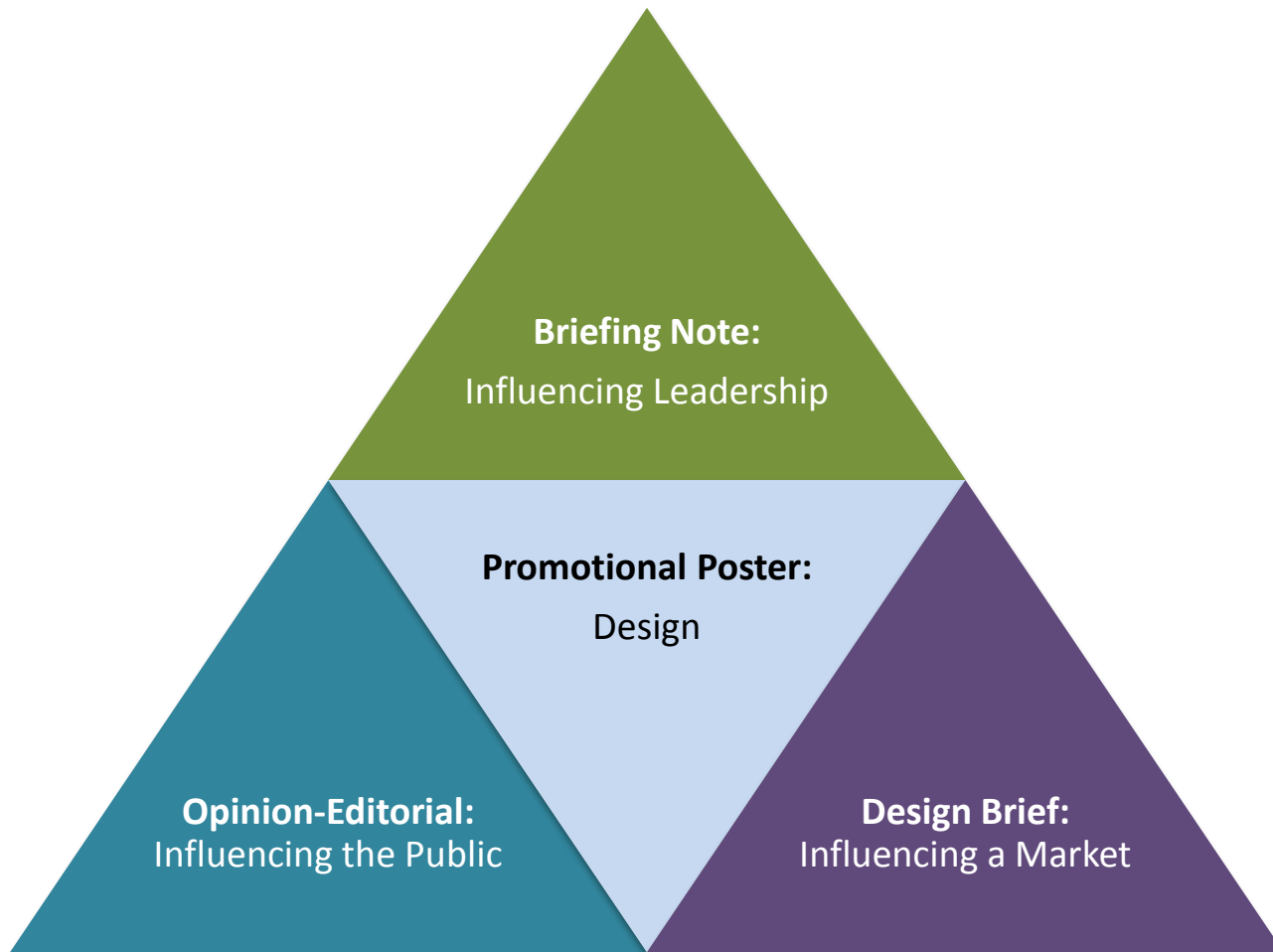
Waterloo Region is undergoing a social, economic and environment transformation as its population grows on its existing physical footprint. The Ion rapid transit system, with construction started in 2014 and service expected to begin in 2018, is providing much of the infrastructure for these developments. 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.

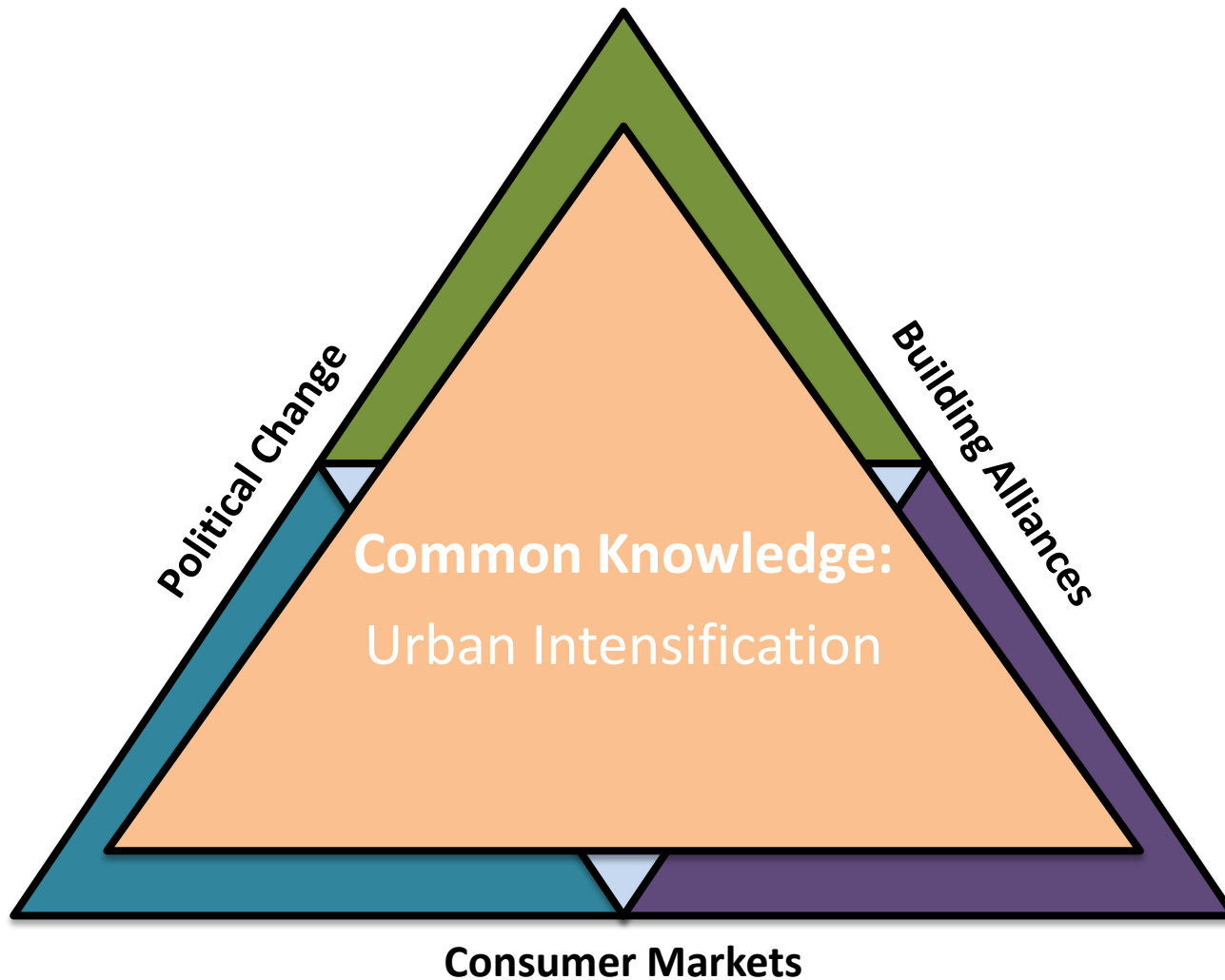
There are a myriad of challenges to be explored here. How can growth be inclusive of diverse communities? Will a dense future be an environmentally sustainable future? Are we creating creative places, destroying them, or both? Who is this change for?

- **This has become the 2017 Class Portfolio**

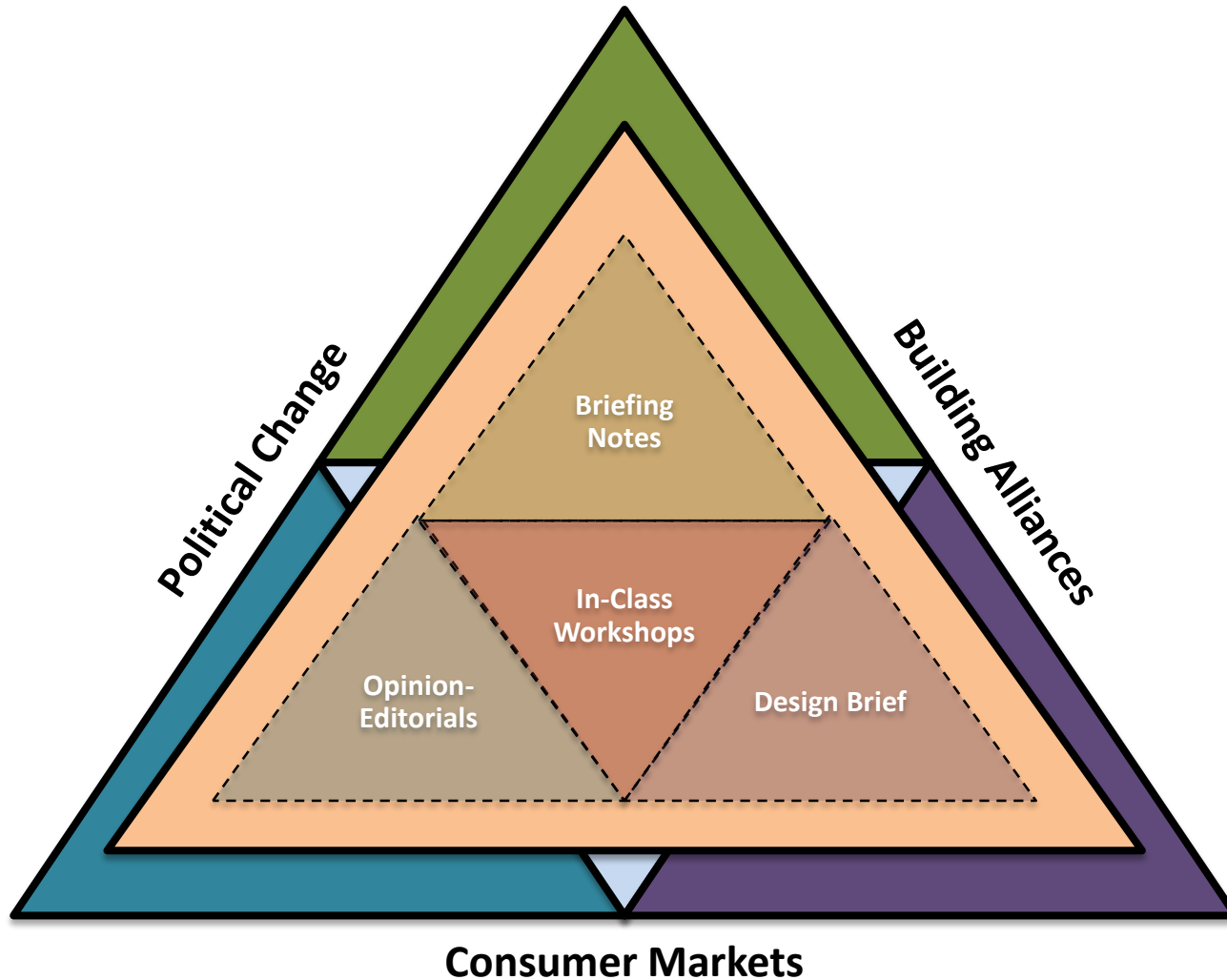
Components of the Portfolio



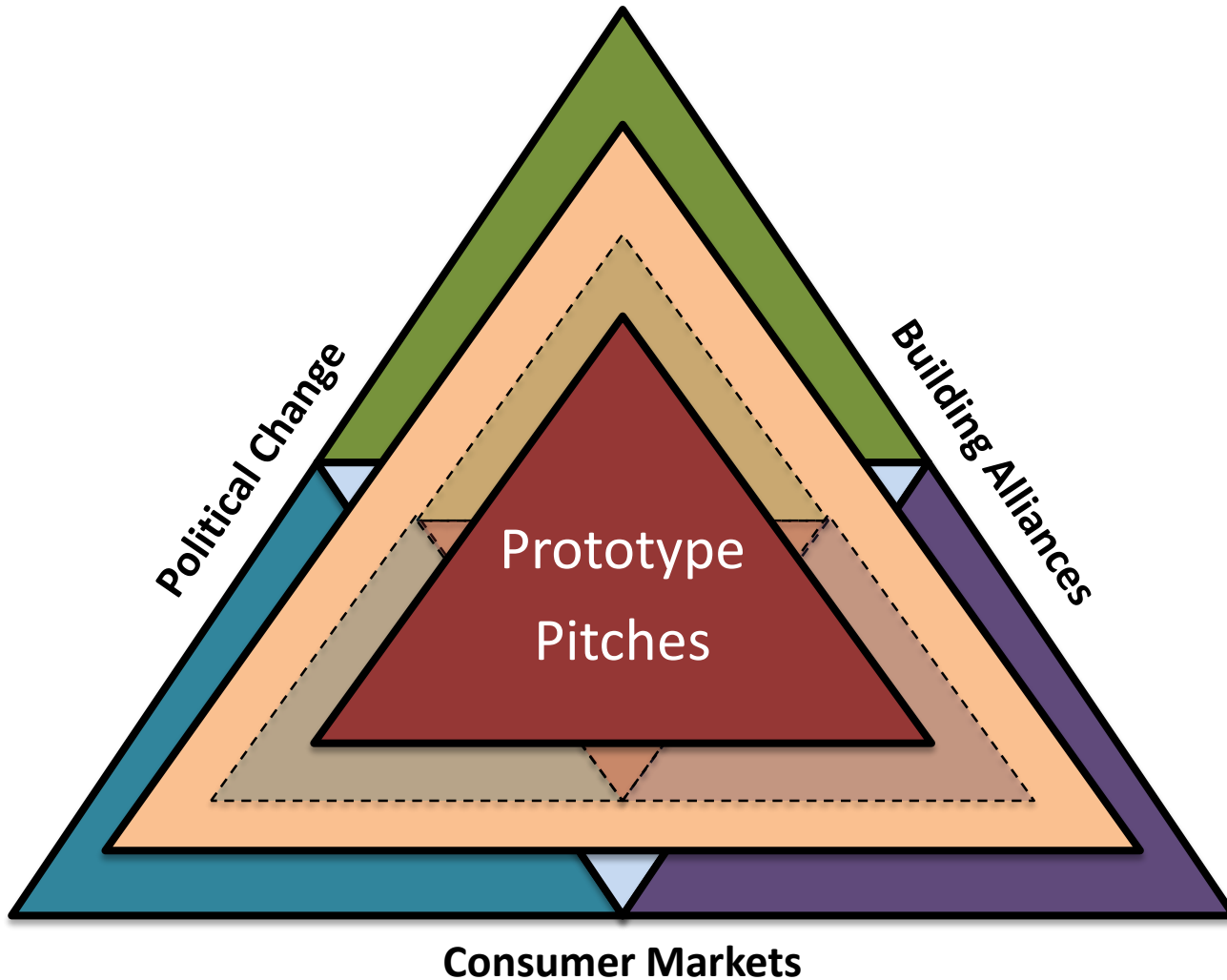
Tools for Collaboration



Tools for Collaboration



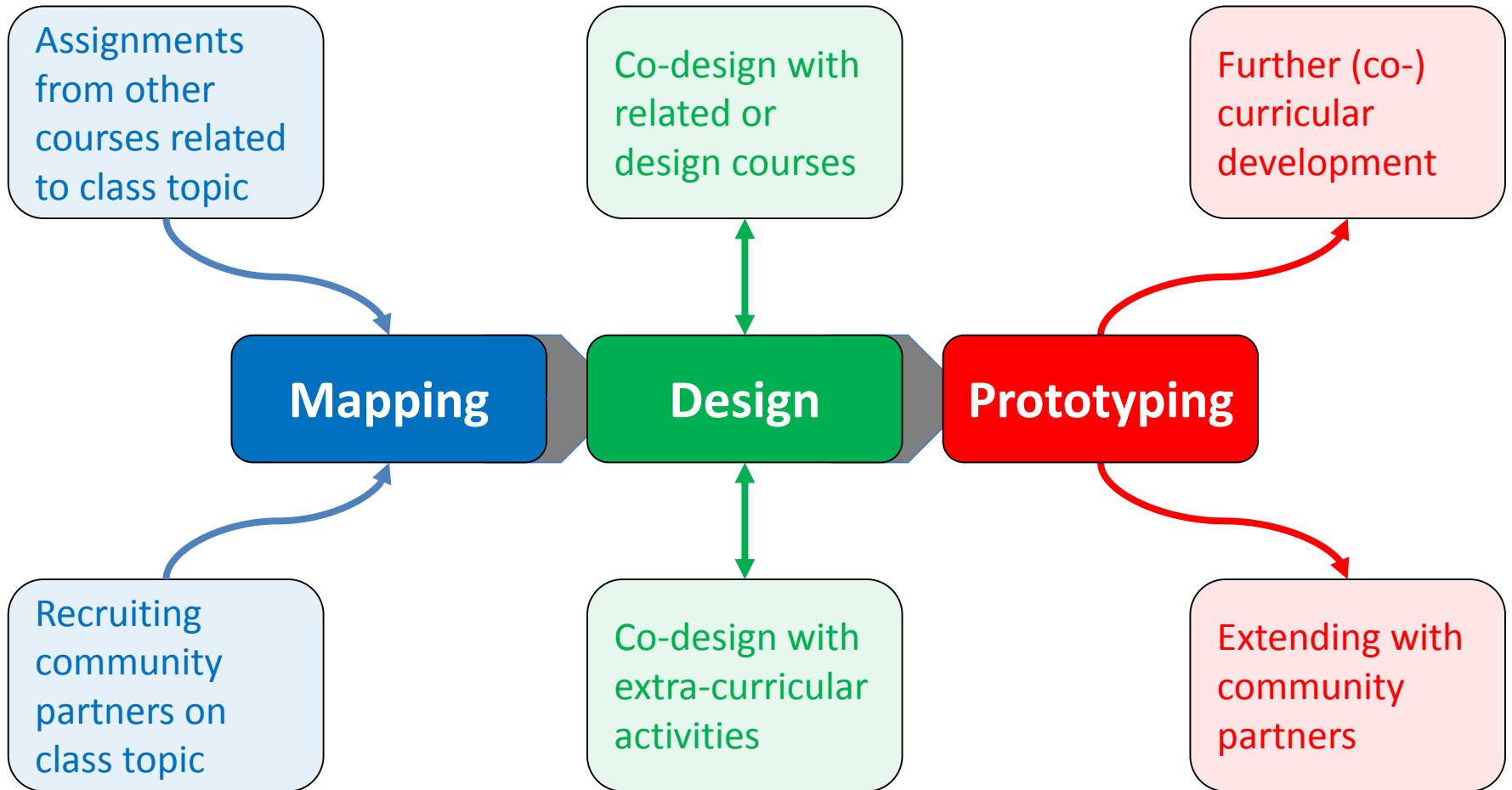
Engagement with the Community



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



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

