

# Improving study environment



Christian Tollestrup

Research	Background
<b>Design Driven Innovation (2016)</b> Digital Disruption Research Group Design-based entrepreneurship AT-ONE; service design concept development MIPS, user-driven design-based innovation Value- & Vision-based concept methodology (PhD 2004)	<b>AAU since 2001</b> Systematic Software Engineering 2000 Cand.Arch. 1999 1 year at AIH
<b>Organizational stuff</b>	<b>Christian Tollestrup</b>
<b>Head of Section in Industrial Design</b> Chair of Industrial Design program committee Curriculum development ID, 2009-2015 Former member of WOFIE steering committee ... and involved in a lot of committees over time	
<b>Cross silo stuff</b>	
<b>Entrepreneurial Engineering core group</b> <b>Advisory Board Linkaiders</b> WOFIE - around 200 students, 4 day workshop Production 2020 / Solution X with CIP	
<b>Teaching</b>	
<b>Design Based Innovation</b> , 2.M.Sc, EE (spring course in Design) <b>Advanced Integrated Design II; business development</b> , 2.M.Sc ID <b>Coordinator Industrial Design 2 &amp; 3.MSc</b> <b>Supervising, Industrial Design M.Sc 2, 3 &amp; 4</b> <b>+ Entrepreneurial Engineering Master 1, 2, 3 &amp; 4</b> ...and almost been on all semesters at some point the last 16 years	



Our mission for 2016:  
Better  
Richer  
Larger  
Inspiring  
study environment to

learn



# Strategy for ID study environment

1. Survival Kit for 1st year students in 2009
2. Second step 2011: 4.MSc give 2.MSc feedback on 5 Milestones + announcing Master Thesis exams in 2014 & 2015.
3. Follow-groups at all ID exams was second step.
4. 2016 spring had more “downwards crosses” with feedback
5. + A calendar announcing all status/milestone with open invite
6. Next possible steps; supervision by older students, extra feedback on courses (e.g. paper feedback/review), Mentor-relations on personal or group level.
7. More use of Personal Profiles Profile bank

And we need your help!

You will be asked to spend 2-4 hours during the semester to give your feedback or help to students on lower semesters, e.g. as feedback on a Milestone seminar.

We have mixed the groups in the studio, so you will sit next to other semesters – be open, tolerant, curious and keep your voice down.

Every group should make an A2 poster that visualise the project scope and its current state of development and put it next to your space (live exhibition)

We have created an ID common room on moodle where you can find information relevant for all semesters

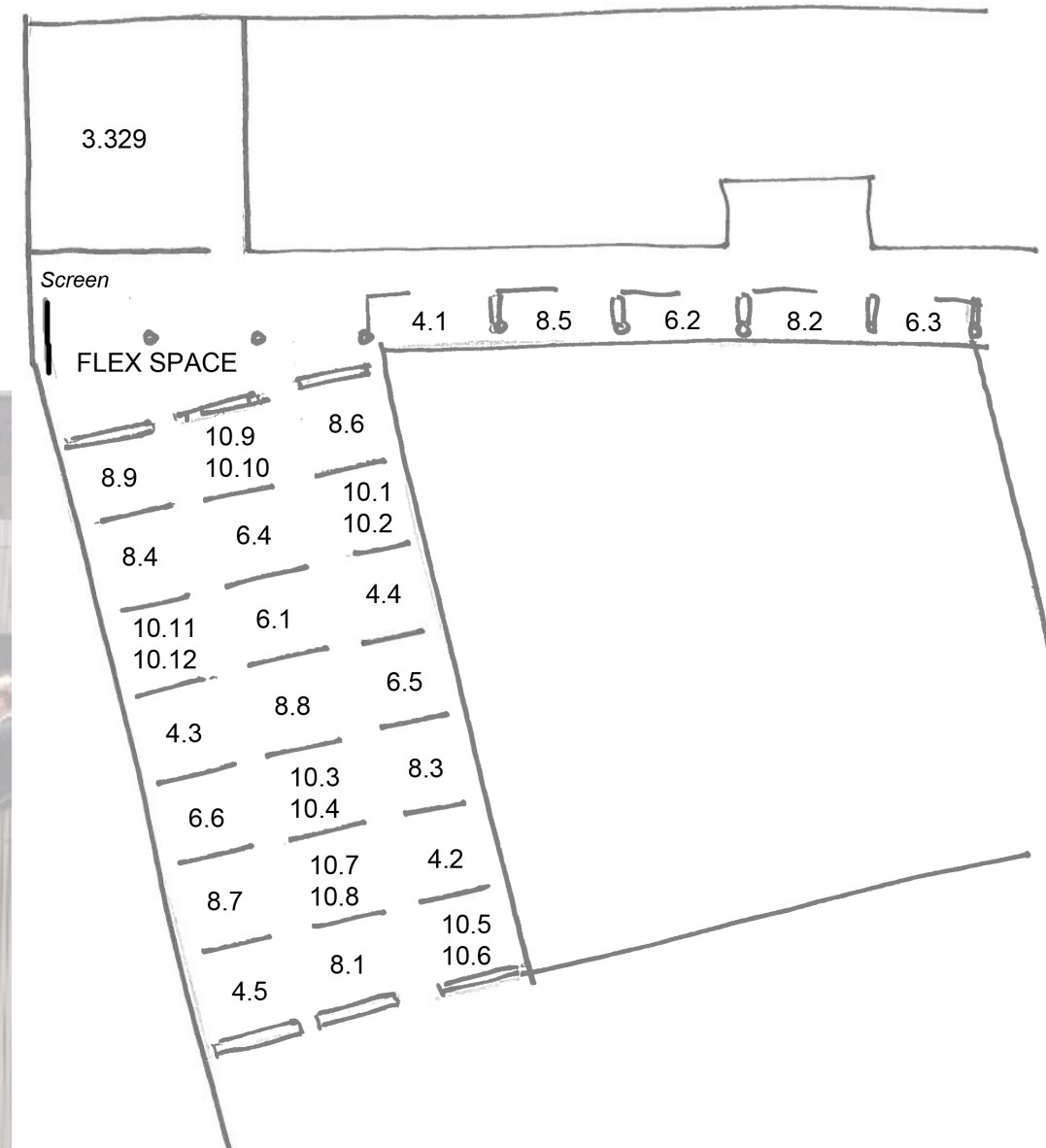
(<https://www.moodle.aau.dk/course/view.php?id=16238>)

Status seminar calendar showing all status seminars on all semesters – everybody is welcome as audience.

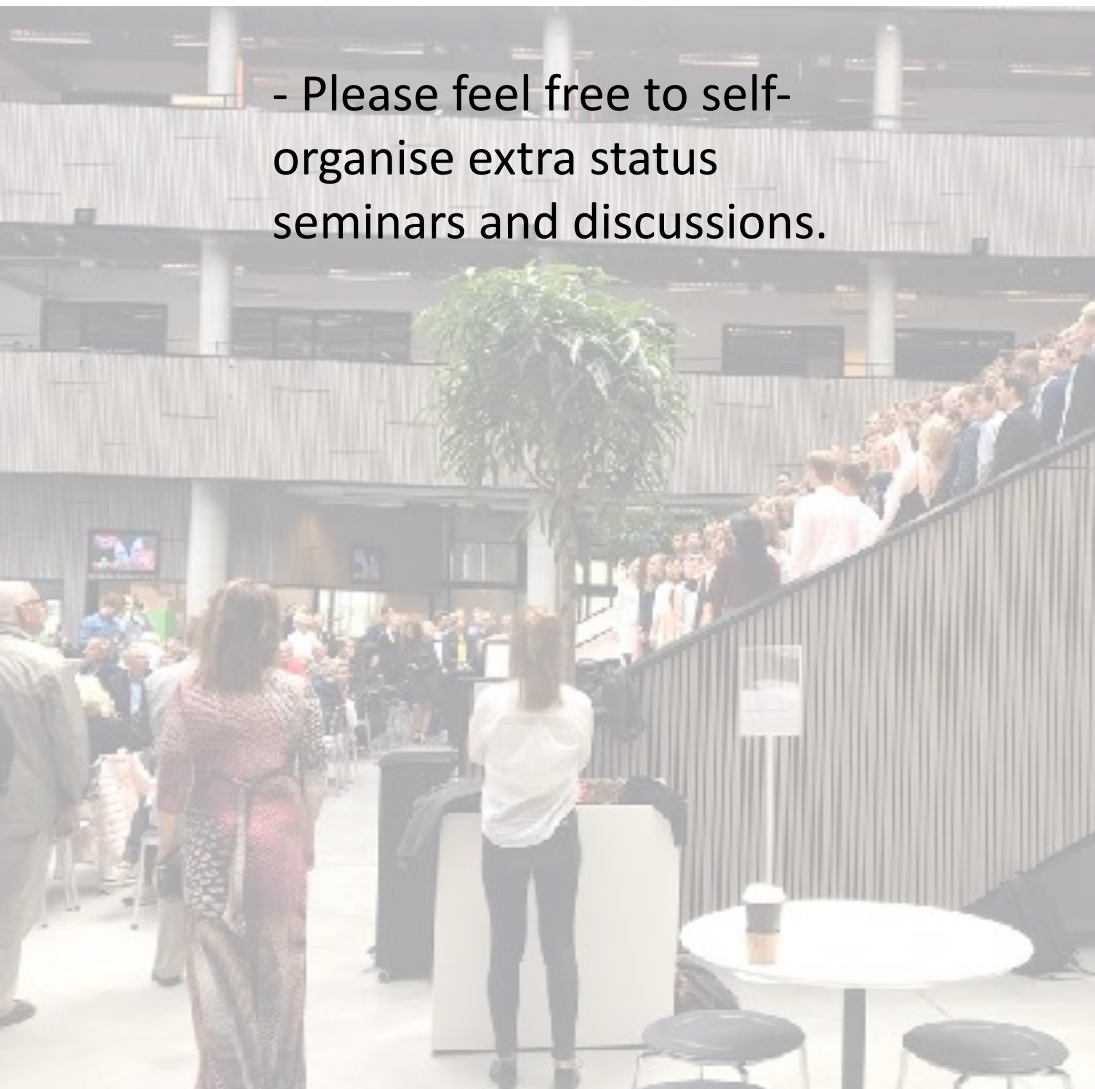
Here is the mix on the floor plan:

Semester number . Group number – e.g. 4.2 = 4<sup>th</sup> BSc group 2

Flex space with screen and projector for lectures, milestones and extra status seminars without allocated seminar room

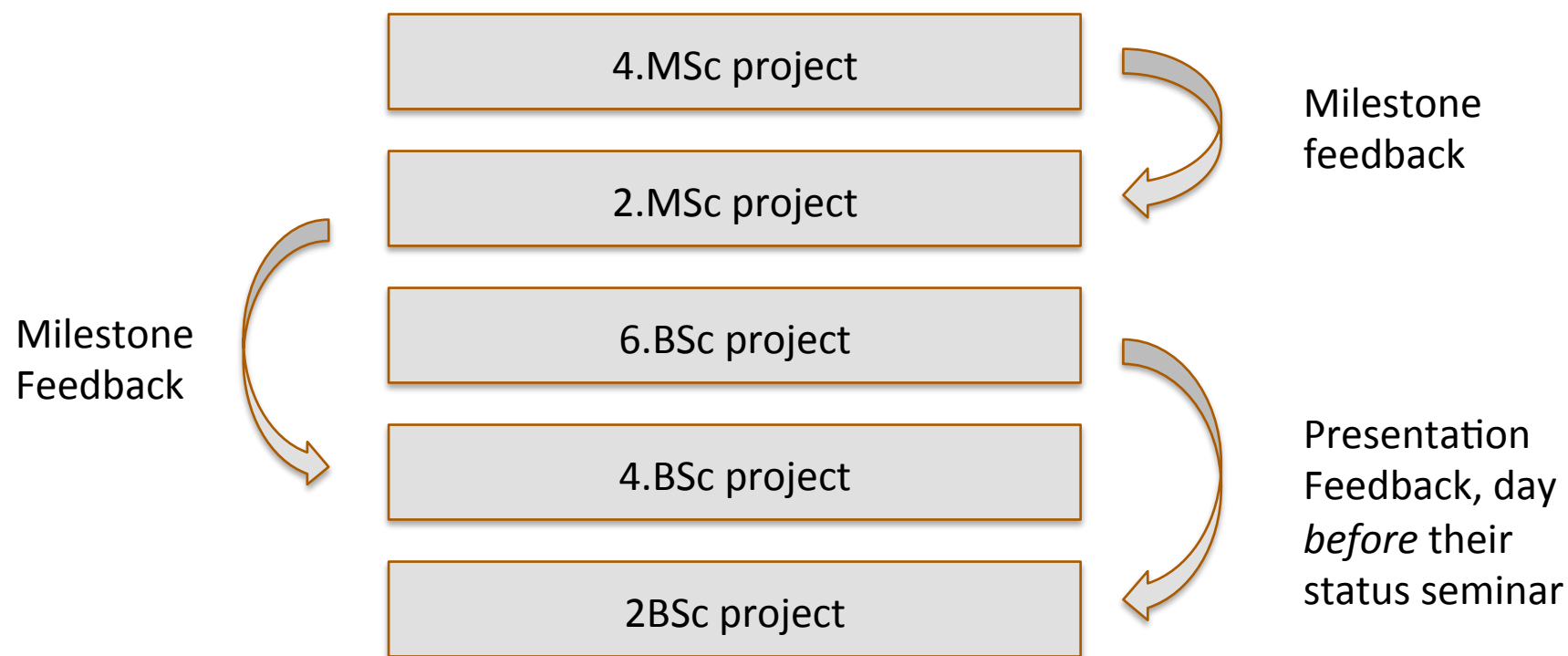


- Please feel free to self-organise extra status seminars and discussions.



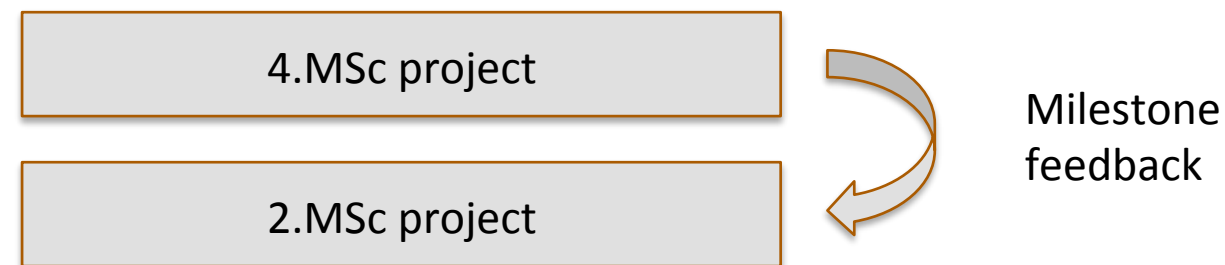
And here is preliminary connections for status feedback

- You will find the final version in the ID common room on Moodle including instructions for how to organise.



Open door policy: all students can observe status seminars on all semesters, but only assigned students can comment.

You will not have to be present and comment every time



...e.g. at the Milestones on 2.MSc only 2-3 students from 4.MSc is needed at any single Milestone.

4.MSc self-organise the schedule and are responsible for 2-3 Master Thesis students being present at all Milestones.



2017

Based on experiences with students  
stopping, getting stress, anxiety  
diagnosis and generally being afraid to  
make mistakes, bad choices etc. - I  
decided to take a tour of all ID  
semesters

learn



# Agenda for Tour de ID

- [Studying]: active learning, not being taught.
- Alarming signals
- Professional communication; constructive feedback
- Focus on “deep” learning not “shallow” performance criteria
- Growth Mindset vs. Fixed Mindset
- Work/Study environment

# [Studying]

Study environment, expectations and a growth mindset



[Studying]

# Be curious and study

**Have drive and determination**

# Show the passion

**And be reflective**



# Alarming signals

- Students depressed, stressed (diagnosed!), sad and burned out. Eventually leaving the study program.
- Few or no questions in the 'classroom' - fear of looking stupid
- Project work slows down (sequential rather than parallel) - trust issue
- Loss of passion for 'design' and studying.
- Poor, sexist and harsh communication.
- High grade focus - self asserting attitudes and fear of looking 'stupid'.
- No life, no play, no fun - no 'refuelling'. All "work" and burning midnight oil.

# Actions

- Refuel: Embrace spare time, hobbies, girl-/boyfriend, family, recreation, etc.
- Focus: You can't win it all, all the time - accept it
- Embrace a Growth Mindset (more later)
- Reach out for help

# Expectations

- We expect you to try to communicate professionally.
- That you practice constructive criticism and feedback
- That you embrace the notion of [studying] by focusing on content and learning.
- ...meaning that you aim for a Growth Mindset

# Professional communication

- Getting a message across by being engaging, invigorating, inviting, involving, etc.
  - it is a **team** effort.
- Building relations, being diplomatic, open minded and at the same time demonstrating opinion and integrity.
- Are you being self asserting or looking for results, growth and building relationships?

# Constructive criticism

- Good vs points of improvement, preferably including suggestions for action and strategy: objective is to make it *tangible, encouraging* and *operational* for the receiver.
- Exercise: Give feedback to the person next to you concerning best skill and advice for improvement on poor skill

# Deep vs. shallow

- Grading are ridiculously poor at making students grow - and no employer looks at them.
- Best students focus on reaching an internal objective of knowing something, been good at something or achieve a content oriented result
- Worst students? Focus on the grade... ironically the best students don't, but they get good grades as a bi-product of their focus and passion...

# Growth mindset

	FIXED	GROWTH
<b>Achievement...</b>	means proving you're smart	means that you're learning and stretching
<b>Being smart...</b>	means you're making no mistakes	means that you're confronting a challenge and making progress
<b>A setback or mistake...</b>	leads to loss of confidence	indicates an area of growth
<b>Failure...</b>	leads to humiliation	means you're not yet fulfilling your potential
<b>Effort...</b>	shouldn't be required if you're smart and takes away excuses for failure.	is the path to mastery that makes you smarter. You get what you put in.
<b>Success...</b>	is defined as being the best and is based on talent	is defined as working hard to become your best and is based on motivation
<b>A bad grade...</b>	means it's time to give up	means it's time to work harder.
<b>Feedback...</b>	is threatening, as it provides good or bad news about precious traits.	is welcomed, as it provides useful directions towards areas to work on
<b>To need to ask for help...</b>	indicates a weakness or deficiency that should not be admitted.	is a useful strategy for growth
<b>Stereotype threat...</b>	is high due to fears of conforming to a negative stereotype	is low; a stereotype is simply someone else's inaccurate view of their ability
<b>Talented peers...</b>	becomes grounds for feeling threatened and jealous.	area a source of inspiration

# Work-environment

- Free - Open - Fearless
- Supportive, constructive and honest
- Make each other good - leadership quality; to help others perform



# If you spot 'trouble'

- Please approach your supervisor as soon as you feel the collaboration in your team suffers - good working environment is part of the professional approach.
- If you feel challenged and unsatisfied: talk with your supervisor
- - please use the Student counsellors, it's confidential
- ...or as a last resort: me

# ...so?

- High school performance oriented culture?
- Other phenomena?

Action points:

- We are reforming 1st year study to focus on learning to work in groups and to “study” rather than being taught.
- Emphasizing the importance of collaboration agreements
- ...