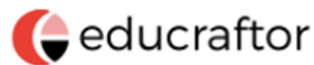


edujam

**ignite new
thinking**



IAmTrading ApS
MiKCamp




VitaTiim

Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



“It was great to have the time to create something new with my colleagues. We never have that time during the normal school days.”

the passion

Imagine if members of your organisation had the ability to present you with solutions for shared problems, in a way that made them change agents in your organisation (school or company). During Edujam, we'll ignite that spark through experience of the Edujam process.

Edujam introduces team learning and design thinking processes that can be used in a classroom. It helps teachers, to work across multiple subject fields, to come together and to solve phenomenal and project-based learning challenges.

As a result, teachers and students learn to take responsibility for their own learning outcomes and gain insight into each others ways of thinking and working.

the process

understanding.



Teachers and students learn to understand their roles in a team through exploration of different personality types. Through **design thinking (dt)** they become more understanding of the **human aspect of problem solving (dt)** and apply these discoveries to phenomenal and project-based learning situations. By approaching learning in this way, learners (for example, teachers and students) are able to **explore possible human-impacts (dt)** and innovate solutions that have real-life benefits.

defining.



Once learners understand the people they are working with, as well as the **people being affected (dt)** by what they are learning, they can start to define real learning objectives. By clearly defining **objectives based on empathy (dt)**, they create a framework from which to generate innovative solutions.

thinking.



Having **clearly defined their objectives (dt)**, learners now begin the process of **generating ideas (dt)** for potential outcomes. At this stage, learners are encouraged to delve as deeply as possible, leaving no stone unturned. Information should be **shared openly and freely (dt)**, as learners will need to identify all possible outcomes, both existing or otherwise, in order to be innovative. The final goal for this stage of the process is for learners to **narrow down their ideas (dt)** to a handful of **actionable concepts (dt)**.

creating.



Coming full circle, learners **return to the people who they sought to understand (dt)** in the first place, by offering them a variety of potential innovative **solutions to experiment with (dt)**. Placing their ideas back in the hands of the people who have been in focus closes the loop and, if needed, begins another iteration of development.

Now, both iterative learning processes and a team learning culture have been successfully introduced and a mindset for continuous development has been ignited.

the practicalities

during edujam, participants will:

- understand the benefits of **team-learning**
- **develop an understanding** of each others needs
- clearly **define problems** that directly impact their environment
- **investigate ideas** in-depth that might offer a creative solution
- **build solutions** that have a great potential for impact
- **share** their solutions and **collect** valuable **feedback**
- begin to **shift their mindset** from passive to active

1 or 2 day program (6 hours / day):

Check-in - meet everyone and listen to one another

Team up - form diverse teams of 4 to 8 people

Define problems - clearly articulate problems that need to be solved

Investigate ideas - explore a variety of potential solutions

Build solutions - focus and develop a solution

Share solutions - present solutions and receive feedback

Check-out - reflect, close the process and set the tone for future work

An Edujam can take place in any location, and if it is hosted at your school, we ask that you allow our team to build a dedicated space for the event. It is important that participants learn in an environment that supports the process. This may include rearranging furniture, displaying visual motivation and generally creating an inspiring atmosphere that is different from the norm.

The objective

In EDUJam, the objective is to explore the problem that is outlined as a challenge for the participants. The participants' challenge is to gain an understanding of the problem and the people it impacts. This is a user-centric problem solving approach.

Participating in EDUJam guides towards better cooperation between the team members. By introducing new solutions, solving diverse challenges, and working together as a team, also the work environment improves.

By incorporating the theory with practice, new solutions are developed. Enhanced communication and learning experience between team members will further improve efficiency and productivity of the team.

Coaches' roles (recommended to have min. 2 coaches)

The guidance from well-experienced team coaches provided at Edujam will improve team learning and team thinking.

The roles of coaches can be seen:

- a. **Moderator:** Coach 1 is kind, understanding and supportive.
- b. **Provocateur:** Coach 2 is challenging and disrupting the process.

- a. **Frontend:** Coach 1 is engaging with the participants and supports their process
- b. **Backend:** Coach 2 is not actively engaging and supports Coach 1's process

The coaches help the participants to do reflections to find "why and how" to implement the learning of this process in their day-to-day life. The participants have a chance of creating a community around the identified problems, and they can leave the event with the experienced tools to continue the discussion and collaboration beyond the event.

The coaches offer different tools at different stages of the process in different locations.

Organisers' observations

- The participants will get lost, they will get frustrated, they will feel blocked. This is all part of the process. Learning happens at the intersections of these emotions.
- Many people mention that they want and expect surprise and something to change their lives and make it easier. Yet, as soon as new concepts and coaching – such as offering freedom for the teams – are introduced, some people will demand answers of why they have not been told exactly what to do (i.e. taught "the old way"). Hence the contradiction: people want to learn new but are too scared of making mistakes and too used to the old way of being led so that it's comfortable for them.

Participants' own observations

Space

"I liked the place, it was a very good environment for learning."

Diverse backgrounds and dialogue

"My biggest joy was meeting other participants and communication between people. Once again I understood: communication is very important!"

Learning and experiments

I think I will use some of the methods in my future work.

Goal, the importance of it

"It was not so clear what the main goal was. It was good to be together and hear from other participants how they are doing, but what is the big benefit from the event for me? I still wonder about that. I learned something that's for sure. I hope that I made a step into something new and exciting."

Participants owning the process

"You have to find the solutions yourself. Others can only introduce possibilities and help you open up your thinking, so that you can start the learning journey."

Out of the everyday

"It was great to have the time to create something new with my colleagues. We never have that time during the normal workdays."

EDUJam at Millcamp 17.6.2019

Goals

- How the room functions
- How many can we be in an international environment and group, with a diverse background (uni students most of them)
- Through new solutions to the challenge supporting the IEE program (the angle depends on what challenge do we identify and set for this EDUJam)
- Ingerlil getting more comfortable with the EDUJam process
- The beautiful young people in the WA MillCamp program could feel that "I got this from MillCamp!" and maybe getting inspired to do something really cool when returning home, and start a change there – and they will spread the word
- For us to record the event, to have lots of photos to be used
- Reflection part, to really operate as a mirror for the participants, to help them learn from their process and experience, and this is very much part of the IEE.



Observations from the IEE project team

Ingerlil

- I wasn't sure about my role and what to do and not to do
- I took some notes when they were doing their logos
- And now most of my thoughts have disappeared
- In general I was really happy in the end
- the chaos came together in the end and the whole process is "art"
- I can't point out anything in particular
- I would have wanted to know more about my role
- All the pencils were not working, the circle wasn't the best etc.

Peter:

- To Ingerlil: you did well by coming to ask "do I do this" so you were not doing everything by yourself but engaging us, the others, and this is important for you in the future also.

Ingerlil:

- The way I'm the best leader here is to be example for others, but it means that I'm doing a lot then
- I need people like you to have more people who feel responsible for the creation of this all

Nic:

- Wayers have already adopted your role and therefore you're not the only one doing things

Beata:

- It was not a new process, similar things in Vitatiim processes
- It helped me to understand, because we spoke before about this, but at the same time it made my experience worse
- First I tried to listen others
- We worked very nicely, but our team members got stuck and I tried not to say what to do but to come up with a question to help them
- Front-end coach was writing a lot. Is this important? I felt that I need your attention, all of us need this, you are looking your notes but not the eyes and this affects the presence and I felt that I don't want to share, I don't know these people and I didn't feel that I should really connect with you, and I didn't get the feeling that you are connecting with me.

Juhani's observations on this note from Beata:

- *Coach as a participant in a team?*
- *Coaches taking notes, who is doing that and how and where?*

Nina:

- I go silent when someone is taking notes next to me
- The coaches' signal: "go out" => we didn't know what we were doing, "what are we doing here?" and the reaction was nice, because our team started to work without any plan or guidelines, which was really interesting as an experience
- We didn't do a reflection as teams (so it wasn't a guided process by the coaches) but we did in our team on our own

Nina and Beata:

- Reflection is the main part in any process, so would be good to spend more time on that
- We always ask questions: "what you did, how you felt, what you learned" etc.
- Maybe for people who don't know what they are doing, you could show the way

- in the beginning 30 minutes or so was spent on defining the topic / challenge => maybe in the big group would be good to share ideas about the topic or problem in hand
- We could see an aha moment: creating community! Stop! We are a community! We can be a community, so how to make a big community?

Nic:

- It's purposeful to leave the topic very open

Beata:

- I felt there was too much freedom, so the risk is that people lose focus

Ingerlil:

- We spoke about this
- As a coach it's easy to guide but leaving it open is very interesting
- "What comes to your mind when you think about teenagers?"
- My aha moment was: going to deep water and people in chaos and will we be able to collect everything in the end
- And the end was so wow! The beauty that came out of all that chaos!
- But I understand these comments
- And I've experienced Learning to Learn and Reflection courses with Vitatiim

Peter:

- In EDUJam there are 3 layers
- Reflection is the main tool to Inspire change, which is a big goal with EDUJam, and inner-self is the key in change, to have a connection with it, in which reflection helps

Ingerlil:

- What do you think about the timeframe, 8 hours from 9 to 17?

Nic:

- One team came up with their solution at about 14.30, just before presenting it
- So they spent all those hours before that, and being lost and discovering it on their own
- The chaos is powerful in having a change in you

Peter:

- 6 hours is already quite a lot of working
- And it was really good that people were out of energy in the end, which is saying that they gave it all during the day

All aligning behind this reflection:

- The frontend coach should be totally present and not making notes
=> other coach(es) in backend can do the note taking

Nic:

- The frontend and backend coaches are looking at different things and with a different angle, and this is why 2 frontends would be good to have
- But it's a huge resource to have 4 coaches
- But when you are running a training program, you can have more coaches and layers

Ingerlil:

- In Denmark, similar processes and the coaching is set up like this:
 - Seminar coach (frontend) not taking notes but fully present
 - Supervisor (backend)
 - Volunteers (helping to observe)
 - 40–200 people as participants

Peter:

- Trust: I know that I know what I'm doing
- There was a need for artifacts for working, so how you communicate and how the teams take the message into action, so they should have used pen and paper earlier

Ingerlil:

- In Narva it was said to the teams, to use artifacts
- As the introductory task – logos vs. apples – how do you choose these things?

Peter:

- Logos is structuring already, designing, not opening up the creative process
- Community was a lot in the air, being in MillCamp
- So if you want to open up and support creativity, then apples is better, for the change process, logo maybe better for concepting

Nic:

- Logo maybe for participants / client who is looking for a product, the beginning is supporting that more
- Apples is showing and giving a signal of openness, "it could be anything"

Ingerlil:

- Apples makes one think "what are we doing here, what is this for"

Peter

- Logos: There was a lot of pride in the room, also laughter
- This brings a question for the future: "What kind of feeling do we want to evoke?"
- We could try the logos again

Ingerlil:

- Reflection of the "Spy Game"
 - They all looked very much in chaos
 - So the idea is good but instructions need to be clear, because I hate to do things when I don't know what I'm doing
 - Most people didn't understand

Nic:

- 3/5 teams got inspiration and new insights
- 2/5 didn't quite get it

Ingerlil:

- "Spend this day to listening for gold" so dig gold from other teams

Juhani:

- Could we have team members, who have gone through the process or know about it, and help coaches? (*Juhani is coming back to his earlier notes on Beata's comment*)

Ingerlil:

- True North uses volunteers for this
- They would be trained to support the process

Ingerlil continues:

- How do the notes differ between coaches?

Nic:

- I recorded what was happening
- Peter was recording Nic's actions
- I was noting who the participants are and how they are
- Peter was looking at how I'm doing, what and how

Margarita:

- I have 2 comments:
 - Design thinking is very relevant to our education, and EDUJam makes a good start or entrance for this
 - My eyes were outsider's eyes, and according to these the process was very good, my experience is that it was a successful process, it was a working process in this kind of methodology, it shows a result

of 100% out of 100%, so the process was relevant in this methodology, really nice and beautiful work.

Margarita continues with 2 questions:

- What is different between play and learning?
- If learning means result, what kind of result can we have?

Beata:

- The difference between playing and learning is that you can play a game and after a reflection it's learning, so without the reflection it's just playing

Peter:

- When you reflect you'll get insights, and that is not learning yet, it's information, but when you put that info into action so that something changes in you, the in-between there is learning, otherwise it's just gathering knowledge
- And playing is very short iterations of this: doing, gathering knowledge, learning
- And therefore they are very much in self-aligned process
- "I'm learning how reality works"
- Learning has a goal, an end result
- Play is about process for creation and inspiration, experience

Nic:

- "Just playing" – I never did that in sports, when playing rugby as a semi-professional athlete

Margarita:

- Playing and learning are very important for education
- There are different expectations from people

Peter:

- Learning has an end result, but it doesn't necessarily have a goal

Beata:

- As coaches/teachers we should have a goal

Peter:

- And that's a different goal than for the learner
- My goal might be teaching but learning might not be the goal for the participant
- I might be providing information and engaging the learner

Margarita:

- A coach is not a teacher!

Ingerlil:

- In my view education should be self-instigated
- This is why the learning to learn part in our program is the most important section
- Learning is a life-long process and it's about interest, what do I want to learn
- The IEE program is very different from the normal school system
- At the moment the system says: "We know better what you should be learning"
- I think it's really important that we support the students to grow to learn "what do I want to learn"

Margarita:

- Learning is not the same as education!

Peter:

- There is a huge reflection going on how we've structured the education at the moment, in education sector globally
- Changing all of it takes a lot of time
- The 2 worlds interacting is the key: the current system and programs like we are doing now, to bring those to the same dialogue
- We have to somehow align ourselves into the change
- Some things from the current structure might be very good things, and what we could open up and change, as important things
- And both these are happening

Future considerations

- To consider arranging "**a hangout area**" which gives the possibility for people to rest and sit down. People could go there when they come in, before the actual event will start. There, people will meet and warm up by talking to others and being together as a group of learners.
- Getting participants familiar with **the event space**. The introduction and the showing around of the places is clear and helps people in understanding what to do in a new place. It creates more comfort when people know where the different locations are.
- The idea of **participants organising the dialogue circle themselves** could be good because they would move around. However, it could be physically tiring as some chairs might be heavy or some people may not be feeling comfortable doing it. It is rather better to prepare the space beforehand so that it will reduce the chance of people being tired and sweaty when the program starts, and it could also be hectic for some.

- **The introduction of the dialogue circle** before starting with the program could be good because at the beginning some people might be sitting too far away from each other in that way that they can not see others. A possible solution could be to introduce the dialogue circle straight away to reduce the chances of others not seeing the rest. In addition, this could grab the attention of the participants and get them mentally more excited about what's coming next. This would also make people move a bit if they were not sitting in a convenient way, which is a good thing for such a warm up start.
- Before the program starts, the coaches could go through **who is responsible for what** in order to reduce possible confusion among the participants, who to talk to and what to expect from the coaches.
- Although the process is scripted i.e. thought through beforehand, the coaches have to plan as the process goes since you never know what the teams will do or what other **unexpected changes could happen**. The timing of each step usually differs, at least a bit, from the planned one.
- **People don't know exactly what to expect** but usually organise themselves to be quiet in a new situation and wait for instructions. However, there might be some people who will not stop talking even if it would be good to concentrate and listen. One possible solution could be to ask people to sit next to a person they don't know. This way, friends could be separated and hence it would reduce the possibility of constant whispering and unfocused presence. It could also make people meet other people, or the people they are not used to talking and would improve the level of cooperation.
- People expect things but it's hard for them to relax as **they are used to being told what to do**. However, some people might find the freedom to take their laptops out, move around and talk to others etc. One possible solution would be to inform people that it is what they want to do and it would not be an option for the coaches to make them stop talking but it would be their own personal desire to learn, stop talking and listen to the coaches and each other. A note or a quote on the wall near the dialogue circle could maybe make such an effect, without the need of the coaches to mention anything.
- **The visual representation of the ideas and tools** would be good as it would be more memorable compared to simply talking. As one possible solution, some images could be put on screens and walls beforehand so that it would be easy for participants to see them and get a signal for visual thinking.
- When participants have the possibility to use **bigger papers and different colored markers** it allows them to be more creative with their visual thinking.
- **A table with resources** i.e. games, tools, cards, post-its, markers, canvases and other documents may not be looked at and participants not taking or using anything from it. A possible solution could be to introduce the

resource table before advising teams to their exercise, moving the table closer to participants, or even potentially planning beforehand where people could end up sitting and putting some of the papers, games etc. on those places, hence improving the chances of participants actually using the things as teams usually sit at the same table for quite some time. However, it could be considered to be too pushy, but also people do need to know that they are allowed to go and look through some things on the table as they might think that it is not possible to use for them, especially in a new environment.

- **At the end** it would be useful to go through what everyone learned that day, what was the problem before and how they overcame it and how it affected their way of thinking and possibly how it could be repeated in the future.
- **After the event, a letter to the participants** of "thank you for participating and please send us feedback". This could provide a chance to explain why things were done differently so that the participants would think about it and understand the reasons, and their learning processes would continue. Such things could be: why coaches did not say a word while waiting for people to stop talking, why they were not given games / papers directly, why coaches did some extra things that could be found uncommon, etc.

Activities for EDUJams

Warm up activities

- A foolish object like a rubber chicken is tossed around and open circle and when someone catches the chicken they introduce themselves until everyone has been introduced. They may like to add where they are from or other info in addition to their name. (Could be fun for kids)
- A group tries to create an unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. (maybe not handed out but hinted at or put on the table - for EDUJams). (Each person has a picture but cannot show it to others.) Requires patience, communication, and trying to understand from another's point of view in order to recreate the story's sequence.
- (Share a stretch) Simple to do but still effective as an end of session cool down. Form a circle and invite participants to do a physical stretch and the rest of the group copies. People can go at random or you can work around the circle.
- Find things that people have in common with the others
- Riddles - some easy, some nearly impossible, do the exercise in teams, the team which wins first gets a prize (can be on the table or left on the chairs)

(could be done as an apple activity in EDUJams - first separately - then in teams and see how many more you can get right)

- <http://www.residentassistant.com/ra/heart-transplant-exercise/>
- You have just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change yourself, your job, your boss, coworkers, an important project, etc.? Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the boss for a month. This activity helps them to learn about others' desires and frustrations. (Instead of work could be used for education)

Activities for when the team gets stuck

- Listen, observe, engage, unpack the ideas
- Let people identify the actions they are best in, their favorite action
- Reflect on what skills people want to develop
- Talk about what it would take for each member of the team to progress in their learning and how the team could support them
- Reflect on patterns of interactions, recognize stuck patterns, acknowledge progress and continue to improve
- Ask everyone to answer a different question. People get excited to share something new that they've discovered, and conversations frequently continue after standup is over
- Moving people around from one team to the other, cross-pollination of ideas and questions
- Bring in new products, cards, games, technology
- Listen to feedback
- New ways of visual representation
- Introduce the future projects like workshops, EDUHack, etc
- Introduce some technological devices (AR, VR etc.) from the EMTI Box or other resources (makerspace etc.) and support participants to experiment how can it help their thinking process