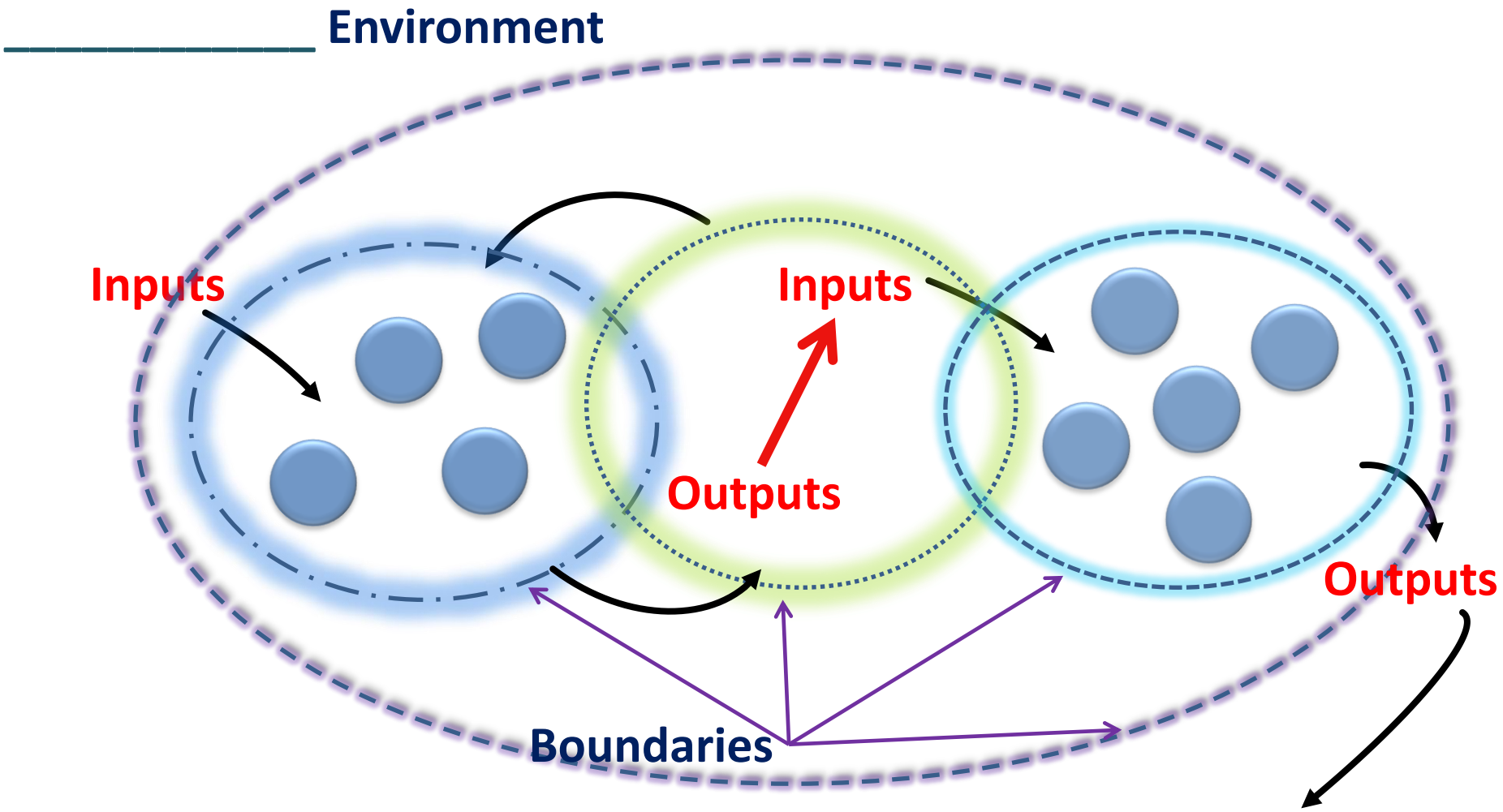
Your Learning System:

Stretching Boundaries, Exploring Subsystems for expanded outcomes

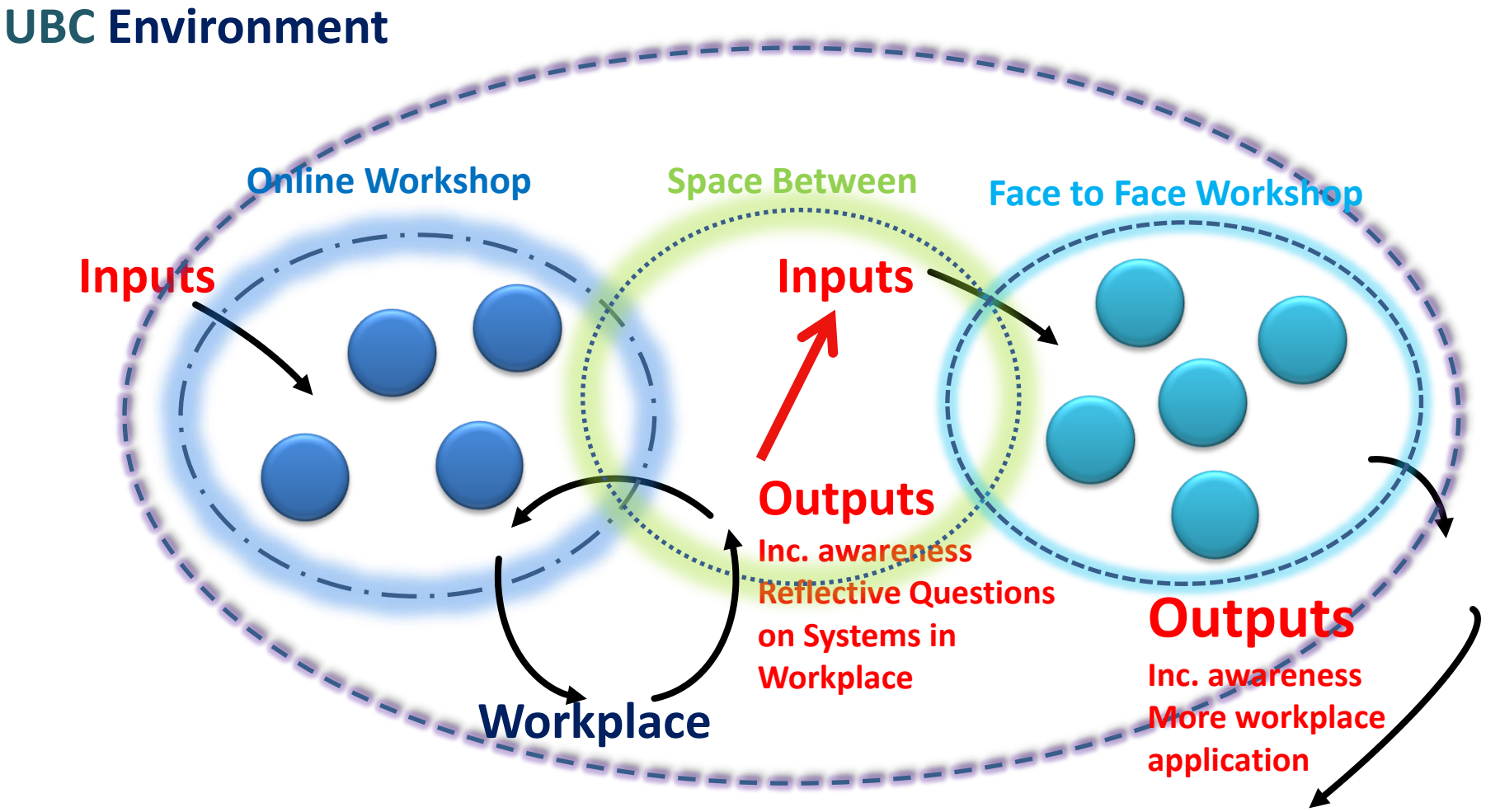


Mundy & Goossens, ETUG, 2013

Systemic lens & language: an Example

Face to Face + Online + Space Between + Space After

= improved outcomes



Outcome: Increased Systemic Thinking Capacity at UBC

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Learning Design with Systemic Language - Questions to play with[1]

Please work with your neighbour to explore the following guided questions: 15 minutes to explore questions. Identify one insight or comment.

CHOOSE A LEARNING SYSTEM that you are presently working with, or would like to explore (i.e. a course, a workshop, a lesson, etc.). Consider the following questions:

- ARE YOU ACHIEVING YOUR OUTCOMES FROM THIS LEARNING SYSTEM? What are your outcomes, i.e. what are you hoping learners will leave with? Are you achieving these?

- WHAT ARE THE INPUTS & OUTPUTS FROM YOUR LEARNING SYSTEM? i.e. What are students bringing to the learning system? What are they actually leaving with? Are there any other inputs into the system that you haven't considered? Do you notice any gaps between the outputs and the outcomes you want?

- WHAT ARE THE BOUNDARIES & SUB-SYSTEMS IN YOUR LEARNING SYSTEM? Can you identify some time and space boundaries that exist? For example, we had a 1 day workshop – this was one type of boundary for our system.
  - If you are considering a course, are the boundaries of this system a 3 month time period? This course probably includes multiple sub-systems (an iterative 2-hr. class, homework time, lab time, etc). A MOOC environment might include very different boundaries (3 month, online environment and access) and sub-systems (online environment, group tutorials or advising time?)
  - As you scan these sub-systems, what are the inputs and outputs you can expect from these?
  - Are there other sub-systems that you might consider, that would benefit your outcomes?
  - How might you 'stretch the boundaries' of your classroom by adding additional sub-systems? For example, is it useful to add an online component, creating some soak time, adding post-class time, taking into account the work system, the home system, etc.?
- RHYTHM, EXPECTATIONS? - Is there a particular order or rhythm, to how the sub-systems work together? For example, we would like to provide participants with reflective, work-place related questions, that they might take into their workplace for consideration. Ideally, they could bring their insights back to the online space for further discussion with their peers – so an iterative rhythm to these 2 sub-systems might work well.
  - In your case, how do you include students' previous work & learning experiences in your learning system? Does the classroom and work / home environment cyclically provide inputs and outputs for each other?
  - How might changing the rhythm or order of the sub-systems effect the learning?

Q. Does the idea of stretching boundaries and including sub-systems have any potential in considering ways to explore flexible learning?

[1] Mundy & Goossens, ETUG, 2013

Resources & References

Systemic Thinking

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