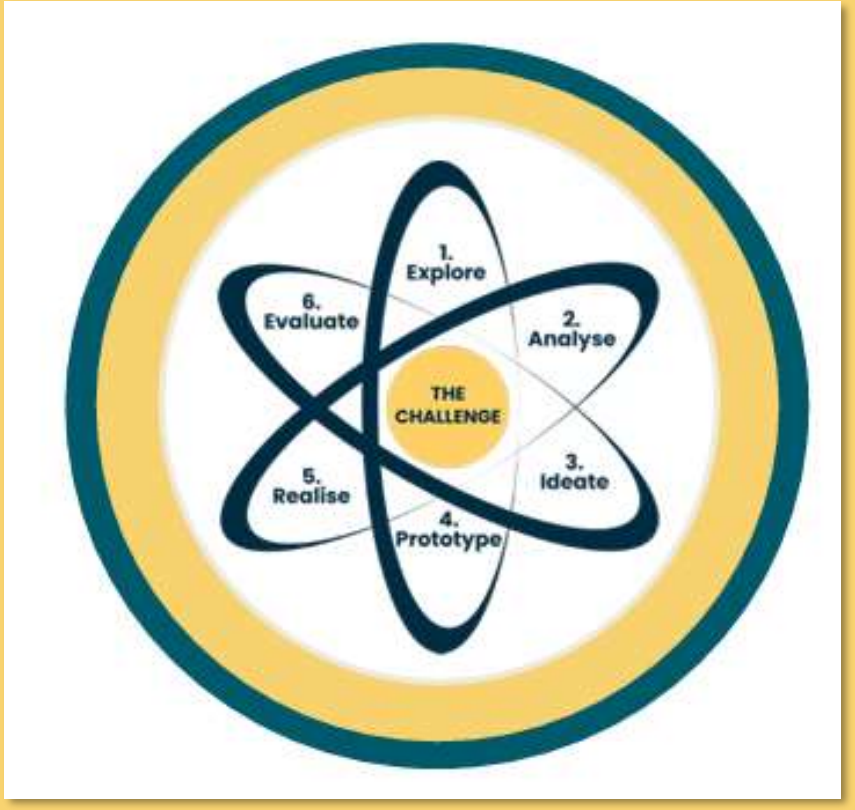
Module 0 : Setting the stage

Module 0 : content

Setting the stage:
- Planning of the CBL
- Finding a challenge
- Setting up the teams

Learning spheres (social & mental)
Present the challenge



The location

- When facilitating digitally, the location of the students is beyond your control. This refers to what stimuli are present, but also to what is available to the student.
- The reason is that you cannot predict in which room the students will be located.
- This creates the possibility of external stimuli, which you as a facilitator, cannot account for

(D-EMIND methodology p. 9)

A digital social proces?

A facilitated process to achieve this is therefore important, especially in the digital domain, where the interactions which happen naturally in the physical space, won’t happen the same way in the digital environment.

Guidance in the session

Facilitating a digital learning process is:

- understanding when you can let the students complete the task on their own
- to let the students, use the learned tools and own intuition to work on the project
- to be aware of the fact that phenomena like “awkward silence” and “small talk” do not occur in the same way digitally.

Start with a high degree of guidance.

Why facilitation and not teaching?

- An entrepreneurial mindset is not something you can learn/be taught in the traditional sense. It's not just learning how e.g. to add two number or knowing how to structure a sentence.

- Your role therefore shifts from being a teacher/lecturer, where you are conveying specific knowledge to the students, to a facilitator where you and the students sometimes are on the same level in the process.

- The process therefore becomes a joint effort between the facilitator and the students for what is learnt and taught and creates a space where you are equals as knowledge bearers, in regard of finding solutions to the challenge at hand.

- When dealing with real world challenges, where no solution is found in advance, the process traverses into uncharted territory, where you hunt the best solution to the challenge.

Erasmus+

Alignment of expectations

As human beings, it's easier for us to cooperate when we know what's expected of us!

Important that the facilitator together with the students:

- create a sense of commitment between the students, make them engaged in the process
- create a "Code of Collaboration", in which the students negotiate what is to be expected from them in the process to come.
- point out some of the expectations you have towards the students.

(D-EMIND Methodology p. 11)

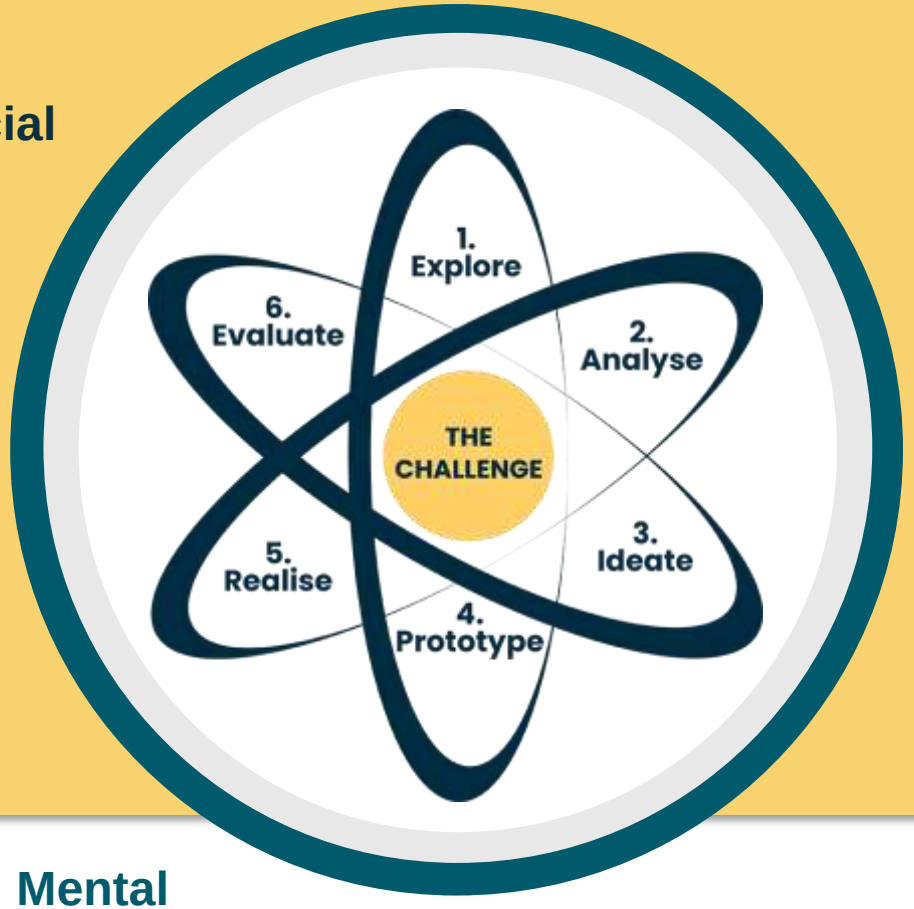
The sphere around the Atom model

Learning Sphere:

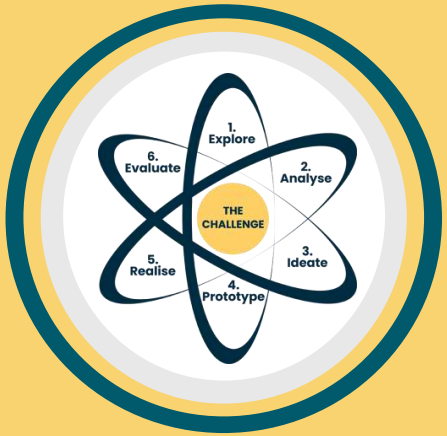
The Learning Sphere circulates around the 6 elements in the atom.

The spheres are **social and mental,** and they influence the atom and the 6 elements within.

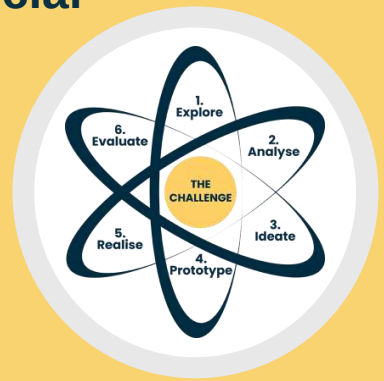
This sphere is important for the atmosphere that fosters the 6 elements of innovation.



Social sphere

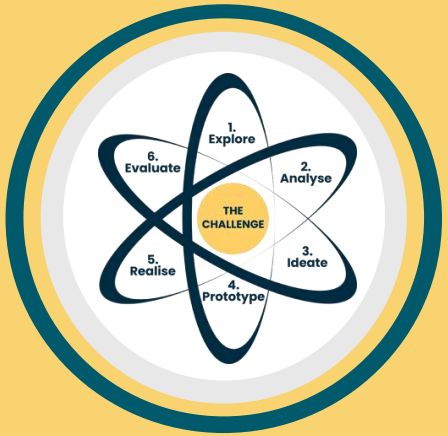


Social



The **social learning sphere** is primarily perceived as the social relation and the collaboration between students.

Social – D-EMIND



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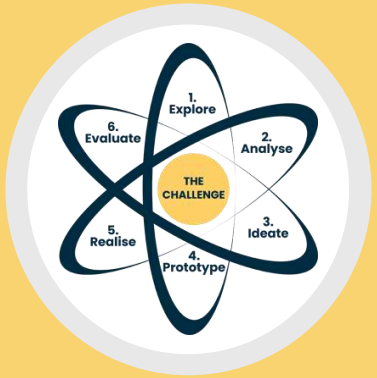

The **social learning Sphere** is primarily perceived as the social relations and the collaboration between students. Aim is to strenghten the feeling of security and mutual trust among group members.

Spend some time to create these relations through tasks and objectives throughout the class. This can be longer facilitated activities which, sole purpose is to strengthen these social bonds, but also minor discussion tasks, where the students are put into smaller groups and where they must use both personal experiences, as well as the academic content they are taught in relation to the subject.
(D-EMIND, p. 10)

Social Sphere

ACTIVITIES

Title	Time	Group size
Code of Collaboration	1-2 hours.	5-30 students
Check in	20-30 min.	2-40 students.
What is Your Childhood Dream?	10-20 min	2-40 students.
If I Were A ...	5-10 min.	5-30 students
Anecdote – 'The Story'	30-60 min	20-40 students
The Object Box	20-30 min.	5-30 students
Yes, but... versus Yes, and.....	10 min.	16-30 students
Keep talking behind my back	30 min.	20-40 students
From 16 down to 1	1,5- 2 hours	20-40 students
Know the role	1,5- 2 hours	5- 40 students

The object box

https://www.demind.eu/atom_model/the-obj

1. You each take one object from the room where you are sitting. (You have 30 sec).

2. The facilitator demonstrates how to present oneself based on the object chosen from the room.

3. The participants are given 2 minutes max. each to present themselves based on the thing they have chosen.

4. The rest must listen attentively to their colleague.

5. The facilitator subsequently asks the participants how they experienced this exercise.

The object box: alternative

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1) Add your nickname on one of the speech bubble at the bottom and place it next to the picture that best describes you

2) A (random) participant **must select an image** and think about **which colleague it might belong to.**

3) The person who selected that image **identifies him/herself and explains** why he/she identifies with that image.

Keep talking behind my back

https://www.demind.eu/atom_model/keep-talking-behind-my-back/

(D-EMIND methodology p. 34)

B.8 Keep talking behind my back

Social *Author: Jonas Ørts Hansen* *Facilitated by the Teacher*

To create an environment where the students feel safe sharing their expectations and/or concerns.

30 min. | 20-40 students | Breakout rooms in Teams/Zoom

Steps

1. The students are presented with a discussion topic regarding the digital learning space. This could be
   - What is important for me to feel safe in a digital environment?
   - What is important that my co-student does so that I feel motivated?
   - How do I want to contribute to the social environment?
2. Each student writes down (computer/paper) one sentence regarding the discussion topic.
3. Pair the students into groups of 3 persons per group using https://www.randomlists.com/team-generator
4. Student A presents their sentence to student B & C.
5. Student B & C have 5-10minutes to discuss the sentence presented by student A. Student A is not allowed to interrupt the discussion but is only allowed to take notes and listen/observe the discussion.
6. After the time is up (the 5-10minutes) the seats are swapped, and student B presents a topic for A & C to discuss.

Check in

- Do you have any particular questions concerning today's topic?
- Do you have any information or knowledge you wish to share regarding today’s topic?
- Do you have any concerns about joining the workshop?

Questions

Write down individually:

1. What is important for me to feel safe in a digital environment?

2. What is important that my co-student does so that I feel motivated?

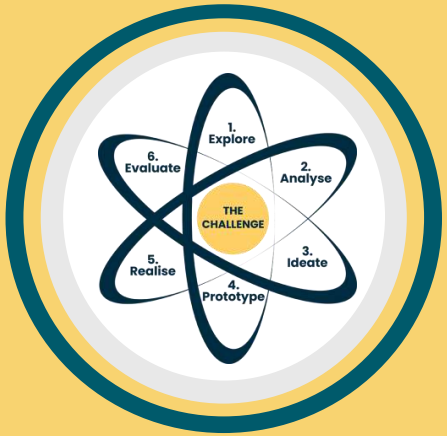
3. How do I want to contribute to the social environment?

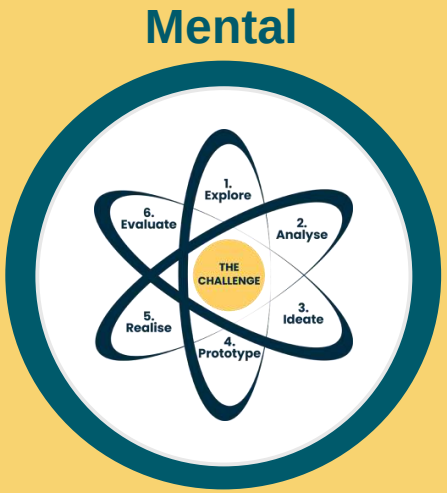
Breakout Room for students

Ask the youngest student in the room to give letters to all of them and time the different aspects of this exercise.

- Student A presents her/his sentence to student B & C.
- Student B & C have 5-10minutes to discuss the sentence presented by student A.
- Student A is not allowed to interrupt the discussion but is only allowed to take notes and listen/observe the discussion.
- After 5-10minutes the roles shift, and student B presents a topic for A & C to discuss.

Mental

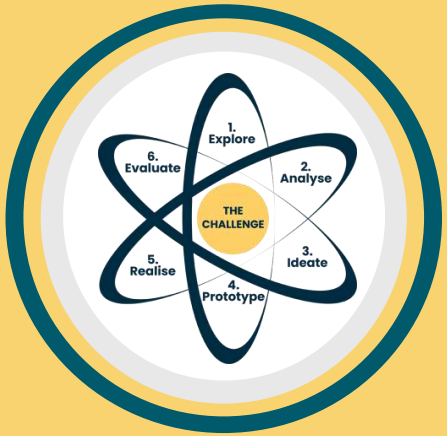


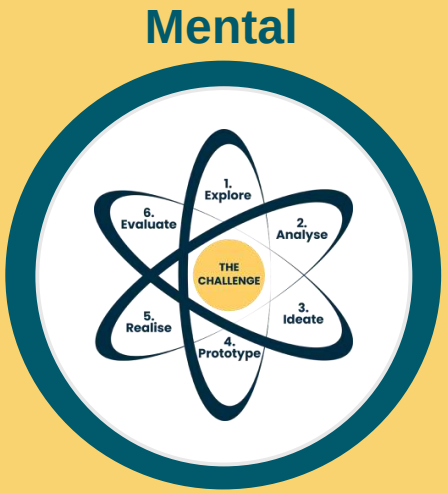


The mental spheres includes an entrepreneurial mindset to work on the 6 elements of innovation and in the end find a solution for the challenge in the core of the model:

- a creative mindset
- a ‘possibility’ thinking
- a desire to act
- a part of this ‘possibility’ mindset is to act when dealing with problems.

Mental





Alignment of expectations: As human beings, it's easier for us to cooperate when we know what's expected of us. ..

Note here that this negotiation does not occur naturally as it might in the physical space, hence it's important that you, as a facilitator, explicitly help the students with this process. We highly recommend that you, together with the student, create a "Code of Collaboration", in which the students negotiate what is to be expected from them in the process to come. Also, you as a facilitator have to point out some of the expectations you have towards the students.

Mental Sphere

ACTIVITIES

Title	Time	Group size
Party Time	5-10 min.	2-40 students.
Alternative Presentation	5-10 min.	2-40 students.
Digital Storytelling	10-20 min.	16-30 students
Backwards Focus	15 mins.	10-20 students.
When are you Creative?	15-20 mins.	16-30 students
The Paperclip	10-20 min.	15-30 students.
The 30 Circles	10-20 min.	15-30 students.
Complete the Incomplete Figure Test	20-30 min.	15-40 students
One Minute Paper	30 min.	15-30 students.

Erasmus+

YES – I made a mistake

https://www.foremlink.com/activities/yes-ive-
mistake

Adobe: NicoElNino

Yes, I made a mistake

YES. I'VE MADE A MISTAKE

Mental

Author: Christian Byrge and Søren Hansen

Facilitated by the teacher

The aim is for students to learn to welcome and celebrate mistakes.

5-10 mins	16 students	Whiteboard

Steps

1. The students pair up with someone with the same hair length as them and stand opposite each other.

2. The teacher informs them that they will clap each other's hands in 3 different ways:

   a) With both hands x 2

   b) Left hand to left hand

   c) Right hand to right hand.

3. The teacher tells them which type of clapping they must perform - a, b or c. This should be done repetitively to reinforce the connection between the type of clapping and the letter.

The 30 circles

Category: Mental Learning Sphere

Author: Aleix Barrera, Diego Castro, David Rodriguez-Gomez

Facilited by the teacher

THE AIM IS TO AVOID SELF-CENSORSHIP IN THE CREATIVE PROCESSES.

10-20 min.

15-30 students.

Virtual whiteboard

Steps

1. Ask each student to find a blank piece of paper and have them draw 30 black circles on the paper.

2. The students are challenged to fill in as many circles as possible with the aim being quantity not quality, put heavy emphasis on the fact that it's quantity not quality you are looking for. They are given 3 minutes to complete the challenge.

   - Show them examples of things to fill the circles with by sharing your screen and showing a picture where you have filled out a few of the circles in various ways e.g., shading, drawing emojis etc.

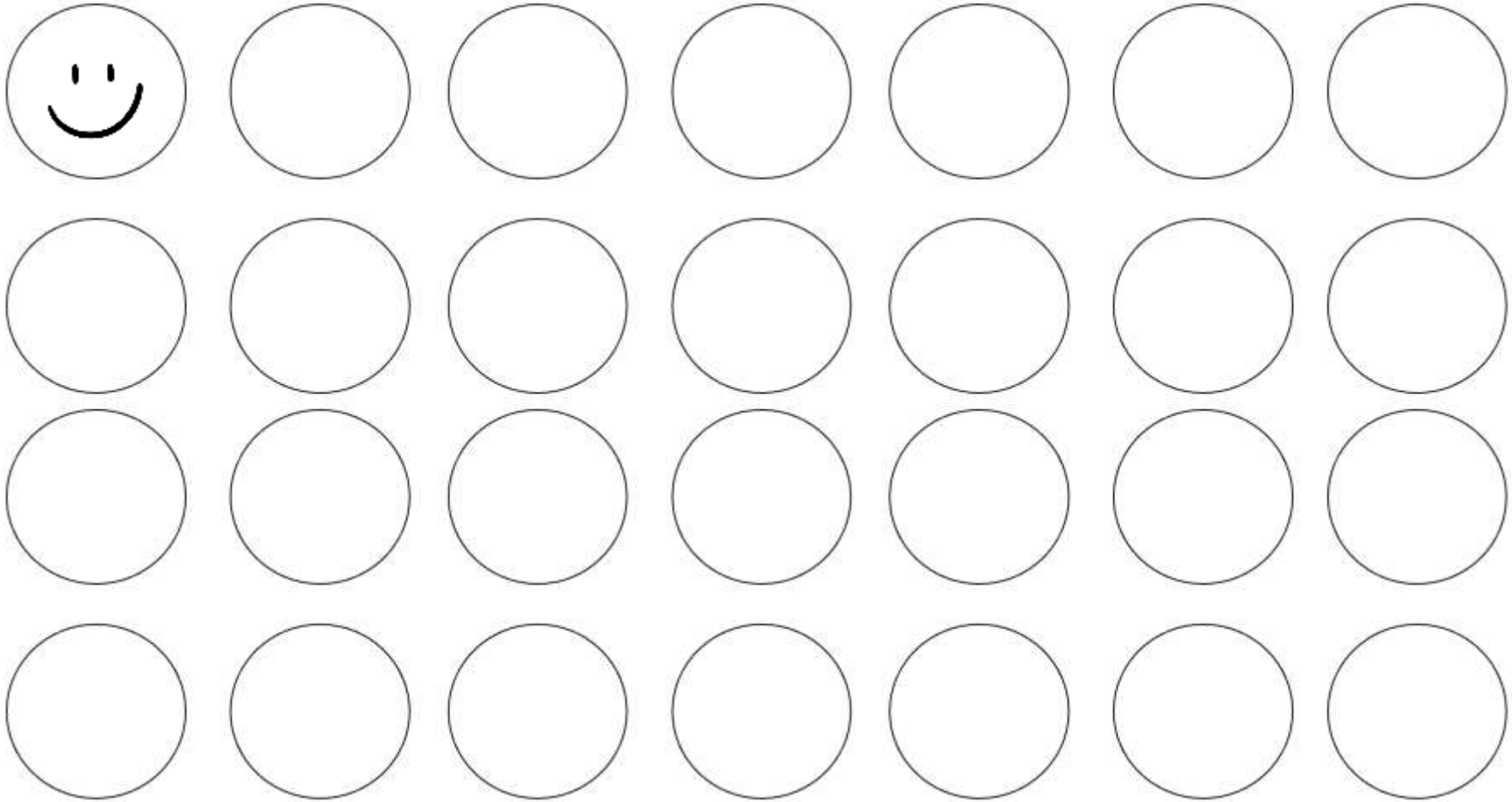
3. The students share and reflect on the similarities there are between their circles.

4. The teacher brings the students together to discuss the following points:

   - Did you stop yourself from self-censoring?
   - When you went for quantity, did you think that your work poor or did you think you would edit it?
   - Can this activity be the basis from which creativity can flourish?

The 30 circles

https://www.demind.eu/atom_model/the-30-



Alternative Presentation

https://www.demind.eu/atom_model/alternative-presentation/

D-EMIND methodology p. 18

A.2 Alternative Presentation

Mental *Author:* Anni Stavnskær Pedersen *Facilitated by the Teacher*

The aim is to train the students' associative competencies by asking them to present themselves in a different way from that which they are used to. Open the students minds to different stimuli and train the students in saying "yes and…". A skill that is important in the Ideation element of the Atom Model.

5-10 min.

2-40 students

One object from near vicinity
Padlet, virtual whiteboard and breakout rooms

Steps

1. Each participant finds an object in their near vicinity to use for the task (Give them 30sec-1min to collect the object). It is important that it is not told to the participants what the object is for, just that they will need it.

Alternative Presentation

- Each of you grap a random thing in the room.
  You have 30 sec.
- Present yourself with that thing, when I say
- your name.
- I will show you how ☺

Complete the Incomplete Figure Test

https://www.demind.eu/atom_model/complete-the-incomplete-figure-test/

D-Emind methology p 94

A.8 Complete the Incomplete Figure Test

Mental *Adapted:* Aleix Barrera, Diego Castro, David Rodriguez-Gomez *Facilitated by the Teacher*

The aim is to stimulate creativity.

20-30 min. | 15-40 students | Virtual whiteboard, pen & paper

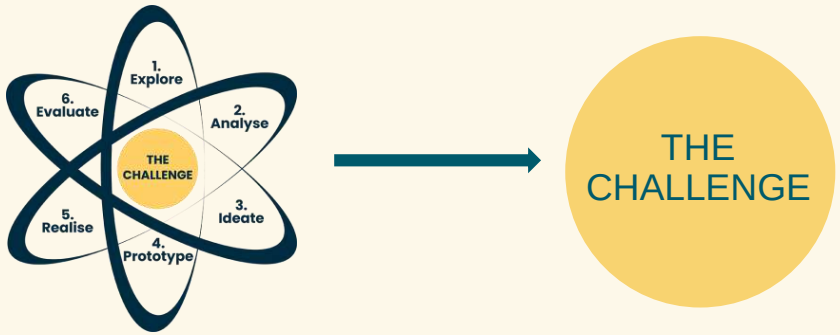
Steps

1. Each participant is asked to find a piece of paper, and something to write with.
2. Each participant is either given a simple drawing from a shared pool created preemptive or is asked to draw 3-4 lines randomly on the paper. The only restriction for the lines is that all lines must touch at least one other line.
3. The students must complete the figure and title it. They are given 5 minutes to complete this, where there are no rules for how or what to draw.
4. The teacher brings the students together on the virtual whiteboard. The students share their pictures with their cameras on and reflect on the imagery, implied narrative, humor or fantasy in their work.
5. The teacher brings the students together on the virtual whiteboard to discuss the outcomes

Extra: Figur(ing) out

- ✓ Find a piece of paper, and something to write with.
- ✓ Draw 3-4 lines randomly on the paper. The only restriction for the lines is, that all lines must touch at least one other line.
- ✓ Title the drawing.
- ✓ 5 minutes to complete this
- ✓ I will now bring you together on the virtual whiteboard.
- ✓ You should all turn on your camera and share your pictures with the rest. Take turns and explain what you see in your drawing? Let the rest reflect on your drawing and take turns
- ✓ You as a teacher bring the students together on the virtual whiteboard to discuss the outcomes of the activity.

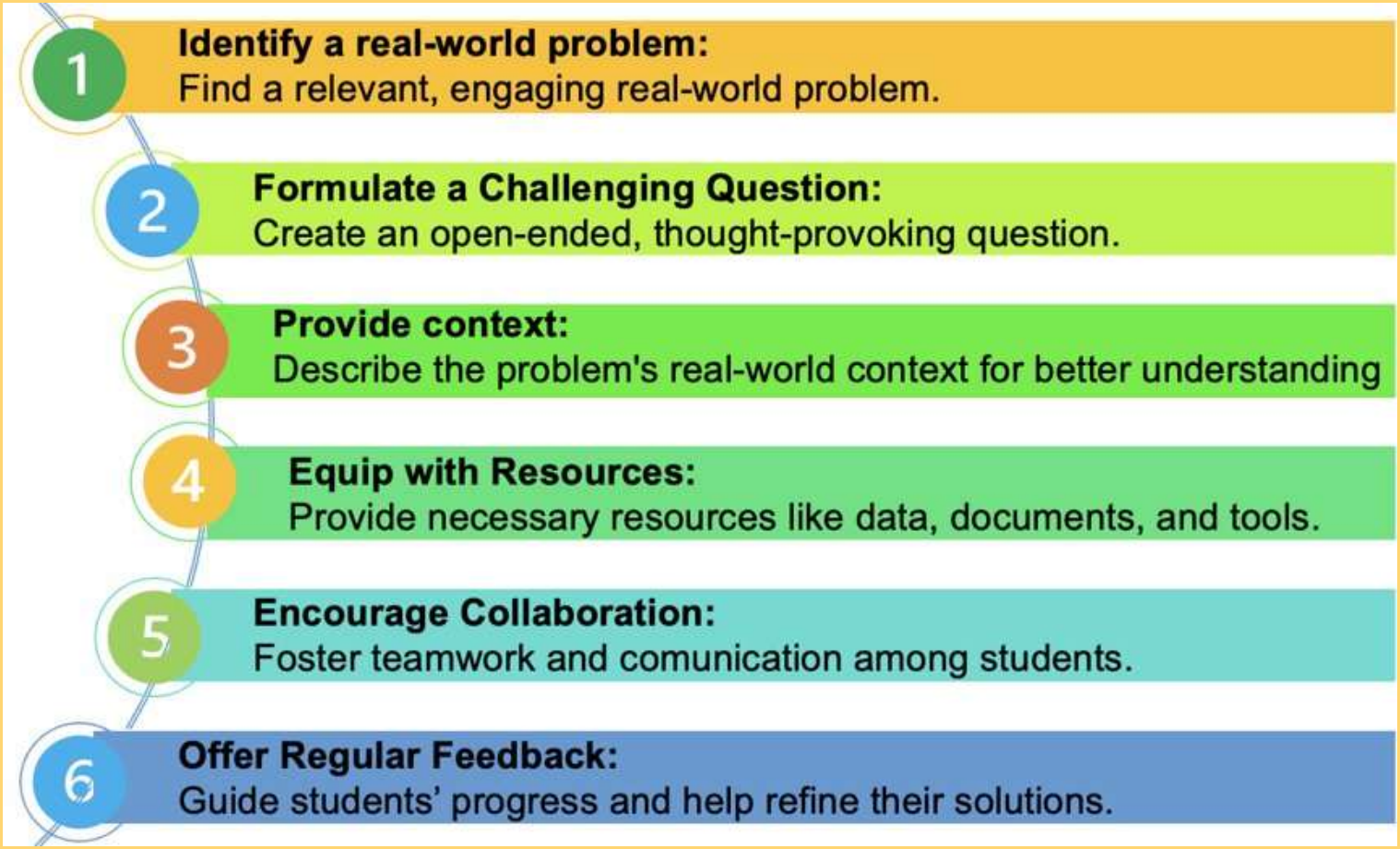
The challenge



The core or nucleus of the model is the **challenge**.

The **challenge** is what the students and teachers throughout the whole process of working with the Atom model must initiate from and return to. That's why it has a central placement in the model.

Designing the challenge



Activities for the challenge

ACTIVITIES

Title	Time	Group size
The Challenge and Group Formation	2-3 hours.	10-50 students 2-15 groups
Where to Find a Challenge?	2 hours- 2 days	20-40 students 4-8 groups
Find your Challenge.	10-20 min	20-40 students
Formulation of a Challenge	10-20 min	20-40 students
The 5 W's – Who? – What? – When? – Why? – Where?	10-20 min	20-30 students 4-15 groups
The 5 Whys	10-20 min	20-40 students 4-8 groups

Erasmus+

The 5 Why's

- Write the challenge in 1 clear sentence
- Now rewrite the challenge, rephrasing it in a 'why question'
- Answer to this question
- Question your answer
- Keep on asking the 'why question' to every answer untill you've reached the real problem

- Now read all your answers to the why questions. On which of these causes are you going to focus in your next steps? Discuss with your teammembers