

# Teaching to the 4IR - Transformation Planning Worksheets

## - EXAMPLE -

### Collaboration

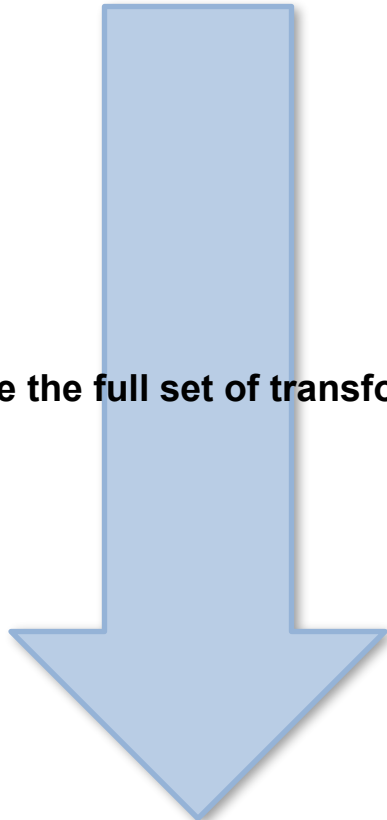
Expanding interpersonal and global citizenship skills and social awareness creates diversity and enables freedom of more choices/options given the contributions of multiple stakeholders. Collaborative problem- and project-based learning mirror the future of work. Instruction expands access to all students for a truly inclusive learning environment.

<p>Do you include group or other collaborative assignments in your course? If so, ask yourself the following questions:</p>	<p><b>Questions to Ask:</b></p> <ul style="list-style-type: none"><li>○ Do all students have access to materials/information required?</li><li>○ Do you provide specific guidelines as regards collaboration in writing or include team-building exercises?</li><li>○ Do you model or encourage “thinking aloud” as a strategy?</li><li>○ Is the group project graded/is there a detailed rubric?</li><li>○ How do you track/assess participation?</li><li>○ Do you offer a variety of discussion settings and or opportunities for students to connect?</li><li>○ Do the assignments include a self-assessment or self-reflection component?</li></ul>
<p><b>List your collaborative assignment(s) for reference:</b></p> <p><b>EDIT 526 Final Project Feedback Groups –</b></p>	<p><b>Notes from above:</b></p> <p>Students are broken up into small groups (up to 4 students per group)</p> <p><b>Activity Requirements:</b></p> <ul style="list-style-type: none"><li>○ Each student takes on the role of <i>web designer</i> and <i>beta tester</i></li><li>○ <b>Web designers</b> must post URL of your final project for review</li><li>○ <b>Beta testers</b> follow the strategies for testing the accessibility of a website learned in Weeks 3 and 4, provide the designer with substantive feedback on how to make the website more accessible.</li></ul> <p><b>Activity Goal</b></p> <ul style="list-style-type: none"><li>• I am simply looking for evidence that the students are following the strategies learned earlier in the course and that they provide substantive feedback.</li></ul> <p><b>Issues:</b></p> <ul style="list-style-type: none"><li>• Feedback Groups lack a standardized protocol for students to follow</li><li>• How one defines “substantive”</li></ul>

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<p>Do you have few group or other collaborative assignments in your syllabus, or do you want to incorporate more collaborative work? If so, please consider the following examples:</p>	<p><b>Examples of Collaborative Projects:</b></p> <ul style="list-style-type: none"><li>• <i>Professor for a day</i> – students are grouped and asked to provide a “lesson” of an assigned reading or concept discussed in class, to include an outline or handout. Students may present as a group in-person or virtually online.</li><li>• <i>Group-based research projects</i> – students may complete all or a portion of a research assignment in workgroups.</li><li>• <i>Group Wiki</i> – students may be asked to contribute to an ongoing discussion or body of work.</li><li>• <i>Group data assessments</i> – in research or methodology courses, groups may be assigned data sets and be asked to formulate/test hypotheses.</li><li>• <i>Peer review</i> – students may be assigned to review another student’s paper (this works best if the review includes a worksheet to be completed/other written component, as well as a follow-up period for clarification as needed).</li></ul>
<p><b>List your ideas for existing assignment(s) that you may want to transform:</b></p>	<p><b>Notes from above:</b></p> <p><b>Idea(s) for transforming activity:</b></p> <ul style="list-style-type: none"><li>■ Create a standardized web accessibility testing protocol for beta testers to follow</li><li>• Copy of report will be sent back to the designer and the instructor</li></ul>

**Please see the full set of transformation mapping worksheets below**



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## Collaboration

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### Problem Solving

Skills draw on an individual's strengths, whether operating independently or collaboratively. Innovation, creativity, and analysis skills are fostered help to develop individuals into lifelong learners.

<p>Do you include assignments that include a variety of problem-solving skills? If so, ask yourself the following questions:</p>	<p><b>Questions to Ask:</b></p> <ul style="list-style-type: none"> <li>○ <i>Do all students have access to materials/information required?</i></li> <li>○ <i>Do you include multi-step assignments that require identifying issues or developing/testing solutions?</i></li> <li>○ <i>Do you have an extensive research-based project or assignment?</i></li> <li>○ <i>Do students have opportunities to share the findings of their research?</i></li> <li>○ <i>Do you offer opportunities for students to learn by trial and error?</i></li> <li>○ <i>Do the assignments include a self-reflection component?</i></li> </ul>
<p><b>List your problem-solving assignment(s) for reference:</b></p>	<p><b>Notes from above:</b></p>
<p>Do you have few problem-solving assignments in your syllabus, or do you want to incorporate more? If so, please consider the following examples:</p>	<p><b>Examples of Problem-solving Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Case studies – students are presented with a scenario and may be asked to develop potential solutions or evaluate outcomes.</i></li> <li>• <i>Research-based analysis or synthesis projects.</i></li> <li>• <i>Exploded issues – students practice problem definition and analysis using the IDEAS* model.</i></li> <li>• <i>Digital “scavenger hunt” – students work individually or in teams</i></li> <li>• <i>“Escape Room” – students work in groups to be first solve a series of problems or answer questions based on a lesson or topic.</i></li> </ul>

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*IDEAS\* Identify, Define, Examine, Act to resolve and Share.*

For further reading: [19 ways to improve your problem-solving skills at work](#)

### Digital Literacy

Students develop technological skills, including programming, and the responsible use of technology is emphasized. Instruction must focus on open access to technology as well as inclusion.

<p>Do you include assignments that include a variety of digital literacy skills? If so, ask yourself the following questions:</p>	<p><b>Questions to Ask:</b></p> <ul style="list-style-type: none"><li>○ <i>Do all students have access to materials/information required?</i></li><li>○ <i>Do you include multi-step assignments that require identifying issues or developing/testing solutions?</i></li><li>○ <i>Do you have an extensive research-based project or assignment?</i></li><li>○ <i>Do students have opportunities to share the findings of their research?</i></li><li>○ <i>Do you offer opportunities for students to learn by trial and error?</i></li><li>○ <i>Do the assignments include a self-reflection component?</i></li></ul>
<p><b>List your digital literacy assignment(s) for reference:</b></p>	<p><b>Notes from above:</b></p>

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<p>Do you have few assignments requiring digital literacy skills in your syllabus, or do you want to incorporate more? If so, please consider the following examples:</p>	<p><b>Examples of Activities to Develop Digital Literacy:</b></p> <ul style="list-style-type: none"><li>• <i>Blogs – topics can be self-selected or centered on a lesson/ concept.</i></li><li>• <i>Class Resource Guide – students build a collection of links, tools, instructional videos, and the like to serve as resources for the entire class.</i></li><li>• <i>Multi-modal Projects – students “translate” a written assignment to a non-text-focused digital mode.</i></li><li>• <i>Wikis – students can collaborate on a wide variety of projects to include vocabulary lists, problem sets, current topics and the like.</i></li><li>• <i>Digital timeline – students can chart the progression of an event or development of a concept.</i></li></ul>
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### Process Management

Process management refers to the organizational discipline that provides tools and resources for analyzing, defining, optimizing, monitoring, and controlling **processes**, and for measuring and driving improved performance of interdependent **processes**. Learning moves from a standard model to one that is individualized, and flexible self-paced learning.

<p>Do you include assignments that include a variety of process management skills? If so, ask yourself the following questions:</p>	<p><b>Questions to Ask:</b></p> <ul style="list-style-type: none"><li>○ <i>Do all students have access to materials/information required?</i></li><li>○ <i>Do you include multi-step assignments that require prioritizing or grouping of elements?</i></li><li>○ <i>Do students have flexibility with regard to how they apply strategies/resources to solve a problem or address assignment requirements?</i></li><li>○ <i>Do you actively model your own process for completing a task or solving a problem?</i></li><li>○ <i>Do students have opportunities to share/discuss assignment requirements and approach strategies?</i></li><li>○ <i>Do the assignments include a self-reflection component?</i></li></ul>
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<b>List your process management assignment(s) for reference:</b>	<b>Notes from above:</b>
Do you have few assignments that involve process management in your syllabus, or do you want to incorporate more? If so, please consider the following examples:	<b>Examples of Process Management Activities:</b> <ul style="list-style-type: none"><li>• <i>Assignment mapping – students are presented with assignment requirements/components and create their own assignment map.</i></li><li>• <i>Research/Project proposals – students create research/project proposals to include goals, audience, resources required and timelines.</i></li><li>• <i>Project timeline – students create a detailed, realistic timeline for an extended or multi-step project.</i></li><li>• <i>Project journal – students document their process, to include trial and error and address any limitations/concerns.</i></li></ul>
<b>List your ideas for existing assignment(s) that you may want to transform:</b>	<b>Notes from above:</b>

### Written Communication

Writing expands to foster skills in innovation, creativity, analytical thinking and systems analysis as applied to writing in multiple modes.

Do you include assignments that require a variety of written communication skills? If so, ask yourself the following questions:	<b>Questions to Ask:</b> <ul style="list-style-type: none"><li>○ <i>Do all students have access to materials/information required?</i></li><li>○ <i>Do assignments require written analysis of concepts or problems discussed in class?</i></li><li>○ <i>Do students have opportunities to propose new ideas or hypotheses in writing?</i></li><li>○ <i>Do students have opportunities to choose the genres/modes they write in?</i></li><li>○ <i>Do students have opportunities to share their written work?</i></li><li>○ <i>Do the assignments include a self-reflection component?</i></li></ul>
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<p><b>List your assignments that require a variety of written communication skills for reference:</b></p>	<p><b>Notes from above:</b></p>
<p>Do you have few assignments that involve written communication skills in your syllabus, or do you want to incorporate more? If so, please consider the following examples:</p>	<p><b>Examples of Written Communication Activities:</b></p> <ul style="list-style-type: none"><li>• <i>Systems analysis – students compose a written analysis of a system or process.</i></li><li>• <i>Concept mapping – students explode concepts, topics, or terminology.</i></li><li>• <i>Question banks – students generate study question banks or FAQs for class concepts/research topics.</i></li><li>• <i>Individual or class portfolios/websites – students can maintain a digital personal portfolio or contribute to a class web page.</i></li></ul>
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