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THE UNIVERSITY OF
MELBOURNE

A DAY IN THE LIFE OF A STUDENT

FACILITATOR GUIDE



Australian Government
Australian Research Council

 DLR Group

 LEARN
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 iletc
INNOVATIVE LEARNING
ENVIRONMENTS AND
TEACHER CHANGE
A 2016-2019 ARC LINKAGE PROJECT



A Day in the Life of a Student: Facilitator Guide

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OVERVIEW

WHAT IS IT?

A Day in the Life of a Student workshop is a design thinking workshop developed by DLR Group (an integrated design firm) and adapted by the Innovative Learning Environment and Teacher Change project at the University of Melbourne, Australia. The activities involve educators mapping out how one student spends his/her day in school and building a model of the learning environment based on this one student. With an emphasis on the visual learning that comes from modelling experiences, this workshop helps participants develop student-improvement focused practices in innovative learning environments.

HOW DID WE COME UP WITH IT?

A Day in the Life of a Student workshop was developed using design thinking principles that engage participants directly with ambiguous prompts yet tangible materials. These workshops usually move participants between divergent, expansive thinking exercises and convergent, solution-oriented modes of thinking. Adapting a persona tool used in human-centred design to profile a potential student helps participants empathise with how that individual views learning, providing insights on his/her learning experience. The design-thinking approach also takes into account the ever-changing perspectives of the diverse individuals involved through open collaboration.

The workshop begins with the assumption that teachers can create or adjust their learning spaces to more closely align with and accommodate the particular needs of their students by understanding the different levels of ability and learning requirements of individual students. By understanding what and how a student learns and his or her preferred mode of learning, teachers can develop personalised instruction in appropriate learning spaces so that all students can learn effectively.

HOW WILL IT BENEFIT YOU?

The design thinking workshop is about teachers making a difference by using an intentional process in order to get to new, relevant solutions that create positive impact. Specifically, information gathered from the workshops can provide teachers and school leaders an understanding of:

- how learners with diverse needs, motivations, expectations, goals, and challenges learn in innovative learning spaces;
- how to adjust teaching and learning approaches to accommodate each student's learning needs to achieve maximum growth as a learner; and
- strategies and tools to develop and apply differentiated instructional designs in their learning spaces.

WHAT DOES SUCCESS LOOK LIKE?

Teachers come away from the workshop with a shared understanding that their class is composed of diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, cultural background, prior knowledge, and learning preferences. The workshop is collaborative in nature, consequently strategies and tools emerge from teachers' collective knowledge and from multiple perspectives. This knowledge enables teachers to apply the concept of differentiated learning to practice by creating opportunities for their students to use the learning space in ways that are effective and meet their individual needs.

WHERE CAN I GET MORE INFORMATION?

For more information about the workshop, please see: www.dlrgroup.com and www.ilet.com



FACILITATOR'S CHECKLIST

TIME

Allow a minimum of two hours for this workshop.

WORKSHOP VENUE

Prepare an area that can accommodate whole group interaction as well as tables and chairs for small group collaboration of three to five participants during the activity.

PARTICIPANTS

Participants are organised into groups of three to five, preferably grouping individuals who are currently not working together, for example across year levels, disciplines etc, or have not met before. It is recommended to have a maximum of 20 participants per facilitator.

MATERIALS TO PURCHASE

- Art and craft materials such as wooden sticks, pipe cleaners, foam pieces, etc.
- Lego blocks
- Pens

PREPARATION

Code	Item ¹	Format/Preparation	Quantity
DL01	Student Persona	A4 single-sided print	One persona per group
DL02	A Day in the Life of a Student Board	A3 single-sided print	One per group
DL03	Activity Cards	A4 single-sided, cut to size	Two or three sets per group
DL04	Definitions and Examples of Learning Activities	A4 single-sided print	One per person
DL05	Action Plan	A4 single-sided print	One per person (depending on aims)
DL06	Arts and craft materials	To purchase	One set per group
DL08	Lego blocks	To purchase	One set per group
DL09	Pens	To purchase	One per person

¹The resources are (refer to codes on each resource) supplied at 1:1 scale and should be printed at 100% of the original page size. The 'Choose paper source by PDF page size' on PC and 'Scale to fit paper size' on OSX in Adobe Acrobat will automatically print multiple page sizes automatically. For more information, please visit <https://helpx.adobe.com/acrobat/kb/print-mixed-page-sizes-acrobat.html>

STEP-BY-STEP GUIDE

As the facilitator, think of what you would like your participants to get out of this. It could be one or a combination of objectives including: an understanding of how learners with diverse needs, motivations, expectations, goals, and challenges learn in innovative learning spaces; how to adjust teaching and learning approaches to accommodate each student's learning needs to achieve maximum growth as a learner; or developing strategies and tools to develop and apply differentiated instructional designs in particular learning spaces.

The following steps provide a 'script' that you could follow when running the workshop. It also provides the recommended time as well as the required resources for each step. You can amend to suit the audience and/or objective that you have developed prior to the workshop.



BEFORE THE WORKSHOP

[10 mins]

DL01, DL02, DL03, DL04, DL09

- » Decide your overall aims for the workshop – what you would like participants to get out of it.
- » Distribute and lay out one set of the workshop materials (DL01, DL02, DL03, DL04) and pens (DL09) on the centre of each table/group.
- » Welcome participants and direct them to their groups/tables.



STEP 1: DISCOVER

[15 mins]

DL01, DL09

We are going to imagine how different students experience learning by spending a day in their shoes. In groups of three to five members, select one student persona and develop a profile of their learning preferences, goals and values. When thinking of your student, think of those that perhaps struggle in the current system and ensure a variety of experiences are reflected. Brainstorm with your group how that learner may best experience learning.



Discussion prompts:

- » What are the different kinds of activities that this student prefers based on his/her preferences and goals?
- » How do you think this student would like to manage his/her day?



STEP 2: REFLECT

[30 mins]

DL01, DL02, DL03, DL04, DL09

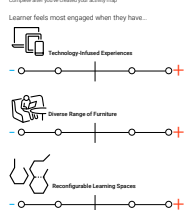
Reflect on how you want your assigned student to spend their day and then create a 'map' of a day in the life of that student, by choosing from the range of learning activities provided. Blank space on the cards can be utilized to sketch what the learning experience may look like, what group sizes are desired, and how the environment may support it. Feel free to use the blank cards for additional activities. Iterate and change your map as needed, paying attention to the predominant learning activities. The definitions of learning activities and sample maps are illustrated in DL04.



Discussion prompts:

- » What are the different kinds of activities that will help this student learn effectively?
- » What are the valuable experiences I want this student to have?

How does this learner believe these elements impact learning?
Complete the following activities.



DL04 Group
© 2018 DL04 Group of Innovations

My name is _____ I learn best by _____

I am good at _____

I struggle with _____

Who was I? (Who would you be most likely to be?)





STEP 3: IDEATE

[45 mins]

DL06, DL07

Using the materials provided, develop a learning space/floor plan based on the desired learning activities of that student. Spend 30 minutes on this activity then another 15 minutes to share with the whole group your map and the design of your learning space. Take this time to observe similarities and differences.



Discussion prompts:

- » What were some commonalities and differences in the learning space designs?
- » How does the 'shape' and affordances of the learning environments differ?
- » What elements of the learning space improves the experience of your student?



STEP 4: EVOLVE

[20 mins]

DL05, DL09

Individually, think of one component of your teaching practice and the learning space that you can change. Develop an action plan that includes timelines, resources required and desired outcomes.



Tip for facilitators:

- » Distribute the Action Plan (DL05) to participants. Depending on the aims you developed prior to the workshop, this could be an individual or group activity.



Discussion prompts:

- » What resources do you need? What are some of the challenges?
- » What does success look like?



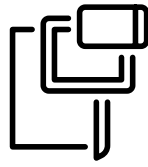
ACTION PLAN

	Goal/Strategy
Tasks	
Responsibility	
Timeframe	
Resources	
Evidence of Improvements	

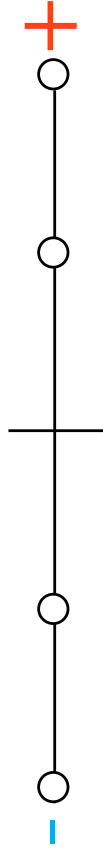
How does this learner believe these elements impact learning?

Complete after you've created your activity map

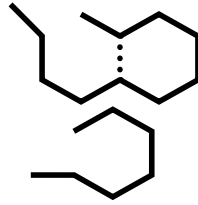
Learner feels most engaged when they have...



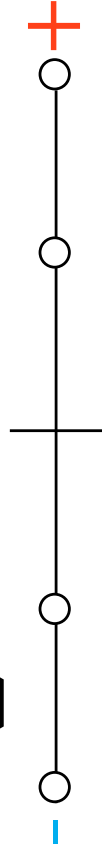
Technology-Infused Experiences



Diverse Range of Furniture

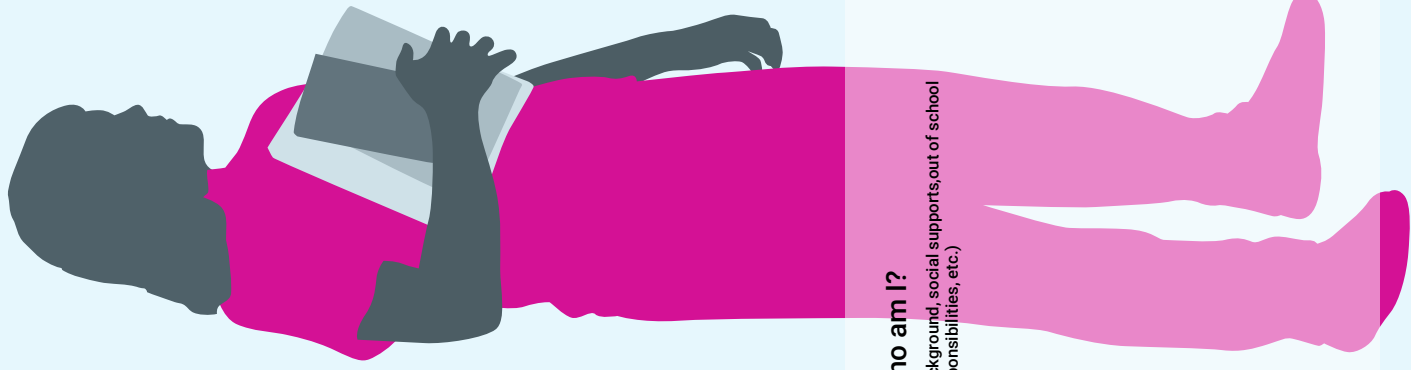


Reconfigurable Learning Spaces



My name is

I learn best by



Who am I?

(background, social supports, out of school responsibilities, etc.)

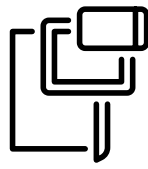
I am good at-

I struggle with-

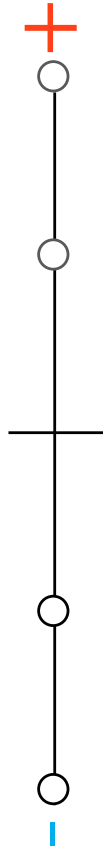
How does this learner believe these elements impact learning?

Complete after you've created your activity map

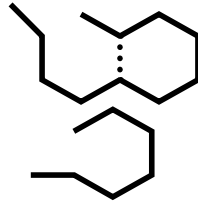
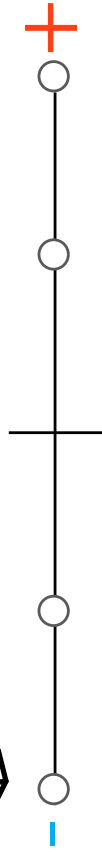
Learner feels most engaged when they have...



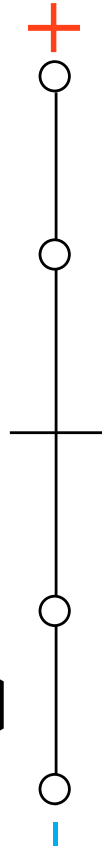
Technology-Infused Experiences



Diverse Range of Furniture



Reconfigurable Learning Spaces



My name is

I learn best by



I am good at-

I struggle with-

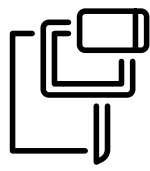
Who am I?

(background, social supports, out of school responsibilities, etc.)

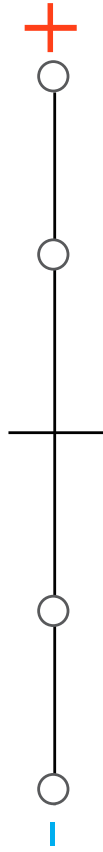
How does this learner believe these elements impact learning?

Complete after you've created your activity map

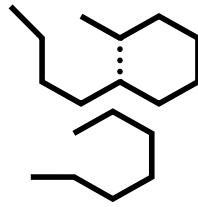
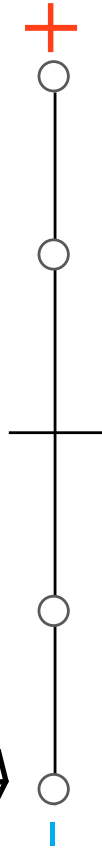
Learner feels most engaged when they have...



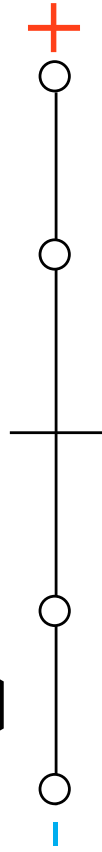
Technology-Infused Experiences



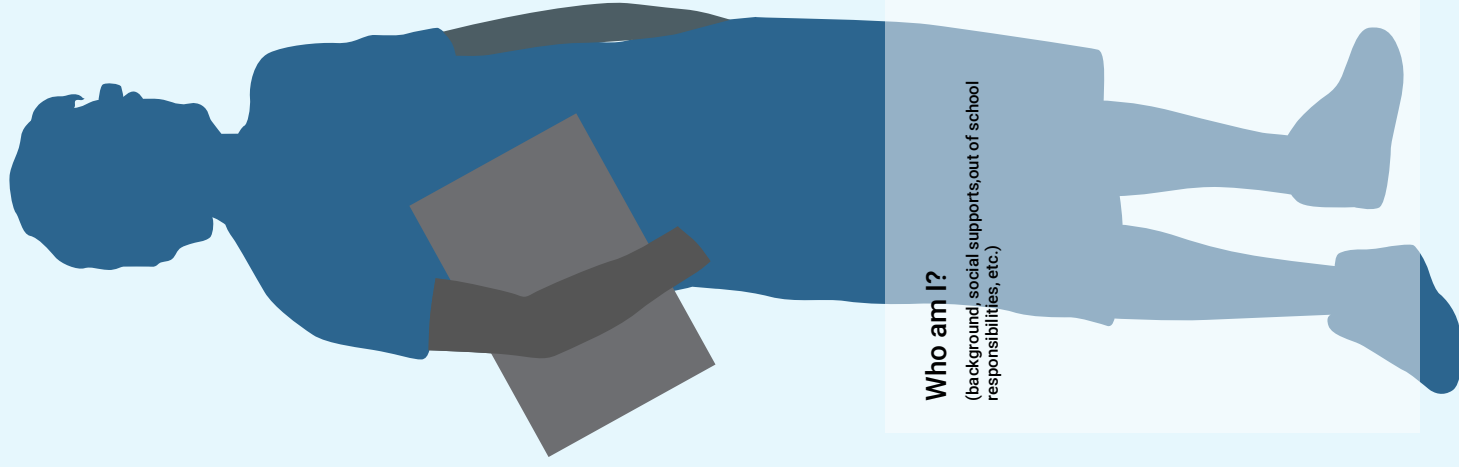
Diverse Range of Furniture



Reconfigurable Learning Spaces



My name is



I learn best by

I am good at-

I struggle with-

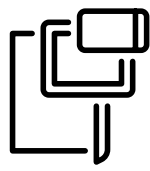
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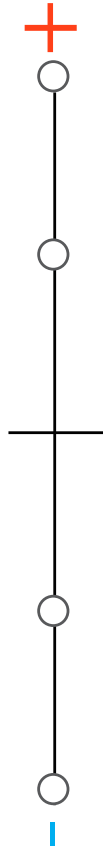
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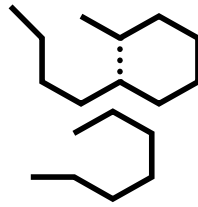
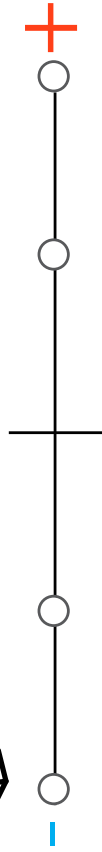
Learner feels most engaged when they have...



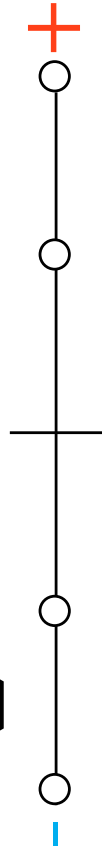
Technology-Infused Experiences



Diverse Range of Furniture



Reconfigurable Learning Spaces



My name is

I learn best by



I am good at-

I struggle with-


DAY
ACTIVITIES

 DLR Group

listening
sitting
watching
demonstrating
lecturing

group size(s)

DIRECT INSTRUCTION

 DLR Group

concentrating
studying
testing
reasoning

group size(s)

FOCUS

 DLR Group

moving
manipulating
prototyping
making
experimenting

group size(s)


HANDS-ON LEARNING

 DLR Group

sitting
standing
talking
exchanging ideas
peer reviewing

group size(s)

GROUP DISCUSSION

 DLR Group

promoting the individual
differentiating
empowering
self-motivating

group size(s)


STUDENT AGENCY

 DLR Group

iterating
collaborating
engaging
creating new

group size(s)

CREATIVE BRAINSTORMING

 DLR Group

moving
exercising
practicing
iterating
playing

group size(s)

PHYSICAL PRACTICE

 DLR Group

sharing
listening
celebrating
mastering
performing

group size(s)

PRESENTATION

 DLR Group

managing time
decompressing
moving
socializing
housekeeping

group size(s)


TRANSITIONS

 DLR Group

thinking
reading
writing
meditating

group size(s)

REFLECTION

 DLR Group

group size(s)

 DLR Group

investigating
accessing resources
acquiring knowledge
leveraging experts

group size(s)

RESEARCH

Learning Activities

Activities can occur virtually, remote, or in-person

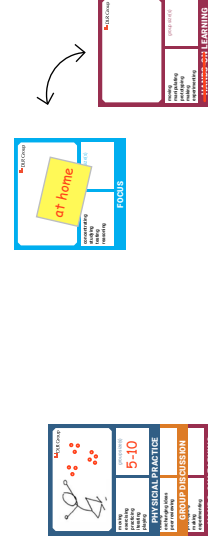
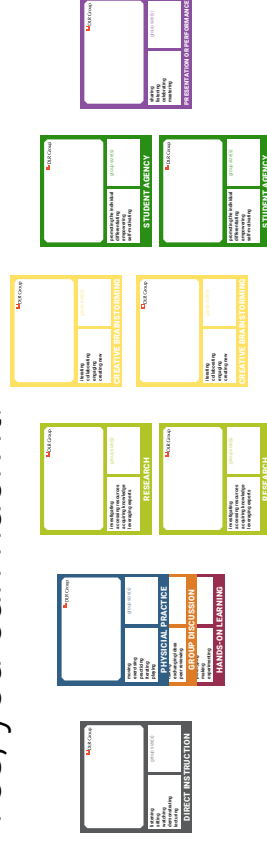
Activity Name Activity Definitions

Direct Instruction	Direct instruction occurs when a learner is receiving instruction through a lecture or demonstration either in-person or virtually.
Hands-On Learning	Hands-on learning is a form of experiential learning and can include: actively moving, using materials to prototype, or conducting an experiment.
Group Discussion	Group discussion involves the participation of two or more learners talking or exchanging ideas that can range in setting.
Physical Practice	Practicing physical activities involves movement and can include physical education, music, performing arts or physical skills.
Research	Research involves accessing information and resources to acquire new knowledge (digital or physical)
Reflection	Reflection involves processing and responding to learning experiences and can involve reading, writing, thinking, recording or mindfulness activities.
Focus	Focus is the act of concentrating for a period of time with limited disruption, can include study, testing, or working through logic.
Creative Brainstorming	Creative brainstorming is the loose, often collaborative, ideation or iteration of something new.
Student Agency	Student agency is a self-guided or self-supervised activity that promotes individual agency or empowerment.
Performance	Presentation or Performance involves sharing ideas back to a group through any method, can be used for demonstration of mastery.
Transitions	Transitions are the “in-between times” that occur between formal instructional activities and can include movement between or within one space(s), socialization, or general housekeeping.

Mapping Activities



Yes, you can hack it!



ACTION PLAN

Goal/Strategy

Tasks

Responsibility

Timeframe

Resources

Evidence of
improvements

