



(PROJECT)

IN THE WILD: DESIGNING
CULTURE CHANGE

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02.

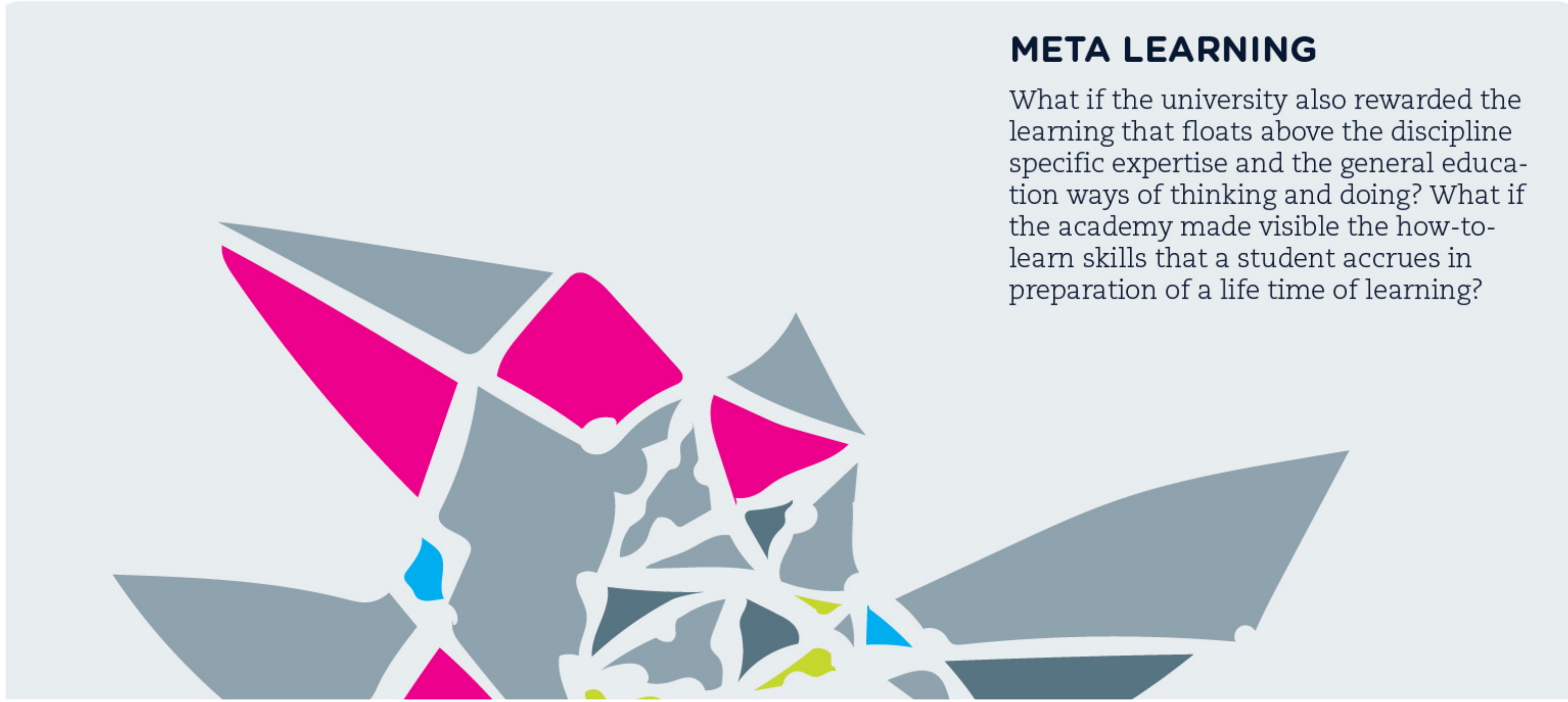
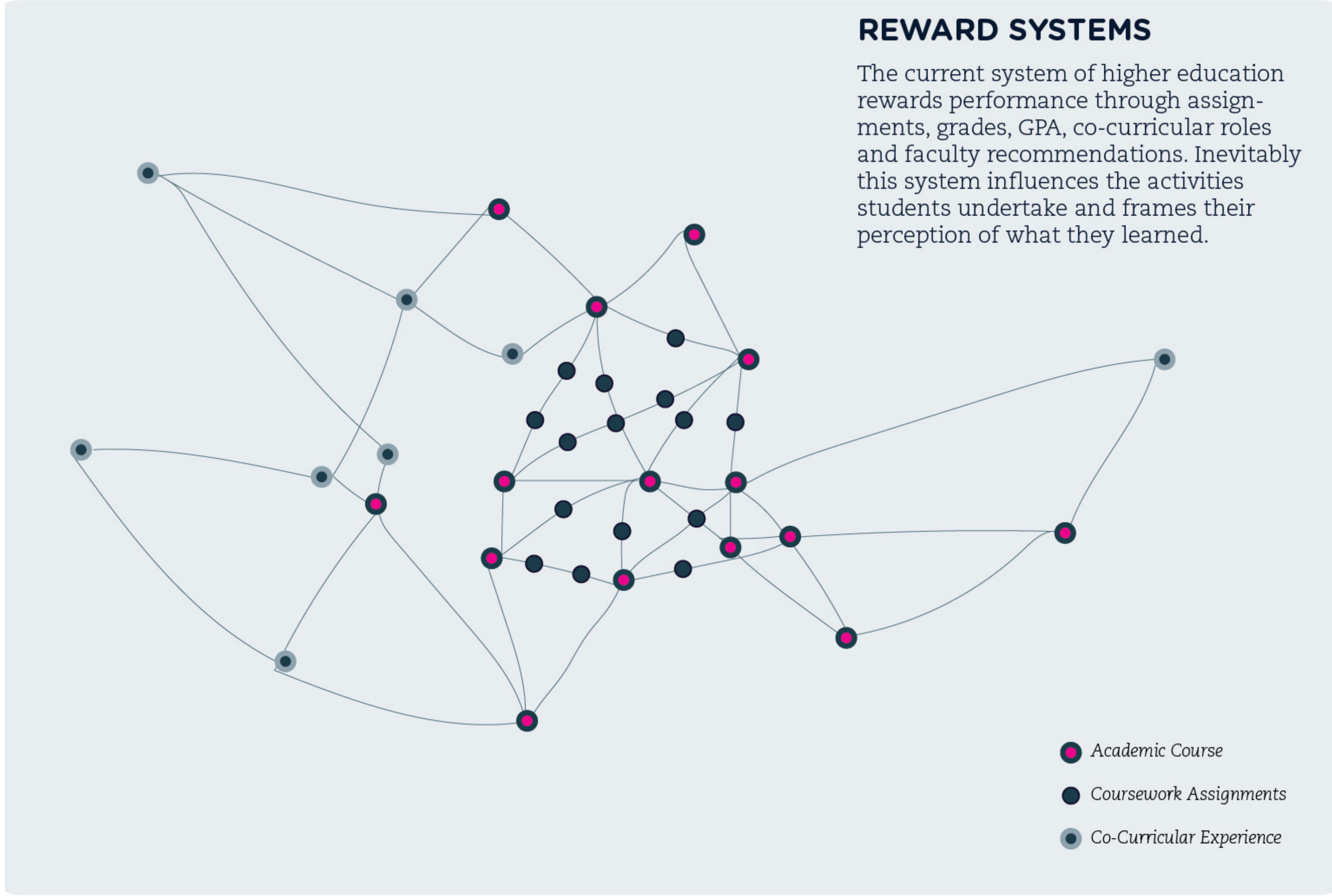
03.

B/twixt*

A META-LEARNING RECORD

AN INTRODUCTION

* surfacing the learning that runs between the academic lessons, the coursework, the project collaborations, and the co-curricular adventures.



04.

01.



01. Metaphor Design Probe, 2015
02. B'twixt Meta Learning Record, 2015 (detail)
03. B'twixt Meta Learning Record, 2015 (detail)
04. B'twixt Meta Learning Record, 2015 (detail).

IN THE WILD

We know that employers nowadays develop sophisticated tools / experiences for assessing potential employee's self-awareness, optimism, agility, or ownership of a project. We know that universities oftentimes claim that teaching students how to learn is their primary goal. And yet — as we go through higher education we turn away from explicitly teaching these skills let alone give feedback on them. What would happen if we measured these learning mindsets that social science research repeatedly underscores as the key to why some students thrive post-graduation?

As a provocation to institutions of higher learning we worked on a speculative design project to see what comes from putting a different material artifact out into the learning ecosystem. The proposition to give students formative feedback on how learning happens over time led to the B'twixt record of meta learning. The material prop, equal parts improbable solution and naive speculation led to real debate.

Our goal from the outset was to stitch together an institutional snapshot, with peer evaluations and self-reporting to offer evidence of a students' growth over time. The various sections of the record use: tags from classes and co-curricular learning; formative feedback to map the evolution of learning styles; and evidence of the informal skill-building a student curated to support their formal classes. The approach was more deep data than big data. The goal was not to compare students to each other but to find the small data points that would offer the student formative feedback course-by-course while disclosing a pattern over the duration of a degree.

Sharing a material alternative to current records of learning led to horror, delight, affirmation and dissent. But these are debates we need to be having. We talk a lot about making learning visible and yet it is interesting to make our future visions something we can tangibly discuss. The B'twixt project became a way to change the conversation, in to what was possible rather than start from what can never happen. This conceptual prototype allows us to understand the real challenges and bright possibilities.

Project undertaken as Experimenter-in-Residence at the Hasso Plattner Institute at Stanford.