

OUTPUT PACKET ELEMENT CHECKLIST

Output Packet Workbook version 1.4.1 February 2009

Here are the elements that must be included in this Output Packet. Check them off in the appropriate box as they're completed. <i>You may want to format and print out this sheet for quick reference while working on your OP.</i>						Check when complete!
Core Content	Description			Requirements	INCLUDED IN WORD COUNT?	
PART 1: COMMENTARY						
Table of Contents	Give an overview of all the different elements that you've included.	✓		Optional	YES	
Output Packet Specification	The Output Specification is a reflection on how this output packet integrates with the associate's life, pathway, project and professional skill building. It is also a summary of the associate's output packet and a means to explain to the reader how to proceed. The Output Specification should include: * Includes note to reviewer about navigation and instructions for the reviewer (especially when using alternative media). The reader knows how to proceed (where to begin and what attachments they will find). * Abstract/summary of actual core report - summarizes output report's main theme, purpose and findings, and how this might fit into the associate's overall pathway. * Overview of OP design methodology. Articulates the design process, principles, tools or models the associate used. Mention the goals of the OP, perhaps they have goals related to presentation, content or process.	✓		Required	YES	
"The making of" / Digiphon	The digital recipes the associate used to make this OP plus an estimate of the time it took.	✓		Required	NO	
Pathway Reflection	The Pathway Reflection section should include: 1. Life Update (How life circumstance effect the associate's pathway) 2. Pathway Tracking (Refers back to LIPD and tracks progress and changes) 3. Participation Record (Includes evidence of engagement within Gaia U community - notes from at least 1 Action learning guild meeting required) 4. Managing Time and Promises (Summary of the associate's ability for and the tools used to manage their pathway; considers any necessary renegotiations) 5. Project Integration - (Reflection on current projects and how the project reported in this OP effects the associate's pathway) 6. Skillflex Assessment (Tracking skills gained - refer back to LIPD)	✓		Required	NO	
Output Packet Process Reflection	This section is used for any final reflections on the entire OP creation process. What did the associate learn? What were the highlights and challenges? What would the associate do differently next time? Did the associate meet his/her design goals for the OP? Also share reflections on how the associate incorporated feedback from peer and pro reviews, and an overview of the associate's dissemination efforts.	✓		Required	YES	
Un/Learning Journal Excerpts	Evidence of the assocaite's ongoing documentation - This can be learning journal excerpts or links to blog entries. Includes at least two that relate to the content of the associate's OP.	✓		Required	NO	
PART 2: CORE REPORT						
Project Report	The core report is the bulk of the associate's Output Packet. While the specification and reflections need only be 250-500 words each, the actual report comprises the rest of the word count. The report includes at a minimum the following sections: - Introduction (Summary of contents and key threads), - Project Specification (Summary of context and project design methodology), - Main Body (Project narrative that includes reflections on in depth project context, critical evaluation <evidence of external references to best practices in the field> purpose, process, key intervention and outcomes), - Conclusion (Integrated summary of key threads and next steps).	✓		Required	YES	
PART 3: SUPPORTING EVIDENCE						
Annotated Resource Review	Contains resources the associate makes reference to (books, published journals, websites etc.) along with his/her own notes as to why these were useful.	✓		Required	NO	
Evidence of Outcomes	Images, videos, news paper clippings, flyers, brochures, teaching plans, grant applications, materials taught/published, affidavits, shout outs, or any other evidence of the associate's project work.	✓		Required	NO	
Project Design Elements	Additional project design documentation such as, sketches, drafts of design, brainstorm maps, meeting notes, pictures of flip charts or white boards, timeline, Gantt Charts or other evidence of the associate's project design process.	✓		Optional	NO	
Project Related Journal Entries	Excerpts from the associate's learning journal that provide additional support to his/her project documntation.	✓		Optional	NO	
Extra Processes	Description					
OP Evaluation Workbook	OP Checklist: What you're looking at right now! Finish all the elements and check them off.	✓		Optional	NO	
Self Review	The associate has completed a self-review of their own OP according to the criteria. Descriptions of the criteria can be found on the final tab of the worksheet. Must include a grade and commentary for each criteria.	✓		Required (must use OP Bus process and post with OP collection)	NO	
Posted on ePortfolio	The associate is required to make his/her output packet material accessible on the ePortfolio site.	✓		Required	NO	
Output Packet Complete?						

Project Output Packet Peer Review Form	
ASSOCIATE NAME: Liam McDermott	OUTPUT PACKET NUMBER: OP4
PEER REVIEWER NAME: Simha Bode	REVIEW DATE: May 6, 2015

Enter comments below for each criteria. There is also plenty of space to provide additional reflections in each section, and at the end of this form.

For this Project OP form, please provide comments within each criteria and consider adding overall highlights or considerations into the space called additional comments.

We understand that it will take several uses of the form for you to familiarize yourself with each of the elements, and thus be able to apply and track your skill building in each area.

For Descriptions of the Review Elements, refer to the final tab of this worksheet.

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Output Packet Workbook version 3.1 March 2014

Descriptions of Review Elements for the 1

Po. Meme 1: Editing, shape, size	Editing, shape, size	Po. Meme 1: Editing, shape, size Editing: Use of grammar, spelling, punctuation, sentence construction, numbering, references, vocabulary, avoiding unnecessary repetition. Shape: The associate included all the necessary elements and they are easy to find. The Output Packet was easy for reviewers to navigate. Supporting evidence sections are used to keep the core report short and clear of unnecessary technical clutter provide opportunities for reader and reviewers to check that the author has chosen sufficiently reliable sources that validate the work. Size: Output Packets should come within the word count equivalents - surplus quantities of materials do not impress reviewers. It is worth developing the attitude that working to limits is a creative opportunity.
	Mix of media, genres and styles	Po. Meme 2: Mix of media, genres and styles Addresses choices regarding media, genre and style to enhance and support the meaning and the message of the OP. Media mix = (for example) videos*, images**, slide presentations, written reports, animations etc. Please share the author of all media content. Genres = story, documentary report, game, talk show etc. The associate's story-telling abilities (sparkly, authentic, moving). Styles = fonts, images, color, graphical look and feel etc. An OP need not be 'flashy' to score well in this category, the emphasis is on relevance and helpfulness of the chosen techniques. Note that research and choice in this field is an opportunity to use design thinking and thus the associate can make conscious use of (and report) a design process. *Videos should always be short and accompanied by a text explanation of their content - this helps readers to know what they contain without having to fully view them (possibly multiple times). **Images also need labels that relate them to the text.
	Structure, flow and use of illustrations and examples	Po. Meme 3: Structure, flow, use of illustrations and examples How easy is it to navigate around the OP (Table of Contents, Tabs, etc.)? The associate included a clear introduction and conclusion, and a note to the reviewer about navigation. Structure allows the associate's thinking to unfold in an understandable way - links between levels in the flow of argument are credible - the reader can tell how the associate got from A to B and what elements make up an argument. Illustrations and examples truly illuminate proposals and are used with sufficient frequency. References* to other materials (other peoples' and the Associate's) are present and clear to follow. The work reads well and engages a wide audience. * Makes clear links from the Core Report to any references used (references should point to an entry in the Annotated Resource Review).
	Output Packet Management	Po. Meme 4: Output Packet Management (<i>Managing time, managing promises for OP</i>) Relates specifically to production of this OP. Did the associate make the OP Bus they agreed on and is OP complete (has all the required elements) including self and peer review and is it readily available to peers and reviewers from the associate's profile page?

<i>Design skills</i>	Articulation and Tracking of Approach	Has the associate explained what design approaches/organizing frameworks and processes were considered for the design or both their project(s) and their OP? References to use of the Cynethin model to assess the context would be appropriate here - can you see this? Tracking: What was their final choice and how well did it work (according to their own reflections and your observations) in relation to: 1. Pathway 2. Projects 3. Output Packets
	Reflections on Intervention Points, Timing and Transitions	Design. Meme 2: Reflections on Intervention Points, Timing and Transitions According to systems thinking (esp. Donella Meadows) project work always involves making interventions in various systems. According to action inquiry the consideration of when to make an intervention is also critical. Has the associate shown that they are aware of this by surveying and analyzing the systems involved and by explaining their reasons for making the interventions they did, when they did? Tracking: Were these good choices of intervention points and timing (considering the outcomes)? Is there evidence presented for these conclusions? Has the associate reflected on whether they would intervene at a different point or at a different time if they were doing the project again? Are the associate's transitions becoming more consciously attended to?
	Project Design and Engagement	Design. Meme 3: Project Design and Engagement Did the associate identify, look at and use any general design principles to consider their project work? Did they discuss any changes they considered necessary to adapt to any specific context? Is there a reflection of the effectiveness of their choices? In what ways has the associate evidenced good use of design skills to influence the quality of their projects and action learning pathway so far?
	Output Packet Design	Design. Meme 4: Output Packet Design Did the associate rise to the challenge and use the Output Packet as a design opportunity? What elements did they design? What was the process? What went well? What was challenging? What design tools, principles or models did they use? Did they articulate their design goals in the OP Specification and then track whether or not they met these goals in the OP Process Reflection? Did they share their design learnings and how this may influence the design of future OPs?

<i>Action learning skills for Projects AND Output Packet</i>	Balance Between Doing and Thinking	Does the associate show balance between action and thought? For example, is there evidence that they are able to get to action and act (relatively) effortlessly, while making thoughtful choices of how and when to act? Tracking: Does the associate show how they adapted planned actions according to immediate outcomes - with clear pauses from the doing in order to evaluate next steps? Do they move between zooming in and zooming out to vary the view of the action? Meanwhile, is there evidence that the associate is confident to use thought structures and devices (myth, metaphor, models, research and theory...) and show how they generate meaning and arrive at understandings in complex situations? Does the associate demonstrate that they can work logically, systematically AND use their intuition well?
	Balance Between Reflection and Experimentation	Action Learning, Meme 2: Balance Between Reflection and Experimentation (Reflective Observation and Active Experimentation in Kolb's terms) Does the associate show that they can create the time, space and alliances necessary to enable good quality reflection - that they are careful to look and think before coming to conclusions (while trusting their capacity for incisive judgments), can see things from different perspectives and are keen to search out the meaning of things? Do they demonstrate that they are alert to the possibilities of running early trials and rapid prototypes in order to bypass speculative paralysis and to validate proto-designs through some sort of testing? Tracking: Is there a discussion of what was learned from various trials and prototypes including, for example, designs abandoned, turned down quieter, turned up more loudly, left until the timing is better...? Is there evidence that the constraints in the context were viewed as opportunities for innovation?
	Transformation of Self and Context	Action Learning, Meme 3: Transformation of Self and Context Did the associate develop goals about what sorts of change they wanted to see happen in a) the context as part of their intervention point analysis? - these are Project outcomes as in the SPs - and b) by there evidence that their work has moved them towards their own transformation? - (these are Personal outcomes as in the SPs) Tracking: - Does the associate relate Project and Personal outcomes back to the goals? What evidence is there of consideration of the intersections arising from the patrx in the context and in the meme-plex of the associate? Have they shown how they have been able to make a difference to these memes? - these are Patrx outcomes as in the SPs Is the associate engaged in harvesting and incorporating feedback from peers and advisors? Are they actively providing feedback to peers, advisors and program facilitators, so that they can partake in dynamically steering the context?
	Reflections on Un/Learning Patterns and Skill-flexes	Action Learning, Meme 4: Reflections on Un/Learning Patterns and Skill-flexes Has the associate indicated and analyzed ways of un/learning in order to know how to create future learning opportunities on a personal, professional and project level? Did the associate provide any examples of un/learning patterns? Did they complete a skillflex assessment, to validate their current skills?

Process skills	Project Management Skills	Process Skills. Meme 1: Project Management Skills (managing time and managing promises for project) Is there evidence to show the associate has focused on and improved their abilities to manage time and manage promises as a project manager? Have they described their roles and accountabilities during project implementation phases?
	Critical Evaluation Skills and Reference to Good Practices Elsewhere	Process Skills. Meme 2: Critical Evaluation of Thinking and Reference to Good Practices Elsewhere - Validation of Knowledge Is it clear that the associate has made thoughtful attempts to balance evidence arising from their own first-hand experience with the experience and thinking of others working in relevant fields? Has the associate consciously sought out allies whose opinions are validated in some way and, by this mean, validated their own thinking. Where the associate's thinking demonstrates significant independence from that of others, and has the associate made efforts to analyze the reasons why? Think of this as comparative assessment in which the associate has compared and contrasted their thinking with the thinking of others. Is there an Annotated (critically evaluated) Resource Review of relevant resources? Reference to Good Practices elsewhere: Is there evidence that the associate looked at other projects and, possibly, Output Packets arising from different but relevant contexts with a view to harvesting the design thinking of others. Is there evidence of efforts to validate the work of others (that it works) and ensure it is appropriate to context?
	Collaboration, Participation, and Use of Peers, Allies, Mentors	Process Skills. Meme 3: Collaboration, Participation, and Use of Peers, Allies, Mentors Has the associate provided evidence of having been an active member of the Gaia U learning community? Did this include being an effective ally/sounding board to others both in the Gaia U community and beyond? Is there evidence that the associate made effective and timely use of the support resources to-hand including peer support, action learning guilds, main advisers, skill-flex advisers, friends and family? Is there evidence that the associate has sought to extend collaboration and participation efforts to people in their local community and/ or people in wider work-nets. Did the associate mention important peers, allies and mentors, and the outcomes related to these relationships?
	Leadership, Facilitation and Mentoring Efforts	Process Skills. Meme 4: Leadership, Facilitation and Mentoring Efforts Did the associate make efforts to advance the project of enabling everyone (including themselves) to step into their full leadership capacities? Is there evidence that they were conscious of choices around being an active follower, a support person and how about evidence of providing mentoring assistance to others? Are there examples of the associate improving the processes between people by, for example, facilitating and mentoring them to use think and listens, the 4 questions, etc.?

Outcomes	Practical Benefits to the Field	Outcomes, Meme 1: - Practical Benefits to the Field Consider the associate's work on three levels of impact: local, Gaia U, community, and the 'global' field related to the project(s). Has the associate made a realistic appraisal of the 'value' of their work according to likely effects / impact on the field of ecosocial design and regeneration? Who has been impacted and how? What evidence can you show for making these assessments?
	Adding Value to the Knowledge Commons and Dissemination Efforts	Outcomes, Meme 2: -Adding Value to the Knowledge Commons and Dissemination Efforts The associate may well have generated some new, general knowledge that will enable other people working in similar situations to get a heads-up on how to function in a similar context. For this new knowledge to be meaningful they will have needed to have validated it in some way. Is there evidence of this? Do you think another person could trust their knowledge/wisdom and build on it? What were the associate's intentions related to dissemination efforts? Often it is by disseminating our thinking that we get valuable feedback from our peers. Peers in Gaia U are prime allies for this type of reflection. People outside Gaia U may be a little harder to connect with and yet making the effort to take our thinking out and about by, for example, teaching spots on permaculture design courses or by responding to a topical blog and documenting the feedback shows willingness around exposing new thinking to the world.
	Competence and Attention for Personal Development	Outcomes, Meme 3: Competence and Attention for Personal Development The Associate has indicated and shared major un/learning's in various areas of their personal life, and by this raised their awareness and created a base to reflect on and analyze their life path? What personal insights and gains were harvested in this cycle and what difference will these make in the future learning pathway? Examples: Matrix-busting Zone-0 Cultivation Unlearnings Discharging Distresses Inter & Intra-Personal Communication
	Competence and Attention to Professional Development	Outcomes, Meme 4: Competence and Attention for Professional Development Has the associate indicated and evidenced an appreciation of their own strengths and limitations arising from experience and learning in workplaces, organizations, projects and in a wider social and professional perspective? Competence is to do with having the knowledge and skills required to make a successful and timely intervention and/or manage a project well. Attention is the capacity to actually make the intervention, to stay with it while it unfolds and to observe and document the results. Neither is much use without the other and building a balanced capacity for gaining both competence and attention are core goals. Does the associate offer evidence of how they have developed in these complementary respects?

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