## **OUTPUT PACKET ELEMENT CHECKLIST**

Here are the elements that must be included in this Output Packet. Check them off in the appropriate box as they're completed. You may want to format and print out this sheet for quick reference while working on your OP.

Check when complete!

Output Packet Specification  Output Packet Specification  The Output * Include (especially begin and * Abstropurpose a * Overvor models related to	overview of all the different elements that you've included.  Out Specification is a reflection on how this output packet integrates with the e's life, pathway, project and professional skill building. It is also a summary of ciate's output packet and a means to explain to the reader how to proceed.  Out Specification should include: Oute specification should incl	<b>✓</b>	Optional	YES
Output Packet Specification  Output Packet Specification  The Output * Include (especially begin and * Abstropurpose a * Overvor models related to	out Specification is a reflection on how this output packet integrates with the e's life, pathway, project and professional skill building. It is also a summary of ciate's output packet and a means to explain to the reader how to proceed.  Out Specification should include: Ides note to reviewer about navigation and instructions for the reviewer lly when using alternative media). The reader knows how to proceed (where to d what attachments they will find).  ract/summary of actual core report - summarizes output report's main theme, and findings, and how this might fit into the associate's overall pathway.  rview of OP design methodology. Articulates the design process, principles, tools	<b>✓</b>		YES
associated the associ	e's life, pathway, project and professional skill building. It is also a summary of ciate's output packet and a means to explain to the reader how to proceed.  Out Specification should include: Udes note to reviewer about navigation and instructions for the reviewer lly when using alternative media). The reader knows how to proceed (where to d what attachments they will find).  ract/summary of actual core report - summarizes output report's main theme, and findings, and how this might fit into the associate's overall pathway.  rview of OP design methodology. Articulates the design process, principles, tools		Poguirod	
Output Packet Specification  * Include (especially begin and a * Abstropurpose a * Overvor models related to	udes note to reviewer about navigation and instructions for the reviewer lly when using alternative media). The reader knows how to proceed (where to d what attachments they will find). ract/summary of actual core report - summarizes output report's main theme, and findings, and how this might fit into the associate's overall pathway. view of OP design methodology. Articulates the design process, principles, tools		Poguirod	
	ls the associate used. Mention the goals of the OP, perhaps they have goals to presentation, content or process.	✓	Required	YES
"The making of" / Digiphon The digitation took.	tal recipes the associate used to make this OP plus an estimate of the time it	✓	Required	NO
Pathway Reflection  1. Life 2. Path 3. Part notes from 4. Man used to m 5. Proj in this OP	nway Reflection section should include: E Update (How life circumstance effect the associate's pathway) hway Tracking (Refers back to LIPD and tracks progress and changes) ticipation Record (Includes evidence of engagement within Gaia U community - om at least 1 Action learning guild meeting required) naging Time and Promises (Summary of the associate's ability for and the tools manage their pathway; considers any necessary renegotiations) ject Integration - (Reflection on current projects and how the project reported P effects the associate's pathway) llflex Assessment (Tracking skills gained - refer back to LIPD)	<b>√</b>	Required	NO
Output Packet Process Reflection the associated do different share reflection	cion is used for any final reflections on the entire OP creation process. What did ciate learn? What were the highlights and challenges? What would the associate rently next time? Did the associate meet his/her design goals for the OP? Also flections on how the associate incorporated feedback from peer and pro and an overview of the associate's dissemination efforts.	<b>√</b>	Required	YES
	e of the assocaite's ongoing documentation - This can be learning journal or links to blog entries. Includes at least two that relate to the content of the e's OP.	✓	Required	NO
PART 2: CORE REPORT				
Project Report  Project Report  Project Report  - Introductor - Projector - Main Bost critical expurpose,	e report is the bulk of the associate's Output Packet. While the specification and ons need only be 250-500 words each, the actual report comprises the rest of discount. The report includes at a minimum the following sections: action (Summary of contents and key threads), a Specification (Summary of context and project design methodology), body (Project narrative that includes reflections on in depth project context, evaluation <evidence (integrated="" and="" best="" external="" field="" in="" intervention="" key="" next="" of="" outcomes),="" practices="" process,="" references="" sion="" steps).<="" summary="" td="" the="" threads="" to=""><td><b>√</b></td><td>Required</td><td>YES</td></evidence>	<b>√</b>	Required	YES
PART 3: SUPPORTING EVIDENCE				
Annotated Resource Review websites	resources the associate makes reference to (books, published journals, etc.) along with his/her own notes as to why these were useful.	✓	Required	NO
Evidence of Outcomes application of the ass	videos, news paper clippings, flyers, brochures, teaching plans, grant ions, materials taught/published, affidavits, shout outs, or any other evidence sociate's project work.	✓	Required	NO
Project Design Elements maps, me	al project design documentation such as, sketches, drafts of design, brainstorm eeting notes, pictures of flip charts or white boards, timeline, Gantt Charts or idence of the associate's project design process.	✓	Optional	NO
Project Related Journal Entries Excerpts project d	from the associate's learning journal that provide additional support to his/her docuemntation.	<b>√</b>	Optional	NO
Extra Processes Des	scription			
OP Evaluation Workbook OP Check off.	klist: What you're looking at right now! Finish all the elements and check them	✓	Optional	NO
Self Review Description	ciate has completed a self-review of their own OP according to the criteria. ions of the criteria can be found on the final tab of the worksheet. Must include and commentary for each criteria.	<b>√</b>	Required (must use OP Bus process and post with OP collection)	NO
Posted on ePortfolio  The associate ePortfolio	ciate is required to make his/her output packet material accessible on the o site.	<b>√</b>	Required	NO
	· ·			1

## Project Output Packet Peer Review Form

ASSOCIATE NAME: Liam McDermott

PEER REVIEWER NAME: Simha Bode

OUTPUT PACKET NUMBER: OP4

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. (to create paragraphs in the box, you must use a Carriage Return: Cmd/Opt/return (Mac) or Alt/Enter (PC)) Po Review Criteria The over all structure was good. I would put some more time into formatting the pages, I have included suggestions in my How well did the Associate attend to the notes. There is a also a need to do some editing. The notes to reviewer needs to be more clear as to what is included in the Editing, shape, size element? What were th word out and what the word count is. Because there was so much information in the Supporting evidence it would be nice to highlights and edges to refer to sections of the supporting evidence in the core report. I would write a nice intro and conclusion to make it have a consider? You have some nice media in the supporting evidence that I suggest to mix into the core report. Photos are nice to see! An How well did the Associate attend to th image on the title page is also a nice touch that can draw your audience in. Mix of media, genres and lement? What were th Presentation highlights and edges to consider? and Organization of The OP is easy to navigate but I feel there are some complexities that could easily be simplified which I refer to in my notes. I How well did the Output Packet Associate attend to thi have the tendency to do this as well (trying to include everything in the table of contents for example) and this instead of Structure, flow and use of ement? What were the illustrations and examples making it more comprehensive, makes it harder to understand. Simplicity is clarity and this can be done with just getting rid highlights and edges to of some of the redundancy and by making formatting simple and consistent (getting rid of subtopics for example) consider? The OP is complete and it appears that you really pushed yourself to get it done renegotiating the OPs do to unforeseen How well did the Output Packet circumstances. This is probably the hardest part of Gaia U OP projects! Good work. I know the difficulty with this and from Associate attend to this Management lement? What were the what I see it looks like you could have scaled down the actual time you put into the project and given some of that time to highlights and edges to consider? **Additional comments:** D Review Criteria The dragon dreaming design tool looks like a great option. As I say in my notes I would have used a different frame of How well did the Articulation and Tracking Associate attend to thi reference for the OP. Instead of framing it in what you did, I would be looking at how your process and experience could help lement? What were th of Approach others to create their own course. It is a slight variation in perspective but I feel it would be a much larger contribution to the highlights and edges to field. I feel it would be getting more in-depth to the actual process of creating/structuring the curriculum as well. what consider? How well did the You do touch on interventions but I feel like this was a huge part of your un/learning and curriculum design - This would be a Reflections on Associate attend to the great place to point us to some of the actual interventions that you have documented in the supporting evidence like in the Intervention Points, lement? What were th journal entries, for example. Timing and Transitions highlights and edges to consider? Design skills How well did the I love the part of dragon dreaming that set aside 1/4 of the project for celebration! This is forgotten in so much of design Associate attend to this Project Design and element? What were the Engagement highlights and edges to consider? In much of your OP design you speak about designing the project, I would make an effort to make a clear separation between How well did the the two. This is where the frame of reference tool can help. I ask myself "How is this OP going to help others with a similar Associate attend to this **Output Packet Design** element? What were the project?" and "How is this OP going to help others create their own OPs?". highlights and edges to consider? Additional comments: Review Criteria A The fact that you consciously chose to not do a chocolatier course and create your own shows a definite balance between How well did the Associate attend to this **Balance Between Doing** doing and thinking. I see that you put a lot of energy into both! element? What were the and Thinking highlights and edges to consider? Thats what this project was all about! I feel it could be articulated and structured better into the core report. I think simply Balance Between Associate attend to this by referencing your supporting evidence you will dramatically improve this. Reflection and element? What were the Experimentation highlights and edges to **Action learning** skills Yes, nice work with the metric charts! This was such an in-depth project and has clearly been transformational all fields of How well did the Associate attend to thi your 5 Ps. I think that the true depth of it will take some more time to reveal. Transformation of Self and element? What were the Context highlights and edges to consider? Yes, most definitely. I feel the one skill flex that is prominent in this project which was creating your own course and I would How well did the Reflections on Un/ Associate attend to this have liked to see more in-depth explanation it. Designing intervention and intentional failures for learning are a couple Learning Patterns and lement? What were the examples of learning patterns that I feel could have been detailed in the core report more. highlights and edges to **Skill-flexes** Additional comments: Review Criteria Yes, there is good evidence of this through out. This is another frame of reference thing that I think would help this OP. How well did the Associate attend to the instead of just telling us what you did for management I want to hear more about the how. This is what would make this OP Project Management Skills lement? What were th more beneficial for me. highlights and edges to consider? How well did the It is clear you made connections with professionals in the field and did your own experimentation. I did see a few places Critical Evaluation Skills Associate attend to the where you referenced "best practices of chocolate making" and how you tested them, intentionally going against them. This and Reference to Good element? What were th is a nice touch and again a key feature in the design of your curriculum. **Practices Elsewhere** highlights and edges to consider? **Process skills** You have made lots of connections in Gaia U and used this to push and shape your projects! The section about connecting with How well did the Collaboration, Associate attend to thi professionals in the field is a very briefly mention, I am interested in what your experience was and if it changed your Participation, and Use of lement? What were th thoughts on the ifs and hows of starting your own chocolate production business. Peers, Allies, Mentors highlights and edges to consider? I know first hand that you do a wonderful job at this! There was evidence of peer support on the annotated resource page. How well did the Associate attend to thi Leadership, Facilitation lement? What were the and Mentoring Efforts highlights and edges to consider? Additional comments: 0 Review Criteria How well did the You have created a wealth of information through your first hand experience and research on chocolate making. I feel it Associate attend to thi would be more accessible if it was referenced throughout the core report as illustrative examples. I feel you overlooked the Practical Benefits to the lement? What were th benefits of your curriculum design process. I gave you some details and suggestions about this in the notes. highlights and edges to You speak about your website and some articulates you wrote but I saw no links.. This is a clear effort to getting your first How well did the Adding Value to the Associate attend to thi hand experiences out into the world! I hope you consider doing some chocolate workshops in the future AND video tape them **Knowledge Commons and** lement? What were th yes I am subscribed to your youtube channel!:) **Dissemination Efforts** highlights and edges to consider? **Outcomes** Yes, Taking on designing your own course and successfully improving your skills and knowledge shows an increase in both! How well did the Associate attend to thi Competence and Attention ement? What were the for Personal Development highlights and edges to consider? How well did the Yes, This is clearly a project that has increased both your competence and attention for your professional field! I see this as a Competence and Attention Associate attend to this great extension and insight into your dedication to your trade as a caterer. to Professional ement? What were th Development highlights and edges to consider? Additional comments: A final space for you to add any additional analysis of this experience that is not covered in the questions above. (to create paragraphs in the box, you must use a Carriage Return: Cmd/Opt/return (Mac) or Alt/Enter (PC)) The minimum improvement I would suggest is to rewrite the abstract and write an intro and conclusion in the core report. I give some suggestions in my notes on improving the formatting of content as well. My last project was similar in that there was a lot of information, so I know how difficult it is to bring that into the OP format. This is an awesome project! Your Supporting evidence really shows this, I would just like to see the core report more polished. Overall comments:

## **DESCRIPTIONS OF PODAPO CRITERIA**

Output Packet Workbook version 3.1 March 2014

Here are the descriptions of Review Elements for the Project OP's 2
---

		Here are the descriptions of Review Elements for the Project OP's 2-4:
		Po. Meme 1: Editing, shape, size
	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 reviewer 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.
		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).
	Mix of media, genres and styles	Styles = fonts, images, color, graphical look and feel etc.
Presentation and organization of output		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.
		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, flow and use of illustrations and examples	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 (Managing time, managing promises for OP)  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?

	Articulation and Tracking of Approach	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
Design skills	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 guide their project work? Did they discuss any changes they considered necessary to adapt to any specific context? Is there a refection 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?

Action Learning. Meme 1: Balance Between Doing and Thinking (Concrete Experience and Abstract Conceptualization in Kolb's terms)

Balance Between Doing and Thinking

Has the associate explained what design approaches/organizing frameworks and processes were considered for the design of both their project(s) and their OP? References to use of the Cynefin model to assess the context would be appropriate here - can you see this?

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

Design. Meme 1: Articulation and Tracking of Approach

	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?  Do they show readiness and inventiveness around designing and operating pilots and trials (rapid prototypes) to check (with calculate risk) the validity of their assumptions and proposals before rolling out full scale projects? Do they move to a getting things done phas with ease and not get stuck in thinking things out to the n'th degree before acting? Do they see constraints as opportunities?
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 5P's - and b) is there evidence that their work has moved them towards their own transformation? - (these are Personal outcomes as in the 5P's)  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 patrix 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 Patrix outcomes as in the 5P's 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 skillfex assessment, to validate their current skills?
	Reflection and Experimentation  Transformation of Self and Context  Reflections on Un/Learning Patterns

Process Skills. Meme 1: Project Management Skills (managing time and managing promises for project)

cal Evaluation s and erence to Good tices where	Process Skills. Meme 2: Critical Evaluation of Thinking and Reference to Good Practices Elsewhere - Validation of Knowled 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?  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?									
aboration.	Has the associate provided evidence of having been an active member of the Gaia U learning community? Did this include being at									
icipation, and of Peers, s, Mentors	Has the associate provided evidence of having been an active member of the Gaia U learning community? Did this include being an									
dership, litation and toring 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 us think and listens, the 4 questions, etc.?									
lita	tion and									

Outcomes. Meme 1: - Practical Benefits to the Field

Practical Benefits to the Field

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 gosts on permeaulture design courses or by responding to a topical blog and documenting the feedback shows willingness around exposing new thinking to the world.  Outcomes. Meme 3: Competence and Attention for Personal Development  Competence and Attention for Personal Development  What personal insights and gains were harvested in this cycle and what difference will these make in the future learning pathway? Examples: Patrix-busting Zone O Cultivation Unlearnings Discharging Distresses Inter & Intra-Personal Communication  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 c	Adding Value to the Knowledge Commons and Dissemination Efforts  The associate may well have generated some new, general 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.  Outcomes  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: Patrix-busting Zone 0 Cultivation Unlearnings Discharging Distresses Inter & Intra-Personal Communication  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			
Adding Value to the Knowledge Commons and Dissemination Efforts    Outcomes  Outcomes  Competence and Attention for Personal Development  Competence and Attention to Personal Communication  Competence and Attention to Personal Development  Competence and Attention to Personal Development  Competence and Attention to Personal Development Unlearnings Distresses Inter & Intra-Personal Communication  Competence and Attention to Personal Development Unlearnings Distresses Inter & Intra-Personal Communication  Outcomes. Meme 4: Competence and Attention for Professional Development  Competence and Attention to Professional Development Unlearnings Distresses Inter & Intra-Personal Communication  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 and Attention to Professional Development Unlearning Distresses Inter & Intra-Personal Communication  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 attention are core	Adding Value to the Knowledge Commons and Dissemination Efforts where the associate's intentions related to dissemination efforts? One 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.  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:  Patrix-busting Zone 0 Cultivation Unlearnings Discharging Distresses Inter & Intra-Personal Communication  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			Outcomes. Meme 2: - Adding Value to the Knowledge Commons and Dissemination Efforts
Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention to Personal 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 slap 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	Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention to Personal 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 slap 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	Outcomes		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
Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention to Professional Development  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	Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention to Professional Development  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		Commons and Dissemination	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
Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention to Professional Development  Attention to Professional Development  Attention to Professional Development  Attention to Professional Development  Competence and Attention for Professional De	Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention for Personal Development  Competence and Attention to Professional Development  Attention to Professional Development  Attention to Professional Development  Attention to Professional Development  Competence and Attention for Professional De			Outcomes. Meme 3: Competence and Attention for Personal Development
Attention for Personal Development  Examples: Patrix-busting Zone 0 Cultivation Unlearnings Discharging Distresses Inter & Intra-Personal Communication  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 and Attention to Professional Development  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	Attention for Personal Development  Examples: Patrix-busting Zone 0 Cultivation Unlearnings Discharging Dischargin	Outcomes		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?
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 and Attention to Professional Development  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	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 and Attention to Professional Development  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		Attention for Personal	Examples: Patrix-busting Zone 0 Cultivation Unlearnings Discharging Distresses
in workplaces, organizations, projects and in a wider social and professional perspective?  Competence and Attention to Professional Development  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	in workplaces, organizations, projects and in a wider social and professional perspective?  Competence and Attention to Professional Development  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			Outcomes. Meme 4: Competence and Attention for Professional Development
Attention to Professional Development 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	Attention to Professional Development 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		Competence and	
			Attention to Professional	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

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?


						COUNTS	1	Dinloma Dinloma	Required OP Elements  X=required/included in word count x=required/not included in word count																					
Total # of OP	<b>6</b>	BSc Yr 1	BSc Yr 2	BSc Yr 4	MSc Yr 1	MSc Yr 2	PMGD/PGD	Diploma Diploma Yr 1 Yr 2	Reading Time			OI	P Commenta	ry				Core I	Report			Supp	orting Evidence			Evalu	uation		Gradi	ling
Title of Outpu Packet	ıt Main Focus	guide value for OP volume (MINIMUM)					Average time frame to read the required OP elements	OP Specificat on	ti <sub>Pathway</sub> Reflection	Process Reflection	Learning	Evidence of Peer Contact and Participatio n	Evidence of Time Mgmt.	Digiphon	Introductio n	Project Specificatio n and Design	Main Body	Conclusion	Annotated Resource Review	Portfolio of Support	Learning Skill Matrix Assess	flex ment Appendixe	s Self Review	Peer Review	Your Review of Peers Op	Evidence of Incorporati ng Feedback	Mark	Grade		
Life & Career Re (OP 1A) Year 1 only	Collection, reflection and documentation of prior learning.	3500		3500	3500	3500	3500	2000	1h	X		X	x	x			X	Project is the Life and Career Review	X	X		x	х		x	x	x		Pass/	/Fail
Learning Intent and Pathway De (OP 1B-Year 2 (OP 1-Year 4	Planning of Gaia U learning path.	3500	4200	4200	3500	6900	3500	2000 4200	<b>1</b> h	X		X	x	x		x	X	Project is the Learning Intentions and Pathway Design	X	x			x x		x	x	x	x	Pass/	/Fail
Project OP's (OP's 2 - 4) (All Years)		3400	4500	4500	3400	6800	3400	3000 4500	1h	X	x	X	x	x	x	x	X	X	X	X	x			Evidence of Proje Outcomes Requir		x	x	x	x	x
Learning Revie (OP 5) (All Years)	Reflection on process and project work of the whole year. Look forward.	5500	6000	6000	5500	8000	5500	4500 6000	1.5h	X	Focus of entire OP	X		x	х	x	X	Project is the Learning Review	X	X	Cumulative Resource Review for entire year	Cumulative for entire year	х		x	х	х	x	x	x