

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. You may want to format and print out this sheet for quick reference while working on your OP.						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.			Required as table or as commentary within specification.	YES		
Output Packet Specification	The Output Specification is a reflection on how this output packet integrates with your life, pathway, project and professional skill building. It is also a summary of your output packet and a means to explain to the reader how to proceed. The Output Specification should include: * Note to reviewer about navigation. Include instructions for the reviewer (especially when using alternative media). The reader needs to know how to proceed. Tell them where to begin and what attachments they will find. * Abstract/summary of actual core report - summarize output report's main theme, purpose and findings, and how this might fit into your overall pathway. * Overview of OP design methodology. Articulate the design process, principles, tools or models you used. Mention the goals of the OP, perhaps you have goals related to presentation, content or process.	✓		Required	YES		
"The making of" / Digiphon	The digital recipes you 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 your pathway) 2. Pathway Tracking (Refer back to LIPD and track progress and changes) 3. Participation Record (Include evidence of engagement within Gaia U community - notes from at least 1 Action learning guild meeting required) 4. Managing Time and Promises (Summary of your ability for and the tools used to manage your pathway; consider any necessary renegotiations) 5. Project integration - (Reflection on current projects and how the project reported in this OP effects your 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 you learn? What were the highlights and challenges? What would you do differently next time? Did you meet your design goals for the OP? Also share reflections on how you incorporated feedback from peer and pro reviews, and an overview of your dissemination efforts.	✓		Required	YES		
Un/Learning Journal Excerpts	Evidence of your ongoing documentation - This can be learning journal excerpts or links to blog entries. Please include at least two that relate to the content of your OP. You may generate an appendix that contains raw (unedited and unorganized) examples of your un/learning journals.	✓		Required	NO		
PART 2: CORE REPORT							
Project Report	The core report is the bulk of your 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 you make reference to (books, published journals, websites etc.) along with your 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 your project work.	✓		Required	NO		
Project Design Elements	Additional project design documentation such as, sketches, drafts of design, brainstorm maps, meetign notes, pictures of flip charts or white boards, timeline, Gantt Charts or other evidence of your project design process.	✓		Optional	NO		
Project Related Journal Entries	Excerpts from your learning journal that provide additional support to your project docuemntation.	✓		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.		FALSE	Optional	NO		
Self Review	Complete a self-review of your 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		
Peer's Review of Your OP	Include evidence that a peer has done a narrative review of your OP.		FALSE	Required (must use OP Bus process and post with your & peers OP collection)	NO		
Your Review of Peer's OP	Include evidence that you have reviewed a peer's OP.		FALSE	Required (must use OP Bus process and post with your & peers OP collection)	NO		
Pro Review of Your OP	Include evidence that you have reviewed a peer's OP.		FALSE	Required (reviewer will post with your OP collection)	NO		
Posted on ePortfolio	You are required to make your output packet material accessible on the ePortfolio site.	✓		Required	NO		
Output Packet Complete?							

Source: <http://www.fishbase.org>

<p>Presentations and organization of output</p>	<p>Editing, shape, size</p>	<p>Po. Meme 1: Editing, shape, size</p> <p>Editing: Use of grammar, spelling, punctuation, sentence construction, numbering, references, vocabulary, avoiding unnecessary repetition.</p> <p>Shape: You included all the necessary elements and they are easy to find. The Output Packet was easy for reviewers to navigate. Supporting evidence sources are used to: keep the core report short and clear of unnecessary technical clutter, and provide opportunities for the reader and reviewer to check that the author has chosen sufficiently reliable sources that validate the work.</p> <p>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. Seek assistance if this is difficult for you.</p>
	<p>Mix of media, genres and styles</p>	<p>Po. Meme 2: Mix of media, genres and styles</p> <p>Addresses choices regarding media, genre and style to enhance and support the meaning and the message of the OP.</p> <p>Media mix = (for example) videos*, images**, slide presentations, written reports, animations etc. Please share the author of all media content.</p> <p>Genres = story, documentary report, game, talk show etc. Your story-telling abilities (sparkly, authentic, moving).</p> <p>Styles = fonts, images, color, graphical look and feel etc.</p> <p>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 are an opportunity to use design thinking and thus you can make conscious use of (and report) a design process.</p> <p>*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).</p> <p>**Images also need labels that relate them to the text.</p>
	<p>Structure, flow and use of illustrations and examples</p>	<p>Po. Meme 3: Structure, flow, use of illustrations and examples</p> <p>How easy is it to navigate around your OP (Table of Contents, Tabs, etc.)?</p> <p>You have a clear introduction and conclusion. Structure allows your thinking to unfold in an understandable way - links between levels in the flow of argument are credible - your reader can tell how you 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 your own) are present and clear to follow. Do you think your work reads well and engages a wide audience?</p> <p>* Make clear links from the Core Report to any references you used (references should point to an entry in your Annotated Resource Review).</p> <p>**Whenever you want your readers to notice how material in the Core Report is extended and supported by materials in your Supporting Evidence section make clear links that enable your reader to <u>loggle</u> between the two.</p>
	<p>Output Packet Management</p>	<p>Po. Meme 4: Output Packet Management (<i>Managing time, managing promises for OP</i>)</p> <p>Relates specifically to production of this OP. Did the Associate make the OP Bus they agreed on and is OP complete (has all of the required elements) including self and peer review? Is the OP readily available to peers and reviewers from the your profile page?</p>

Design skills	Articulation and Tracking of Approach	<p>Tracking: What was your final choice and how well did it work (according to your own reflections and observations) in relation to:</p> <ol style="list-style-type: none"> 1. Pathway 2. Projects 3. Output Packets
	Reflections on Intervention Points, Timing and Transitions	<p>Design. Meme 2: Reflections on Intervention Points, Timing and Transitions</p> <p>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. Have you shown that you are aware of this by surveying and analyzing the systems involved and by explaining your reasons for making the interventions you did, when you did?</p> <p>Tracking: Were these good choices of intervention points and timing (considering the outcomes)? Is there evidence presented for these conclusions?</p> <p>Have you reflected on whether you would intervene at a different point or at a different time if you were doing the project again?</p> <p>Are your transitions becoming more consciously attended to?</p>
	Project Design and Engagement	<p>Design. Meme 3: Project Design and Engagement</p> <p>Did you identify, look and use any general design principles to guide your project work? Did you discuss any changes you considered necessary to adapt to any specific context? Is there a reflection of the effectiveness of your choices?</p> <p>In what ways have you evidenced good use of design skills to influence the quality of your projects and your action learning pathway so far?</p>
	Output Packet Design	<p>Design. Meme 4: Output Packet Design</p> <p>Did you rise to the challenge and use your Output Packet as a design opportunity? What elements did you design? What was your process? What went well? What was challenging?</p> <p>What design tools, principles or models did you use? Did you articulate your design goals in the OP Specification and then track whether or not you met these goals in the OP Process Reflection? Did you share your design learnings and how this may influence the design of future OPs?</p>

<p><i>Action learning skills for Projects AND Output Packet</i></p>	<p>Balance Between Doing and Thinking</p>	<p>Have you shown a balance between action and thought? For example, is there evidence that you are able to get action and act (relatively) effortlessly, while making thoughtful choices of how and when to act?</p> <p>Tracking: Have you shown how you adapted planned actions according to immediate outcomes - with clear pauses from the doing in order to evaluate next steps? Do you move between zooming in and zooming out to vary the view of the action?</p> <p>Meanwhile, is there evidence that you are confident to use thought structures and devices (myth, metaphor, models, research and theory...) and show how you generate meaning and arrive at understandings in complex situations? Have you demonstrated that you can work logically, systematically AND use your intuition well?</p>
	<p>Balance Between Reflection and Experimentation</p>	<p>Action Learning, Meme 2: Balance Between Reflection and Experimentation (Reflective Observation and Active Experimentation in Kolb's terms)</p> <p>Have you shown that you can create the time, space and alliances necessary to enable good quality reflection - that you are careful to look and think before coming to conclusions (while trusting your capacity for incisive judgments), can see things from different perspectives and are keen to search out the meaning of things?</p> <p>Have you demonstrated that you 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?</p> <p>Tracking: Is there a discussion of what was learned from various trials and prototypes including, for example, designs abandoned, turned down quartered, 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?</p> <p>Have you shown readiness and inventiveness around designing and operating pilots and trials (rapid prototypes) to check (with calculated risk) the validity of your assumptions and proposals before rolling out full scale projects? Do you move to a getting things done phase with ease and not get stuck in thinking things out to the nth degree before acting? Do you see constraints as opportunities?</p>
	<p>Transformation of Self and Context</p>	<p>Action Learning, Meme 3: Transformation of Self and Context</p> <p>Have you developed goals about what sorts of change you wanted to see happen in a) the context as part of your intervention point analysis? - these are Project outcomes as in the 5Ps - and b) is there evidence that their work has moved them towards your own transformation? - (these are Personal outcomes as in the 5Ps)</p> <p>Tracking: Have you related Project and Personal outcomes back to the goals?</p> <p>Are you engaged in harvesting and incorporating feedback from peers and Advisors? Are you actively providing feedback to peers, Advisors and program facilitators, so that you can partake in dynamically steering the context?</p>
	<p>Reflections on Un/Learning Patterns and Skill-flexes</p>	<p>Action Learning, Meme 4: Reflections on Un/Learning Patterns and Skill-flexes</p> <p>Have you indicated and analyzed ways of un/learning in order to know how to create future learning opportunities on a personal, professional and project level? Have you provided any examples of un/learning patterns? Did you complete a skillflex assessment, to validate your current skills?</p>

<p><i>Process skills</i></p>	<p>Management Skills</p>	<p>Have you described your roles and accountabilities during project implementation phases?</p>
	<p>Critical Evaluation Skills and Reference to Good Practices Elsewhere</p>	<p>Process Skills. Meme 2: Critical Evaluation of Thinking and Reference to Good Practices Elsewhere - Validation of Knowledge</p> <p>Is it clear that you have made thoughtful attempts to balance evidence arising from your own first-hand experience with the experience and thinking of others working in relevant fields? Have you consciously sought out allies whose opinions are validated in some way and, by this mean, validated your own thinking.</p> <p>Where your thinking demonstrates significant independence from that of others, have you shown that you have noticed this, and have you made efforts to analyze the reasons why? Think of this as comparative assessment in which you have compared and contrasted your thinking with the thinking of others.</p> <p>Is there an Annotated (critically evaluated) Resource Review of relevant resources?</p> <p>Reference to Good Practices elsewhere: Is there evidence that you 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?</p>
	<p>Collaboration and Participation, and Use of Peers, Allies, Mentors</p>	<p>Process Skills. Meme 3: Collaboration and Participation, and Use of Peers, Allies, Mentors</p> <p>Have you 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?</p> <p>Is there evidence that you made effective and timely use of the support resources to-hand including peer support, action learning guides, main advisers, skill-flex advisers, friends and family?</p> <p>Is there evidence that you have sought to extend collaboration and participation efforts to people in your local community and/or people in wider work-nets?</p> <p>Did you mention important peers, allies and mentors, and the outcomes related to these relationships?</p>
	<p>Leadership, Facilitation and Mentoring Efforts</p>	<p>Process Skills. Meme 4: Leadership, Facilitation and Mentoring Efforts</p> <p>Did you make efforts to advance the project of enabling everyone (including yourself) to step into your full leadership capacities? Is there evidence that you were conscious of choices around being an active follower, a support person and how about evidence of providing mentoring assistance to others?</p> <p>Here are examples of your improving the processes between people by, for example, facilitating and mentoring them to use think and listens, the 4 questions, etc.?</p>

Outcomes from creating this LCR	Practical Benefits to the Field	Have you made a realistic appraisal of the 'value' of your 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	<p>Outcomes, Meme 2: -Adding Value to the Knowledge Commons and Dissemination Efforts</p> <p>You 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 you will have needed to have validated it in some way. Is there evidence of this? Do you think another person could trust your knowledge/wisdom and build on it?</p>
	Competence and Attention for Personal Development	<p>Outcomes, Meme 3: Competence and Attention for Personal Development</p> <p>Have you indicated and shared major unlearning's in various areas of your personal life, and by this raised your awareness and created a base to reflect on and analyze your life path?</p> <p>What personal insights and gains were harvested in this cycle and what difference will these make in the future learning pathway?</p> <p>Examples: Patrix-busting Zone 0 Cultivation Unlearnings Discharging Distresses Inter & Intra-Personal Communication</p>
	Competence and Attention to Professional Development	<p>Outcomes, Meme 4: Competence and Attention for Professional Development</p> <p>Have you indicated and evidenced an appreciation of your own strengths and limitations arising from experience and learning in workplaces, organizations, projects and in a wider social and professional perspective?</p> <p>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 key goals.</p> <p>Do you offer evidence of how you have developed in these complimentary respects?</p>

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