

OP Outline

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Core Elements: (included in word count)

Table of Contents - Detail description of what is on each page

Specification (250-500 words) - How your output packet integrates with your life, pathway, project and professional skill building.

- How project fits into your learning pathway
- Summarize output report's main theme, purpose and findings

Core-Report (2400-2900 words)

Introduction -

What and how you've written this output. Outline your key talking points. Tell us how you went about designing both the project and the output packet. Tell us how you designed this output to convey a particular message.

Main Report

The Main Body of your output should include all the points that you intend to make.

* **Personal** - what is life teaching you?

* **Professional** - what skills are you developing?

* **Project** - what happened? What did you do, plan, implement,

Beside the basic facts we want to hear about your processes (the how) and the reflections that happened before you made decisions (the why). Show us how you integrated your active learning path into your daily life and project work.

Conclusion - Summarizes your key talking points and findings, revisit your goals.

Commentary (250-500 word count - journal extracts and docs excluded)

OP Process & Pathway Reflection -

One paragraph that briefly describes your process of creating this Output Packet. Overall, what went well? What was challenging? What did you (un)learn? What would

you do differently next time? Compare your actual learning path to your projected one in LIPD - Reasons for the change and demonstrate your evolution on the path.

Thinking in Use -

Thinking I have used in this cycle including; theories, models, research findings, the myths, stories and metaphors I used. How, why, when they were useful or not, and if I modified these, how did I assess the change to make, why and if this was helpful or not.

Managing Time and Promises -

- * Tools I used and my evaluation of these being useful and/or (not) appropriate.
- * An evaluation of my overall performance - what went well and what was challenging

Extra and Supporting Elements: (excluded from word count)

Notes to Reviewer (before table of contents)

Guidance from the author to the reviewer as to how to navigate the structure of the OP, what order to read it in, any details of structural choices you made.

Supporting Evidence

Annotated Resource Review -

An annotated resource review includes books, web sites, articles and people – we ask that you not list them as in a bibliography, but actually explain how you used them and refer back to the output report.

Evidence of Participation

Include a brief record & evidence of your participation in the Gaia University Community & Support network -- Gaia Radio, Guild buddy meetings, Advising meetings.

Evidence of Outcomes

Include any material (documents, images, or video) that evidences outcomes of your projects. This is additional material the reviewer and your peers can look at if they want to know more

Learning Journal Excerpts -

Evidence of your ongoing documentation - This can be learning journal excerpts or links to blog entries.

Digiphon

explanation of technical details to share the tools & strategies you used for Output Packet creation and documentation.

Evaluations

- Self-Review
- Peer's Review of Your OP
- Your Review of Peer's OP

PoDAPO Guide condensed

Po = Presentation and Organization of OP

1. Editing, shape, size

include; numbering, references, vocabulary, searchable tags, avoid unnecessary repetition. Keep OP easy for reviewers to navigate.

2. Mix of media, genres and styles:

Emphasis is on relevance and helpfulness of the chosen techniques. ** Images and video need explanatory labels/text that relate them to the text

Genres = story, documentary report, game, talk show etc.

Styles = fonts, images, colour, graphical look and feel etc..

3. Structure, flow, use of illustrations and examples

Shows how you got from A to B. Use illustrations, examples, references to other works (yours and others). Link references to Annotated Resource Review. Does OP read well and engage a wide audience?

4. Managing time, managing promises

Relates specifically to production of this OP. Ensure all the required elements are present including self and peer review, make available to peers and reviewers from your portfolio site

D = Design

1. Articulation of Approaches

Explained design approaches, processes and frameworks you considered for project(s) and OP. Reference the Cynefin model to assess the context of OP. Tracking: Which models did you choose and how well did it work in relation to:

1. progressing on your pathway?
2. progressing this project(s)?
3. enabling this output packet?

2. Choice of Intervention Points and Intervention Timings

Show your surveying and analysis of the systems involved and explain your reasons for making the interventions you did, when. Tracking: How these interventions worked (what you would do differently next time)

3. Identification and Use of Design Principles

Identify design principles you used to guide project(s) and OP. Discuss changes you considered necessary to adapt to context. Reflect on the effectiveness of these choices?

4. Reference to Good Practices elsewhere

Look at other projects/OPs for harvesting relevant design thinking of others. Validate your research/context through the work of others.

A = Action Learning

1. Balance between Doing and Thinking

Show that you are acting while making thoughtful choices of how and when to act. Tracking: Show that you move between zooming in and zooming out to vary the perspective of the action/evaluation.

2. Balance between Reflection and Experimentation

Show how you create time, space and alliances that enable good quality reflection. Showing that you look and think before coming to conclusions.

3. Transformation of self and context

Develop goals about what change you want to see happen in project and OP outcomes - 5 Ps - What patrix meme's are you busting?. Use evidence showing your transformation. Tracking: Relate outcomes back to goals.

4. Skill-flexes consciously attended to

Show you are actively designing your experiences to guide your un/learning pathway. Refer back to you LIPD showing your capacities to notice emergent opportunities (push your edge) make changes/additions to LIPD as a result.

P = Process Skills

1. Critical Evaluation of Thinking - Validation of Knowledge

Balance evidence arising from your first-hand experience with the experience/thinking of others. Use allies whose work is validated by this mean, validated your own thinking. This is a comparative assessment of your thinking with others work in the field.

2. Collaboration and Participation

Show your an active member of the Gaia U learning community. Includes being an effective ally/sounding board to others both in the Gaia U and beyond. Show you use your support network effectively. Show efforts to engage with local community and wider networks.

3. Leadership, facilitation and mentoring efforts

show your efforts to step into your full leadership capacities. Show your choices of being; active follower, a support person, providing mentoring assistance to others. Document any facilitation/mentoring others to use think and listens, Re-evaluation Counseling.

4. Managing time, managing promises (project management)

Show how you have improved your abilities to manage time and manage promises as a project manager. Describe your roles and accountabilities during this project implementation phases?

O = Outcomes

1. Practical Benefits to the Field

Make appraisal of the 'value' of your work in the field of ecosocial design according to likely effects/impact. Who has been impacted and how? What evidence can you show for making these assessments?

2. Validated Knowledge produced for the Knowledge Commons

Did you create any 'new' knowledge? you need to validated it in some way. Is there evidence of this? Do you think another person could trust your knowledge/wisdom and build on it?

3. Dissemination efforts and feedback

By disseminating our thinking that we get valuable feedback from our peers. Is there evidence that you have engaged in dissemination and soliciting feedback?

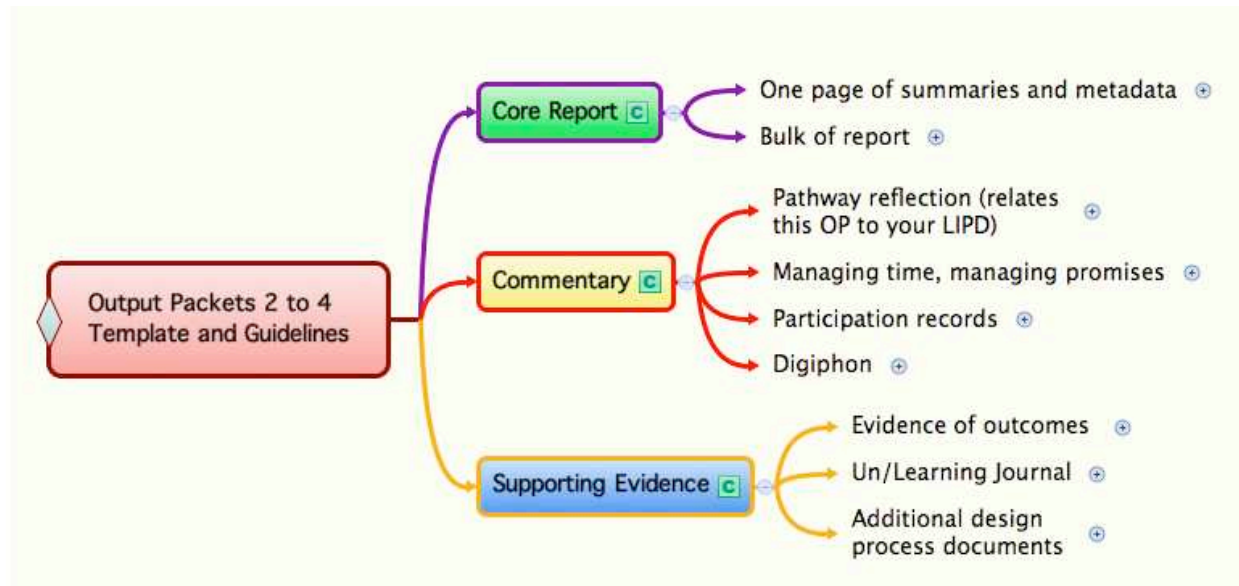
4. Growth in capacity for Competence and Attention

Competence is the ability to act successfully/efficiently = knowledge of how to intervene and/or manage a project well.

Attention is the capacity to actually make the intervention, to stay with it whilst it unfolds and to observe and document the results.

Show evidence of how you have developed in these complimentary skills.

Andrews full mindmap and OP outline is found here - <http://www.xmind.net/m/i88b/>



Notes on this outline - I started writing this outline as I have been confused on what is part of the word count, what is not and what are the elements I am being asked to include in my OPs. At this point I am still working on confirm my findings.

The outline found in the original Gel site labeled *OP 2-6 Elements and Guidance* is out of date or at least unclear. There are some apparent contradictions between this outline and the T2 template and what I am being told (for example the annotated resource review is a part of the T2 template core-report, yet shouldn't be part of the word count). These small contradictions make OP work confusing for associates.

My goal is to attempt to get a very clear document to help me improve my reports. I am going to synthesize all the information, I am including a condensed revised PoDAPO guide. I will share this with Gaia U and see if I can get some collaboration on this.