

## Group Creativity

This group's wicked problem is high quality language education in emergencies. A lot of language education to refugee children is provided ad-hoc, by volunteers, and in addition, there are sometimes mandatory government courses tied to permits for work or placement. Many host countries are not well equipped or prepared, and some countries do not have good second language pedagogy. Students lost school community, friends and miss home. Raising your voice to receive assistance is a really important skill for a refugee student.



The group designed a beautiful classroom prototype that can be implemented in Education in Emergencies (EiE) settings regardless of the target language. It contains many elements for active learning and activates all components (reading, writing, listening, speaking) with a stage, bookshelves, a wall to display student work, colorful tables and chairs. On the wall is a group contract: The children define rules for the classroom and sign the contract, and place it on the wall. It also has a check-in section where students can share how they are feeling as they enter the class.



This could be a great blueprint for volunteers who want to help, because all these are not expensive materials = (can be upcycled). Layout is really easy to replicate (U-Shape tape), even if the room has different uses. The check in board, the time table, the stage, the book shelf / material shelf, the painting corner: All these are fantastic ingredients for an effective classroom.



The group also developed an app - with a strip of paper that was pulled through a phone frame. The app prototype blew me away. This is such a good idea how to implement an easy, convincing prototype for apps! I will steal this idea for my instructional design and IT work, when I plan mobile-friendly websites with faculty. The app is for the teachers, and contains six month worth of teaching ideas. (the time period that students are supposed to be in language education in emergencies, before transitioning to a regular school).

## Group Chamber of Secrets:

This group addresses the problem that in Afghanistan many students do not have access to formal education due to cultural barriers, barriers due to MoE regulations, and lack of resources (tuition). As a solution the group proposes informal learning spaces that students can visit when they have time (when they do not work). Students are encouraged to share materials, and are able to borrow books. Lessons are recorded so students can borrow a device and watch the lesson if they missed it.



This is a really powerful idea! How to overcome the social and resource barriers? From the classroom suggestions during our ideation session, the group selected two ideas: 'community awareness sessions' and 'finding donors'. The group also produced a demo of a short class session on math education. An important aspect is to use effective curricula. The group stressed that the teacher is central. Behavior of the teacher, the students should be allowed to share in the class, and encourage all students to respect and express opinions. The teacher should not be judgmental. The teacher needs to be kind and respectful, and open to suggestion. The video shows a model lesson that has interaction, questions, check-ins and follow-ups.



This group stressed how in the context of countries like Afghanistan design thinking can help educators to address problems with confidence. It offers techniques for how to design your idea and how to put it into action.

## **Group AUW:**

This group did research on how to improve the student experience at AUW. The problem the group identified is that the distance between dormitories and main campus. Dorms and necessary facilities should be inside the main campus. From the customer journey it became clear that students are eager to save time. Arriving on time, performing a lot of activities, having opportunities for questions and discussions are important needs. The new campus layout has different sections for a campus that includes dorms, gym, health centers and library and has classrooms in walking distance.



Having continuous access to library and other facilities allows for a more enriching learning experience. The model looks so amazing - I want to teach on this campus! The whole campus is colorful and energizing. It contains a large area for sport (for example basketball and badminton) and enjoying nature, including an arboretum with beautiful trees - as displayed in the model.



It is great how the walkable campus encompasses different learning spaces and how purposeful this design has been crafted with an eye for details that make the learner's journey delightful, sparks curiosity and creates connection.

## **Group Pioneer:**

This group tackled the development of a sustainable curriculum for government secondary schools in Afghanistan. The group visualized their design journey (it was at times difficult to sort through all the ideas and materials) - a great reminder of the towers we drew during the LSP session!

## Journey of Pioneer Group

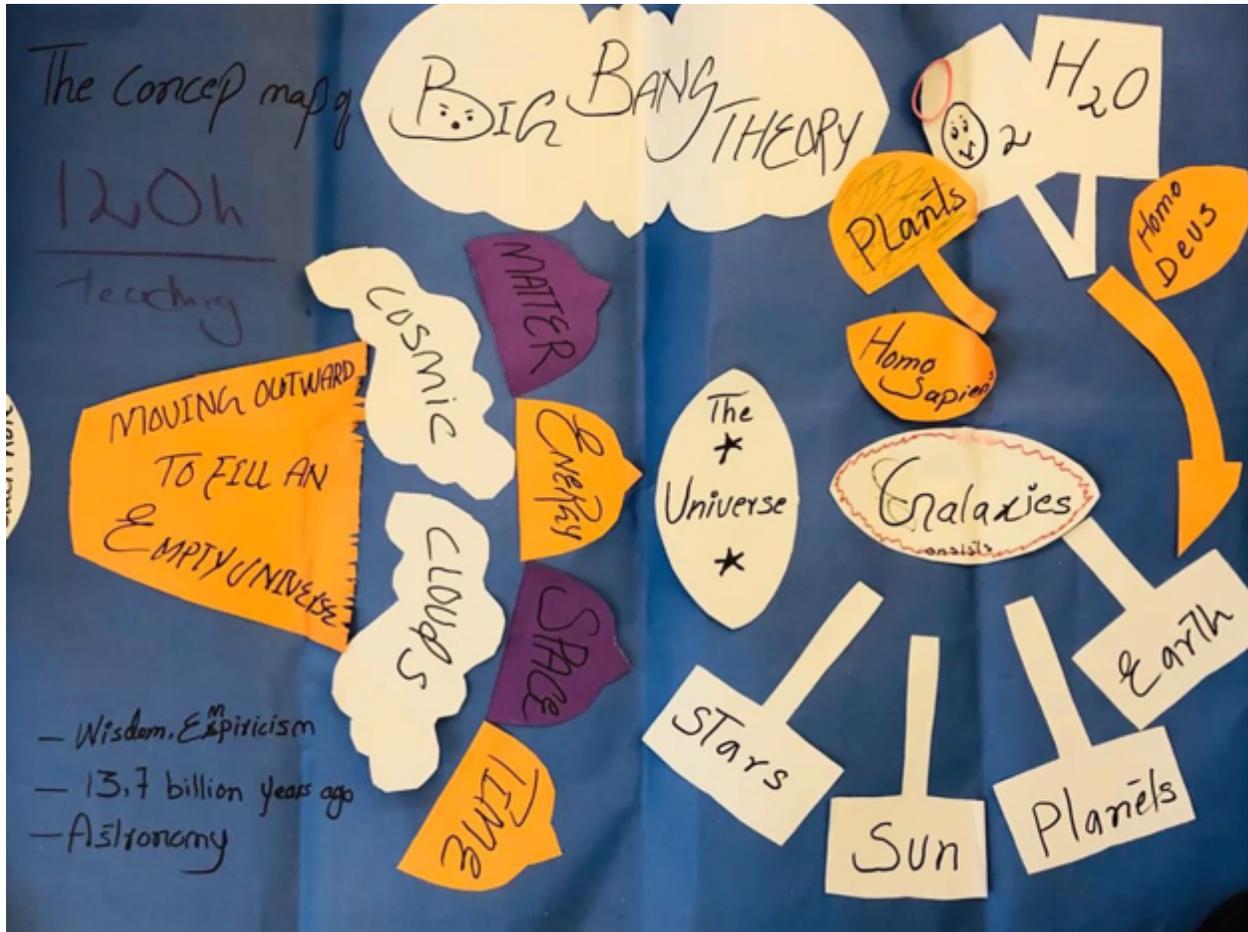


Presented by :

- 1- Masoona Noori
- 2- Nilofar Shewa
- 3- Ritu Tripura
- 4- Faresa Sultan Alfee

Class material is out of date, technical equipment and classroom material is lacking. Student get demotivated, fail to learn, drop-out rates are high. Teachers are not compassionate, and lack training. Parents are often illiterate and cannot support students directly, though they play an important role to motivate and monitor performance. The goal is to improve enrollment and performance of adolescents in secondary schools through a standard curriculum. The ideation process revealed teacher candidates (students from Master of Education programs) as a useful resource to tap into for volunteers. The curriculum should include effective teaching methods and create a purposeful learning environment. Open Educational Resources can solve the problem that in classrooms with 50 to 60 students it is difficult to offer personalized learning opportunities. Students and teachers can benefit from OER.

The group developed a sample lesson plan for a science class that included teach back in groups with visual organizers.

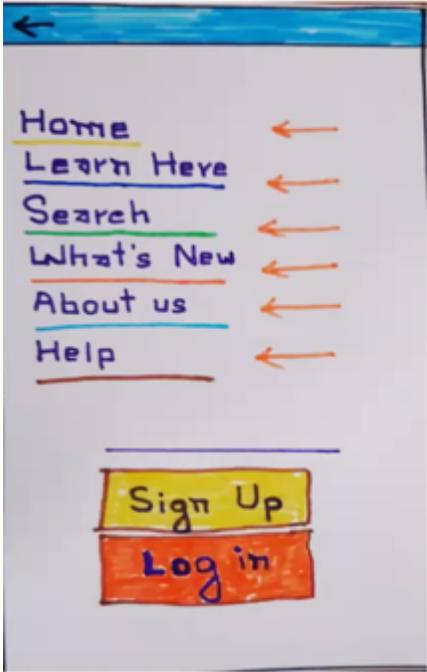


From the ideation process the group received useful input from their peers, such as applying for funding from NGOs to get school equipment, develop curricula by a group of master teachers, and provide capacity building workshops for teachers. The group also produced a wonderful video and model that showed all the elements of an effective school, and the equipment that is needed for science, art, language, skills, technology.

The ideal secondary school supports lifelong learning, creative thinking and analytical abilities. The model also visualized the different stakeholders that can make the model school a reality.



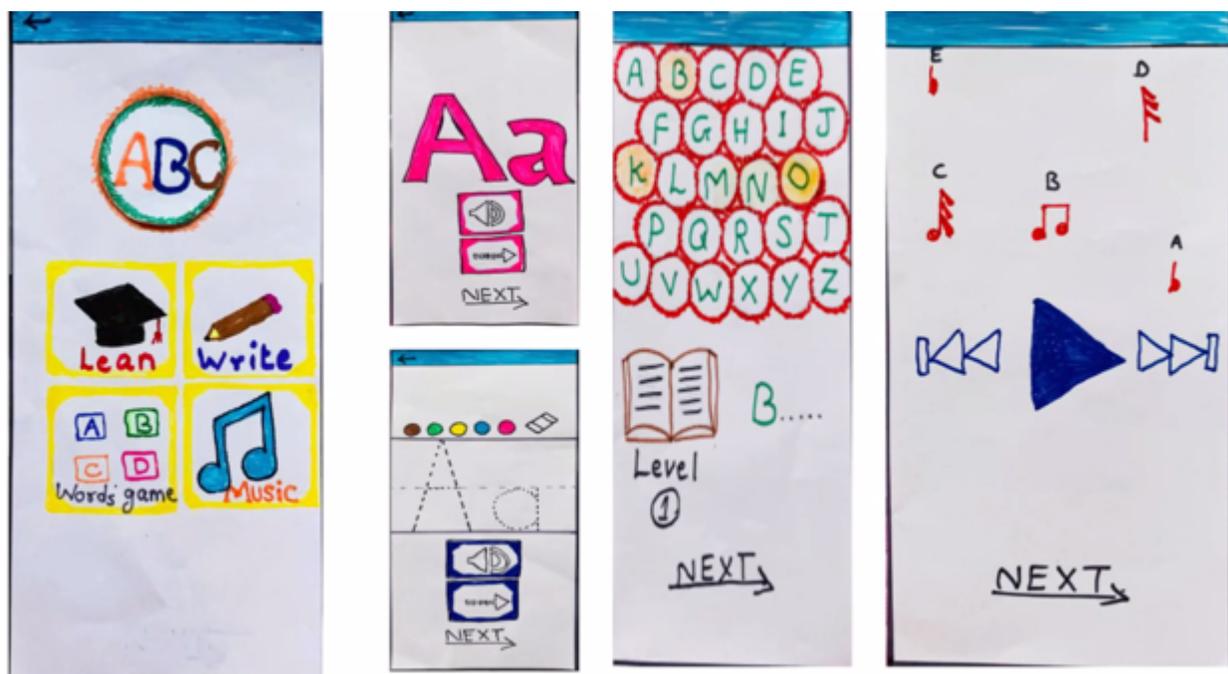
**Group Rainbow:**



This group presented their design journey last week. The design goal is to create an app that offers informal learning activities for students. They want to make learning fun, and stress-free. Learning is supported by goal-oriented activities that nurture

creative expression and imagination. The app offers a safe community with features that children know and like from social media platforms. However, the app stresses an open and safe environment by establishing and enforcing community guidelines that raise awareness for mental health and bullying.

The logo of the app stems from a quote by Maya Angelou: 'You can be a rainbow for someone's cloud'. The app is designed to be a rainbow for the young learner's cloud. The app covers different grade levels. Topics are taught through direct instruction, art, play and music.



The group also designed language learning and cultural information units for Persian and Bangla. The group sees opportunities for micro-communities, for example book clubs.

فارسی  
Persian



Learn



Practic



Games



Cultural videos

বাংলা  
Bangla



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Games



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