

Colouring Outside the Lines

Using design thinking & (reverse) mentoring to develop critically confident academic writers

Lia Blaj-Ward & Christopher Hanley

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Introduction

Colouring Outside The Lines

“There’s a certain serendipity in breaking rules. You can’t always predict where an innovation might come from. It isn’t something likely to spring from commissioning a report or doing focus groups. Sometimes it’s a subtle mind-set.”

Tom Kelley (2003 p. 246)

Lia

Academic literacy for international students; bespoke workshops and one-to-one sessions unpacking academic language and expectations on their university courses.

Chris

PG Student of MA Design: Product & Furniture. With seven years of industrial experience as a practising designer.



Starting Point for the Partnership

Planning 5 literature review sessions for 2020-2021

- pedagogic consultancy (Healey & Healey 2019 p. 5)
- reverse mentoring (Jordan & Sorell 2019)

Lia's questions about

- student experiences of academic writing
- facilitating writing development online / in blended mode
- wellbeing and academic writing.

Harvard Business Review

ast Magazine Popular Topics Podcasts Video Store The Big

DEMOGRAPHICS

Why Reverse Mentoring Works and How to Do It Right

by Jennifer Jordan and Michael Sorell

October 03, 2019

Summary Save Share Comment 7 Print \$8.95 Buy Copies



Peter Dazeley/Getty Images

When Mark Tibergien, CEO of Advisor Solutions, thought about the future of BNY Mellon's Pershing, he knew the company had a problem. Millennials were uninterested in working in financial services. In addition, Millennials who

Design Thinking

Design Thinking (IdeoU 2020)



FRAME A QUESTION

Identify a driving question that inspires others to search for creative solutions.



GATHER INSPIRATION

Inspire new thinking by discovering what people really need.



GENERATE IDEAS

Push past obvious solutions to get to breakthrough ideas.



MAKE IDEAS TANGIBLE

Build rough prototypes to learn how to make ideas better.



TEST TO LEARN

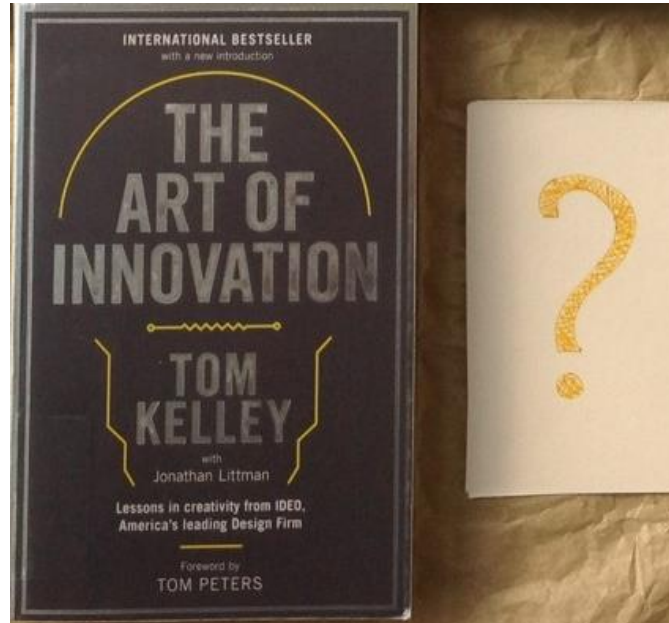
Refine ideas by gathering feedback and experimenting forward.



SHARE THE STORY

Craft a human story to inspire others toward action.

Lia's Design Thinking



International Journal for Students as Partners Vol. 3, Issue 2, October 2019

RESEARCH ARTICLE

Partnership Through Co-creation: Lessons Learnt at the University of Adelaide

Catherine Snelling^a, Beth R Loveys^b, Sophie Karanicolos^a, Nathan James Schofield^b, William Carlson-Jones^a, Joanne Weissgerber^a, Ruby Edmonds^a, and Jenny Ngu^a



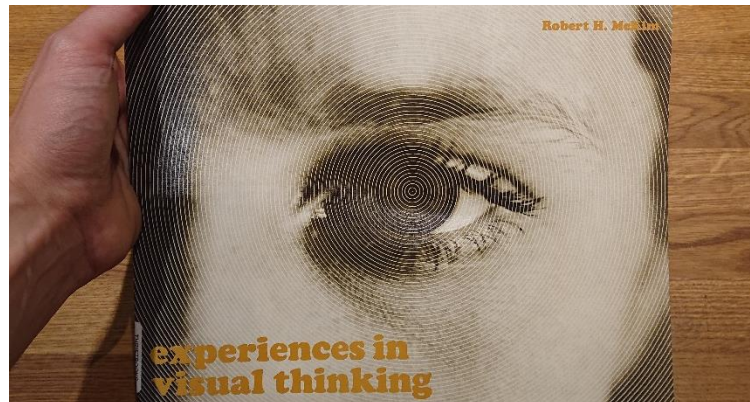
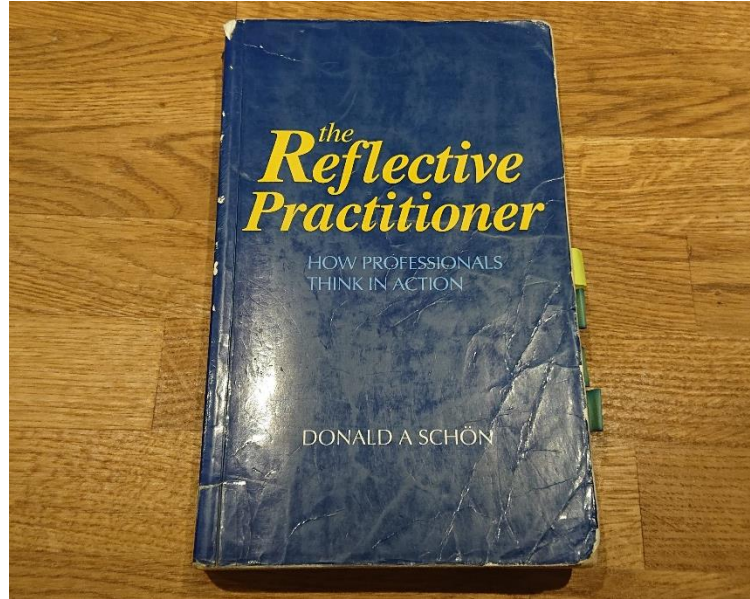
Lia Blaj-Ward (PhD, SFHEA)
@LiaBlajWard

Sifting through 100s&1000s of ideas on how to facilitate learning in challenging times, I came across a really useful resource: a volume which reaffirms the value of student-staff partnerships. Thank you, [@TomLowe_](#), I look forward to reading this.



09:51 · 13/04/2020 · Twitter for iPad

Chris's Design Thinking



← Posts

H chrishanleydesign

The infographic is a vertical timeline on a black background. It consists of a series of white circles connected by a vertical line. Each circle contains a design-related term and a decade. The terms and decades, from top to bottom, are: DESIGN-TECHNOLOGY... 2010s, DESIGN-DISCIPLINE... 2000s, DESIGN-PROCESS... 1990s, DESIGN-CULTURE... 1980s, DESIGN-MINDSET... 1970s, DESIGN-SCIENCE... 1960s, DESIGN-PRODUCTION... 1900s, and DESIGN-CRAFT... 1850s. The word 'Inheritance' is written vertically on the right side of the timeline, pointing upwards. The word 'Provenance' is written vertically on the left side, pointing downwards.

Design has been understood as a way of thinking, as methods, systems and objects in solving everyday problems. **Provenance** to **Inheritance** seeks to add to this understanding by exploring possible directions of how designers could apply their industrial practice and thinking about what further considerations need to be made in solving problems for the 21st-century.

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Our Journey

Our Partnership Journey

October 2019 – February 2020

- co-facilitating academic literacy sessions for international students

August 2020

- [1] articulating core values for 2020-2021 delivery
- [2] creating a provisional session-by-session map
- [3] mid-point reflection on design thinking
- [4] detail + alignment: synchronous and asynchronous delivery
- [5] narrating the journey.

Outcome

Experiences in Visual Thinking

“Bats and fish, forever confined to dark places, evolve blind eyes. The human mind’s eye must also be used, or it too goes blind.”

Robert H. McKim (1972 p. 84)

A Designer's Guide to Colouring a Literature Review

A colouring book for writing

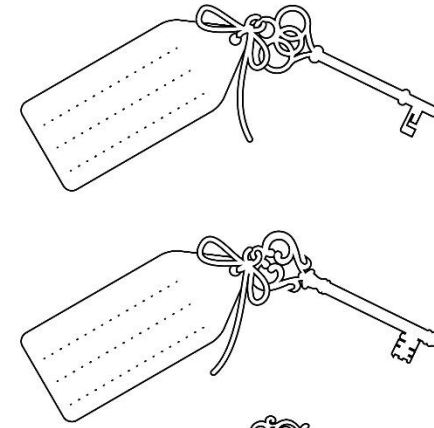
Designers Guide to
Colouring a Literature
review

A colouring book for writing

Task 1.0

Synchronous
In-Class

Key words will help you focus your search. They **unlock** the spaces where relevant information for your project is stored.



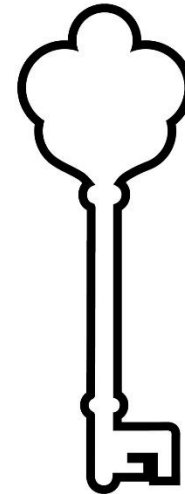
"Bats and fish, forever confined to dark places, evolve blind eyes. The human mind's eye must also be used or it too goes blind."

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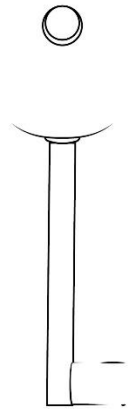
Task 1.0

the starting point for
your journey

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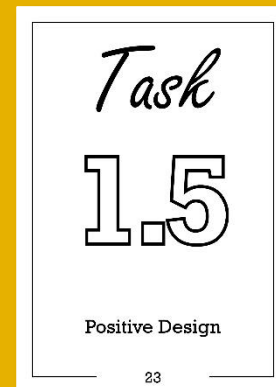
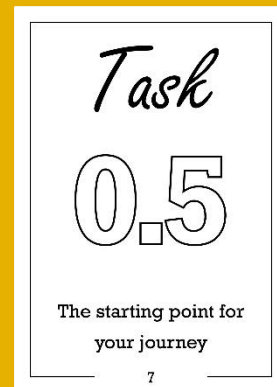
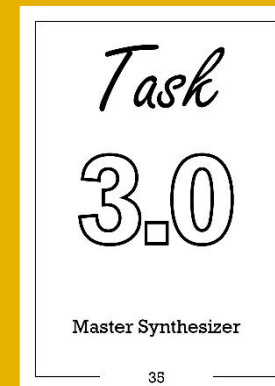
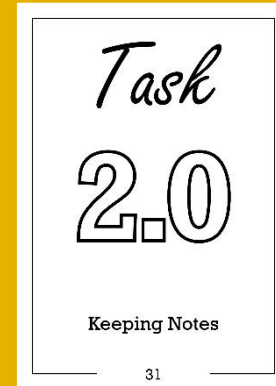
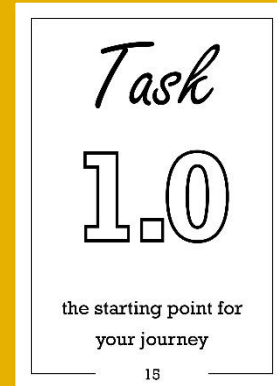
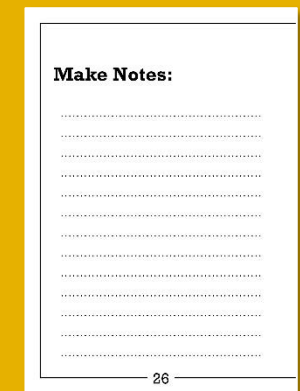
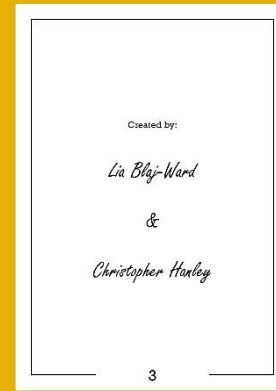
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What is your most important Key?

Overview

- 1 Colouring Book
- 5 Synchronous Tasks
- 5 Asynchronous Tasks
- 5 Weeks
- 1 Creatively drawn Literature Review (per student)



Reflection

Reflections on Partnership

Lia

- Power balance
- Trust // Letting go
- Flexibility // Online co-creation // Serendipity

Chris

- Role reversal // Reverse mentoring
- Patience
- Contrast // Respect

What's Next

Fast Forward 1 Year

Will this pre-pandemic collaborative learning experience about academic writing be possible to recreate face-to-face soon?

How can we best share our learning points from using the Designer's Guide to Colouring a Literature Review?



Thank you!

Lia Blaj-Ward & Christopher Hanley