Pressure Cooker Handbook

A handbook to design, implement and execute the Pressure Cooker independently.

Institute for Interdisciplinary Studies (IIS)
2018
FOREWORD

What will the world look like in the future? What does it need? We don’t know exactly, but we can certainly make a prediction. What we know is that our future will be partly determined by the complex social challenges we are currently facing. In order to cope with these challenges in the broadest and most all-encompassing way possible, it is important to cooperate; to combine forces between various parties and disciplines. The Pressure Cooker endeavours to contribute to this by making students aware of that force of connecting and cooperating, and teaches them to actively look over the ‘fence’ of the University into society.

By allowing academia to intervene with companies and other socially-relevant organisations on the basis of a real issue from practice, it becomes clear to both the student and to the social partner how all these matters influence each other and the challenges. By training other skills, in addition to the general academic skills taught at university, the student gains knowledge about various methods and processes in order to be able to better serve both worlds.

The Pressure Cooker was developed by a team of lecturers from the Institute for Interdisciplinary Studies in 2015 and 2016. I owe a great deal of gratitude to the lecturers and countless students who have collaborated on the development of this new teaching method. In particular, Jacintha Scheerder, Esther van Duin, Ger Post, Rutger Buls, Vincent Tijms, Anna Jorgensen, Silke van Beekum, Linda de Greef and Tim Bulters made a valuable contribution to the creation of the Pressure Cooker.

Pressure Cooker has been implemented within various degree programmes at the UvA with great satisfaction. That demands versatility from this educational activity. I hope that this handbook helps you to develop this teaching method for your students also and thus makes a successful and exciting contribution to their development.

Lucy Wenting
Director, Institute for Interdisciplinary Studies
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1 INTRODUCTION

1.1 Aim of the Pressure Cooker

Our world is changing at a rapid pace. Sociological, cultural, technological, economic, ecological and political developments demand a new vision on higher education. The complex social challenges of today and tomorrow require professionals who are able to look beyond the borders of their discipline and work well together. A global and knowledge-intensive economy is driven by a different type of employer than in the past. It requires professionals who excel in applying and creating the newest knowledge and who possess skills like critical thinking (including analysis and reasoning), collaboration (including communication and project management), the ability to reflect and being able to deal with uncertainty.

This ties in with the social discussions about the role of universities and knowledge-sharing in society. Universities and universities of applied sciences are still seen as the developers of new knowledge and therefore an important motor behind the economy. Higher education institutions should therefore operate in open connection with their environment. Graduates must be able to bridge the gap between academia, the business sector, government and society (social organisations, NGOs and citizens’ initiatives). Results from the National Student Survey (Nationale Studenten Enquête, NSE) in the last few years1 have invariably shown that there is a need among most degree programmes to reduce the gap between higher education and society. ‘Preparation for the professional career’ (voorbereiding beroepsloopbaan) once again scored worst of all aspects surveyed in the past academic year (20182), with ‘internships and study programme’ (stage & opleiding) not far behind.

With this in mind, the Pressure Cooker was set up by The Institute for Interdisciplinary Studies (IIS) of the University of Amsterdam (UvA). Inspired by the National DenkTank (National ThinkTank) and their similar projects, the Pressure Cooker – a programme lasting two and half days – will be implemented as teaching method in higher education. The Pressure Cooker gives students the opportunity to work on complex challenges in society by working on multidisciplinary practical issues. An attempt is thus made to have students take a step in the field of work outside the university world and in that way reduce the gap between the academic and social world.

The aim of the Pressure Cooker is to teach students to analyse an issue from an external client under pressure and to develop a problem-solving approach. In addition, they are expected to reflect on their (own) work process. By getting students out of their comfort zone and introducing them to various challenges that society is facing, an attempt is made to effect better preparation for professional life. Students receive intensive guidance with learning to recognise/understand their qualities and pitfalls, as well as learning how to deal with these pitfalls, which will be pointed out them by, among other people, fellow students. In addition, they will learn to ‘cooperate’

1 http://issuu.com/studiekeuze123/docs/trendrapport_nse_loosse_pags/17?e=18232811/13914200 check page 16 for WO Interdisciplinair (Interdisciplinary higher education at research universities) – which the University Colleges fall under, but also the IIS with its interdisciplinary study programmes
under pressure on the issue of the external client, Whereby they will have to take the client, and how they can convince the client, into account. This requires a critical outlook from the student. They must ask themselves how things are organised in the client’s field of work, but also how things could be organised differently or better and how they can convince the client of that. Not only now, but also in the future.

1.2 Who is this handbook for?

This handbook is written for people who are interested in the application of this teaching method and, in particular, for people who are involved in the development, implementation and/or execution of a Pressure Cooker, either as coordinator or developer, or as facilitator or trainer.

The various types of training sessions that can be used in the Pressure Cooker are included in this handbook. In addition, a number of examples of Pressure Cooker programmes and testing are included, which may serve as guidelines. Chapter 2 provides an overview of the programme, the learning outcomes, assessment and organisation. In Chapter 3, the training sessions are elaborated on for the purpose of the practical details of the Pressure Cooker. Finally, a number of examples of how the Pressure Cooker has taken within different study programmes can be found in the appendices.
2 STRUCTURE AND ORGANISATION OF THE PRESSURE COOKER

2.1 The learning outcomes

The Pressure Cooker has the following learning outcomes:

The student is able to...

• analyse a practical issue from an external client under pressure;
• develop, formulate and present academic-based solutions or problem-solving approaches to an external client;
• cooperate effectively with others;
• reflect on the work process and their own role therein.

2.2 The programme

Structure

In general, the Pressure Cooker is introduced within the teaching as part of a module or programme, but can also stand alone, for example as an extracurricular programme. The Pressure Cooker lasts 2 - 2.5 days (1.5 EC) and is suitable for both Bachelor’s and Master’s students, regardless of their disciplinary background.

Box 1 Structure of the programme

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team building</td>
<td>Analysis of the problem</td>
<td>Working on the solution</td>
</tr>
<tr>
<td>Explore your teams’ strengths and weaknesses</td>
<td>Evaluate and analyse the issue, and present analysis to experts</td>
<td>Search for solutions or product, and engage and convince clients</td>
</tr>
</tbody>
</table>

Students generally start the Pressure Cooker on day 1 with an explanation of the issue of the external organisation and training sessions with regard to reflection on teamwork and in itself. On day 2, the students start analysing the problem and conclude that with a presentation of that analysis to experts in order to get feedback. On day 3, they develop the possible solution based on their analysis and they present the result to the client. The Pressure Cooker consists of the following components: training sessions (given by the facilitator or (junior) lecturers), presentations from the students, group work, expert meeting and reflection assignments.

Number of students and number of lecturers

The Pressure Cooker works optimally if there are a minimum of 15 and a maximum of 45 students in the group. It is also possible with more students, but then you need to work in several groups. As a rule, there needs to be 1 facilitator per group and, in addition to this, an average of 1 (junior) lecturer is necessary per 15 students. If there are several groups, there must also, therefore, be more staff members involved.
**Box 2 Pressure Cooker in a nutshell**

- An intensive programme (1.5 ECTS) lasting two and a half days as part of a module
- May be given when desired in the study programme
- For students from any Bachelor’s or Master’s programme at the UvA or any other Dutch university or university of applied sciences, regardless of the disciplinary background
- Work on a practical issue (take the first step towards a solution) commissioned by an external client from the practice
- Preferably at another location than the university, another learning environment

**Tailor-made**

In the last years, we have facilitated several Pressure Cookers. In all cases, we examine, together with the degree programme, how the Pressure Cooker can best be implemented within the curriculum and the framework of the degree programme. Below you will find an overview in order to give an indication of Pressure Cooker programme, but different choices can also, therefore, be made therein. The IIS will specify how to guarantee the quality of the Pressure Cooker based on the wishes of the degree programme.

**Box 3 Detailed overview of a possible Pressure Cooker programme**

<table>
<thead>
<tr>
<th>DAY 1 – TEAM BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00</td>
</tr>
<tr>
<td>14:00</td>
</tr>
<tr>
<td>15:00</td>
</tr>
<tr>
<td>16:00</td>
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<td>16:15</td>
</tr>
<tr>
<td>17:15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY 2 – ANALYSIS OF THE PROBLEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
</tr>
<tr>
<td>09:15</td>
</tr>
<tr>
<td>09:30</td>
</tr>
<tr>
<td>11:00</td>
</tr>
<tr>
<td>12:00</td>
</tr>
<tr>
<td>13:00</td>
</tr>
<tr>
<td>13:15</td>
</tr>
<tr>
<td>14:30</td>
</tr>
<tr>
<td>16:30</td>
</tr>
</tbody>
</table>
Day 3 – WORKING ON THE SOLUTION

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>Welcome, check-in + possibly breakfast</td>
</tr>
<tr>
<td>09:15</td>
<td>Energiser – concentration, e.g. count to 10 or meditation</td>
</tr>
<tr>
<td>09:30</td>
<td>Training session: working on the solution, e.g. Walt Disney strategy or future scenarios</td>
</tr>
<tr>
<td>11:00</td>
<td>Priorities and choosing possible solutions</td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30</td>
<td>Training session: working on the solution, e.g. customer empathy map</td>
</tr>
<tr>
<td>14:00</td>
<td>Energiser – gift shower</td>
</tr>
<tr>
<td>14:15</td>
<td>Preparation for final presentation</td>
</tr>
<tr>
<td>15:00</td>
<td>Final presentation for client</td>
</tr>
<tr>
<td>17:00</td>
<td>Check-out, evaluation</td>
</tr>
<tr>
<td>17:30</td>
<td>Toast and drinks</td>
</tr>
</tbody>
</table>

Result
Different clients require different results. All students should give an interim presentation (to the experts) and a final presentation (to the client), in which they give the possible results and possible solutions respectively. In addition, they should give recommendations on how the client could implement the solution, possibly in collaboration with the students. The presentations must find a link with the (style of the) clients and should be convincing. The students may possibly be asked to write a management summary or report.

Assessment
The Pressure Cooker can be assessed in various ways.

- No assessment (with a mark): The Pressure Cooker is sometimes part of an extracurricular programme and will not be assessed (with a mark). Another possibility is that the Pressure Cooker is part of a larger course and has compulsory attendance, but no assessment.
- Self-assessment: Use may be made of peer assessment or of a so-called ‘self-evaluation report’ in which the student states himself/herself the extent to which he/she has achieved the learning outcomes (see appendix).
- Assessment form: If the Pressure Cooker is assessed with a mark, we recommend making a tailor-made assessment form based on the learning outcomes. The assessment criteria below in box 4 can be used as inspiration.
- Additional final result: In some degree programmes, the PC is part of a module and the student will continue to work towards a final result or product based on the knowledge and experience acquired during the Pressure Cooker. Clear instructions and assessment criteria must also be made for this.
2.3 The assignment and the issue

Students work in groups of 4 to 5 people. At least 1 client is necessary per 20 students, who may possibly provide several issues. In the case of larger groups, we recommend having several clients so that the expert meeting and final presentations are more diverse. Which clients are most suitable will be determined per Pressure Cooker. Clients must seek to connect with the organising degree programme and vice versa. The different issues which are worked with differ in terms of subject, but will at all times:
1) have to have a link with academia;
2) require a clear link with a business, economic or social aspect;
3) be of lasting value to society.
It is of great importance that the practical issue of the client is formulated as a **How** question and that it leaves room for (framed) freedom of interpretation. In that way, the question can be approached by several student teams, as a result of which room arises for creative solutions. Additionally, it must be possible to go into greater depth academically and the issue must be about a system, theme or subject that is socially relevant. It must therefore not (only) be a product development or advertising plan for a company or institution, which the students will work on. Of course, the result of the Pressure Cooker may, however, be that the client may use the solution to the issue in order, for example, to acquire more publicity or finances.

**Box 5 Overview of a number of clients and issues**

<table>
<thead>
<tr>
<th><strong>Degree programme</strong></th>
<th><strong>Client</strong></th>
<th><strong>Question</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s in Future Planet Studies</td>
<td>LabVlieland</td>
<td>How do you make the green waste stream balanced / closed / circular on the island of Vlieland?</td>
</tr>
<tr>
<td>Master’s in Brain and Cognitive Sciences</td>
<td>Ministry of Defence</td>
<td>How do you prevent post-traumatic stress syndrome in soldiers and in what way can you screen the most resilient soldiers?</td>
</tr>
<tr>
<td></td>
<td>Ministry of Justice</td>
<td>How can you decide whether adolescents are tried via adult or juvenile law?</td>
</tr>
<tr>
<td></td>
<td>Ministry of Infrastructure and the Environment</td>
<td>How can we change our employees' recycling behaviour for the better?</td>
</tr>
<tr>
<td></td>
<td>FrieslandCampina</td>
<td>How can we increase consumer preferences for healthier products in the supermarket?</td>
</tr>
<tr>
<td></td>
<td>rdgKompagne / Regieindesign.nl</td>
<td>How can the self-expression of locked-in patients be facilitated?</td>
</tr>
<tr>
<td>Pedagogical Sciences &amp; Educational Sciences</td>
<td>City of Amsterdam – Primary Education department</td>
<td>How can you increase male lateral entry teachers and the diversity of the intake within primary education and what is the impact thereof on the pedagogical climate and the quality of the education?</td>
</tr>
<tr>
<td>(Excellence track 1st year students)</td>
<td>COC Amsterdam</td>
<td>How should you deal with homosexuality in the classroom (e.g. the role of parents/teachers/classmates)?</td>
</tr>
<tr>
<td>Summer School Pressure Cooker UvA-wide</td>
<td>Refugee Company</td>
<td>How can you improve the quality of life of refugees in Amsterdam?</td>
</tr>
</tbody>
</table>
Box 6 Example of two clients and issues

LabVlieland asked 2nd-year students from the Bachelor’s in Future Planet Studies in order to look at the possibilities for having the processing of the green waste take place on the island of Vlieland itself. Nowadays, the waste is still transported in containers on the ferries to the mainland, which is unnecessarily expensive and primarily causes odour nuisance. Closing the cycle on the island itself has a lot of advantages, such as the use thereof as compost, manure or for biotreatment. It even turned out to be suitable for heating outdoor saunas.

The Ministry of Defence asked the 1st-year students from the Research Master’s in Brain and Cognitive Sciences for future ways/programmes in order to better monitor the process of hiring resilient people. This in order to prevent losing a lot of personnel prematurely through post-traumatic stress syndrome (PTSS). Various solutions are possible, such as the use of robots, better-developed screening methods, or mindfulness training during the mentally exhausting exercises.

2.4 Training sessions and energisers

Training sessions
The programme consists of training sessions in which various methods and techniques are used that, in addition to personal skills, also focus on learning about and developing professional skills. Because students in the Pressure Cooker must apply these learned skills directly to their issue, the training sessions sink in better and it provides the students with a ‘toolbox’ that they can incorporate in their further study and working career.

The programme that lasts two and a half days is structured in such a way that it helps the students towards possible problem-solving approaches to their issue step by step. That means that the structure of the training sessions is designed in such a way that they tie in with the various phases of their assignment in order. The students begin, for example (day 1) with an important start-up phase that consists of interpersonal and team-building training sessions, such as Team Charters or Core Quadrants. In this way, they get to know themselves and each other better, as a result of which they will know what they can expect from each other if the work comes under pressure.

The students subsequently (day 2) start working on the analysis phase, in which analytical thinking is further trained; searching for the limits of the issue with training sessions, such as the Issue tree or ‘Six Honest Men’. Work is also carried out that day on how you can convincingly tell your story; how you can step out of your comfort zone in favour of your message for the client with a training session Convincing presentation. Finally (day 3), the students receive training on prioritising solutions and placing oneself in the shoes of the client. In this way, they learn to take the perspective of a client into consideration, which may have certain expectations that you want to fulfil. See the following chapter for a detailed description of the training sessions.
**Energisers**

Energisers are small short activities that lead to an active open attitude and a strong group feeling. You can use energisers at many moments, for example if a group gets stuck or if the energy is low. It’s also very useful to do an energiser before you start coming up with ideas. Many students think in fixed structures when coming up with ideas. Energisers help break away from these structures. In addition, energisers lead to an active attitude, for energy and focus. The Pressure Cookers is an intensive teaching method and energisers are indispensable for stimulating the creative process.

**2.5 Development and organisation**

**Step-by-step plan**

**In advance**
- Determine the place of the Pressure Cooker within a programme (an Excellence track, in a minor, in a course, Bachelor’s or Master’s level?).
- Determine date and location of the Pressure Cooker.
- Go through the handbook.
- Look for clients and discuss collaboration.
- Think up and determine practical issues together.
- Approach facilitator/ (junior) lecturers / tutors for trainer role during Pressure Cooker.
- Test the feasibility of the issue: make an issue tree together with the facilitator and (junior) lecturers. In this way, you can check whether the question is posed well for the students so that they are able to handle it. This tool (issue tree) can also be used to prioritise: what falls within/outside the scope?
- Look for literature (2-4 articles) possibly in conjunction with the client.
- Communicate practical information about the Pressure Cooker to the students.
- Search for and secure experts for the expert meeting. Experts can, for example, be stakeholders for the questions, university staff or alumni (for more info see below: role of the experts).
- Optional: Plan in train the trainers afternoon (4 hours).
- Arrange catering.
- Organise an initial meeting with the students 1 to 3 weeks in advance in order to explain the Pressure Cooker and give the students preparatory work. Optional: have the students interview the experts in advance or give them articles in preparation for the issue.
- Maintain contact with the client.

**During**
- Run the Pressure Cooker at the location in two and half days, together with the IIS.
- Maintain good coordination between facilitator and (junior) lecturers with regard to state of affairs, collaboration, preparation, etc. (see below: the role of the facilitator and lecturers).
- Assist and instruct the experts about their duties and role.
- Assist and instruct the clients about their duties and role.
- Optional: presents for experts and/or clients.
- Optional: assessment of students.
At the end

- Evaluation of the programme. What went well, what could have been better.

The role of the facilitator and lecturers
There are two types of supervisors active within the Pressure Cooker: the facilitator and a number of (junior) lecturers. The facilitator supervises the entire process and often holds most of the training sessions. The facilitator also guides the (junior) lecturers and supervises them when holding the training sessions. It is up to the lecturers and the facilitator to determine together which components they want to contribute. This could be a number of energisers, but also a number of training sessions. It is also, however, somewhat expected that the lecturers will also operate outside their comfort zone and that they will take up the challenge (with themselves) within this Pressure Cooker environment.

In addition, the lecturers and the facilitator will actively walk around on all days to lend a helping hand with each question or each obstacle. In this way, the students will always be encouraged and guided so that they look for a solution, in the first instance, themselves. The guidance will therefore focus, in particular, on aiming for self-reliance in students/student teams. Where are things getting stuck – in terms of form or content – and what (extra) steps can the students take themselves to become unstuck?

The role of the experts
At the end of day 2, students will present their first findings to a team of experts. This will mostly occur by means of short presentations to a panel of experts and, in some cases, be supplemented by a Q&A poster session. Experts may come from the academic world or society and will be invited by the degree programme arranging the Pressure Cooker. An expert may, for example, be a professor with a broad range of knowledge in a certain field, or may be an experiential expert (for example a patient, a particular relevant professional group, policymakers, parties directly involved, organisations similar to the client), and alumni of the degree programme are also invited often.
3 TRAINING SESSIONS

Team building
1 Personal strengths matrix (core quadrants)
2 Team charter
3 OEPS feedback model
4 S.M.A.R.T. goal setting

Analysis of the issue
5 S.W.O.T. analysis
6 ‘Six Honest Men’
7 Business Model Canvas
8 ‘Wouldn’t it be nice if...’
9 Issue tree

Working towards solutions
10 Vision Cover Story
11 Walt Disney strategy
12 Scenario analysis
13 Impact-feasibility matrix

Convincing presentation
14 Elevator pitch
15 PechaKucha
16 Customer Empathy Map
Team building
1. Personal strengths matrix (core quadrants)

Overview
Before starting a group project, it is useful for students to get to know one another, set the ground rules, establish roles and responsibilities and to be aware of each other’s strengths and pitfalls. Therefore, students fill in a personal strengths matrix, in which they write down their core strength(s), pitfall(s), allergies (peeves) and challenges. This personal strengths matrix is the starting point for a group dialogue.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Reflection, shared leadership, situation awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>30-60 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to reflect on their strengths and pitfalls by filling in the personal strengths matrix. Students are able to discuss their strengths and pitfalls with their peers.</td>
</tr>
<tr>
<td>Requirements</td>
<td>The personal strengths matrix on paper (one matrix per student)</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
This learning activity helps students to reflect on their personal strengths and pitfalls, and is most valuable at the beginning of the Pressure Cooker in which students have to work together in groups.

Prepare a presentation in which you explain the personal strengths matrix and focus on the different aspects of the matrix. In addition, print a strengths matrix for every student to fill in during the lecture.

b. Teaching set-up

Step 1
Start the lecture with a presentation about the strengths matrix. It is important to visualise the matrix during this presentation (on a flip chart or slide). You start with the core strength and explain the model clockwise (A-B-C-D). If you feel comfortable, you could fill in one matrix about yourself and explain this to the students.

<table>
<thead>
<tr>
<th>A. Core strength</th>
<th>B. Pitfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What other appreciate about me</td>
<td>• What is disturbing to others?</td>
</tr>
<tr>
<td>• What I take for granted with myself</td>
<td>• What I accept from other people</td>
</tr>
<tr>
<td>• What I expect from others</td>
<td>• What I justify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Allergy</th>
<th>D. Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What I dislike in others</td>
<td>• What I lack in myself</td>
</tr>
<tr>
<td>• What I least want to be myself</td>
<td>• What I need to work in</td>
</tr>
<tr>
<td></td>
<td>• What I wish I had</td>
</tr>
<tr>
<td></td>
<td>• What I admire in other people</td>
</tr>
</tbody>
</table>
Step 2
Give all the students a matrix and ask them to fill it in. If you observe that students are having a hard time explaining their strengths, you could also start in small groups and let the students help each other to formulate their strengths. It is important that they only help with the strengths, and that they individually fill in the other three parts of the matrix.

Step 3
Create groups of approximately four students. If they have to work together for an assignment, it is important to also work in this particular group during this learning activity. Let them discuss their personal matrices. By doing this, students become aware of the strengths and pitfalls of their group members, and could discuss beforehand how they could avoid conflicts related to the personal strengths matrices.

Example
You’ll find an example of a completed matrix from a teacher below. A completed matrix and your personal experiences help students to fill in their own forms. You can use this matrix to give examples of your own teamwork experiences.

<table>
<thead>
<tr>
<th>A good listener</th>
<th>Passivity in groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too dominant</td>
<td>To show assertiveness in groups</td>
</tr>
</tbody>
</table>

Tip
- Make sure students also look at the matrix at the end of the Pressure Cooker. Do they recognise their qualities in the process of the PC days?
- Make sure that you create a positive and safe group atmosphere before starting this workshop.

Variations
You can use the students’ matrices (and yours) to discuss how you as a teacher and the students would like to collaborate. You can discuss the values that are important to you (i.e. respect, honesty, support).

If students struggle to fill in the matrix, give them the possibility to work on their matrix with their team, let them help the student to finish it/ find the right words.

References
The framework of this Interdisciplinary Learning Activity (ILA) is derived from the curricular design within the Institute for Interdisciplinary Studies. The matrix was developed by Daniël Ofman.
2. Team charter

Overview
To facilitate a productive collaboration, it can help for team members to be aware of their strengths and weaknesses. Team charters not only make these explicit, but also encourage discussions between team members on their shared vision and what they consider a successful end result. Moreover, the charters facilitate collaborative skills, as the charters can be input for giving feedback and reflecting on team processes. The team charter is a good starting point for group assignments (e.g. research projects).

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Reflection, shared leadership, formulating a common goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>Students are able to reflect on what they can contribute to a team by filling in a team charter. Students are able to discuss their strengths and weaknesses with regard to teamwork in a small group of peers.</td>
</tr>
<tr>
<td>Requirements</td>
<td>A4 paper, flip chart, markers</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
   Complete the team charter boxes with your own strengths and weaknesses. Divide the students into groups for the assignment.

b. Teaching set-up

Step 1
Start with this workshop at the beginning of the Pressure Cooker. Explain the boxes to the students.

<table>
<thead>
<tr>
<th>My success</th>
<th>What do others need to know about me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I need?</td>
<td>What do I add?</td>
</tr>
</tbody>
</table>

- At the top left, the student starts with ‘my success’. When would you consider this project a success?
- At the top right, the student writes down ‘what do the others need to know about me?’ Here, the student writes down his/her points for improvement.
- At the bottom left, the student writes down what he or she needs from other team members, by answering the question: what helps me to successfully finish the project?
At the bottom right, the student writes down ‘what do I add?’. This is where they write down their strengths and what they can add to a team.

Step 2
Show your own completed team charter as an example. If possible, show how the charter has helped you in previous team collaborations.

Step 3
Ask the students to fill in the four boxes of their own charter individually. They can draw the outline on paper themselves, use a form on their computer, or you could give them a printed outline.

Step 4
Invite the group members to share their individual outlines, and create one outline combining the information from all team members. Monitor the atmosphere while walking around. It is important to lead the conversation when the atmosphere in a group starts to become unpleasant.

Step 5
The groups make agreements on how they will work together as a team for the coming days, based on these completed outlines. They can make agreements on ground rules, for example, how they want to give each other feedback (on assignments), what the expectations are regarding work effort, attendance, how they will keep each other informed, etc. And on tasks, such as who will be in charge of filtering out spelling mistakes in assignments, the structure of the assignments, the presentation of the work, meeting the deadlines, etc.

The team charters and the agreements are documented and stored by a group member, who is appointed the process leader. He or she makes sure that the documents are available throughout the Pressure Cooker. Moreover, the process leader intervenes as soon as the group members do not cooperate properly during the project.

Step 6
Once a day, the students evaluate their progress. They use the outlines to evaluate their contribution and make appointments for the next day.
My success
- Humour
- Hard-working co-workers

What do others need to know about me?
- I am critical
- Sometimes, I am too bossy

What do I need?
- Critical co-workers
- Contradiction

What do I add?
- Leadership
- Deadlines

My success
- Humour
- Compliments about my work

What do others need to know about me?
- Sometimes, I finish my work too late
- I am a bit lazy

What do I need?
- Deadlines
- Feedback

What do I add?
- Knowledge of German, Dutch and English
- Knowledge of Windows, Excel and SPSS
- A team player

Tips
- Students need to share the strengths and weaknesses. This can be difficult for some. Give a good example by sharing your matrix and point out what insights the matrix gives to you.
- If tension arises in a group during the Pressure Cooker, make sure to start the conversation about this using the team charter.
- Make sure that you create a positive and safe group atmosphere before starting this workshop.

Variations
As with the personal strength matrix, you can use the students’ team charters (and yours) to discuss how you and students can collaborate. For this purpose, you can specifically discuss ‘What do I need?’ and ‘What do I add?’ in your team charter.

References
The framework of this workshop is derived from McKinsey Consultancy.
3 OEPS feedback model

Overview
The OEPS model (Observation, Effect, Pause, Suggestion) helps students to give each other feedback without judgement. When preparing a group assignment, for example a research project, it is important to know how to provide constructive feedback to the other team members. This learning activity is suitable for one workshop, but you can also stimulate students to have several ‘feedback’ moments during the course, in order to stimulate a positive group atmosphere that will contribute to their teamwork outcomes.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Reflection, shared leadership, evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>45-60 minutes</td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>Students are able to give each other constructive feedback using the OEPS model</td>
</tr>
<tr>
<td>Requirements</td>
<td>The OEPS model visually on paper or digital format</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
   Prepare at least one case the students could practice during the tutorial. In addition, one good and bad example of providing feedback could help students to see differences between the OEPS model, and the most common ways of providing feedback.

b. Teaching set-up

   Step 1
   Students work in their Pressure Cooker team.

   Step 2
   Introduce the model visually.
   - Observation: I have seen/noticed this.
   - Effect: This is the effect it has on me.
   - Pause: Give the other person the opportunity to react.
   - Suggestion: How can the other person improve?

   Explain the different steps. The OEPS model provides a method for feedback based on observable behaviour and not personality traits. To illustrate the OEPS model, give an example yourself. It could help to give one ‘bad example’ of providing feedback without the OEPS model, and then one ‘good’ example following the steps of the model.

   Step 3
   Show your prepared case(s) to the students. Discuss one case together. Analyse the issues between the different actors. It is important to create awareness for the fact that every person experiences situations differently. Next, discuss their motives and desires.
Step 4
Let the students practice as follows: Two students practice the conversation, while the third student observes and eventually gives his or her feedback. Monitor the atmosphere while walking around. It is important students take this exercise seriously, and really try to empathise with the people in the case(s) and follow the steps in the OEPS model.

Step 5
If you use more cases, introduce a new case and let the students change their roles.

Example
Four cases are described below. These cases could be the starting point for step 4.

Case 1:
A group of interdisciplinary students have to make a film about how elderly care in the Netherlands should be organised. Their backgrounds are economics, history and biology. During the project, the focus shifts towards a more economic perspective. The other two students are disappointed and want to quit the project. They have another two weeks before the deadline.

Case 2:
Two students have to write a paper together. The first student is responsible for all the calculations and the second student is responsible for writing the paper. However, the second student’s writing skills are not good and he is not willing to improve himself. The deadline approaches.

Case 3:
A student has handed in an individual writing assignment. At the halfway stage, the student did not receive much feedback, apart from ‘being right on track’. His final mark turned out to be a 6.3. The student is disappointed, as he could not find great differences between his papers and papers of other students. The teacher did not take the student’s argumentation seriously. The Bachelor’s coordinator forces the student to resolve his issues with the teacher himself/herself.

Case 4:
A student is late for class and walks into the classroom fifteen minutes after the class has started. This interrupts the teacher’s lecture.

Example of feedback with the OEPS model (for Case 4, from teacher to student)
- Observation: I saw you coming into class fifteen minutes after the tutorial had started
- Effect: This affected me, as I got distracted and lost my storyline.
- Pause
- Suggestion: My suggestion is that, when you’re late, you either check the window to see if you can enter the room without interrupting, or wait for the break.

Tips
- Have students use their team charter. They can give ‘fictional’ feedback on their own weaknesses
- You can create a set of feedback moments during the Pressure Cooker.

Variations
Let students hand in their own cases (from their own experience in teamwork) before the start of the tutorial, and use these cases in step 4 (and 5).
References
The framework of this workshop is derived from the curricular design within the Institute for Interdisciplinary Studies.
4 S.M.A.R.T. goal setting

Overview
SMART goal setting brings structure and trackability to your goals and objectives. Instead of vague resolutions, SMART goal setting creates verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal’s attainability. SMART goal setting gives criteria to provide guidance when setting objectives, for example in project management. Before starting the group project, it is useful for students to make their own effort towards the end result measurable. Therefore, students create a goal for the Pressure Cooker based on the S.M.A.R.T. principles.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Ordering and structuring, reflection, formulate a common goal, evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>The students make a link between the interpersonal qualities that they still need to develop and the Pressure Cooker</td>
</tr>
<tr>
<td>Requirements</td>
<td>S.M.A.R.T. model and its explanation visually, on paper or digital format</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
This learning activity helps students to set goals and reflect on their own effort towards the end result, and is most valuable at the beginning of the Pressure Cooker.

Prepare a presentation in which you explain the S.M.A.R.T model.

b. Teaching set-up

Step 1
Show the students what the abbreviation SMART stands for:

- **Specific**: In what do you want to develop?
- **Measurable**: How will I know when it is accomplished?
- **Attainable**: Can I achieve my goal?
- **Realistic**: What conditions would have to exist to accomplish this goal?
- **Timely**: What are the deadlines for achieving my goal?

Specific
A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer some “W” questions:

- What exactly do I want to achieve?
- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same outcome?
- Who is involved?
- What are the conditions and limitations?
- When, where and how will I achieve my goal?
- What are the conditions and limitations?
**Measurable**
Establish concrete criteria for measuring progress for each goal you set. To determine if your goal is measurable, ask yourself questions such as:
- How much?
- How many?
- How will I know when it is accomplished?

**Attainable**
Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will entail against the profits and the other obligations and priorities you have in life. You can attain almost any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

**Realistic**
To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly believe that it can be accomplished. An additional way to know if your goal is realistic is to ask yourself what conditions would have to exist to accomplish this goal.

**Timely**
A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. Everybody knows that deadlines are what makes most people switch to action. So set deadlines, for yourself and your team, and try to achieve them. Keep the timeline realistic and flexible; that way you can keep morale high.

**Step 2**
Give examples of goals formulated according to the SMART criteria, and let students find the 5 S.M.A.R.T. elements in these goals.

**Step 3**
Give the students time to develop and write the own S.M.A.R.T. goal. What do the students want to develop (during the Pressure Cooker time frame).

**Step 4**
When students are finished writing their own goal, let them share and discuss this in their own team.

**Tips**
Ask the group as a whole, who would like to share their goal. Based on the examples, the rest of the students can help to pin-point the formulation of the set goal.

**Examples of S.M.A.R.T. goals**
At the end of this Pressure Cooker (time) I will have given feedback (attainable, realistic) 5 times (measurable) using the OEPS model (specific).

During the Pressure Cooker (time) I will be present 10 minutes before (measurable, realistic, specific) every training (specific).
Analysis of the issue
5 Issue tree

Overview
Students learn a method to split up a complex problems into sub-problems by drawing an issue tree. An issue tree easily illustrates all the important elements of an issue, and can help students to prioritise elements for their upcoming research process. There are two types of issue trees: diagnostic ones and solution ones. Diagnostic trees breakdown a ‘why’ key question, identifying all the possible root causes of the issue. A solution tree breaks down a ‘how’ key question, identifying all the possible alternatives to find a solution for the issue.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Reasoning, analysing, shared leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to compose an issue tree that adheres to the SEAL criteria. Students are able to analyse the issue and determine the direction of a solution</td>
</tr>
<tr>
<td>Requirements</td>
<td>Flip charts, markers, Post-it’s, sticky tape, wall or table</td>
</tr>
</tbody>
</table>

Set-up
a. Preparation teacher
   - Create groups of 4-5 students, and make sure that all groups have a final version of their research question.

b. Preparation student
   - Students need to know the basic information about the topic they would like to research. They could either do the research individually or in a small group (4-5 persons). You could give the students at least two papers to read before the first session. In addition, it is important that the research question for every group is already defined.

c. Teaching set-up
   Step 1
   - Explain why issue trees can help to structure and analyse complex issues.
   1) You split up a complex issue into sub-issues, which are easier to solve.
   2) By doing this, the complexity of the issue decreases, since it will be easier to see which sub-problems need to be solved in order to solve the main issue.
   3) By drawing an issue tree with your group, you will create a common understanding of the main issue within a team, resulting in a shared vision.
   4) The issue tree shows the missing elements for answering the main question or solving the main issue.

   Step 2
   - Explain that it is essential that an issue tree is SEALed:
     Similar: formulate every part in the same way. When you start with a ‘how’ question, your issue tree consists of layers related to that ‘how’ question.
     Exhaustive: collectively exhaustive on every layer, cover everything. Make sure that your issue tree covers all relevant information per layer.
     Apt: clear scheme, questions precise and focused. Make sure that everyone can follow your steps and understands the different layers.
     Linear: no overlap, mutually exclusive. Concepts and words can only be in your issue tree once. If you see that two boxes consist of the same information, you should reorganise your layers.
Step 3
Based on the type of questions the students are working with, there are two types of questions you can ask. If students are working on a question that diagnoses an issue, they can break the research question down with ‘why’ questions. If they are working towards a solution of an issue, they can break the research question down with ‘how’ questions (see the example below: ‘How can you increase excellence in primary education?’).

Step 4
Explain how you start drawing an issue tree.
1. Start at the left with the main question;
2. The next layer, to the right consists of all questions necessary to answer the main question;
3. The next layer contains all questions necessary to answer the second column of questions, etc.

Tips
- Make sure that every one of the group is involved in the process and that the communication per group is going well.
- It can happen that students need more time for this workshop. Make sure there is space for that within the programme.
- Be open to content questions from the students but ‘don’t tell them what to do’.
Example – from the teacher’s perspective

Research question: how can you increase excellence in primary education?

How is this issue tree built? The boxes help you understand the building process.

You can increase this by focusing on the child, the teacher or the school → these concepts are presented in the second layer.

By improving the performance of the child, teacher, or school.

How can you improve the performance of children?

Important: concepts that are presented in a layer, cannot be presented in another layer.

By improving cognitive aspects, personality, and parents and peers.

Variations
Students can also write down the main question and sub-questions into the boxes of the issue tree (instead of the main concepts) if they think this is more insightful.

Tip: Be slow to share what you know as a teacher. If you come upon a group that is experiencing uncertainty or disagreement when filling in the issue tree, avoid the natural tendency to give the answers or resolve the disagreement. The learning that is accomplished through group work might be slower, but it is generally harder won and better for group performances.

References
The framework of this ILA is derived from the curricular design within the Institute for Interdisciplinary Studies, and was based on the issue tree method used at McKinsey & Company.
6 ‘Wouldn’t it be nice if...’ (WBNi)

Overview
An opportunity is not a problem statement; rather, it is a broad challenge on which you want to work. These challenges are too ill-defined to solve. If you work on a very general and ill-defined issue, there may be many opportunities you might concentrate on. However, it is impossible to work on all of them at the same time. Therefore, you need to decide which opportunities are in need of attention first, and which ones you can set aside for another time. The WBNi tool helps you too reframe the issue you are working on as an opportunity. For example, a negative statement such as: “I am feeling really lousy and out of shape” can be positively reframed by means of WBNi in: “Wouldn’t it be nice if I could get into a better physical shape and get healthier?”

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Formulating a common goal, perspective taking, sound decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>45-60 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to reframe the research question from an issue to a positive challenge/opportunity</td>
</tr>
<tr>
<td></td>
<td>The student is able to focus to a (smaller) area related to the research question.</td>
</tr>
<tr>
<td>Requirements</td>
<td>A4-paper, flip chart, markers</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
   Create groups of 4-5 students, and make sure that all groups have a final version of their research question.

b. Preparation student
   Students need to know the basic information about the topic they would like to research. They could either do the research individually or in a small group (4-5 persons). You could give the students at least two papers to read before the first session. In addition, it is important that the research question for every group is already defined.

c. Teaching set-up
   Step 1
   Reframe towards opportunities – Students need to answer the following question relating to their research topic/question individually:
   1. What do I find interesting?
   2. What would I like to do better in this situation?
   3. What am I really excited about in this situation?
   4. What about this situation really demands my attention?

   Step 2
   Discuss the individual answers as a group and find common ground, so that the group can answer the same questions with a group answer:
   1. What do we find interesting?
   2. What would we like to do better in this situation?
   3. What are we really excited about in this situation?
   4. What about this situation really demands our attention?
Step 3
Opportunities into focus – Students choose 1 or 2 focus points by answering/discussing the following questions as a group (based on the information generated in step 1 and 2):
1. What concerns are most pressing or demanding?
2. What will happen if we don’t deal with this?
3. What do we hope to achieve most?
4. What do we most try to enhance?

Step 4
The students rewrite the research question they began with based on the new focus they found in the steps before.

Tips
• This exercise works really well on the first day if you already want to do more than just team building.

Example

References
Tutor Manual Crash Course in Creative Problem-solving, Academic Year 2016-2017, Maastricht University, Zuyd University of Applied Sciences
7 S.W.O.T. analysis

Overview
SWOT analysis (or SWOT matrix) is a strategic planning technique used to help a person or organisation identify the **Strengths**, **Weaknesses**, **Opportunities**, and **Threats** related to business or project planning. It is intended to specify the objectives of the business or project and identify the internal and external factors that are favourable and unfavourable to achieving those objectives. This workshop is about making an analysis of the weakness and opportunities of the project.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Analysing, perspective taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to analyse the strengths, weaknesses, opportunities and threats to an issue or its (suggested) solution.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Flip chart sheets, Post-its, markers, sticky tape</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
   Make a presentation in which the SWOT analysis and its purpose is explained. If necessary, you can also make a SWOT example so students get a better understanding of what is expected of them.

b. Preparation student
   If you want students to fill in a SWOT Matrix for the objective of the project, give them ample time (inside or outside the Pressure Cooker time) to collect information on the project and the aimed objective before starting this workshop.

c. Teaching set-up
   Step 1
   Explain the purpose and use of the SWOT analysis and identify the meaning of each term. Strengths and weaknesses are frequently internally-related, while opportunities and threats commonly focus on environmental placement.

   Step 2
   Hand out a flip chart sheet per group and let the students write their objective/ultimate goal of the project at the top of the sheet. Draw a matrix on the flip chart sheet: strengths, weaknesses, opportunities and threats.

   Step 3
   Students get 10 minutes to write their (own) ideas of strengths in relation to their objective on Post-its. Each single idea gets its own Post-it and stick these in the strengths area.

   Step 4
   Repeat this for weaknesses, opportunities and threats.
Step 5
Per term (strengths, weaknesses, opportunities and threats) the students now cluster the Post-its in it based on similarity of focus/idea. It could be that different students came up with similar ideas all these Post-its are sorted. The students have to come up with an overarching word for the clustered Post-its. Single ideas can just stay as they are.

Step 6
The new overarching words and single ideas are now the only Post-its left in the section of the particular term (strengths, weaknesses, opportunities and threats). The students of the group working on the matrix can now vote, each can mark 3 ideas per term. When everybody is done, the idea(s) per term with the most votes is/are circled and can help in gaining further focus regarding the objective.

Step 7
Optional: let the groups rotate and explain the SWOT matrix to each other. Discuss the strengths and weaknesses and how these can influence the project. Main question: What can the students do with this information in relation to their objective?

Tips
• Make sure that the teachers are actively walking through the classroom and let them ask critical questions during the exercise to keep the students on their toes.

Variations
A SWOT analysis can be used for multiple reasons, and not only for the purpose written above. It can be used to:
• Explore new solutions to issues;
• Identify barriers that will limit goals/objectives;
• Decide on direction that will be most effective;
• Reveal possibilities and limitations for change;
• Revise plans to best navigate systems, communities, and organisations;
• Enhance ‘credibility of interpretation’ to be used in presentation to leaders or key supporters..

References
Albert Humphrey’s SWOT Analysis
### 8 ‘Six Honest Men’

**Overview**
This workshop connects science to business and society and can be used when small teams of students carry out research and provide consultancy on an issue identified by the project client. This workshop is about exploring the information you have and unravel different ideas and point of views.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Analysing, formulating a common goal, perspective taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to explore and unravel the information they have collected on an issue. Students are able to map different ideas and points of views that are in play concerning an issue.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Flip chart sheets, Post-its, markers, sticky tape</td>
</tr>
</tbody>
</table>

**Set-up**

a. Preparation teacher
   Answer the ‘six honest men’ questions for yourself in relation to the client and its issue. This could function as an example to explain the aim and elements of the exercise to the students.

b. Teaching set-up
   Step 1
   Students bring all their collected information together based on answering (part of) the questions (or related questions) below.
   
   • **Who** is involved? **Who** can help solving the problem?
   
   • **What** is the problem? **What** is the situation? **What** has been done or tried before? **What** does the theory say about it?
   
   • **When** does it take place (process and moment)? Since **when** has it been it a problem?
   
   • **Where** does the problem arise/ take place? **Where** is this problem also an issue (other situations)?
   
   • **Why** does this problem need fixing (and according to who)? **Why** is the problem not (yet) solved? **Why** is it a problem?
   
   • **How** do stakeholders look at this problem? **How** would [...] look at this problem? **How** do people cope with this problem? (i.e. mentally, cognitive, practical, normative?)

   Step 2
   Students structure their answers on the ‘six honest men’ in the 6 groups: WHO, WHAT, WHEN, WHERE, WHY, HOW by making a schematic overview of it. And while doing this they have to prioritise the answers: What is important, what has a stronger weighting for the solution?
Step 3
In addition, the students choose a direction on which they want to focus by answering the following questions based on the data from this ‘six honest men’ exercise:
1. Which data is most important to consider?
2. What parts of the data can be clustered?
3. Which patrons do we see in the data?
4. Do we need additional (new) data in order to continue with our work?

Step 4
Optional: End the session with presentations from all the groups, in which they share their insights and their chosen focus.

Tip
- You do not have to use all questions above. Choose the questions that fit your field or problem the best. You can also choose to alter the questions in order to make them most productive for your educational purpose.
- Finish this workshop with an impact-feasibility matrix.

Variations
The workshop can very easily be combined with the 5 Why’s, to give both breadth and depth to the investigative process. The primary goal of the 5 why’s technique is to determine the root cause of a problem by repeating the question ‘Why?’. Each answer forms the basis of the next question.
Example: The vehicle will not start. (the problem)

1. **Why?** – The battery is dead. (First why)
2. **Why?** – The alternator is not functioning. (Second why)
3. **Why?** – The alternator belt has broken. (Third why)
4. **Why?** – The alternator belt was well beyond its useful service life and not replaced. (4th why)
5. **Why?** – The vehicle was not maintained according to the recommended service schedule. (Fifth why, a root cause)

References
Tutor Manual Crash Course in Creative Problem-solving, Academic Year 2016-2017, Maastricht University, Zuyd University of Applied Sciences
9 Business Model Canvas

Overview
This workshop connects academia to business and society and can be used when small teams of students carry out research and provide consultancy on an issue identified by the project client and produce clear, practical recommendations. Drawing a Business Model Canvas helps students to make a quick-scan analysis of an organisation by systematically focusing on several business elements, and therefore obtain an overall view of all the important elements of the organisation.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Analysing, formulating a common goal, perspective taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to perform a business model canvas analysis of an organisation Students are able to map the organisation mechanism.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Scheme from <a href="http://www.businessmodelhub.com">www.businessmodelhub.com</a> Post-its (in different colours), sticky tape</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
Find a company/organisation that connects to the aim of the course or the specific topic of your workshop. Fill in the Business Model Canvas for yourself. This could function as an example to explain the aim and elements of the business model canvas to the students.

b. Preparation student
If you want students to fill in a business model canvas for a company/organisation of their own choice, let them bring information of that company/organisation to class.

c. Teaching set-up
Step 1
At the start of the course, divide the students into groups of around four students. Every group chooses its own leader. This leader acts as the moderator.

Step 2
Start the tutorial by explaining the business model canvas using a blank canvas. Make sure that you cover the different elements of the canvas. For example, how is it used in practice? And: what is the aim of filling in the canvas? You can explain that the left part of the canvas covers internal organisational aspects, and the right part focuses on customers. Furthermore, the canvas can help you (and organisations) to see all the important elements of an organisation and visualise the connections between them.
In addition, give an example of a completed canvas and explain these questions based on the completed canvas (see examples).

---

3 See business model canvas from [www.businessmodelhub.com](http://www.businessmodelhub.com)
Step 3
Every group receives the business model on A3-sized paper. Students can either choose a company, develop a company or have one assigned to them by the lecturer. Instruct the groups to fill in the business model canvas. Ask the students to start with the customer segment and write down the company’s clients on Post-its. Explain that every customer has her/her own colour Post-it. These colours are used when an activity or a definition relates to a customer in the rest of the model. The model is completed when all customers are known, and all the elements of the model are filled in.

Step 4
After the entire business model is completed, the students analyse the strong and weaknesses of the organisation. Ask the students to assign a + for strong points, or a – for weaknesses to every Post-it.

Step 5
Next, the students think about how the organisation could be improved. Let the students formulate solutions to the weaknesses.

Step 6
Optional: End the session with presentations of all the groups, in which they share their insights.

Tip
- Ask a student from the previous class/ year to assist you with this activity. Having participated in the struggles first-hand in the previous year, the student co-teacher brings an invaluable voice of experience to the new group.

- Invite the project client to the presentation session.

- Let students looks at each other’s model. They can learn from the strong points of the other organisations.

Example
Your course focuses on the development of a project for locals in a poor neighbourhood. As an example, you will give your students a business model canvas of an organisation, which uses a piece of land where they can educate the (unemployed) locals about agriculture. These locals could then produce vegetables and sell them to the people in their neighbourhood. The vegetables are low-priced, because of the poverty in this area. The common goal is to produce local-made, cheap and healthy food.
<table>
<thead>
<tr>
<th>Key Partners</th>
<th>Key Activities</th>
<th>Value Propositions</th>
<th>Customer Relationships</th>
<th>Customer Segments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The local primary school +</td>
<td>Education of the volunteers –</td>
<td>Delivery of cheap, healthy, local-grown vegetables +</td>
<td>Local community +</td>
<td>Poor locals +</td>
</tr>
<tr>
<td>The local community centre +</td>
<td>Production +</td>
<td></td>
<td></td>
<td>People who eat unhealthy food –</td>
</tr>
<tr>
<td>The local government –</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Resources</th>
<th></th>
<th></th>
<th>Channels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteers +</td>
<td></td>
<td></td>
<td>The local primary school +</td>
</tr>
<tr>
<td>A large piece of land –</td>
<td></td>
<td></td>
<td>The community centre +</td>
</tr>
<tr>
<td>Tools for agriculture –</td>
<td></td>
<td></td>
<td>Word of mouth +</td>
</tr>
<tr>
<td>Seeds +</td>
<td></td>
<td></td>
<td>Social media +</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost structure</th>
<th>Revenue streams</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Production –</td>
<td>A bag with vegetables +</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Variations**
Add the disciplines or backgrounds of the customers to the Post-it’s in order to gain insight into the different interests.

**References**
10 Customer Empathy Map

Overview

Customer Empathy Maps are another way to see the world through customer’s eyes. It’s a great tool for putting yourself in their shoes and thinking more holistically about the issues you are trying to solve in their lives. Drawing a Customer Empathy Map helps students make a quick-scan analysis of the intended customers by systematically focusing on several elements in their feelings, convictions and behaviour, and therefore obtain an overall view of their wants and needs. Empathy Maps can offer new insight into customer’s environments and how this might affect product decisions, marketing messages and business strategy.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Perspective taking ability, organising and structuring, analysing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>60 minutes (plus 15 short presentations)</td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>Students are able to draw a Customer Empathy Map.</td>
</tr>
<tr>
<td></td>
<td>Students are able to draw a Customer Empathy Map.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Printed templates from <a href="https://digitalwellbeing.org/the-empathic-pitch-the-client-empathy-map-template-download/">https://digitalwellbeing.org/the-empathic-pitch-the-client-empathy-map-template-download/</a> Post-its (in different colours), sticky tape</td>
</tr>
</tbody>
</table>

BUSINESS MODEL GENERATION - EMPATHY MAP

What does she THINK AND FEEL? what really counts major preoccupations worries & aspirations

What does she HEAR? what friends say what boss says what influencers say

What does she SEE? environment friends what the market offers

What does she SAY AND DO? attitude in public appearance behaviour towards others

PAIN fears frustrations obstacles

GAIN wants / needs measures of success

Source: http://businessmodelgeneration.com/book/...
Set-up

a. Preparation teacher

Fill in a Customer Empathy Map using another case study, in order to explain the purpose of the map and the different steps to be taken. Or review the example given below.

Optional: Fill in the Customer Empathy Map for yourself for this specific case. This can help while coaching the students.

b. Teaching setup

Step 1
At the start of the course, divide the students into groups of around four students. Every group chooses its own leader. This leader acts as the moderator.

Step 2
Start the tutorial by explaining the Customer Empathy Map using by a blank canvas. Make sure that you cover the different elements of the canvas. For example, how is it used in practice? And: what is the aim of filling in the canvas? You can explain the sequence, starting by thinking and feeling. The way a customer thinks and feel, influences what he or she says or does. Furthermore, the customer’s own thoughts, feeling and behaviour influence what they see and hear in their environment. Finally, think about the customer’s pain and gain.

In addition, give an example of a completed canvas and explain these questions based on the completed canvas (see examples).

Step 3
Every group receives the Customer Empathy Map on A3-sized paper. Ask the students to start with the customer segment and write down the company’s clients on Post-its. When they finish this part, they move to say and do, see and consequently to hear.

Step 4
After the first part of the empathy map is filled out, students start analysing and drawing conclusions about the pains and gains of the customer.

Step 5
Next, let the students think about how this information about their customers influences product decisions, marketing messages, business strategy or other predefined goals.

Step 6
Optional: End the session with presentations of all the groups, in which they share their insights.

Example
An example is the ‘Fresh Search’ – a farm to phone app. The idea behind this app is to make it easy for consumers to evaluate the quality of products, review its origin and also look for the best value.

‘Obviously, food is integral for survival, but eating healthy is expensive and cheap produce is infested with chemicals. Users do not have the time to research the origins of their food nor do they want to break the bank. By providing users with the ability to have information at their fingertips about something as important as their health, it allows them to take power back from morally corrupt corporations and feel more in control of their eating habits and decisions.’

Below you can find a summary of their potential client ‘Nicole’.
Tip

- Ask a student from the previous class/year to assist you with this activity. Having participated in the struggles first-hand in the previous year, the student co-teacher brings an invaluable voice of experience to the new group.

- Let students looks at each other’s model. They can learn from the insights points of the others.

References

Download canvas
https://rachelmorin.me/fresh-search/
Working towards solutions
11 Vision Cover Story

Overview
The Vision Cover Story engages participants in a creative visioning exercise to imagine their idea, project, or organisation as a ‘cover story’ for a published magazine. For example, a team can imagine a Time Magazine or local newspaper ‘cover’ for their university’s work in the community for the year 2035. This activity provides a variety of tasks – including silent brainstorming, drawing, coming up with clever slogans – that provide people with many ways to explore their visions, ideas, and goals. It helps a team articulate a shared vision while having fun.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Reasoning, situation awareness, evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to find solutions for the research question.</td>
</tr>
<tr>
<td></td>
<td>Students are able to use future thinking on an issue and determine possible solution directions.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Flip charts, markers, Post-its, sticky tape, wall or table</td>
</tr>
</tbody>
</table>

Set-up
a. Preparation teacher
   Optional: Draw the vision cover outline before the exercise on a flip chart sheet. The amount should be the same as the number of groups in the Pressure Cooker. Otherwise students can do this themselves (see step 1)

b. Preparation student
   Students need to know the basic information about the topic they would like to research. You could give the students at least two papers to read before the Pressure Cooker starts. In addition, it is important that the research question for every group is already defined.

c. Teaching set-up
   Step 1
   Draw a ‘cover story’ guideline on a big sized paper-containing cover, big headlines, brainstorms, quotes, images and sidebars – arranged in an artistic, welcoming manner (see example).
Step 2
Introduce the activity. You can do this in a straightforward manner by reviewing the goals, then presenting the small group(s) with a scenario, such as:

‘Imagine that it’s the year XXXX. As you are travelling, you see a newsstand with the latest copies of your favourite magazines. Then, on the cover of one, you notice a big headline about your question or issue. Now, your job as a group is to create that ‘cover story’ and its other elements (sidebars, images, quotes, etc.).’

Within each group, there should also be ONE FACILITATOR. That person’s role is to keep the group moving, be concerned about time, and generally facilitate the process. Decide whether you want to choose that person yourself, take a volunteer, or have the group come to a consensus.

Step 3 Silent brainstorm (10 min).
When the groups start to work, the facilitator should first go over the cover story poster. Review the task. Give everyone a small stack of Post-its. Have people silently write down their ideas for any part of the cover story poster, one idea per Post-it. For example, someone might scribble a quote. Someone else might have an idea for the cover headline. Let people do this for 5-10 minutes. Then, the facilitator should read over all of the Post-its to the group. The purpose of this is to see what kinds of ideas have been generated and to spark new ones. Don’t allow discussion yet.

Step 4 Group determines focus (15 min)
The facilitator should focus the group to decide on the cover story. The group may have a strong preference for an item up already, be interested in a new one, or suggest a merged idea. The facilitator needs to decide the process (vote, general agreement, or whatever). Keep the group moving towards a decision.

Step 5 Group work on cover story (40 min)
At this point, everyone should work on completing the cover story poster. In general, the facilitator should see how the group handles this task. The group may already be inclined toward self-selecting and delegating out the different ‘pieces’ of the project. If not, the facilitator may want to gently guide the group in that direction.

Step 6 Group finishes board (10 min)
You want to wrap the small group work by having everyone focus on finishing the poster. Encourage people to use their creativity and add drawings, colour, flare, etc. Everyone should also sign his or her name on the poster.

Step 7 Gallery walk and wrap-up (20 min)
Optional: Next, everyone should do a gallery walk. You can allow a member of each team to briefly present their cover story to everyone else before the gallery walk. This sharing is a powerful part of the exercise (for larger groups), because it allows people to learn from each other’s creativity and ideas.
End the workshop with an appropriate closing reflection, evaluation, and next steps. Reflection can include statements by members of the larger group about their insights, feelings, and experiences.

**Tips**
- This exercise can be done at the start of the Pressure Cooker in order to give the students the opportunity to find the dot on the horizon which can help them throughout the whole two and half days of the Pressure Cooker.
- The other option is to do this exercise after the expert meeting and have the students use brainstorming and the feedback of the experts to focus on finding solutions for the issue.
- You can decide to define the magazine in the introduction so students have a more bounded focus for their cover story, choose for example an important magazine in your field.

**Examples**

**Variations**

Within each group designate ONE OBSERVER who cannot contribute. That person’s role is to observe the process and group dynamics. Figure out whether you want to assign that person or take a volunteer. About 10-15 minutes before time is over, you should allow the observer to make some comments. The observer should simply state what he or she observed. Some questions to consider are: Did everyone contribute? What style did the group exhibit? What style did the facilitator use? What was it like to observe (hard or easy).

**References**

The Grove Consultants International in cooperation with designabetterbusiness.com
Idealists on Campus
12 Walt Disney strategy

Overview
The Walt Disney strategy stimulates creative thinking, for example when students need to come up with solutions for complex issues. First, students are challenged to have an open and positive attitude in order to come up with new and unconventional ideas. Then students are stimulated to translate their ideas into structured and concrete plans.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>A questioning attitude, formulating a common goal, analysing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to come up with at least ten possible solutions for complex issues.</td>
</tr>
<tr>
<td></td>
<td>Students are able to use the central question to specify a creative solution.</td>
</tr>
<tr>
<td></td>
<td>Students are able to give feedback on the feasibility of an idea.</td>
</tr>
<tr>
<td>Requirements</td>
<td>You need three imagined or real rooms. Flip charts, markers, Post-its, sticky tape.</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
   Just like the working method of Walt Disney for his cartoons, the students are going to think about solutions to their research question in three stages.
   Make sure you have three separate rooms available for this workshop. If it is not possible to have three separate rooms, create three different divisions in one room, in order to differentiate between the dream room, the reality room and the sweatbox. Or introduce the different rooms very clearly so students are aware in which stage they are.

b. Teaching set-up
   Step 1
   The students work on their issue or research question with their team.

   Step 2
   Direct the students to the dream room (this may be an actual room or just a part of the classroom, or just the table the team is working on). In the dream room ideas are being created. Explain that everything is possible – there are no boundaries. Ask the students to write down every idea on a Post-it, which they then stick on a large piece of paper. When everyone has finished his/her ideas, let the students discus the ideas as a team and provide feedback on the ideas. Only positive feedback (comments like ‘great idea’ etc.) is allowed in the dream room.

   Step 3
   After the dream room, direct the students to the reality room. In this room, they pick one or more ideas that were generated in the dream room to further elaborate on. Then students are stimulated to translate their ideas into structured and concrete plans. The central question in the reality room is: ‘How does it work?’ Or: ‘How do we make it work?’
Encourage the students to remain positive about the possibilities but also to be precise and as concrete as possible.

Step 4
The next room is the sweatbox. In this room, students pitch their idea to the rest of the group. The group gives feedback on each other’s ideas, guided by the question: ‘Is this possible?’

Tips
- You can choose to let the students go through these rooms only as a team, or you can also let other teams visit each other and take up the role of realist or criticiser in order to have new input and insights.
- In the dream room, let the students walk around and provide feedback on the ideas (instead of team discussion). Only positive feedback (comments like ‘great idea’ etc.) is allowed in the dream room.

Example
How to solve low levels of work motivation?
In a course on labour & organisation, students from various backgrounds (psychology, sociology and business studies) were challenged to think creatively about a research design that would enable them to solve a real-life issue. A medium-sized international company based in Amsterdam was struggling with low levels of motivation amongst its employees. The main question that had to be investigated with their research design was: ‘What causes the low levels of motivation among employees?’

In the dream room, students came up with many ideas, based on their knowledge from different fields and different perspectives on the focus of the issue. Some examples of these ideas were: ask the employees to keep a diary about their experiences at work; perform a discourse analysis on their work emails; start working undercover and observe what’s going on; ask them to do something completely different for two days and evaluate the changes; use focus groups; switch jobs among the employees and reverse power relations as an experiment; take them on a trip; and do personality tests.

In the reality room, the students took a closer look at their ideas and found that although most of the ideas were not realistic, they touched upon important aspects of work motivation. The lack of motivation could have something to do with personality, power relations, type of work, type of organisation, and/or the reward system. In order to keep all options open, they chose an explorative approach. Employees from different levels within the organisation were asked to keep a journal for one week and to write about their experiences at work. They were given the freedom in the structure and length of their reflections, but were asked to address the highlights and low points of each day.

After they had presented this idea to the rest of the group in the sweatbox, peers gave feedback on how to approach the employees, ensure anonymity, and present the results to the organisation. The group also suggested that the research would need a second phase in order to answer the research question.

Variations
To prepare the students for the dream room, you could do a brief exercise in which they experience the differences between stimulating and resisting ideas. Divide the students into pairs...
and for two minutes, have one member of each pair propose all kinds of ideas, to which the other member always responds ‘No’; after one minute this student switches to positive and enthusiastic reactions. Change roles after two minutes.

The setup of the three (imagined or real) rooms can promote the purpose of the stage the students are in. The following are examples of possible setups:

- **Dream room**: the group is arranged in a circle around the ideas they come up with.
- **Reality room**: the group is arranged in a half-circle and they are facing the ideas they picked to work out.
- **Sweatbox**: the group is confronted with the rest of the group, who will critically analyze their idea.

**References**

The framework is derived from the curricular design within the Psychology Department of the University of Amsterdam.
13 Scenario analysis

Overview
Students are challenged to explore the future by means of a scenario analysis. For a specific theme, they sketch a possible future in which they combine known facts with current and future trends and uncertainties. Students learn to analyse, integrate and present trends and facts that interact in complex ways by using scenario analysis. This method consists of several steps, and focuses on the future.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Sound decision making, situation awareness, analysing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>120-150 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to anticipate at least one plausible outcome of a complex issue while using a scenario analysis method.</td>
</tr>
</tbody>
</table>

Requirements

Set-up

a. Preparation teacher
This learning activity involves several exercises within one method (the scenario analysis). The success of this workshop largely depends on the level of motivation of the students and the timing of this activity within the Pressure Cooker.

b. Teaching set-up
Step 1: Brainstorming about the future (depending on the variation, at least 45 minutes)
The first task for the students is to think creatively about possible futures for the topic. At this stage, it is important to tell students that anything is possible; there are no boundaries and the students are encouraged to think outside the box. Various methods can be used to achieve this (see variations).

Step 2: Analysing trends (at least 30-45 minutes)
The next step is to ask students to analyse and structure the ideas generated in step 1. In this step, students search for academic and non-academic literature/expertise to support the trends. These trends should reflect a wide variety of information and include different domains, such as the political, the socio-economical, the cultural, the ecological and the technical domain.

Step 3: Formulating the driving forces of the future (10 minutes)
Based on the gathered information, students select two driving forces which will have a great impact on the future of their chosen topic, but of which the outcomes are still uncertain and hard to predict.

Step 4: Drawing a scenario framework (20 minutes)
Ask the students to draw the scenario framework, based on two axes. The driving forces are the axes of a scenario framework. In this way, four possible futures are mapped. The axes are continuums and the ends of each axis represent the most extreme outcomes. The students pick one scenario for further analysis. They may choose a best-case or a worst-case scenario.
Step 5: Developing a storyline through backcasting

In the final stage, students take their scenario as a starting point from which they work back towards the present by identifying steps that need to be taken, and anticipating things that need to happen to realise their future scenario. Once they have developed a coherent timeline, they present their scenario through storytelling. This means that the students will describe all different steps from now until their future scenario into one coherent story. A story enables the students to present the complex interplay of causal relationships.

Tips

- A story is a way to present a future scenario to academic or non-academic audiences. The following points of interest for storytelling will make the future reality more plausible and imaginable: think of a catchy name; make use of metaphors; pay attention to details; integrate both current ‘certain’ and possible future trends.
- This learning activity should be well planned, since it involves many different elements that are elaborated upon over time.

Example

Since this workshop is complicated and consists of many steps, the following example is a description of the interpretation of the scenario analysis by a group of students. This example can help you to understand the method of the scenario analysis and the steps that need to be taken by the students: Scenarios of the future of agriculture;

Step 1
In the ‘Sustainable Dynamics’ course, a group of four first-year students in Future Planet Studies decided to explore the future of agriculture. In their first brainstorming session about possible future trends within this theme, they thought of genetically modified products, food conflicts and wars as a result of a worldwide food crisis, the exchange of knowledge on extensive land use, changing norms and values concerning food, urban farming and, lastly, the end of hunger.

Step 2
By analysing these ideas and trends, they found that there was uncertainty about methods of land use: trends were pointing in the direction of both more intensive and more extensive land use. The pattern of globalisation concerning food was also an important but uncertain factor.

Step 3
The students formulated technology and innovation as the driving forces behind the development of type of land use, and economic ethics as the key driving force behind the development towards either more globalisation or more protectionism.

Step 4
Their scenario framework looked like this:

```
<table>
<thead>
<tr>
<th>Extensive land use</th>
<th>Intensive land use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of international relations</td>
<td>Means of land use</td>
</tr>
<tr>
<td>Protectionism</td>
<td>Globalization</td>
</tr>
</tbody>
</table>
```
The desirable future of extensive land use and international cooperation was chosen for further analysis. Through retrospective research, the students found that a transition in thinking about land use, diet and international aid was needed to meet the conditions of this scenario. Although less desirable, the awareness and readiness for action would be triggered by a worldwide food crisis as a result of overexploitation and market competition.

Variations
There are several ways to stimulate creative thinking:

- The Walt Disney strategy.
- Ask students to write an essay as a homework assignment in the form of a diary of a student in the year 2060. The essay should cover one day in the life of this student and should be about their chosen topic. Below is an extract from the essay written by one of the students in the group that focused on agriculture:
  
  It’s 7 o’clock and I didn’t sleep at all last night, thanks to the genetically modified glow in the dark fish that I got as a present. Unfortunately, I have to get up now since we’re going on an excursion to the Museum for Agriculture. It’s the only place in the Netherlands where they still apply intensive agricultural land use. It has become part of our cultural heritage, since intensive land use led to severe soil degradation and food insecurity. I’ve heard we’re even allowed to taste some products, which is exciting, since I’ve never tasted ‘authentic vegetables’ or ‘traditional meat’. They say it tastes better, but obviously in-vitro meat is much more nutritious and healthier.

- A story or film script is a way to present a future scenario to academic or non-academic audiences. The following points of interest for storytelling will make the future reality more plausible and imaginable: think of a catchy name, make use of metaphors, pay attention to details and integrate both current ‘certain’ and possible future trends.

References
The framework is derived from the curricular design within the Institute for Interdisciplinary Studies.
14 Impact-feasibility matrix

Overview
In order to set priorities on what actions to take first, you can use a simple tool called an ‘impact feasibility analysis’ that helps you facilitate a group discussion of options that have the highest benefit or impact for the least effort or cost – in terms of both time and expense. It is similar to a ‘cost-benefit analysis’ that helps you prioritise, match actions to your capacity, and remain realistic about timing.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Sound decision making, situation awareness, ordering &amp; structuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Intended learning outcomes</td>
<td>Students are able to prioritise their solutions, match actions to capacity and remain realistic about planning.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Flip chart sheets, markers</td>
</tr>
</tbody>
</table>

Set-up

a. Preparation teacher
   The best moment to use this workshop is in addition to/after a workshop on ‘analysis of the issue’ or after a workshop on ‘working towards solutions’. You can also choose to have students do it in both situations.

b. Preparation student
   The students must have gone through the analysis phase already (see analysis of the issue) and still have multiple options for solutions they could focus on.

c. Teaching set-up
   Step 1
   Explain the rationale for the workshop to the students: The impact-feasibility (or effort) matrix was designed specifically for the purpose of deciding which of many suggested solutions to implement. It provides answers to the question of which solutions seem easiest to achieve with the most effects.
   
   Step 2
   Retrieve suggested solutions from previous workshops.
   
   Step 3
   Construct an empty diagram with effort required to implement the solution on the horizontal axis and impact of the solution on the vertical axis, and divide it into four quadrants.
Step 4
Assess effort and impact for each solution. Place the solutions (one per Post-it) in the diagram according to these assessments. You can use a symbol, colour, or label to identify each possible solution.

Step 5
Solutions falling into the upper left-hand quadrant will yield the best return on investments and should be considered first.

Tips
- Students tend to forget that cost is also a very important reason on feasibility. Make sure that the students also take that into account when filling in the matrix.

Variations
Use the Feasibility-Impact-Urgency (FIU) matrix instead. The Feasibility-Impact-Urgency Matrix will improve your ability to make correct decisions and solve issues. FIU Procedure
- List the options
- Clarify the rating criteria (‘Feasibility’ means what in your situation?). You could use sub-criteria (e.g. split Feasibility into Cost, Risk, Suitability)
- Rate each item (1, 3 or 5 with 1 = Low, 5 = High)
- Sum F+I+U and invert and rank (highest sum is first rank).

<table>
<thead>
<tr>
<th>No.</th>
<th>Option</th>
<th>Feasibility</th>
<th>Impact</th>
<th>Urgency</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continue to use Excel</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Buy same system used by Competitor-X from Vendor-A</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Buy solution from Vendor-B</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2=</td>
</tr>
<tr>
<td>4</td>
<td>Buy solution from Vendor-C</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Review and re-engineer our whole value chain</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>2=</td>
</tr>
</tbody>
</table>

References
Gamestorming.com
www.asq.org
Convincing presentations
15 Elevator pitch

Overview
A shared vision is an important driver for collaborative efforts. In order to be able to form an overarching vision for an academic project, students need to be able to express their own vision clearly and effectively within a short period of time. In this learning activity they learn how to do this by focusing on: 1) the most important elements of their vision; 2) using their voice and body language to convince their audience.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Ordering and structuring, reasoning and situation awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>45-90 minutes</td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>Students are able to explain their vision on an academic project clearly and effectively. Students are able to give a short goal-oriented presentation.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Laptop or computer, beamer, PowerPoint, Prezi or other presentation programme</td>
</tr>
</tbody>
</table>

Set-up
a. Preparation teacher
   Tell the students about this assignment in advance of the elevator pitch presentations.
   Explain the important elements of public speaking (e.g. speaking dynamics, rhythm, use of metaphor/example, importance of repetition, etc.).

b. Preparation student
   Instructions: The elevator pitch
   Prepare a talk lasting no more than four minutes, in which you clearly explain the project work up until then. If used during the expert meeting, also add at least one question you have that can help you in the further process of the Pressure Cooker. Give the students enough time to prepare their pitch. The presentation should include max. 4 slides.
   Encourage students to practice the elevator pitch within their group.

c. Teaching set-up
   Step 1
   At the beginning of the workshop, repeat the important elements of public speaking (e.g. speaking dynamics, rhythm, use of metaphor/example, importance of repetition, etc.). Also inform the students that they will be expected to provide feedback on their peers’ presentations. Give the students time to prepare their elevator pitch.

   Step 2
   Organise the order of presentations and collected the presentations in time before the actual event. Start the pitches. Time them carefully – don’t be lenient. The time constraint is what forces the students to stay focused and be succinct.

   Step 3
   Between pitches, have students in the audience provide feedback (on Post-it’s) to the student on the question they had and on the content: What was clear? What was not clear? Why were things unclear? Did the speaker manage to engage the public and capture their interest in the topic discussed – and why (not)?
Step 4
Optional: Discuss differences between an academic presentation and an elevator pitch with the students. In what context could an elevator pitch be more useful? Why? (You can also choose to do this at the beginning of the workshop, during the explanation of the assignment).

Tip

- Let student time each other with a stopwatch.

Variations
When introducing the assignment to students, you could give an elevator pitch yourself.

Videotaping the pitches can be useful for giving the students insight into their presentation skills.

Students feed off of each other in brainstorming, so one person’s idea might inspire a new one from somebody else. Remind them to capture those thoughts. By writing them down, they’ll be ready to share when their time to speak comes up.

References
The framework of this ILA is derived from the curricular design within the Institute for Interdisciplinary Studies.

Ilene Rosenzweig & Michael Caruso
16 PechaKucha 20x20

Overview
PechaKucha 20x20 is a simple presentation format where you show 20 images, each for 20 seconds (6min 40sec in total). The images advance automatically and you talk along to the images. It is a great format for project reviews and presentations in the classroom or for internal meetings in organizations. Students need to be able to express their own vision clearly and effectively within a short period of time.

<table>
<thead>
<tr>
<th>Interdisciplinary skills</th>
<th>Ordering and structuring, reasoning and situation awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration – activity</td>
<td>45-90 minutes</td>
</tr>
<tr>
<td>Intended learning outcome</td>
<td>Students are able to explain their vision on an academic project clearly and effectively.</td>
</tr>
<tr>
<td></td>
<td>Students are able to give a short goal-oriented presentation.</td>
</tr>
<tr>
<td>Requirements</td>
<td>Laptop or computer, beamer, PowerPoint, Prezi or other presentation programme</td>
</tr>
</tbody>
</table>

Set-up
a. Preparation teacher
Tell the students about this assignment in advance of the PechaKucha presentations. Explain the important elements of public speaking (e.g. speaking dynamics, rhythm, use of metaphor/example, importance of repetition, etc.).

b. Preparation student
Instructions: PechaKucha
Prepare a talk consisting of 20 slides that advance automatically every 20 seconds, in which you clearly explain the project work up until then. If you use this format during the expert meeting, also add at least one question you have that can help you in the further process of the Pressure Cooker. Give the students enough time to prepare their presentation. Encourage students to practice the PechaKucha within their group.

c. Teaching set-up
Step 1
At the beginning of the workshop, repeat the important elements of public speaking (e.g. speaking dynamics, rhythm, use of metaphor/example, importance of repetition, etc.). Also inform the students that they will be expected to provide feedback on their peers’ presentations. Give the students time to prepare their PechaKucha.

Step 2
Organise the order of presentations and collect the presentations in time before the actual event to organise the presentations for the PechaKucha automatic run. Start the presentations. Don’t be lenient with time. The time constraint is what forces the students to stay focused and be concise.

Step 3
During the presentations, have students in the audience provide feedback on Post-it’s to the student/group on the question they had and on the content: What was clear? What
was not clear? Why were things unclear? Did the speaker manage to engage the public and capture their interest in the topic discussed – and why (not)?

Step 4
Optional: Discuss differences between an academic presentation and a PechaKucha with the students. In what context could an elevator pitch be more useful? Why? (You can also choose to do this at the beginning of the workshop, during the explanation of the assignment).

Tips

- Let the students brainstorm the layout/content of the slides for 10 minutes before they start dividing tasks. They also need to think about readability of the slides.
- Match different groups after the presentations are ‘finished’. Let them present via the PechaKucha way to each other. The feedback they get can be used to make the final presentation even better.

Variations
When introducing the assignment to students, you could do this by using the PechaKucha format yourself.

References
The presentation format was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture.
## 4 ENERGISERS

A. Team building | Newspaper whacker
B. Team building | In Order
C. Team building | Low-tech social network
D. Team building | Gift Shower
E. Team building | The Murder Game
F. Team building | The Student Animal
G. Team building | Spaghetti Tower
H. Team building | The criminal village
I. Concentration | Count to 10
J. Concentration | Meditation
A Newspaper whacker

Objective: Getting acquainted

Duration: 15-30 minutes

Group size: In groups of 10-15 people

Requirements: 1 newspaper group

Short description: Players have to call each other's name before they are hit with the newspaper

How to play the game

• Divide the students into groups of 10 to 15 people. Have the students form a circle of chairs per group and give each group a newspaper.

• Get the students to introduce themselves to each other.

• One student per group stands in the middle with the newspaper rolled up in his or her hands. This student is the 'whacker'.

• To start off, the oldest student calls out the first name. The 'whacker' tries to hit that student on the legs with the newspaper. The student named calls out the name of another student as quickly as possible. The 'whacker' now tries to hit the person named on the legs with the newspaper.

• If someone is hit before he or she has called out another name, that person stands in the middle. The previous 'whacker' may now start by calling out a name.

• The end is signalled by means of a whistle.

Variation

• Have students use each other's surname

• Make it into a competition per group. The objective is to be the 'whacker' as few times as possible.

• Get half of the group to switch with another group after 15 minutes and play another round.
**B In order**

**Objective:** Getting acquainted  
**Duration:** 15-20 minutes  
**Group size:** In groups of 10-15 people  
**Short description:** Players place themselves in groups in order in various categories

**How to play the game**

- Divide the students into groups of 10 to 15 people.
- Explain to the students that they need to place themselves in order in a row. Say that the person leading the same will call out various categories. The groups need to place themselves in order per category.
- Start the game by naming various categories.
- Indicate the end by announcing the final round.

**Variation**

- Categories: first name; surname; age; shoe size; height; last holiday in alphabetical order; place of residence in alphabetical order
- Categories with discussion: hair colour; favourite country.
- Have the entire group of students place themselves in order.
C Low-tech social network

Objective: Getting acquainted

Duration: 20-30 minutes, depending on group size

Group size: n/a

Requirements: One card per student, sufficient pencils and markers, a wall covered entirely with paper, sticky tape

Short description: The group makes a diagram of the connections between them.

How to play the game

• Get the students to draw their own avatar on their card. There must be enough space left at the bottom of the card for their name.

• Get the students to put 2 words on their card that say something about themselves. That could be a character trait or an interest.

• Stick the cards at a distance from each other on the wall.

• Get the students to draw lines between themselves and people they know. Ensure that they place a label next to the line. For example: we know each other from school, the sports club, we did a project together, etc.

Tips

• Give the students a different colour for each day and have them update the lines each day. Give them the opportunity to add labels to existing lines.
D Gift shower

**Objective:** Recognise positive qualities in others and give people the opportunity to hear positive things about themselves from others.

**Duration:** 20 minutes

**Requirements:** Pack of Post-its + pen per student

**Short description:** Receive and give compliments in a short space of time.

**How to play the game:**
1. Gather the students into a circle in an open area.

2. Ask students to write down as many compliments about their peers as possible on Post-its.

3. Ask students to stick the Post-it on the person’s back.

4. Take some time to let students read the compliments they have received.
E The Murder Game

Objective: Group formation

Duration: Entire course

Group size: n/a

Requirements: Name badges with all names

Short description: Students try to ‘murder’ someone as secretly as possible during the course. Who is the master murderer?

How to play the game

• Make badges with all the names of the students and the lecturers who will be attending the entire course.

• Hand out the badges. Ensure that nobody has his or her own name. Have a round of introductions afterwards during which everyone says his or her name.

• Tell them that the game will last the entire course. Tell the students that it is their task to ‘murder’ that person on the badge. ‘Murdering’ takes place by saying the sentence ‘you are dead’ to the victim. That is only possible if nobody else hears or sees it. Has somebody heard or seen it? In that case, the attempt has failed. If nobody hears it, the victim is murdered. The students show each other their badge to check. The murderer takes the badge from the victim. That is his or her next victim.

• The murdered carries on until he or she becomes the victim himself/herself. He or she only hands over the last badge. The previous victims are the score of the murderer.

• At the end of the course, check to see who has the most victims. That is the winner.

• The game can end earlier if the two final murderers run into each other. Those are the 2 winners.
F The Student Animal

Objective: Group formation

Duration: 20-30 minutes

Group size: Groups of 3-5 people

Short description: Players must ensure that only the number of parts of their body that the person leading the game calls out are touching the ground.

How to play the game

• Divide the students into groups of 3 to 5 people.

• Explain that the person leading the game will call out numbers of different parts of the body. The students must ensure that only these parts of the body are touching the ground. They can do this by using each other’s body. Anything goes, as long as the students stick to the numbers. Examples:
  o 5 knees, 6 hands and 2 feet
  o 4 bottoms, 3 hands and 5 feet
  o 2 backs, 2 hands and 2 feet
  o 6 hands and 4 feet

• Do one round with volunteers.

• Start the game by giving the first order. Use a signal to make it known that a certain time has elapsed.

• Indicate the end of the game by announcing the final round.

Variation

• Use less and less parts of the body.

• Towards the end, have groups drop out if they are not ready in time.
**G Spaghetti Tower**

**Objective:** Group formation

**Duration:** 15 minutes

**Group size:** Groups of 5-8 people

**Requirements:** For each group:
- 15 hard spaghetti strands
- 3 pieces of sticky tape
- 1 small ball of clay
- 1 short piece of string
- Measuring tape
- Table

**Short description:** The groups need to make the tallest possible structure with the materials

**How to play the game**

- Set up the tables beforehand and lay out the materials for each table.
- Divide the students into groups of 5 to 8 people. Have them take a seat at a table.
- Give the students 15 minutes for the structure.
- Measure the structures afterwards.

**Variation**

- Change the materials. For example: strips of newspaper, origami paper, Lego blocks, etc.
The criminal village

Objective: Group formation

Duration: 20-25 minutes per game

Group size: Groups of 10-20 people

Requirements: A stack of cards with words on them for each group:
- Murderer 3 X
- Police 4 X
- Citizen 10 X
- Informant 1 X
- The dealer 1 X
- The lone wolf 1 X

Short description: The village is plagued by a gang of murderers every night. Will the police and the good citizens succeed in stopping the gang?

Preparation
- Make as many stacks of cards as necessary for the number of course participants.
- On a board or a poster, write down the order in which you be calling out + the traits of the character.

Instructions
- Divide the students into groups of 10 to 20 people. Have them form a circle and give each group a stack with all the character cards therein.
- Explain the role of the person leading the game and how to play the game.
- Let the group appoint a person to lead the game.
- Give the groups one hour to play the game.

How to play the game
- The person leading the game hands out the cards randomly. Everyone ensures that nobody can see his or her character and lays the card down behind them.
- The person leading the game tells the inhabitants of the village to go to sleep each night. The unsavoury types then wake up. The murderers target the innocent population. Can the village inhabitants defend themselves? The goal of the murderers is to kill all the innocent citizens. The task of the other players is to actually eliminate the murderers. Which group will win?
- The game begins when the person leading the game says that it’s night-time. All the characters close their eyes.
- He wakes up the following characters in order and asks them to swing into action without making a sound.
1. The police (only first round): They look at each other and try to keep each other alive during the lynching.
2. The murderers: who will you murder tonight? Designate that person.
3. The lone wolf: Would you like to murder someone tonight? Designate that person.
4. The dealer: Would you like to bring the dead person/people back to life tonight?
5. The person leading the game lets each character go back to sleep again after their turn before waking the next character.

- When all the nocturnal character have had their turn, he lets everyone open their eyes. The person leading the game says who has not survived the night. That person may no longer actively participate in the game. The group may choose who will pay for this by means of a discussion.
- The person leading the game has everyone indicate the person that they suspect. The votes are counted and the most suspected person is lynched by the mob. This murdered person may also no longer actively participate in the game. He lays down his character card facing upwards.
- A new night subsequently follows with the corresponding actions.
- The game is over when all the police are murdered or all the murderers are lynched.

Character description
- The murderers They are allowed to murder 1 person each night
- The lone wolf He or she is allowed to murder someone one time only
- The police They need to stay alive as long as possible
- The dealer He or she may bring a dead person/dead people back to life
- The citizens The innocents in the game. They may, however, take revenge

Tips
- Play the game with all lecturers first and let lecturers be the person leading the game in a group first.
- Ensure that all characters appear in the game.
- It is a smart idea as person leading the game to know how many police officers and murderers there are in the game. He or she will then know when the game is over.
I Count to 10

Objective:  Concentration
Duration:  15 minutes
Requirements:  None
Short description:  The group must count to 10 without arranging it. There are, however, obstacles.

How to play the game
•  Explain to the group that they have to count to 10. However:
  o  Nobody may say a number at the same time.
  o  Two people may not count after each other

    •  If this happens, the counting has to start again

Variation
•  Change the number that has to be reached.
J Meditation

Objective: Concentration

Duration: 15 minutes

Requirements: Per person:
Possibly a towel, comfortable clothing (so they don’t grow cold), possibly relaxation music

Short description: The students relax totally to regain energy

Instructions
- Have the students lie down on their towel on the ground. It’s also possible to sit on a chair. In that case, their back should be straight, away from the back of the chair. A slightly active posture therefore.
- Get the students to close their eyes.
- Get the students to relax their bodies from the feet to their head. Pause when reading out the sentences. When reaching the ellipsis (series of dots) and after the sentence.
  - Tense your toes.... and release them again
  - Tense Your feet... and release them again
  - Tense your calves.... and release them again
  - Tense your knees.... and release them again
  - Tense your thighs.... and release them again
  - Tense your buttocks.... and release them again
  - Tense your stomach.... and release it again
  - Tense your chest.... and release it again
  - Tense your fingers.... and release them again
  - Tense your hands.... and release them again
  - Tense your forearms.... and release them again
  - Tense your upper arms.... and release them again
  - Tense your shoulders.... and release them again
  - Tense your neck.... and release it again
Tense your jaw.... and release it again
Relax your tongue... your cheeks.... and stop frowning your forehead
Relax your crown

Let the students remain lying down for 5 minutes. Order them to gently tense their entire body and sit up.
Appendices
Appendix 1  Example Pressure Cooker Reflective Learning Report

NB You should capture your personal views on the Pressure Cooker dated…. under the headings given below. The entries given are for your guidance and should not influence your true evaluation and reflection.

Name …………………………………………………………………
Date …………………………………………………………….

Objectives

- The objective of the Pressure Cooker is to collaboratively analyse a challenge from a client under pressure and develop and present a direction for a solution.
- Students make a conscious effort to reflect on the process and know their own role.

Personal objectives

- 
- 
- 

Highlights Day 1

- 
- 
- 

Highlights Day 2

- 
- 
- 

Self-assessment of professional competencies

<table>
<thead>
<tr>
<th>Problem-solving</th>
<th>Probes all appropriate sources; demonstrates advanced skill and insight in gathering and sorting key information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies and manages the appropriate level of inclusion indicated by the situation</td>
</tr>
<tr>
<td></td>
<td>Break down the challenge into key components</td>
</tr>
<tr>
<td></td>
<td>Consider various ways of approaching and resolving the challenge</td>
</tr>
<tr>
<td></td>
<td>You step up and take action without being asked. You look for opportunities to make a difference.</td>
</tr>
<tr>
<td></td>
<td>You have the ability to go beyond traditional approaches.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Reflect on individual and team performance for individual, as well as team, performance improvement.</td>
</tr>
<tr>
<td>Recognise one’s limitations in skills, knowledge, and abilities.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Communicate one’s roles and responsibilities clearly</td>
<td></td>
</tr>
<tr>
<td>Communicate with team members to clarify each member’s responsibility in executing the assignment</td>
<td></td>
</tr>
<tr>
<td>When necessary, integrate knowledge and experience of other disciplines/fields — appropriate to the specific challenge</td>
<td></td>
</tr>
<tr>
<td>Use unique and complementary abilities of all members of the team to optimise the result</td>
<td></td>
</tr>
<tr>
<td>Listens actively and encourages ideas and opinions of other team members;</td>
<td></td>
</tr>
<tr>
<td>Engage self and others to constructively manage disagreements about values, roles, goals, and actions that may arise</td>
<td></td>
</tr>
<tr>
<td>Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.</td>
<td></td>
</tr>
</tbody>
</table>

### Determination of competency gaps

-  

### Conclusions

-  

### Essential questions
To improve your proficiency, ask yourself the following questions on a regular basis:

- Have I adequately analysed and defined the issue at hand?
- What sources do I use or need to use to acquire all the relevant data needed to make a decision or solve the issue?
- Who can I involve to give input or to act as a sounding board to solve an issue?
- Have I been pursued by others as a consultant for input, analysis, process support, or direction?
- Are my statements verifiable facts and not assumptions or opinions?
- What is my track record for making correct assessments and decisions?

To avoid overdoing decision quality and problem-solving, ask yourself:

- Am I getting paralysed by overanalysing?
- Am I too focused on detail and missing the big picture?
- Am I too stubborn and unwilling to compromise?
Appendix 2. Example Pressure Cooker Reflection Report - Anthropologie in Actie

Name .................................................................

Date .................................................................

Objectives

- The objective of the Pressure Cooker is to devise an anthropological/anthropology-inspired problem-solving approach, in groups, to an issue from an external client.
- Students are asked to reflect on the process and on their role.

Personal objectives (what do you hope to get out of the Pressure Cooker?)

- 
- 
- 

Most important/most striking results day 1 (collect material)

- 
- 
- 

Most important/most striking results day 2 (collect material, interviews)

- 
- 
- 

Most important/most striking results day 3 (analysis)

- 
- 
- 

Most important/most striking results day 4 (analysis, presentation)

- 
- 
- 

Most important/most striking results of collaboration

- 
- 
-
The questions and points for attention below serve to clarify your personal collection of insights and experiences from the Anthropology in Action Pressure Cooker. The headings and themes are suggested points for attention. Let your own ideas and experiences be the determining factors.

Self-evaluation of professional skills (what went well, what could be better, why and how?)

<table>
<thead>
<tr>
<th>Problem solution</th>
<th>Use all suitable sources; demonstrable skills and insight into collecting, sorting and analysing relevant data.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Break down the problem into smaller elements</td>
</tr>
<tr>
<td></td>
<td>Consider the different ways to solve the problem</td>
</tr>
<tr>
<td></td>
<td>Take initiative yourself. You put forward solutions. Pay attention to where you can make a difference.</td>
</tr>
<tr>
<td></td>
<td>You are able to think and work creatively and out of the box.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Reflect on your individual and group performance. What went well, what could be better?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognise your limitations in terms of skills, knowledge and possibilities.</td>
</tr>
<tr>
<td></td>
<td>Clear communication about roles and responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Clear communication with group members in order to clarify everybody’s responsibility in the assignment.</td>
</tr>
<tr>
<td></td>
<td>If relevant: use knowledge and experience from other disciplines than anthropology.</td>
</tr>
<tr>
<td></td>
<td>Utilise the unique and complementary skills and character traits of all group members in order to optimise the result.</td>
</tr>
<tr>
<td></td>
<td>Ability to listen and encourage ideas and opinions from other group members.</td>
</tr>
<tr>
<td></td>
<td>Resolve differences of opinion about values, roles, objectives and activities among each other.</td>
</tr>
<tr>
<td></td>
<td>Give timely, empathetic, instructive feedback to the others about their role and performance within the group.</td>
</tr>
<tr>
<td></td>
<td>Appropriate reaction to the feedback of the others.</td>
</tr>
</tbody>
</table>

Discussion, ideas, determine learning points
Appendix 3. Example programme Pedagogical Sciences & Educational Sciences

THE PROGRAMME – PEDAGOGICAL SCIENCES & EDUCATIONAL SCIENCES

LOCATION: DE CEUVEL, KORTE PAPERVERWEG 4, 1032 KB AMSTERDAM

Preparation

<table>
<thead>
<tr>
<th>When</th>
<th>Activity</th>
<th>Objective</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 weeks in advance</td>
<td>Briefing students // interview training</td>
<td>Prepare the students for a busy programme and inform them already of the client and issue</td>
<td>Facilitator or tutor</td>
</tr>
<tr>
<td>1 week in advance</td>
<td>Provide the students with 1 to 2 academic articles</td>
<td>In preparation for the material and for the necessary depth, it is important that the students study the literature sufficiently</td>
<td>Facilitator or tutor</td>
</tr>
<tr>
<td>1 week in advance</td>
<td>Students interview an expert</td>
<td>The students must approach and question an expert (which we have found for them) about the theme</td>
<td>-</td>
</tr>
</tbody>
</table>

Schedule Pressure Cooker in 2 days (duration of the programme remains the same, but then crammed into 2 long days)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Name</th>
<th>Objective</th>
<th>Time</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 09:15</td>
<td>Welcome + coffee</td>
<td>CHECK-IN</td>
<td>Provide information</td>
<td>60 min.</td>
<td>Lecturer 1 &amp; Facilitator</td>
</tr>
<tr>
<td>09:15 – 09:30</td>
<td>Energiser</td>
<td>Optional: meditation or mindfulness</td>
<td>Awaken // ground oneself</td>
<td>15 min.</td>
<td>Lecturer 1</td>
</tr>
<tr>
<td>09:30 – 10:30</td>
<td>Training 1a</td>
<td>Team charters</td>
<td>Personality</td>
<td>60 min.</td>
<td>Lecturer 1</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Training 1b</td>
<td>‘OEPS’ model (Observation, Effect, Pause, Feedback)</td>
<td>60 min.</td>
<td>Lecturer 1</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
<td>Role</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Energiser</td>
<td>Optional getting acquainted</td>
<td>30 min.</td>
<td>Lecturer 2</td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>Training 2</td>
<td>Vision cover story, explanation research</td>
<td>45 min.</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>12:45 – 13:45</td>
<td>Lunch</td>
<td>@ de Ceuvel</td>
<td>60 min.</td>
<td>Everyone</td>
<td></td>
</tr>
<tr>
<td>13:45 – 14:00</td>
<td>Energiser</td>
<td>Optional: inquire about oddities among each other or energiser 4 from the handbook</td>
<td>15 min.</td>
<td>Lecturer 3</td>
<td></td>
</tr>
<tr>
<td>14:00 – 15:30</td>
<td>Training 3</td>
<td>Issue tree, analysis of issue; brainstorm about possible solution</td>
<td>90 min.</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>15:30 – 17:00</td>
<td>Develop product/plan</td>
<td>Check possible solutions with science / expert (poss. call/make follow-up call)</td>
<td>90 min.</td>
<td>Everyone</td>
<td></td>
</tr>
<tr>
<td>17:00 – 17:30</td>
<td>Prepare presentation (5 slides)</td>
<td>Make and practice presentation (training on convincing presentation to follow tomorrow, now they will only receive step-by-step plan)</td>
<td>30 min.</td>
<td>Everyone</td>
<td></td>
</tr>
<tr>
<td>17:30 – 18:15</td>
<td>Presenting to experts</td>
<td>Inform expert</td>
<td>45 min.</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>18:15 – 19:00</td>
<td>Feedback experts</td>
<td>Feedback from expert on product</td>
<td>45 min.</td>
<td>Experts</td>
<td></td>
</tr>
<tr>
<td>19:00 – 20:00</td>
<td>Dinner with experts</td>
<td>We will eat together on the Metabolic boat (pizzas ordered should arrive then!)</td>
<td>60 min.</td>
<td>Everyone</td>
<td></td>
</tr>
<tr>
<td>20:00 – 20:15</td>
<td>Energiser</td>
<td>Optional: build newspaper towers</td>
<td>15 min.</td>
<td>Lecturer 3</td>
<td></td>
</tr>
<tr>
<td>20:15 – 21:00</td>
<td>Incorporate feedback on product/plan</td>
<td>Evaluate feedback from experts on product</td>
<td>45 min.</td>
<td>Everyone</td>
<td></td>
</tr>
<tr>
<td>21:00 – 21:15</td>
<td>Evaluation + programme</td>
<td>CHECK-OUT (5 min. gift shower)</td>
<td>15 min.</td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Name</td>
<td>Objective</td>
<td>Time</td>
<td>Supervision</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>9:00 – 9:15</td>
<td>Coffee – awaken</td>
<td>CHECK-IN</td>
<td>Informing about the programme</td>
<td>15 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>9:15 – 9:30</td>
<td>Energiser</td>
<td>Optional</td>
<td>Group formation</td>
<td>15 min.</td>
<td>Lecturer 4</td>
</tr>
<tr>
<td>9:30 – 11:30</td>
<td>Training 4</td>
<td>Future scenarios</td>
<td>Explore future of product/plan; think out of the box</td>
<td>120 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Training 5</td>
<td>Option A</td>
<td>SWOT analysis Disney Room + impact-feasibility test</td>
<td>60 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option B</td>
<td></td>
<td>90 min.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&gt; only 60 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>12:30 – 13:30</td>
<td>Lunch</td>
<td>@ de Ceuvel</td>
<td></td>
<td>60 min.</td>
<td></td>
</tr>
<tr>
<td>13:30 – 15:30</td>
<td>Product development</td>
<td></td>
<td>Solve research topic</td>
<td>120 min.</td>
<td>Everyone</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Training 6</td>
<td>Option A</td>
<td>Elevator pitch PechaKucha</td>
<td>30 min.</td>
<td>Lecturer 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:00 – 16:15</td>
<td>16 o’clock boost (soft drinks and chocolate) + energiser</td>
<td>Optional</td>
<td>Concentration</td>
<td>15 min.</td>
<td>Everyone</td>
</tr>
<tr>
<td>16:15 – 17:15</td>
<td>Training 7</td>
<td>Customer empathy map; step into your client’s shoes</td>
<td>Perspective taking</td>
<td>60 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>17:15 – 18:00</td>
<td>Preparation for</td>
<td></td>
<td>Make and practise presentation</td>
<td>45 min.</td>
<td>Everyone</td>
</tr>
<tr>
<td>Time</td>
<td>Description</td>
<td>According to Training 5</td>
<td></td>
<td></td>
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<td>------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>18:00 – 19:00</td>
<td>Final presentation</td>
<td>Final presentation for client (poss. in presence of experts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19:00 – 19:30</td>
<td>Evaluation (with clients and a drink in hand)</td>
<td>CHECK-OUT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19:30 – 21:00</td>
<td>Toast and sit down to eat</td>
<td>Close</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required:**

- fruit/apples (before the 10 o’clock energy boost)
- bottles of soft drink
- peanuts (as 16 o’clock energy boost)
- dark chocolate (before the 20 o’clock energy boost!)
- ginger and lemon, fresh mint from the market

**COC issue:**

a) Which skills do young LHBTI* people need to be forthcoming about their sexual orientation?

b) How can the circle of acquaintances (family, parents, education, peers) of young LHBTI* people make a positive contribution to the development of skills that enable the young people to be forthcoming about their orientation?

OR

b) How can LHBTI acceptance be achieved in secondary education?

c) What can the role of the COC be in terms of the empowerment and acceptance of young LHBTI people?

*Lesbian, homosexual, bisexual, transgender and intersex young people

**City of Amsterdam issue:**

a) What is the importance of a diverse* intake of teachers in primary education?

b) How can you promote diversity in the classroom?

c) What role can the City of Amsterdam play in promoting diversity?
*diverse in terms of sex and cultural background
### Appendix 4. Example programme Master Brain and Cognitive Sciences

**PROGRAMME – STICS MASTER BRAIN AND COGNITIVE SCIENCE**

**LOCATION: CINETOL, TOLSTRAAT 182, AMSTERDAM (PIJP)**

#### Preparation

<table>
<thead>
<tr>
<th>When</th>
<th>Activity</th>
<th>Objective</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 2 weeks in advance</td>
<td>Briefing students // interview training</td>
<td>Prepare students for busy programme of Pressure Cooker and acquaint them with the client and their question // case</td>
<td>Facilitator or tutor</td>
</tr>
<tr>
<td></td>
<td>Giving the students 1 to 2 academic articles</td>
<td>In preparation for the matter and to gain a good understanding, students should read enough in advance</td>
<td>Facilitator or tutor</td>
</tr>
<tr>
<td></td>
<td>Students interview an expert</td>
<td>The students should approach an expert (someone we found for them) and ask him/her about the topic</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Schedule Pressure Cooker in 2.5 days

**Day 1 – 3 Feb. 2016 – TEAMWORK**

<table>
<thead>
<tr>
<th>When</th>
<th>Activity</th>
<th>Name</th>
<th>Objective</th>
<th>Time</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>19:00</td>
<td>Read literature // conduct interviews</td>
<td>Preparation</td>
<td>Preparation</td>
<td></td>
<td>tutors</td>
</tr>
<tr>
<td>19:00 – 19:15</td>
<td>Welcome + coffee</td>
<td>CHECK-IN</td>
<td>To inform students</td>
<td>15 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>19:15 – 19:30</td>
<td>Energiser</td>
<td>Optionally: attach a large sheet of paper on the wall and ask the students to identify personal characteristics through which they are linked to others in the</td>
<td>Getting to know each other</td>
<td>15 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Name</td>
<td>Objective</td>
<td>Time</td>
<td>Trainer</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>19:30 – 20:30</td>
<td>Training 1: Vision Cover Story</td>
<td>Visioning cover story – to design vision sketches through fictitious cover of a newspaper (cover, headlines, sidebars, etc. on a flip chart)</td>
<td>Presentation inquiry</td>
<td>60 min.</td>
<td>Esther</td>
</tr>
<tr>
<td>20:30 – 21:30</td>
<td>Training 2: Teamwork + OEPS feedback model</td>
<td>Team charters – make known your criteria for success, what you have to offer the team, what the team needs to know about you and what you need from the team</td>
<td>Feedback</td>
<td>60 min.</td>
<td>Facilitator &amp; other tutor</td>
</tr>
<tr>
<td>21:30 – 22:00</td>
<td>Wrap-up &amp; drinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Day 2 – 4 Feb. 2016 – ANALYSES

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Name</th>
<th>Objective</th>
<th>Time</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30 – 08:45</td>
<td>Coffee &amp; day start</td>
<td>CHECK-IN</td>
<td>To inform students about the day</td>
<td>15 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>08:45 – 09:00</td>
<td>Energiser</td>
<td>Optionally: Meditation or mindfulness</td>
<td>Awakening</td>
<td></td>
<td>Facilitator</td>
</tr>
<tr>
<td>09:00 – 09:30</td>
<td>Intro problem</td>
<td>Introduction problem &amp; research question</td>
<td></td>
<td>30 min.</td>
<td>Lecturer 1</td>
</tr>
<tr>
<td>09:30 – 10:15</td>
<td>Training 3a: Critical Analysis</td>
<td>Issue tree + impact-feasibility test – dissecting the problem by continually questioning the 'how' and display it in a tree structure (on its side)</td>
<td>Presentation inquiry</td>
<td>45 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Name</td>
<td>Objective</td>
<td>Time</td>
<td>Trainer</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Quick coffee break</td>
<td></td>
<td></td>
<td>15 min.</td>
<td>Tutors</td>
</tr>
<tr>
<td>10:30 – 12:00</td>
<td>Training 3b: Critical Analysis</td>
<td>Issue tree + impact-feasibility test – dissecting the problem by continually questioning the ‘how’ and display it in a tree structure (on its side)</td>
<td>Analyse research question; brainstorming about possible solutions</td>
<td>90 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>12:00 – 13:00</td>
<td>Lunch // call experts</td>
<td>@ Cinetol</td>
<td></td>
<td>60 min.</td>
<td>tutors</td>
</tr>
<tr>
<td>13:00 – 13:10</td>
<td>Energiser</td>
<td>Optionally: dancing</td>
<td>Eliminating the after-dinner dip ;)</td>
<td>10 min.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>13:10 – 13:30</td>
<td>Training 5: Presentation</td>
<td>Elevator pitch</td>
<td>Quick and convincing presentation</td>
<td>20 min.</td>
<td>Lecturer 1</td>
</tr>
<tr>
<td>13:30 – 16:00</td>
<td>Team breakout sessions</td>
<td>Develop product/plan</td>
<td>Test possible solutions to science // an expert</td>
<td>150 min.</td>
<td>tutors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare presentation (5 slides)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:00 – 18:00</td>
<td>Interim presentations</td>
<td>Presentations of analyses to expert forum</td>
<td>To receive feedback on analyses</td>
<td>120 min.</td>
<td>Students</td>
</tr>
<tr>
<td>18:00 – 18:30</td>
<td>Drinks with experts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18:30 – 21:30</td>
<td>Dinner &amp; wrap-up (5 min. gift shower? or on Friday?)</td>
<td>@ Cinetol: pizzas should arrive right on time CHECK-OUT</td>
<td>Relax and networking (small talks and long drinks)</td>
<td>60 min.</td>
<td>tutors</td>
</tr>
</tbody>
</table>

Day 3 – 5 Feb. 2016 – SOLUTIONS
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
<th>Duration</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30 – 08:45</td>
<td>Coffee &amp; day start</td>
<td>CHECK-IN</td>
<td>Informing about programme</td>
<td>15 min.</td>
</tr>
<tr>
<td>08:45 – 08:50</td>
<td>Energiser</td>
<td>Dancing? Meditation?</td>
<td>Waking up</td>
<td>5 min.</td>
</tr>
<tr>
<td>08:50 – 09:45</td>
<td>Does your team function?</td>
<td>A retrospective on their teamwork until now</td>
<td>Building upon these observations</td>
<td>10 min.</td>
</tr>
<tr>
<td>08:45 – 08:50</td>
<td>Training 6: Future thinking</td>
<td>Future scenarios – using scenario analyses to decide which way it should go towards the future and what it takes to get there</td>
<td>Learning how to use foresight as a form of out-of-the-box thinking</td>
<td>120 min.</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Training 7: Creativity</td>
<td>Option A</td>
<td>SWOT analysis</td>
<td>60 min.</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Option B</td>
<td>Disney Room + impact-feasibility test</td>
<td>Strengths / weaknesses analysis of possible solutions</td>
<td>60 min.</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Training 7: Creativity</td>
<td>Option B</td>
<td>Prioritise possible solutions</td>
<td>60 min.</td>
</tr>
<tr>
<td>13:30 – 13:15</td>
<td>Lunch</td>
<td>@ Cinetol</td>
<td></td>
<td>60 min.</td>
</tr>
<tr>
<td>13:15 – 13:30</td>
<td>Energiser</td>
<td>tbd</td>
<td>Eliminating the after-dinner dip :)</td>
<td>15 min.</td>
</tr>
<tr>
<td>13:30 – 13:45</td>
<td>Training 5b: Presentation</td>
<td>Presenting to the client, storyline</td>
<td></td>
<td>15 min.</td>
</tr>
<tr>
<td>13:45 – 15:30</td>
<td>Team breakout sessions</td>
<td>Develop</td>
<td>Finding solutions</td>
<td>135 min.</td>
</tr>
<tr>
<td>15:30 – 17:00</td>
<td>Final presentations</td>
<td>Presenting the product/plan to the client</td>
<td>Convincing the client/customer</td>
<td>60 min.</td>
</tr>
<tr>
<td>17:00 – 18:30</td>
<td>Closing, evaluating &amp; wrap-up (with clients? and a drink?)</td>
<td>CHECK-OUT</td>
<td>Feedback</td>
<td>30 min.</td>
</tr>
</tbody>
</table>

Motivation
To develop a new form of education, the Education Lab of the Institute for Interdisciplinary Studies (IIS) introduces the Pressure Cooker. During the Pressure Cooker, students think of a solution to an issue that has been put forward by an external stakeholder. In order to come to a creative solution that addresses the issue, students will acquire skills that will help them to work together in interdisciplinary teams, analyse an issue and think of a creative solution. Their final solution will be presented to the stakeholder at the end of the Pressure Cooker.

Practical information
The Pressure Cooker will take place on 3, 4 and 5 February at Cinetol in Amsterdam (Tolstraat 182, see www.cinetol.nl). Before the Pressure Cooker, students are required to gather information, which may help them in analysing the issue at hand and ultimately come up with a solution. A short outline of the programme for the two days can be found below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Feb.</td>
<td><strong>Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>&lt; 19:00</td>
<td>Read literature // conduct interviews</td>
<td></td>
</tr>
<tr>
<td>19:00</td>
<td>Welcome</td>
<td></td>
</tr>
<tr>
<td>19:30</td>
<td>Training 1 &amp; 2: Teamwork</td>
<td></td>
</tr>
<tr>
<td>21:30</td>
<td>Wrap-up &amp; drinks (finish around 22:00)</td>
<td></td>
</tr>
<tr>
<td>4 Feb.</td>
<td><strong>Analyses</strong></td>
<td></td>
</tr>
<tr>
<td>08:30</td>
<td>Day start</td>
<td></td>
</tr>
<tr>
<td>09:00</td>
<td>Introduction Issue &amp; Research question</td>
<td></td>
</tr>
<tr>
<td>09:30</td>
<td>Training 3 &amp; 4: Presentation &amp; Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch / call experts</td>
<td></td>
</tr>
<tr>
<td>13:00</td>
<td>Team breakout sessions</td>
<td></td>
</tr>
<tr>
<td>16:00</td>
<td>Presentations of analysis to expert forum</td>
<td></td>
</tr>
<tr>
<td>18:00</td>
<td>Drinks</td>
<td></td>
</tr>
<tr>
<td>18:30</td>
<td>Diner &amp; wrap up (finish around 21:30)</td>
<td></td>
</tr>
<tr>
<td>5 Feb.</td>
<td><strong>Solutions</strong></td>
<td></td>
</tr>
<tr>
<td>08:30</td>
<td>Day start</td>
<td></td>
</tr>
<tr>
<td>09:00</td>
<td>Training 5 &amp; 6: Creative thinking &amp; Future Scenarios</td>
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<tr>
<td>12:00</td>
<td>Lunch / call experts</td>
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<tr>
<td>13:00</td>
<td>Team breakout sessions</td>
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<tr>
<td>15:30</td>
<td>Presentations of end products to clients</td>
<td></td>
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<tr>
<td>16:30</td>
<td>Close &amp; wrap up (finish around 17:00)</td>
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Grading
The Pressure Cooker is part of the course ‘Special Topic in Cognitive Science: Society’ and in order to receive a final mark for this course, one needs to pass this assignment. Assessment will be based on attendance, the quality of the end product, and the implementation of the skills acquired during the Pressure Cooker, including teamwork, critical analysis of an issue, and creative thinking.

Before the Pressure Cooker
Before the Pressure Cooker, students will interview stakeholders and read literature relevant to the question they will focus on. Students will collect information from various sources and stakeholders and will use this information in the Pressure Cooker. The following questions can serve as an outline to gather information.

Major questions
- What:
  - What is the answer to the main question?
  - What kind of neuropsychological knowledge/screening/treatment tools apply to the question?
  - What is the feasibility of implementing these screening/treatment tools?
    - Think about practical (technical), financial and ethical issues.
  - Which constraints should be considered?

Minor questions
- How: what factors are considered important to understand and solve the issue?
- Why: what do the experts consider obstacles and where do they see chances for implementation?
- Who: what parties need to be involved? What is their role and interest in the question?
- Wow/wish: what do experts consider the ‘wow-factor’ for a new idea or solution?

Contact
For questions, you can reach [name of the trainer/tutor/coordinator of the study]

Good luck during the Pressure Cooker!
Appendix 6: Example Course Manual - Pressure Cooker Communication Science

Pressure Cooker Module
Academic year: ...
Lecturers: ...

What is the Pressure Cooker module?
The Pressure Cooker is the first ‘real’ project in the Honours programme of the Bachelor in Communication Science. It is an intensive programme with a three-day workshop (the Pressure Cooker days) at its core. In small teams, you will work on providing innovative answers and solutions to a challenge an external client is facing. Sometimes, we work with NGOs or municipalities, other times with companies. To make sure your solutions are not only innovative but also solid and realistic, there are two preparatory meetings and you will become an expert on a topic related to challenge in the run up to the Pressure Cooker days. Furthermore, you will receive trainings in future thinking, pitching and other tools from the business and academic world from your coaches throughout.

Overall, the Pressure Cooker gives you the opportunity to receive training and immediately apply the knowledge you obtain to a real case to provide innovative solutions for a real client.

What will I learn?
Key skills you will have obtained upon completion of the Pressure Cooker

- training on creative thinking, presentation and more;
- practised applying an interdisciplinary viewpoint on a given subject;
- applied your research skills to a challenge provided by a client from outside the University;
- gained experience and insights into working in teams effectively.

A brief overview of what you can expect

Meeting 1 (mid-October 2017): Get started!
- Learn about the Pressure Cooker module and our challenge
- Get to know your team and get organised
- Brief training on video-making (for your end product)

Meeting 2 (beginning of November 2017): Become an expert!
- Exchange the information you have obtained between meeting 1 and meeting 2
- Practise putting together an interview guide for your resident and professional interviews that you will do between meeting 2 and the Pressure Cooker days

Pressure Cooker days (mid-November 2017): Get creative!
- Get creative and develop and idea/solution for your challenge
- Present your ideas to an expert panel for feedback
- Learn how an implementation roadmap looks like that brings your idea to life
- Experience first-hand tools that improve teamwork
How is the course organised?
- Several teams will work on one of two challenges and will develop different ideas
- A team consists of 5-6 students who will each specialise on one area of expertise
- During the first meeting teams will be announced get time to divide the work
- Meetings
  - Two preparation meetings: These are held separately for each challenge. See rooster.uva.nl for the exact days and rooms at UvA for your challenge/group.
  - The Pressure Cooker days: With everyone at the Tolbar (Tolstraat 182, 1074 VM Amsterdam). Lunch Friday and Saturday as well as dinner Friday are provided.

What challenge am I part of?
Please note challenge 1 refers to group 1 and challenge 2 to group 2 in rooster.uva.nl.

Challenge 1
Amber Brizar; Ann-Katrin Herke; Anne Fritsch; Ellis Okkema; Hoda Abouzeid; Jacobien Adam; Jilly Delbridge; Lotte Geldermans; Malique Sijo; Myrthe Smith; Neysa Azalia Putri Tavianto; Paulina Gaedt; Rosanne van Schaik; Tara Sabic; Thalea Zimlich; Vera van Laarhoven.
→ Tuesday 10 October, Thursday 2 November and 16 to 18 November 2017

Challenge 2
Ann-Sophie Schafstall; David Roman Burgos; Elsie Geerdink; Emma Onderwater; Eva Geurts; Eva Geurts; Jessica Leder; Jieun Lee; Johanna Bödenauer; Josephine Bernard; Joyce de Louw; Maartje Schavemaker; Marc ter Smitten; Romy Boiten; Saskia Henn; Zhiwei Dong.
→ Wednesday 11 October, Wednesday 1 November and 16 to 18 November 2017

How is the course assessed?
In total 6 ECTS will be awarded upon completion of the Pressure Cooker module which equals to a workload of 168 hours (1 ECTS = 28 hours). The course is evaluated as completed or not completed (AVV/NAV) if the following criteria are met:

- Group criteria:
  - Submitted and presented a video and roadmap that exceeds the requirements
  - Invested, motivated and active participation
- Individual criteria:
  - 100% presence on time with active participation
  - Student is well-prepared: up to date on the readings and has completed the individual assignments to contribute to the group
  - At the end of the course, the student hands in (in writing):
    - A self-assessment of the end product and process
    - A reflection of the teamwork

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4 Please note: It is not the same as Tolhuis in North! Our Tolbar is located in De Pijp.
5 Vegetarian options will be available. If you have any other dietary requirements get in touch with l.hefer@uva.nl as soon as possible.
Homework for meeting 1
Read/watch the materials below (two blog posts, a video and an academic article) and address the questions raised with each of them on 1-2 pages. Bring it to meeting 1.

More information for homework for the meeting 2 and before the Pressure Cooker days will be communicated at meeting 1. These will include observations, interviews with professionals/residents and more to make you an expert.

- Some key readings that address the complex matter we will address during this Pressure Cooker module:
  a. Developments in Amsterdam generally and Amsterdam-Noord (Amsterdam North)
     Read the following post on an outsider’s perspective on Noord: http://theprotocity.com/adaptionadoptiamsterdam-noord/
     i. What is your impression of Amsterdam-Noord? Either solemnly based on this article or in relation with your own experiences?
  b. Gentrification and its effects
     Watch the video and think about how it applies to Amsterdam-Noord https://www.youtube.com/watch?v=yj1H8Sdc8Sw (TEDx Talk, 9 minutes)
     i. How is gentrification defined?
     ii. Can you think of (European/Amsterdam) examples of displacement? It might be examples of Amsterdam or your home country/city.
     iii. After watching the video, would you agree that gentrification is a problem?
  c. What is placemaking?
     The process we will engage in is ‘placemaking’. Read the following post to learn what it is about: https://www.pps.org/reference/what_is_placemaking/
     i. What are the chances placemaking provides for city development?
     ii. What are threats to a placemaking approach?
  
  - Our goal in this module? Come up with a creative idea that addresses the challenge. So what do we have to make sure in the team process? **What are the conditions for team creativity?**

     i. How are creativity and innovation different/the same?
     ii. In the process we will be using in this Pressure Cooker module, what do you see as possible threats to team creativity? What do you see as possible chances for team creativity? ⁶

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⁶ You will learn more about the detailed programme of the Pressure Cooker at our first meeting.
About the IIS

About the writers

Jacintha Scheerder was employed by the University of Amsterdam’s Institute for Interdisciplinary Studies as educational developer for the Teaching Lab and she developed interdisciplinary education that was accessible to all students from faculties of the UvA. In addition, she works as a futurologist and conducts research into the distant future.

Myrte Hayes is a Master’s student in Educational Sciences at the University of Amsterdam and co-wrote within the context of her work placement research.

Linda de Greef is employed by the University of Amsterdam’s Institute for Interdisciplinary Studies She is programme manager for the Teaching Lab and develops interdisciplinary education that is accessible to all students from faculties of the UvA.

About the University of Amsterdam

The University of Amsterdam (UvA) offers academic education in all academic disciplines and is open to all students and employees – regardless of origin, background or conviction – who use all of their talent to work on the development and transfer of academic knowledge as a source of cultural richness and as the basis for long-term progress.

About the Institute for Interdisciplinary Studies

The Institute for Interdisciplinary Studies (IIS) is the expertise centre of the UvA in the field of interdisciplinary learning and teaching. The IIS designs new study programmes together with the faculties.

The IIS has more than 15 years’ experience in interdisciplinary education and continues to develop educational innovations with an interdisciplinary character driven by content. The Institute identifies new themes and issue that tie in with current developments in academia and society.

More than 3,000 students study at the IIS. The IIS offers a number of interdisciplinary study programmes and in addition has a broad range of elective courses (minors, Honours courses and various public activities) for students from all faculties, employees and interested parties from outside the UvA. Activities always have an interdisciplinary character and are set up with one or more faculties.

About the Teaching Lab

The IIS also functions as a teaching lab where experiments, publications, workshops, handbooks and methods for interdisciplinary education are shared. The Institute specialises in:

- Educational development and interdisciplinarity.
- Curriculum development and the corresponding organisational development.
- Professionalisation of teaching in relation to interdisciplinarity.

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