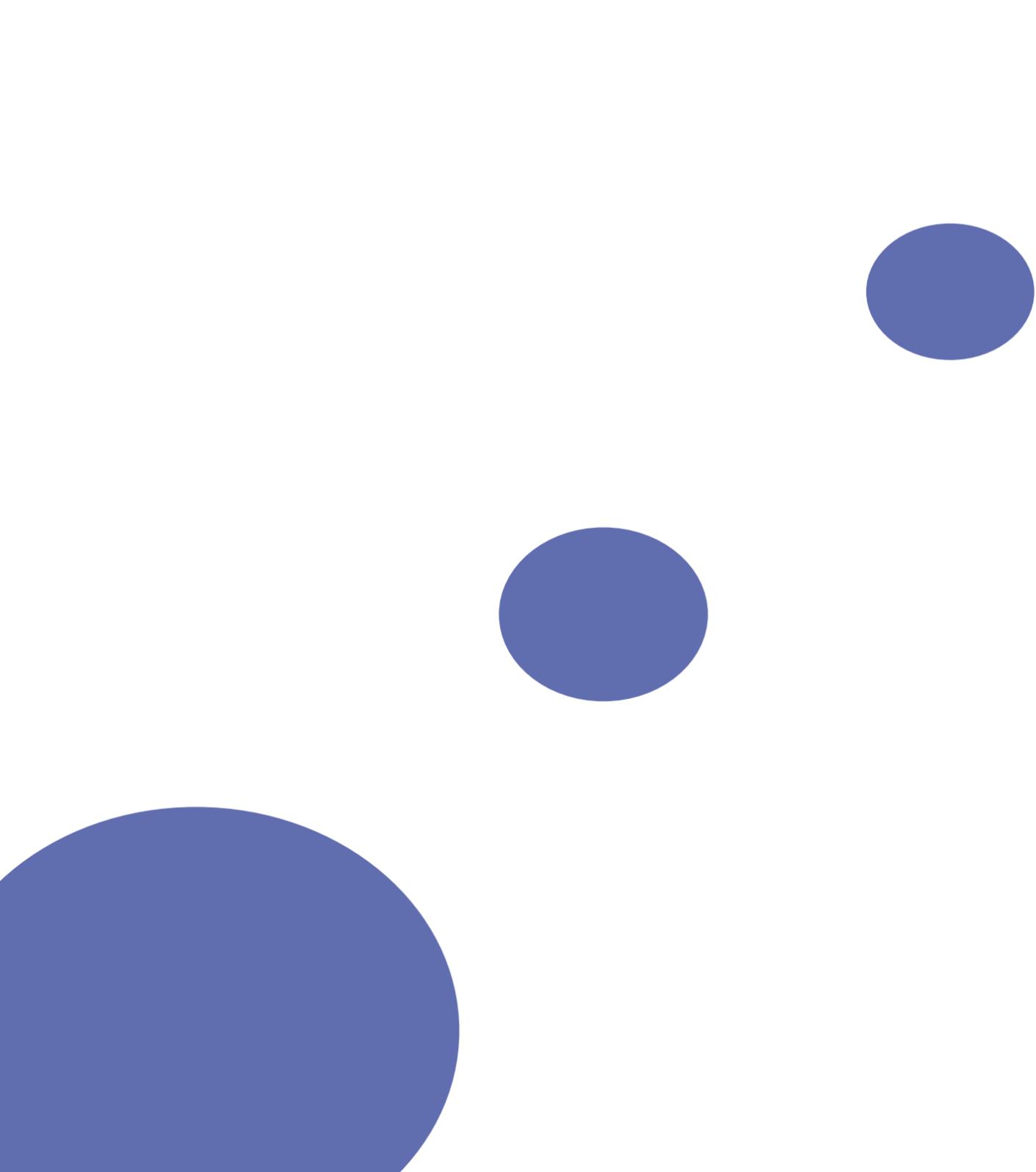


*REGENERATIVE CONSCIOUSNESS
THROUGH COLLECTIVE ACTION*
A TOOLKIT



DESIGN
REPORT



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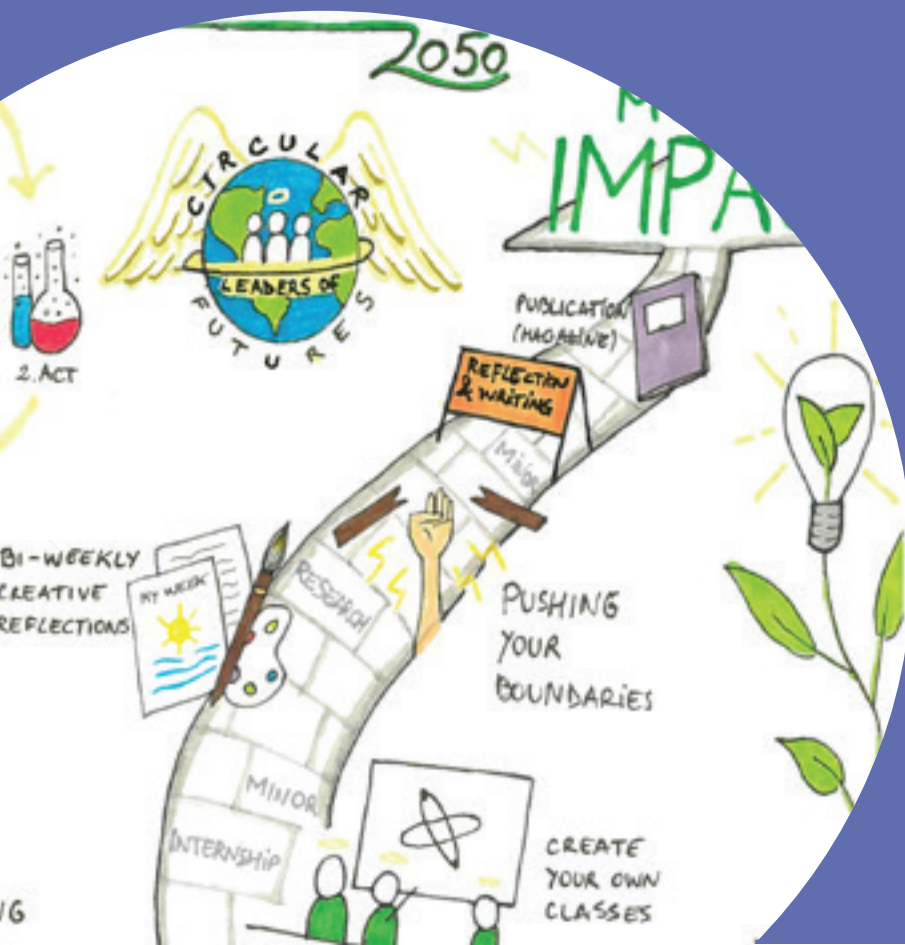
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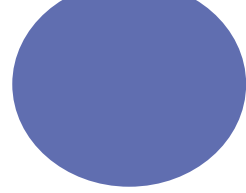
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INTRODUCTION

-PART 1-





INTRODUCTION AND BACKGROUND

The evolution of the Toolkit and design project is based on the research paper “Inside-out sustainability: The neglect of inner worlds”, with the following introduction and design brief presenting the outcomes of the research. The Centre of Expertise Mission Zero, is a driver of sustainable entrepreneurship and living, focused on developing applicable and useful knowledge and tools for the future, through practice oriented research. With their clear mission, focusing on ‘creating an economy entirely fuelled by sustainable energy and renewable sources and materials’. The Minor Mission Impact was born as a steppingstone towards preparing students to tackle and find opportunities for these types of challenges.

The Toolkit has been designed to fit around this minor and possibly other program in the future if successful and beneficial for the collective, as a reflective and creative practice that caters for different students focused on sustainability and/or regenerative futures.

Currently available toolkits focused on students learning journey in (an online) classroom, are mostly focused on individual growth. Open sources are available online in different formats from e-books, to pdf, presenting specific theories and methods, as well as visual such as video format, or audio (like podcasts). But very few allow to explore a personal transformation in relation to the collective and further connect the inner and outer dimensions of sustainability, to achieve a collective action. The research highlighted a relational approach to ontology, epistemology and ethics, as integral components of the “inner” and “outer”, “personal and collective” dimensions of sustainability in education, research and practice.

Further insights were derived from the Transformative learning framework from Pisters et al (2019), which focuses on the 3C’s of a regenerative consciousness (Connection, Compassion and Creativity. This toolkit aims to allow

a process-based approach to develop regenerative thinking to transform the self while transforming the outer through personal and collective reflective practice. Present an opportunity further explored in the design, by understanding the self, our actions to follow, and unique skills that help us in the process of leading and supporting others through individual and collective reflective activities. The 3 c’s framework has helped to further develop the activities that serve as a basis for the Toolkit.

Before diving into the design process for creating a new toolkit, 15 interviews were conducted with internal and external experts from THUAS, to define limiting barriers for students as well as opportunities for them to grow as a collective action for sustainability, as well as literature has been reviewed supporting the process. All research findings were further translated into the design requirements, and used as guidelines throughout the design process.

PROBLEM STATEMENT

As sustainability goes beyond external transitions in businesses, systems and technologies towards the inner of values, mindsets and consciousness. Neglecting this dimension of sustainability-oriented learning could reduce the efficacy of future agents of change that our University aims to educate. Educational programs have started focusing more and more in the incorporation of sustainability as a priority in the development of future cities and citizens. However, only few courses capture the inner dimension of students and what this transition even implies for them. With few methods, theories and tools available that explore a relational approach between both personal inner worlds and external dimensions of sustainability, students' risk to fail on the long term, into adopting sustainability as a lifestyle, and even less consider and requestion their values and ethics in their future work careers.

DESIGN GOAL

The design goal of this project consists in creating a toolkit that allows for a transformative learning journey, for future students of the Mission Impact Minor. The toolkit intends to facilitate students and teachers with bi-weekly activities, based on the five-step process developed in the Research Report. With both individual and collective practices, supported by guidelines that intends to facilitate discussion towards a personal learning journey, gradually building a mindset of regenerative thinking for both staff and students.

DESIGN CHALLENGE

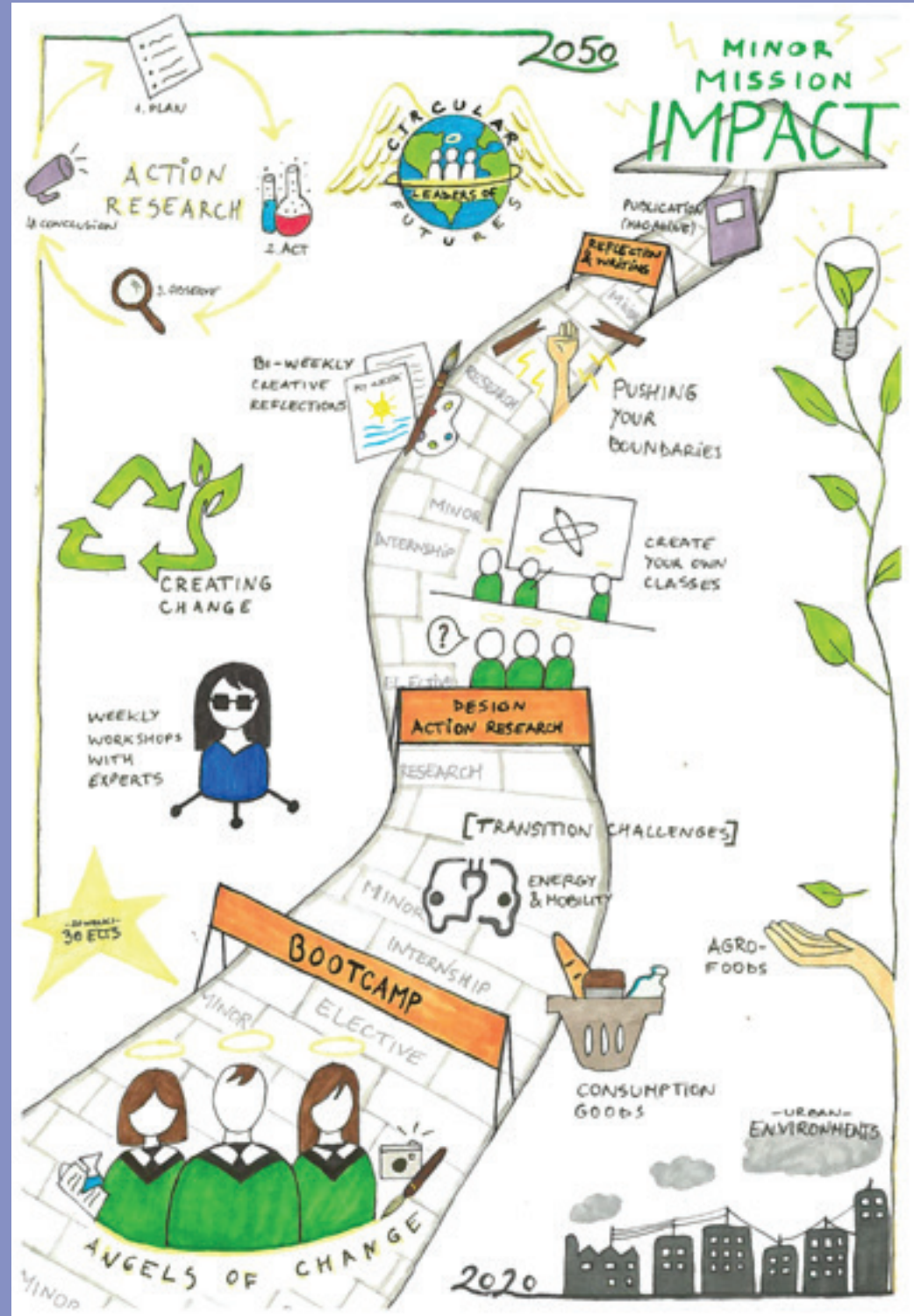
The design challenge is to create a functional and interactive toolkit that caters for all student's interaction in an online classroom setting. Additionally, the toolkit builds on a relational perspective of sustainability to foster regenerative thinking through a focus on meaningful conversations about the 3Cs. Intended to facilitate a transformation for each participant.

CONTEXT OF TOOLKIT

Mission Impact Minor Description

The Minor is going to start in September 2020 at THUAS, running twice a year. The Minor is Housed within the Industrial Design Engineering program and is a collaboration with the Centre of Expertise Mission Zero and Research Group Circular Business. This minor is based on Social Transformative Learning, Unschooling and Regenerative Design. Leaving from the premise that each student is capable to self-direct their own learning as well as to take the lead towards social change. Students will not just learn about these sustainability problems, but they will also actively help others to learn about these and discover solutions together in creative ways. During the minor the groups are divided, and each one is assigned with one of the 4 transition challenges (respectively Agro-foods, Consumer good, Urban environments and Energy and mobility), where they have to actively think, imagine and project the solution for 2050. Throughout the minor, weekly workshops with experts from different areas are expected, besides the regular classes, as well as bi-weekly creative reflections, where the toolkit will be used to exploring the learning journey of each student.

*Depending on RIVM guidelines and the developments of the corona-crisis, some or all of the educational components will be conducted online

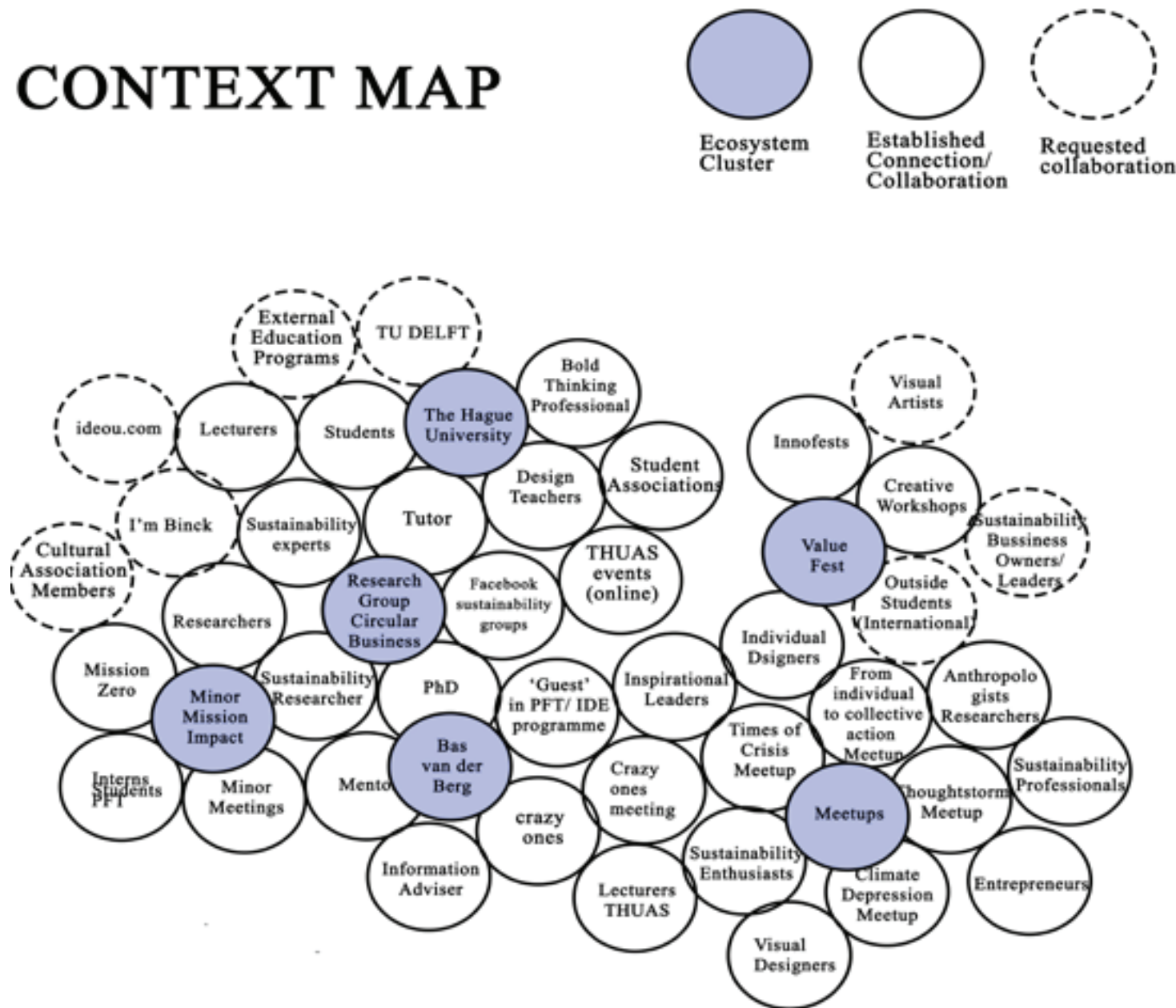


VISION IN THE BIGGER CONTEXT

The toolkit has a direct link to the Centre of Expertise Mission Zero vision: “to create an economy entirely fueled by sustainable energy and renewable resources and materials”. Discovering solutions through a holistic approach, conducting and practice-oriented and multidisciplinary research, bringing together professors, lecturer-researchers, students and external partners, to create together new opportunities for the future, through applicable and useful knowledge and tools.

Trying to bring closer the different views and past experiences of individuals within a collective, the toolkit aims at facilitating discussion that highlights the values of a collective action towards regenerative futures.

It assists and guides students and teacher(s) through the process to gradually build up a relation of trust. It presents an alternative option for students to not only reflect individually and collectively, but also to incorporate and develop creativity through reflective practices.



TARGET GROUP PERSONA

The design solution tries to bring together students and teachers by sharing their personal experiences in relation to the project and outside world. Important are experiences that limit students in their personal transformation, and therefore in their career path. What is more, students in international classroom have an opportunity to explore building relations that help build on each of their personal transformation, helping them adapt to continuous changes, both individually and in a collective setting.

Trying to understand the target group, the following persona has been developed according to the insights from the interviews with experts (refer to research report).

Michael, IDE student

Age:23

Location: The Hague, Netherlands

Gender: Male

Behaviours

Michael is a third year IDE student, at THUAS. He is very resourceful in team projects, and always looks forward to improve the dynamics of the team. Michael choose the Mission Impact Minor as part of his study, as he really think this is an opportunity for him to explore his boundaries creatively within the topic of sustainability, while understanding his role better before finishing his studies becoming an entrepreneur. He tends to be a bit chaotic in his reflection style, and doesn't really like to much emphasis on it outside school.



Goals

Develop my unique set of skills during university and apply them ethically in my work career. Have resources available at any time to handle my questions. Be an inspiration for others. Learn how to efficiently collaborate and connect with a team.

Frustrations

Reflection is too time-consuming and less fun on my own, and most of the times feels like a superficial assignment rushed before the deadline. Forgetting some of the materials and exercises. Not feeling connected to the topic, because of the overwhelming feeling of excess of knowledge.



DESIGN BRIEF REQUIREMENTS

TOOLKIT/GUIDE

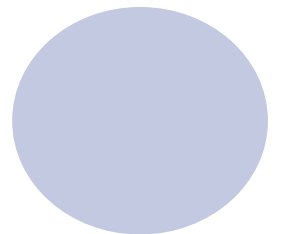
- The toolkit is designed for online educational classes, providing learning tools for both individual and group learning processes.
- The toolkit should act as a missing component in education, contributing and supporting the development of regenerative thinking as a collective group
- The design toolkit should start a tangible dialogue focused on developing the 3 c's (compassion, connection and creativity) for sustainability leadership
- The overall design needs to relate to the Mission Zero Research Group focus on regenerative futures.

PROCESS TOOLKIT

- The process should evolve and be explored around values of individuals that lead to a collective action in sustainability.
- The process must capture the transformational change within a student, through a creative reflection based approach that captures their learning phase.
- The process should influence the user into adopting an open minded and reflective attitude towards personal sustainability, with an emphasis on relational learning.
- The process should allow and promote a continuous individual and/or collective reflection to contribute to life-long-learning.

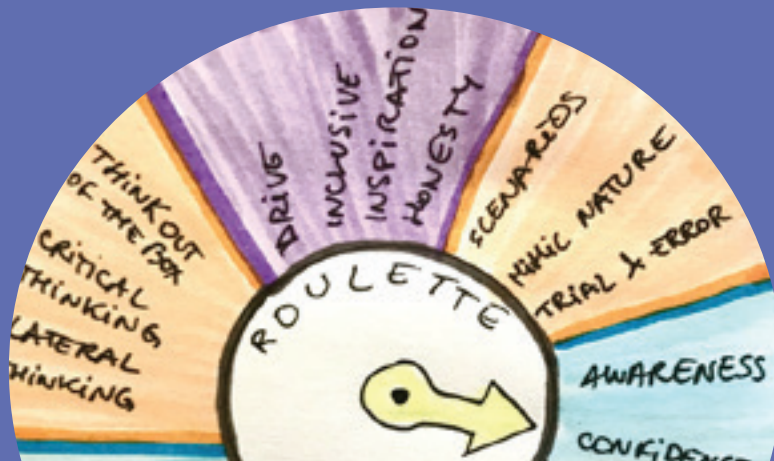
TEMPLATES

- The templates should evoke a curiosity feeling every time the user reaches to it.
- The design of the templates should be intuitive to use after the first round, by a collective group of students, without the need of a facilitator explaining the activities.
- The templates should be engaging and fun enough for users to use it over time by suggesting or incorporating different activities throughout the 5 step process.



EXPLORATION

-PART 2-



The WWWWWH method provides an overview on what is tried to be achieved. Key words and sentences summarize the analyzed and documented aspects of the new toolkit, such as value and target market. With the simplified perspective of essential elements to be included, the designer can always refer to when lost or stuck during the process.

APPROACH WWWWWH

- What** create tangible discussions in a collective project, and assist in reflective learning processes.
- Why** increase confidence in students to trust the collective, build actions to facilitate and explore the development of regenerative thinking.
- Who** students following the Mission Impact Minor (starting September 2020)
- When** bi-weekly use
- Where** online, anywhere with access to internet connection and a laptop
- How** develop an interactive toolkit, accessible to all students to follow a process of reflection individual and collective based

DIVERGING

RE-EXPRESSION IN ANOTHER WORDS

During week 10, a first round of ideation was initiated employing the method Re-Expression, in order to break down the associations around the words 'design toolkit', and start thinking about the challenge and what the toolkit could be in a different way. Based on the literature review conducted and the insights gained, the re-expression method not only aims at providing a different perspective from your own part but also from what other competitors or education programs in this case might be thinking.

During the first step, I wrote down as many related words (or metaphors) as possible for the words "design toolkit", and the method highlights that they don't have to mean exactly the same thing, but it can be related. Following, in the column next to each new word, associations are written down. An in the last column Inspirations are drawn relating the original issue, with further explanations.



Design	plan	arrange, manager, team, play, meeting, stage, overview, scope, project, goal, mission, future/future, action, consequences, impact, change, details	<p>inspiration... if every action has a consequence in the future, what if there will be a simulation that changes the future outcome every time they take an action?</p> <p>let them take such action through challenges that they had overcome, to see if others will have different choices that leads them to same outcome or different</p> <p>what if each one acts out as a superhero, focusing on their own skill (power) that differentiates them, when in a group how they can have fun challenging current problems, what thinking as creatively as possible?</p> <p>rubik's cube: if they are given a set of chaotic units part of a big unit like a rubik's cube, how can they create a recipe to navigate the randomness?</p> <p>arrange a set of things that can be used in different contexts like card games in a way, they have a total of cards that don't change, but lots of games can be played with the same cards</p>
	drawing/sketch	creativity, art, personal, tattoos, story, inspiration, draft, rough, trial, error, beauty, ugly, criticism, perspective, dimension, fiction/fantasy, imagination, freedom, art tools, teacher, education, self-taught, artist	
	map	world, geographical, coordinates, direction, path, treasure, routes, discovery, travel, explorer, colonizer, indigenous tribes, intelligence, theories, research	
	composition	create, recipe, connect, nature, masterpiece, rules, perspective, prototype, idea, invention, music, experience, explore, ingredients, compass, creator, food, beauty, existence, science, big bang/explosion, chaos, life, randomness	
	layout	outline, arrangement, previous, look, images, [negative] spaces, symbols, order, magazine/books, editorial, house, architecture, 3D,	

RE-EXPRESSION IN ANOTHER WORDS VISUALIZATION

After creating associations for the words “design toolkit”, rather than inspirations I felt more like questioning those assumptions, therefore I started taking the worlds separately which really help inspire alternatives to the toolkit idea.



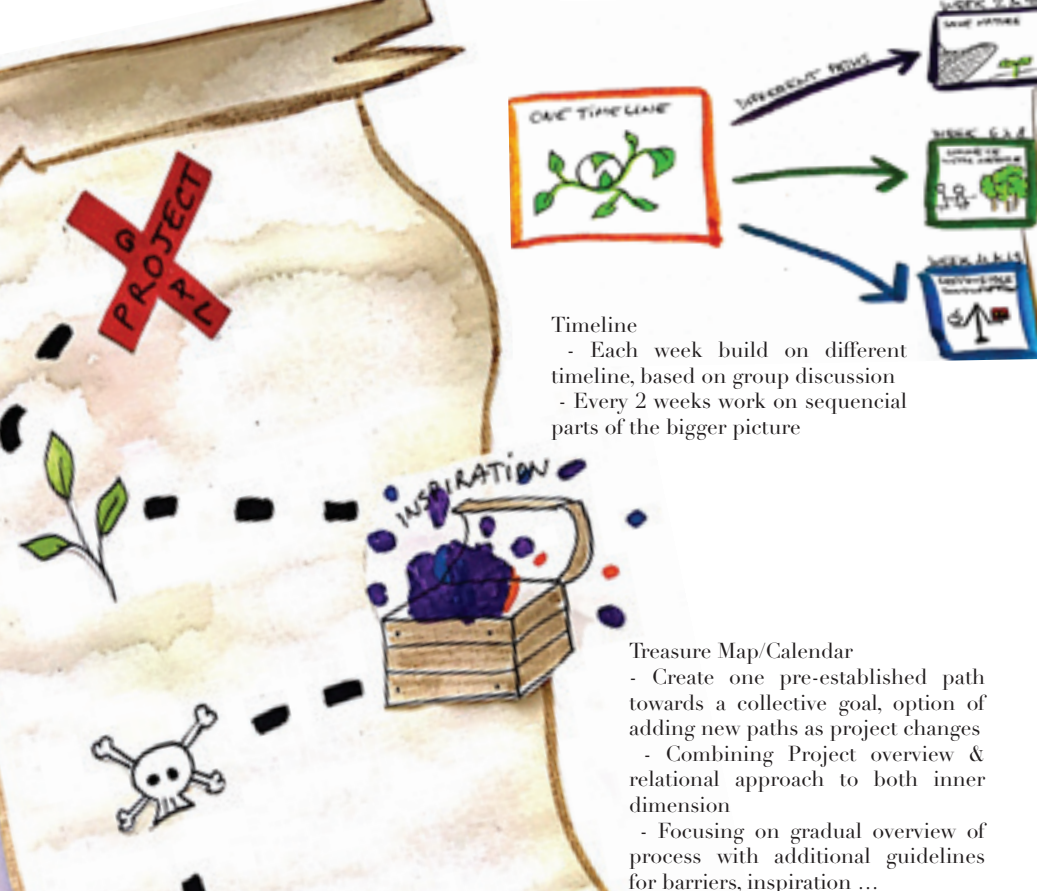
DIVERGING RE-EXPRESSION FROM ANOTHER PERSPECTIVE

For the second round of ideation I decided to use the method 'Re-express from another perspective'. Based on extreme personas, the method allows to see the issues from different perspectives and look for new opportunities and solutions. Since one of the early limitations of this method was the multiple perspectives that I would have to compartment, in order to get the best results on my own, I decided to adapt this method and organize a brainstorm session with students from different backgrounds.

Before the brainstorming session, I selected four roles (respectively a child, a student, a person with physical disability and a superhero) that I thought could best enhance the conversation based on each of their values that they represent (namely creativity/imagination, perseverance through communication and compassion/empathy for others).

The focus of the brainstorm session was to explore the design and its possibilities for a collective class, while considering key values characteristic in a gradual learning journey. The discussion was recorded and the outcomes further translated in the next pages.





Disadvantage of the method

As the conversation went on, we focused on the visual design and its aesthetics, to realize that the process was too abstract and variable at this point, allowing for different interpretations of the same visual proposed. Leading to additional confusion that limited the exploration part. As not everyone was actively involved the conversation stopped growing, closing with a division of the ideas into three categories, respectively: the process visualization, the interactive part, and final design of toolkit, further detailed and visualized.

Visualization of Process for Students

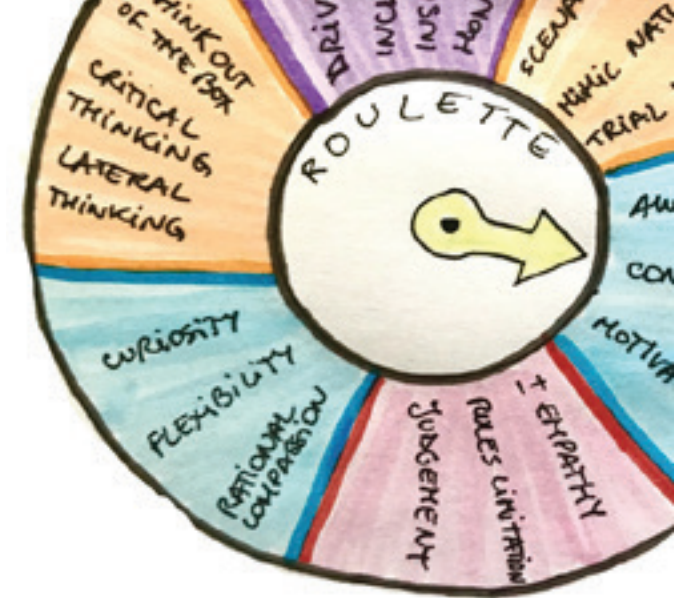
One of the first parts tackled, was making visuals as themes of the toolkit that students could use in order to measure their project and transformation. Above, you will find three versions that all four extreme personas agreed upon and the process variation explained through each vision. In the end, the goal will be to create worksheets based on a theme for students to fill in throughout their project, this serving as a first inspiration for that.

DIVERGING RE-EXPRESSION FROM ANOTHER PERSPECTIVE

Dices x 4 /

Roulette

- Use dices to create (extreme) personas (role playing)
- use dices as starting point of group discussion
- use dices as guiding steps to overcome challenges
- the roulette follows the same ideas as for the dices, but with a different visual



Interactivity of Toolkit

The second part of the toolkit, is incorporating an interactive part that adds to the process. With the above options presented, they all incorporate values extracted from the research as a starting point of discussion, while allowing for multiple iterations and different possibilities of use, that can be adjusted as preferred to the project.



Cards

- in combination with dices/roulette to enhance the explanation of the card & guide the user
- Role playing/ Activities based
- As a group act out from chosen roles, based on a group discussion theme

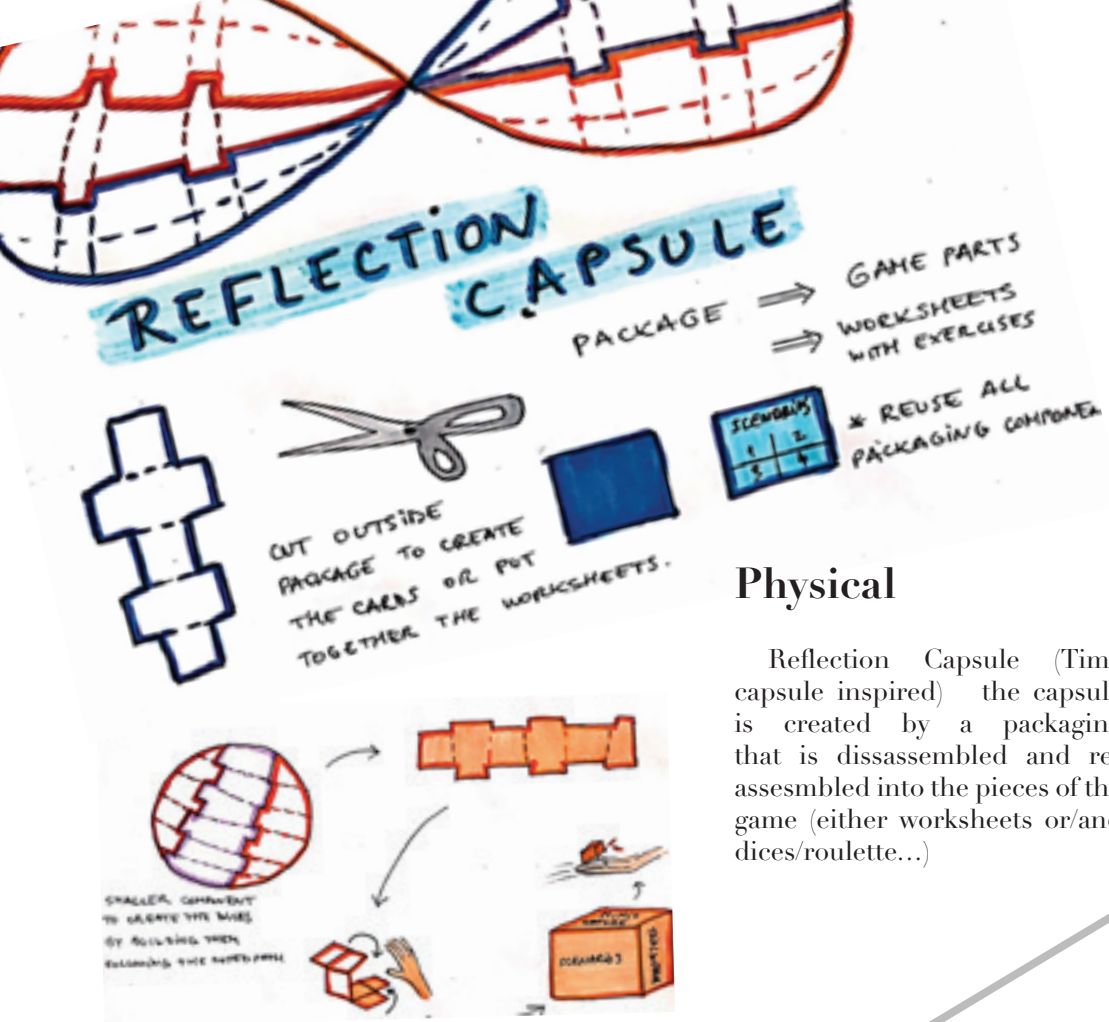
DIVERGING

RE-EXPRESSION FROM ANOTHER PERSPECTIVE

DIVERGING RE-EXPRESSION FROM ANOTHER PERSPECTIVE

Toolkit 2 Final Design Directions

Regarding the final design of the toolkit, there are two possible ways presented that ultimately direct the process visualization and interactivity. Based on these options and previous, a direction will be made with the client for final design.

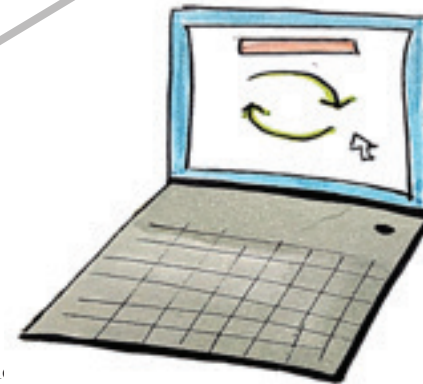


Physical

Reflection Capsule (Time capsule inspired) the capsule is created by a packaging that is disassembled and re-assembled into the pieces of the game (either worksheets or/and dices/roulette...)

Online

- pdf guide type / all in
- website / provide templates - online options for interactive part/ sign-up with an account and work from it like a normal project - option to review it over time individually



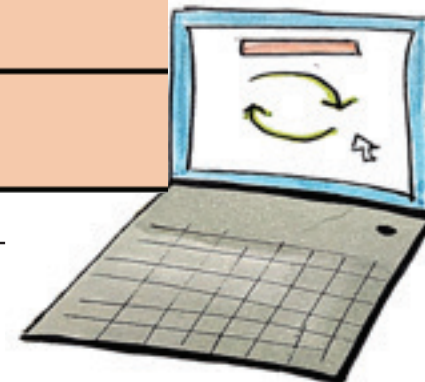
CONVERGING/CLIENT EVALUATION

TABLE ONLINE VS OFFLINE DECISION

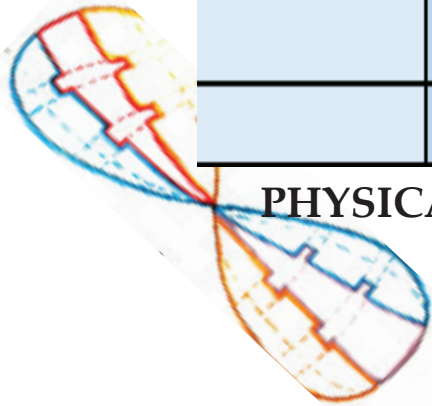
PROS	CONS	PROS	CONS
More connection, focus, and less distractions	Depending on the packaging, the facilitator might have to create its own over each new project, or figure out a way to create the toolkit by upcycling common items (+consider costs)	Able to reuse at any point	Some costs may occur for printing the worksheets (if no option is created for uploading materials or writing within the site)
Possibility to upcycle, or reuse materials at the end in a sustainable way	For each new project/minor new materials are needed - resulting in more waste at the end	It can be used anywhere with a connection with internet	
Students can keep their individual materials (after the project)	Only the teacher has the toolkit & students follow the process	Parts of interactivity can be transferred online, and work with it as a team from different locations through the site	
	It can be used online in classroom	All students (and teachers) can have access to it & process from the beginning	
	Amount of worksheets that most probably will be forgotten	With account, option to review over time and go back to past learnings	
	Can we use the toolkit if the classes are only online?		

After the first exploration through the method Re-express from another perspective, a comparison between the online and offline versions was made (presented above). Upon a discussion with the client, and based on the covid-19 regulations, the online version was decided upon and prepared for the first evaluation with students

ONLINE



PHYSICAL/ OFFLINE





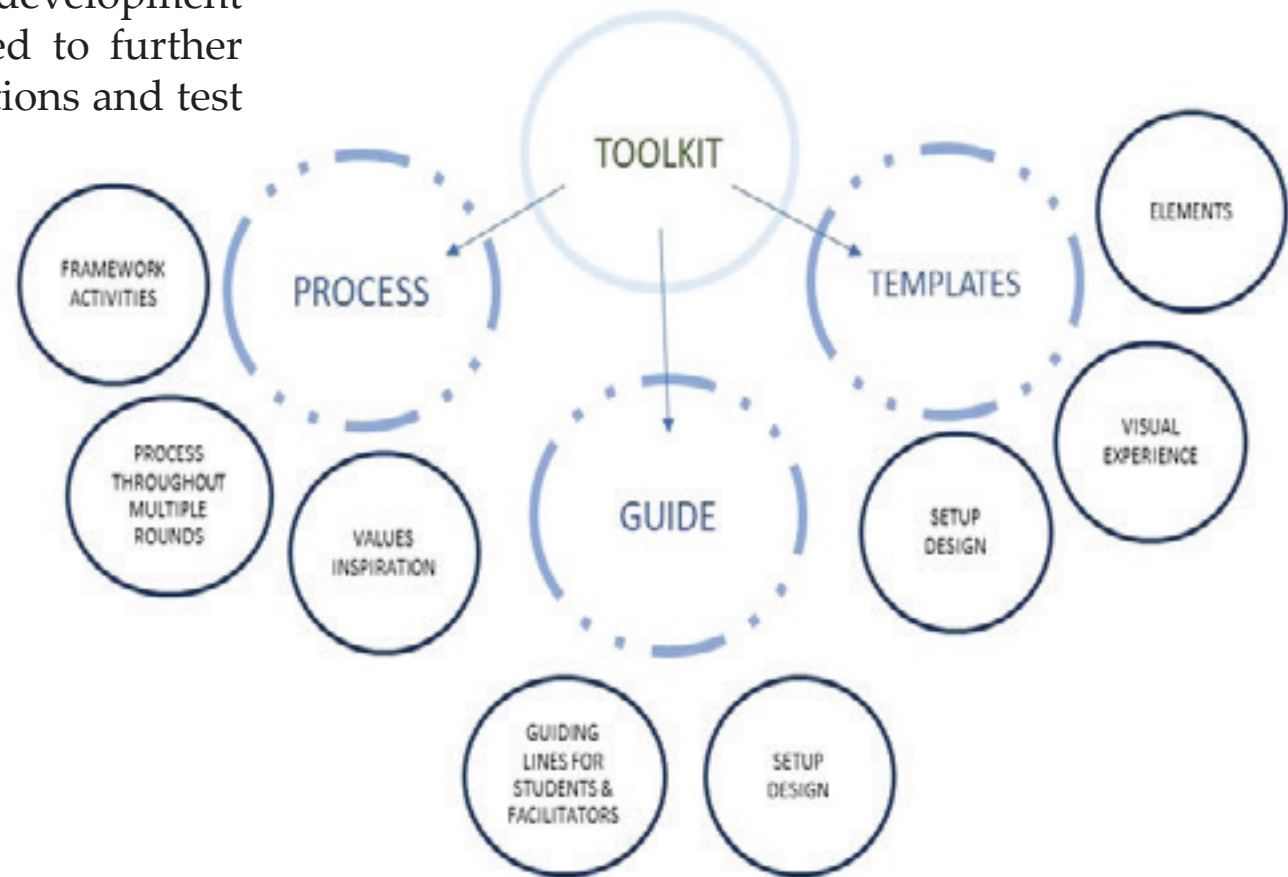
ONLINE TOOLKIT DEVELOPMENT -PART 3-

TOOLKIT DEVELOPMENT COMPONENTS

For the online toolkit development 3 parts were identified to further design, explore variations and test them.

MAIN ELEMENTS

PROCESS
GUIDE
TEMPLATES



CONVERGING/ PROCESS TESTING APPROACH

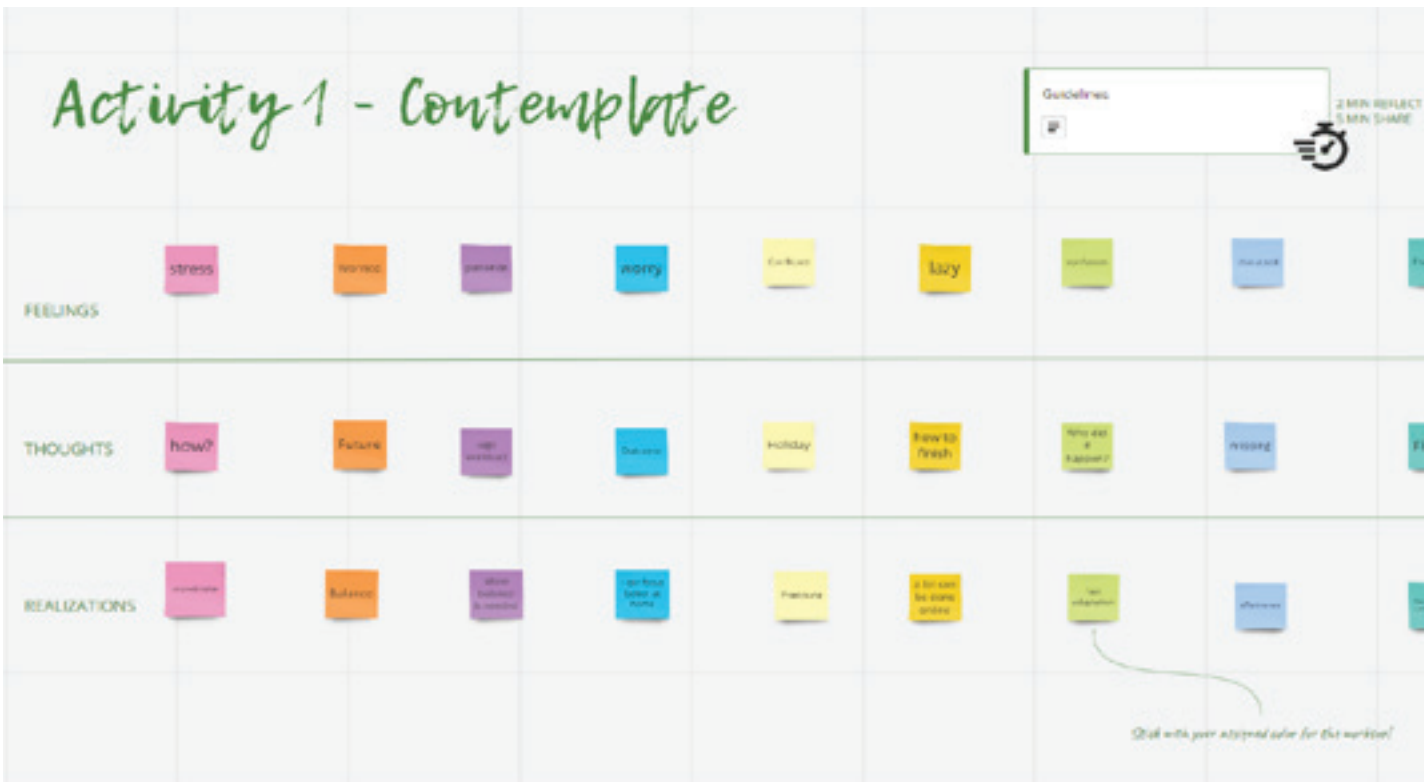
Based on the Transformative learning framework from Pisters et al (2020, refer to research report for more details) the following activities have been developed to test the process online and as close as possible to the real version, one activity was designed for each one of the 5 step process. With Bas facilitating the process, and myself as an observer, we invited 9 students (from PFT, Public Management, Electrical Engineering, IDE, Climate Management) and one teacher, in a two hour session focused on the theme “the experience of education in times of covid-19”. The process was designed using the Miro App, where students could interactively fill in at the same time their answers, while following the discussion in Microsoft Teams. In the following pages the activities are explained, introducing the first guidelines meant to help the facilitator through the process.



Introduction 5-10 min Welcome everyone, short introduction of what we will be doing, and establish the rules of engagement Boundaries: start of the covid-19 experience.

ACTIVITY 1 EXPLAINED

CONVERGING/ PROCESS EVALUATION



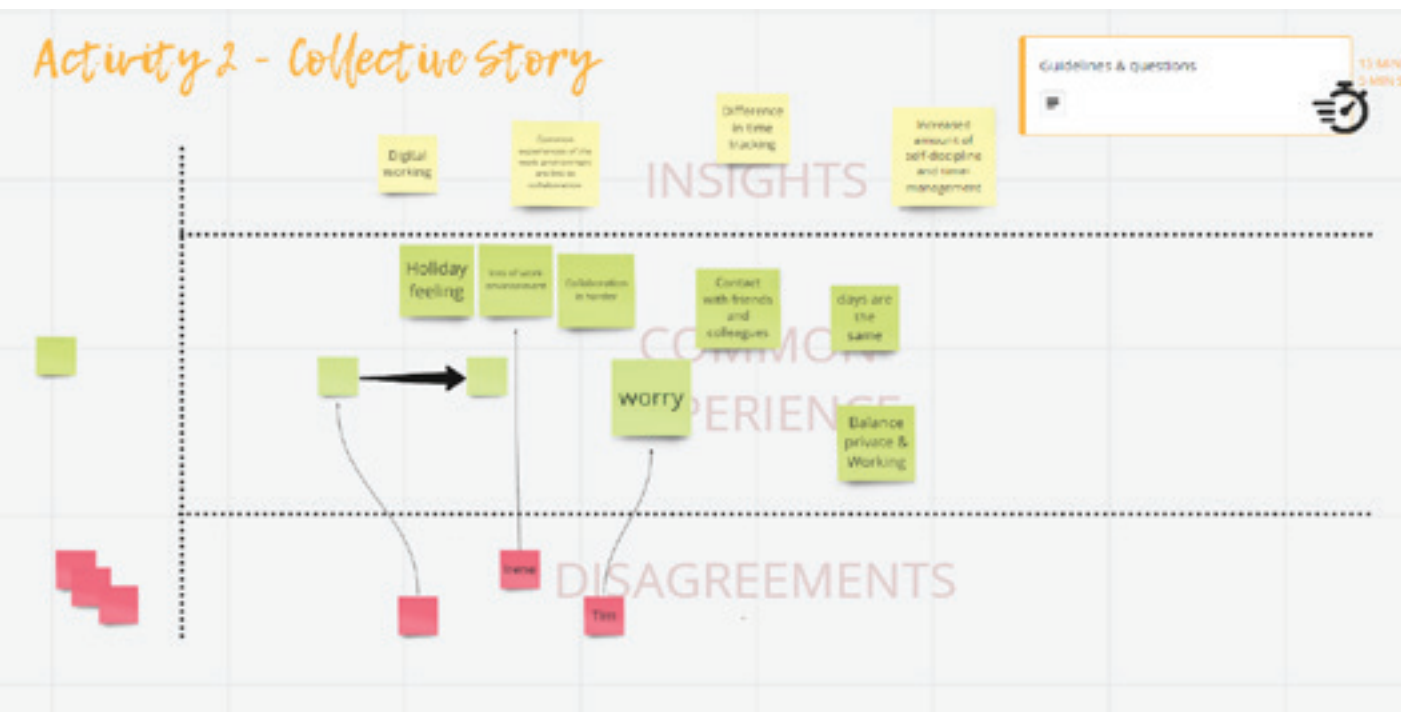
GUIDELINES

Contemplate 7 min./2 min Reflect/ 5 min SHARE

Taking the time to contemplate allows us to look back on our experiences and learn from them. To start this workshop we will look back on the experience of education during times of covid-19 Use key words that express your most intense thoughts, feeling and realizations during the past two months, and write them on your assigned colour sticky note. Please take two minutes to reflect and then pick a colour Post-It. You will then have five minutes to share your feelings, thoughts and realizations about your experience

ACTIVITY 2 EXPLAINED

CONVERGING/ PROCESS EVALUATION

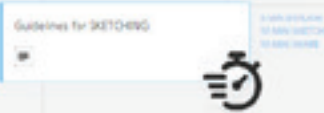


GUIDELINES

20 min -15min create/5min share

Create a collective story of your experience
Using the post-its, create a collective story of your experience in 15 minutes. First discuss your insights from activity 1 and as a collective decide on a storyline. If 2 or more students disagree on certain aspects, they can choose a different sticky note color and add it in the disagreement part (as shown in example). After selecting the issue, dig deeper to understand it better. You can follow the next questions to help your team members. WHEN does it happen? WHERE does it happen? WHY does it happen?

CONVERGING/ PROCESS EVALUATION



10 min sketch /10 min share

BREAK 10 min (think about the most important experience during Covid-19)

ACTIVITY 4 EXPLAINED

CONVERGING/ PROCESS EVALUATION



GUIDELINES

5 min explanation/ 10 sharing/ 10 matrix

Now that we had a break, what are the most essential aspects that reoccur among the sketches? what are the things that you agree on as a collective? what about what you disagree on?

Once you have listed a few key ideas, start ranking and categorizing them in the matrix from the right side accordingly.

ACTIVITY 5 EXPLAINED

CONVERGING/ PROCESS EVALUATION

Activity 5 - Individual call to action

Make sure to talk to others and share your experiences (both negative and positive) as it will aid in creating an open-minded environment.

Better work/ private life balance. More variety in the days.

Maintain mental balance, regardless of the social situation.
Appreciate more the nature and people around.
Realise that is a privilege, not a habit.

Action point 1: Now that we are allowed to meet friends again, go meet friends

Action point 2: Go travel more (not a two week goal)

Try to speak more to friends from home.
Try to have a more organized schedule.

Are you spending your time right?
Are you talking to people enough?

What is meaningful for myself at this moment?
Focus point: Focus on the things that matter

Are you working too much?

How to step away from work/school and focus on the connections that matter?

Guidelines



GUIDELINES

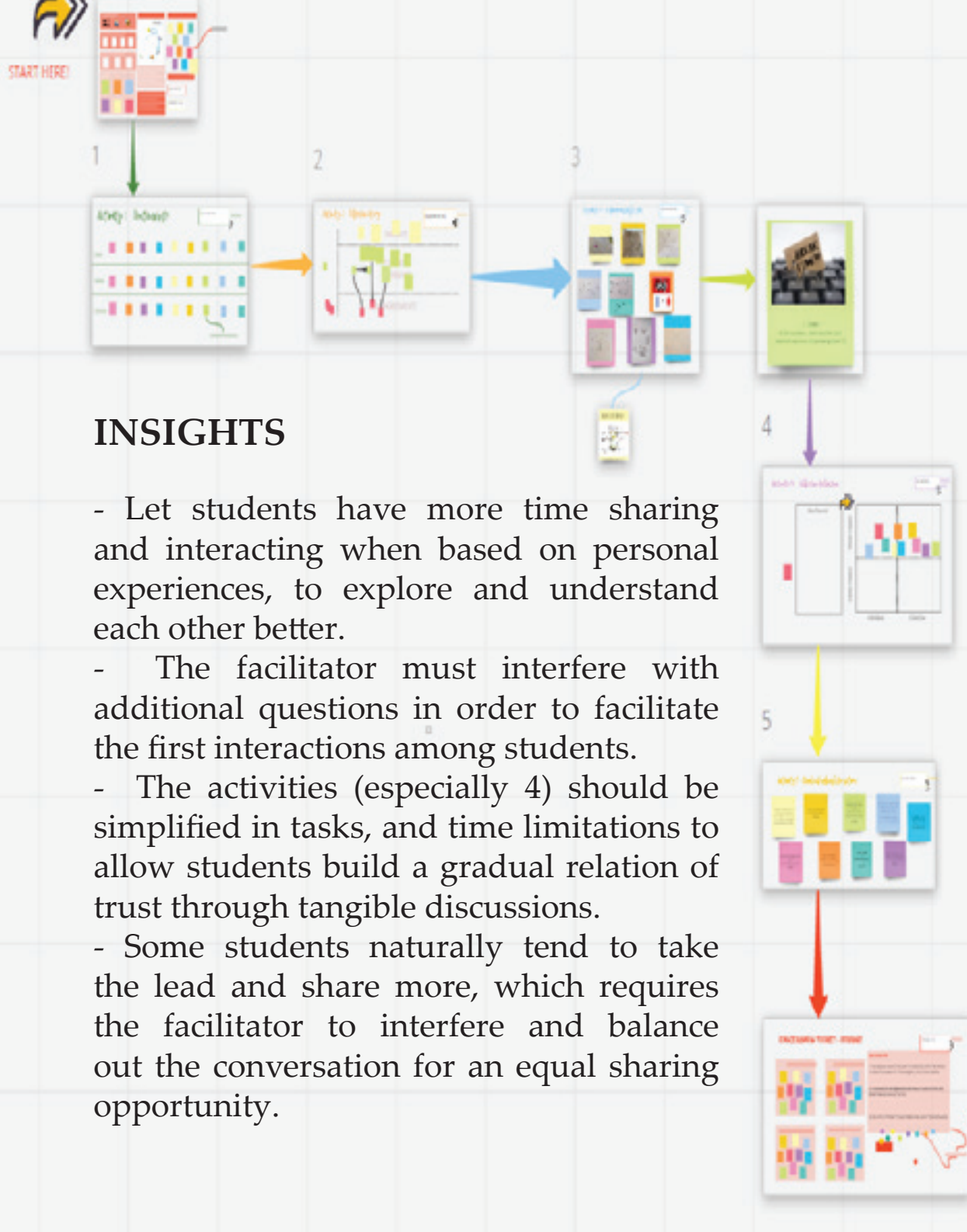
10 min 1/2 people sharing

Looking forward formulate a learning question/focus for yourself for the next 2 weeks. What action(s) can you take to change similar reactions in the future? what behaviours might you try out?

Additionally (if extra time), reflect on the following questions: What is the most important learning that you take from this situation? What is one thing that you learned about your team-mates? Can you name one thing that you learned about yourself today?

[illegible]

Students mentioned the interaction, willingness to share experiences, managing the activities within miro, as well as digitally using these methods to analyze their experiences as key positive aspects. On the other hand, most of them agreed that activity four was not the best structure and too abstract, as well as the short time frame for each activity as limiting. Lastly, through dot voting, all students selected the option of having variation of activities within each step, as well as different focus points, that will further be adapted and incorporated in the toolkit.

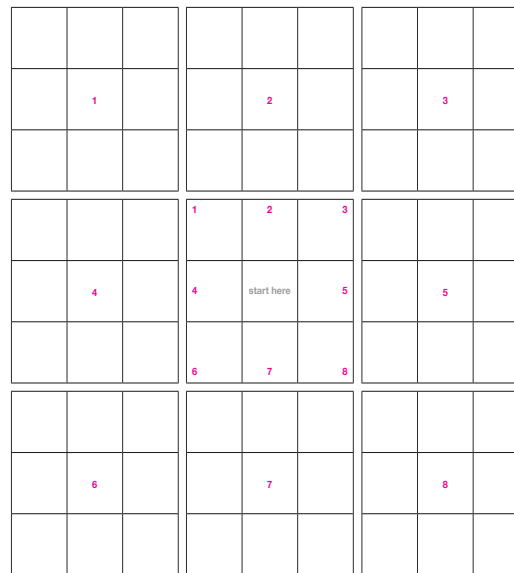


EVALUATION PROCESS THROUGH COMPARISON

In order to evaluate the process from the activities from Miro, I decided to write a comparison as a starting point to anticipate any problems but also to reflect at the end and look where things went differently and why. To better observe the interactions while the activities were happening I created an observation table, that I used to fill in and compared throughout the activities. Below I highlighted the most important insights from these methods (that are further detailed in the appendix)

VARIATIONS OF ACTIVITIES

As a continuation after the midterm, I decided to use as inspiration the Lotus Blossom method, and rather than focusing on small problems and diverge from them, I decided to use the activity as an opportunity to look again at the activities from different angles. The activities tackled were the 1st one (Contemplate), 2nd one (collective story) and 4th activity (collective reflection), each one presenting four different variations further detailed bellow.



The Lotus Blossom Technique is a structured brainstorming exercise used to expand on a central idea or problem. Teams place the original problem statement in the center box in a 3x3 matrix, then add related themes or elements of the problem in the 8 boxes surrounding it.

VARIATIONS OF ACTIVITIES (CONTINUATION)

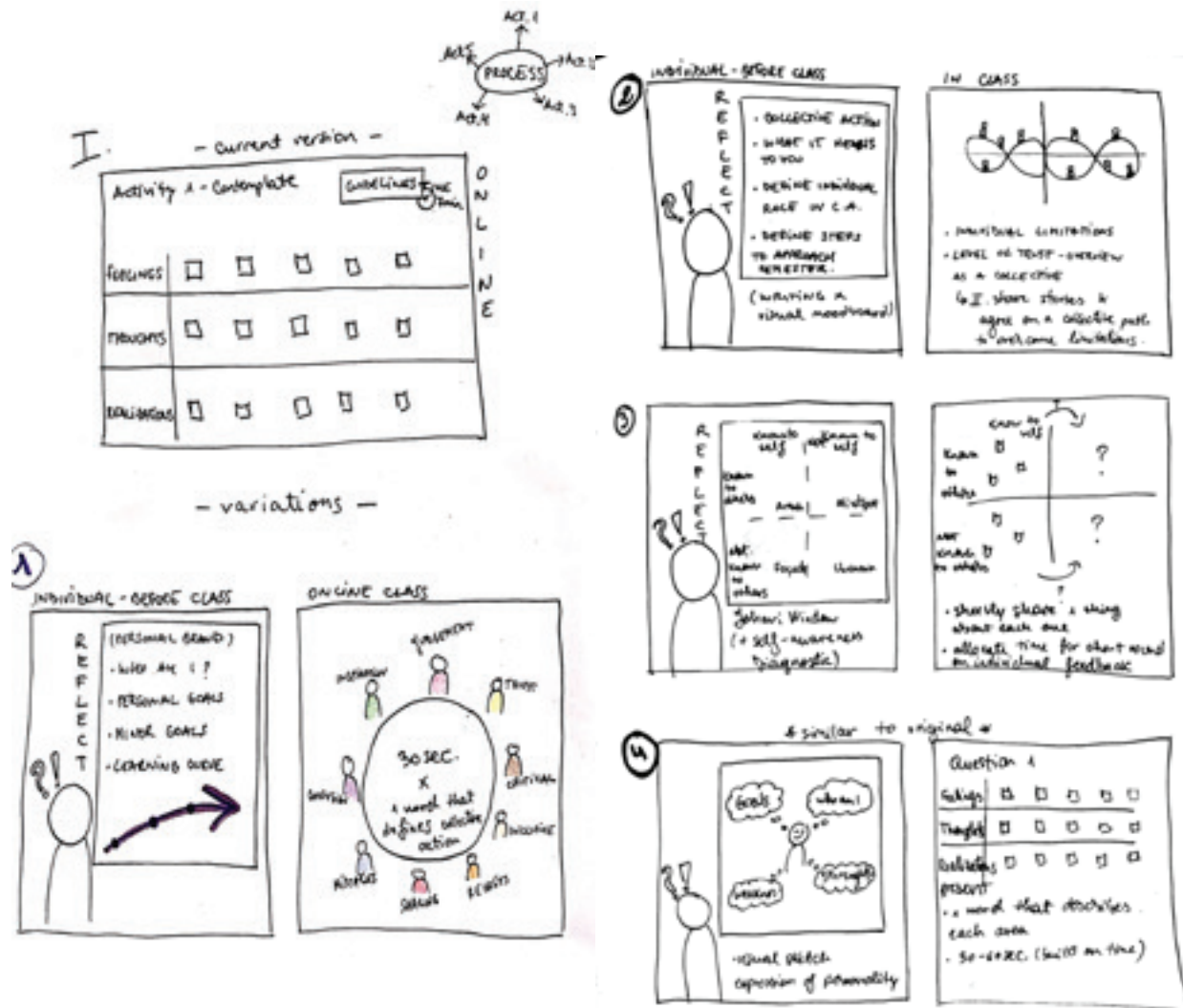
Activity 1- has been interpreted again and divided in 2 parts, respectively an individual part of reflection and a collective part meant for sharing. The options are the following:

1. Define individual learning goals as part of personal brand of the student, focusing on sharing only one word in this activity that captures the personal past experience, and allows for the conversation to be built from next activities.

2. Focus on writing or creating a mood board that focuses on exploring the collective action individually. While sharing visually the different starting point for each student.

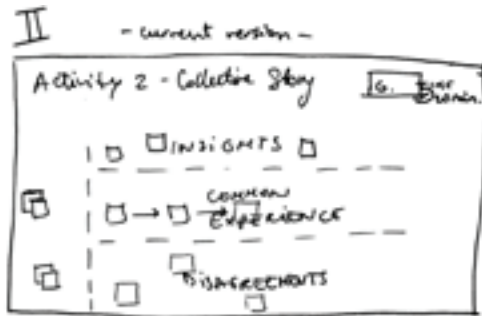
3. Focus on a theory model to first dive into personal traits, values, ethics...and further improve on them based on the group discussion.

4. Simplify in the original version tested, the first part implies a quick visual sketch as an expression of personality, dreams, goals, etc. While sharing is also limited to a minute per student focusing on their key realizations.

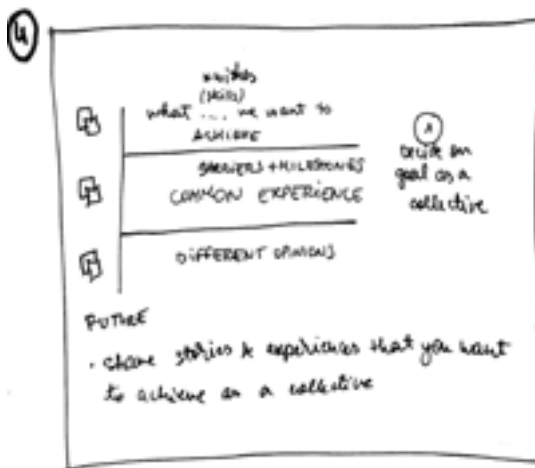
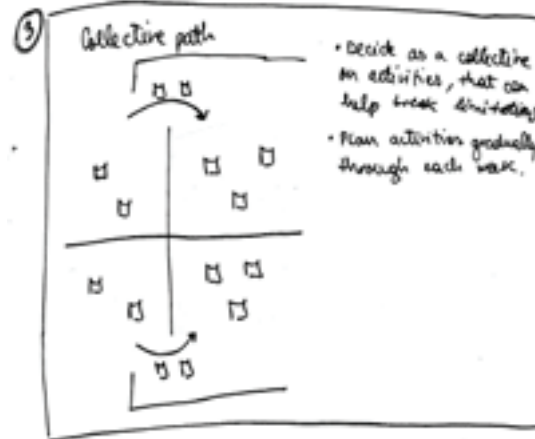
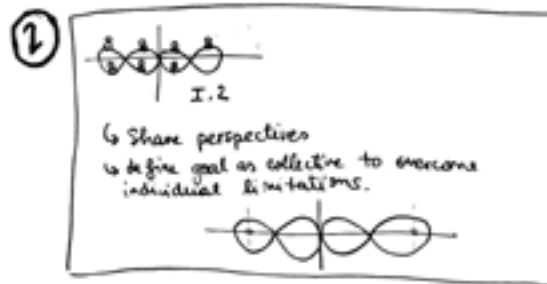
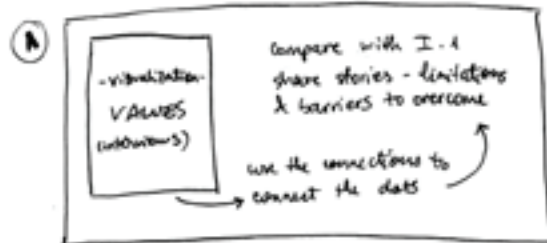


EXPLORATING VARIATIONS OF ACTIVITIES

(CONTINUATION)



- variations -



Activity 2- has been reconsidered based on the previous activity and variations, and presents alternatives that builds on the previous choices. The options are the following:

1. Use the values from the interviews as inspiration and key elements in connecting all students, to share stories based on limitations and barriers, and allow time for gradually build the discussion to a deeper level.

2. Share different perspectives, and try to see the differences among each other (visual infinite sign meaning- measure level of trust individual/collective)

3. Based on the previous model, and after each one sharing, the collective organizes to imagine ways of breaking through the negative ones and learning together how to build on them new ones.

4. The last option has stayed the same, defining a bit more the inside elements, and also focusing more on the discussion as a collective.

EXPLORATING VARIATIONS OF ACTIVITIES (CONTINUATION)

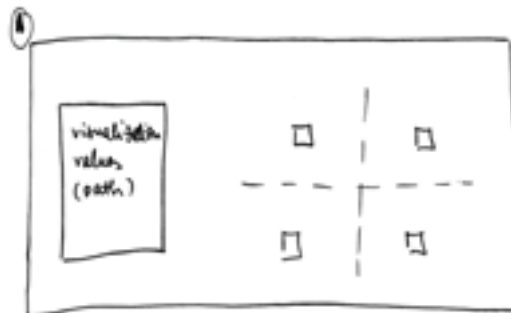
Activity 4- based on the feedback, I tried to simplify it and only give one focus point. The options are the following:

1. By looking back at the first activity and third activity (sketching personal experience) the group focuses on the elements with most impact.

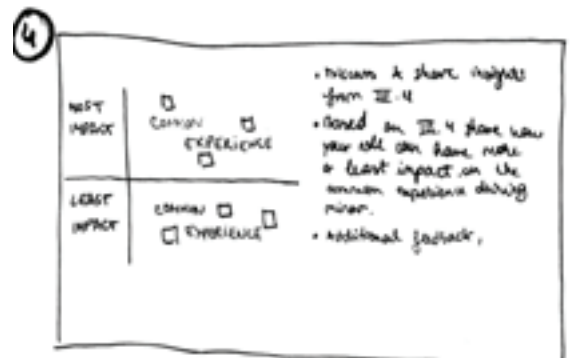
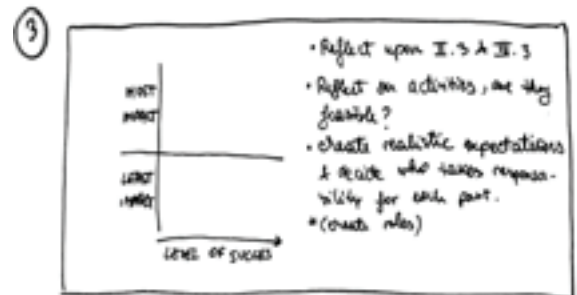
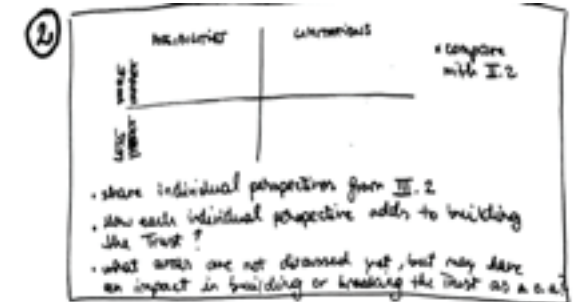
2. Relating to the values helping achieve the collective action, define areas with more or less impact in building the relation of trust for example in a classroom.

3. Reflect on the previous discussion as a collective and common agreements and first, individually define its level of success and discuss possible alternatives.

4. Based on the sketch reflecting on the personal experience, share how your contribution could have an impact based on your skills, but also how it could affect it.



↳ based on word said from activity I.1 & sketch from III.1. compare to path towards achieving a collective action & define how your word can have more or less impact on yourself as an individual, but also the impact it has for the collective.



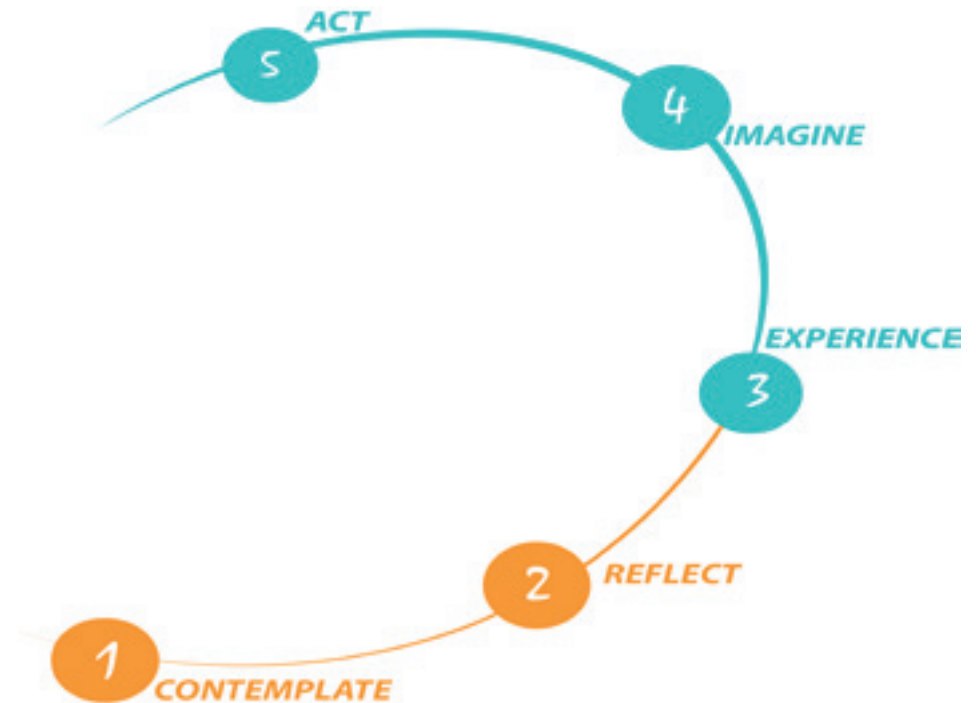
CONVERGING VARIATIONS

Presenting the result to the client and following the discussion through the 5 step process the following decisions have been made affecting the process.

From the previous options, version two from activity one has been selected. Introducing writing as a third way of communication and expression during the contemplation part, focused on individual past experience.

From activity two (collective story), the fourth option has been selected, which implies that the activity stays the same overall. While for activity four (collective reflection), we decided to also incorporate a fiction story in any medium preferred, that allows students to collaborate and imagine themselves as angels of change with unlimited opportunities.

As an additional requirement the values (from the interviews, refer to research report) are also being used as inspiration throughout the activities.



Based on the new changes the names of the activities have changed in some cases, as well as the order of activity two and three. By rearranging the activities, the conversation is built gradually throughout the activities, allowing time for each student to adapt to the process and share at a deeper level starting activity three. Additionally, the process allows for variations throughout multiple rounds, as now the individual part is at the beginning (consisting of contemplation-writing, and reflection-sketching) followed by the remaining activities as a collective. This option allows facilitators to decide if they want to do all activities in class, or start directly from activity three, depending on the time assigned.



AESTHETICS EXPLORATION -PART 4-



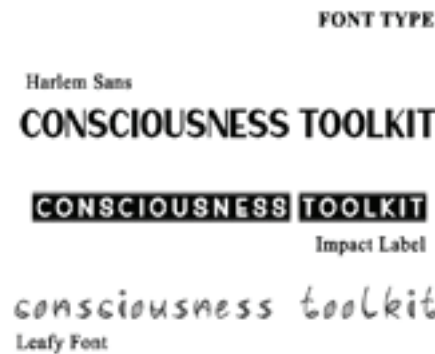
AESTHETICS EXPLORATION

The following pages show three different styles through a main sketch representative and additional elements of inspiration (including color inspiration, images and fonts variations).

Based on a conversation with the client, trying to align the style to be representative for the Research Group Mission Zero focus, we agreed on the following main characteristics:

TO BE PLAYFULL, FUN, CREATIVE, COLOURFUL, ABSTRACT, MINIMALISTIC(LINEART), NOT TOO SERIOUS ABOUT SERIOUS STUFF, FUTURISTIC, CIRCULAR ECONOMY, INSIGHTS PEOPLE, REGENERATION, SUSTAINABILITY

Based on these characteristics I decided to create three different versions of sketches focusing on highlighting different elements in each one. To further decide on the key elements going further.



FONT TYPE

SKETCH



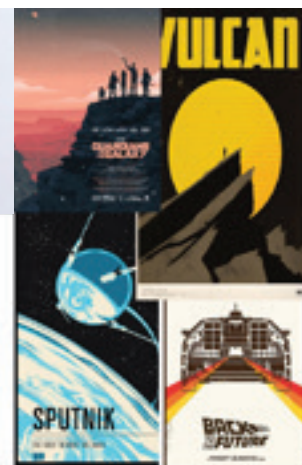
STYLE 1

The design is focused on abstract elements, playfull, colourful, focusing on text.



STYLE 2

In between formal and playful, with elements specifically linked to sustainability, trying to create some dimension in page by accentuating some elements with bolder colors.



AESTHETICS EXPLORATION & EVALUATION

In order to move forward from the different styles, students that have previously participated in the testing session in Miro, have been asked for feedback. With additional comments from the client, the following decisions have been made:

Style 2&3 were the most popular versions, for which a combination of the following elements was selected and further combined in the final design.

Taking the elements related to sustainability, a more futuristic approach will be considered.

The Colour Scheme -a combination of style 2&3 are preferred.

STYLE 3

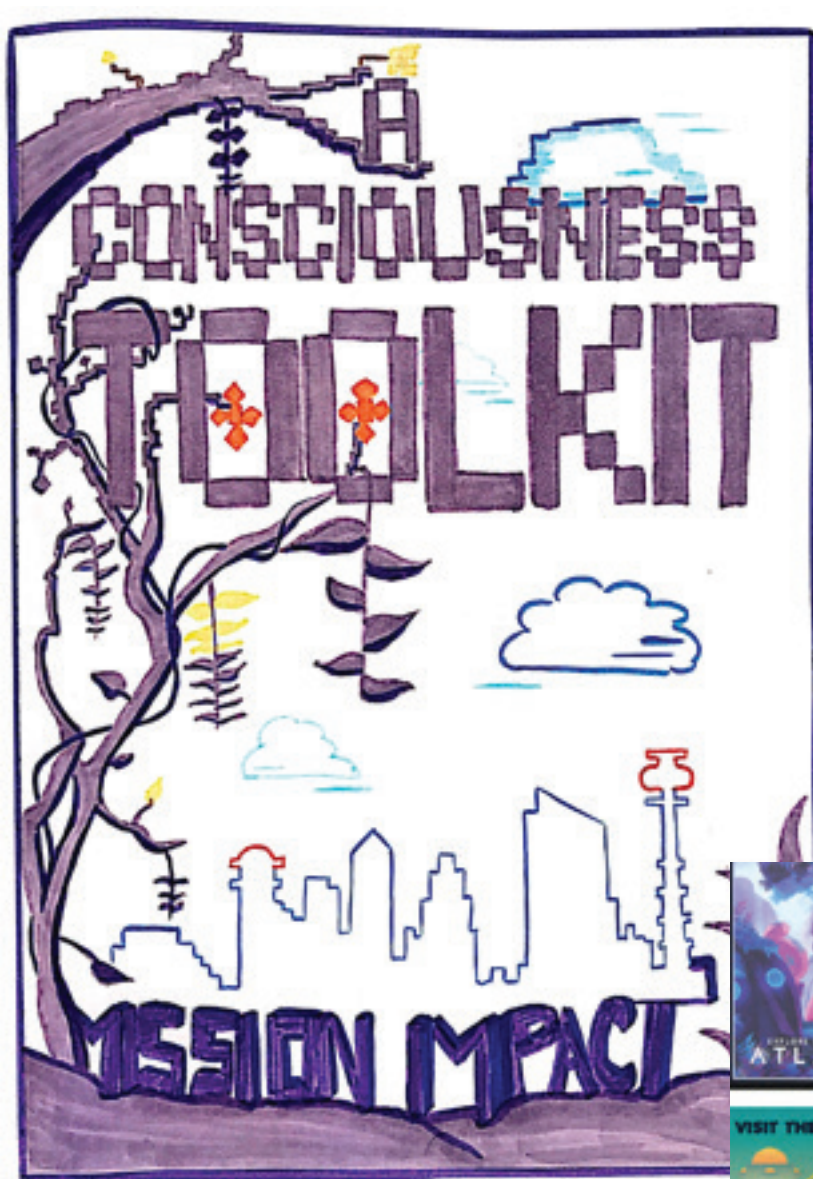
Playfull, fun, creative, colourful,
combination of sketching style,
playing with dimension.

AESTHETICS EXPLORATION & EVALUATION

From this style, the blue line art is preferred
and will be further linked to the sustainability
elements from Style 2.

Regarding the fonts, should focus on bringing
a feeling of familiarity.

Use colour and alignment of elements in
page to create dimension and bring in centre
of attention different element.



CONSCIOUSNESS TOOLKIT

CONSCIOUSNESS TOOLKIT

Silkscreen

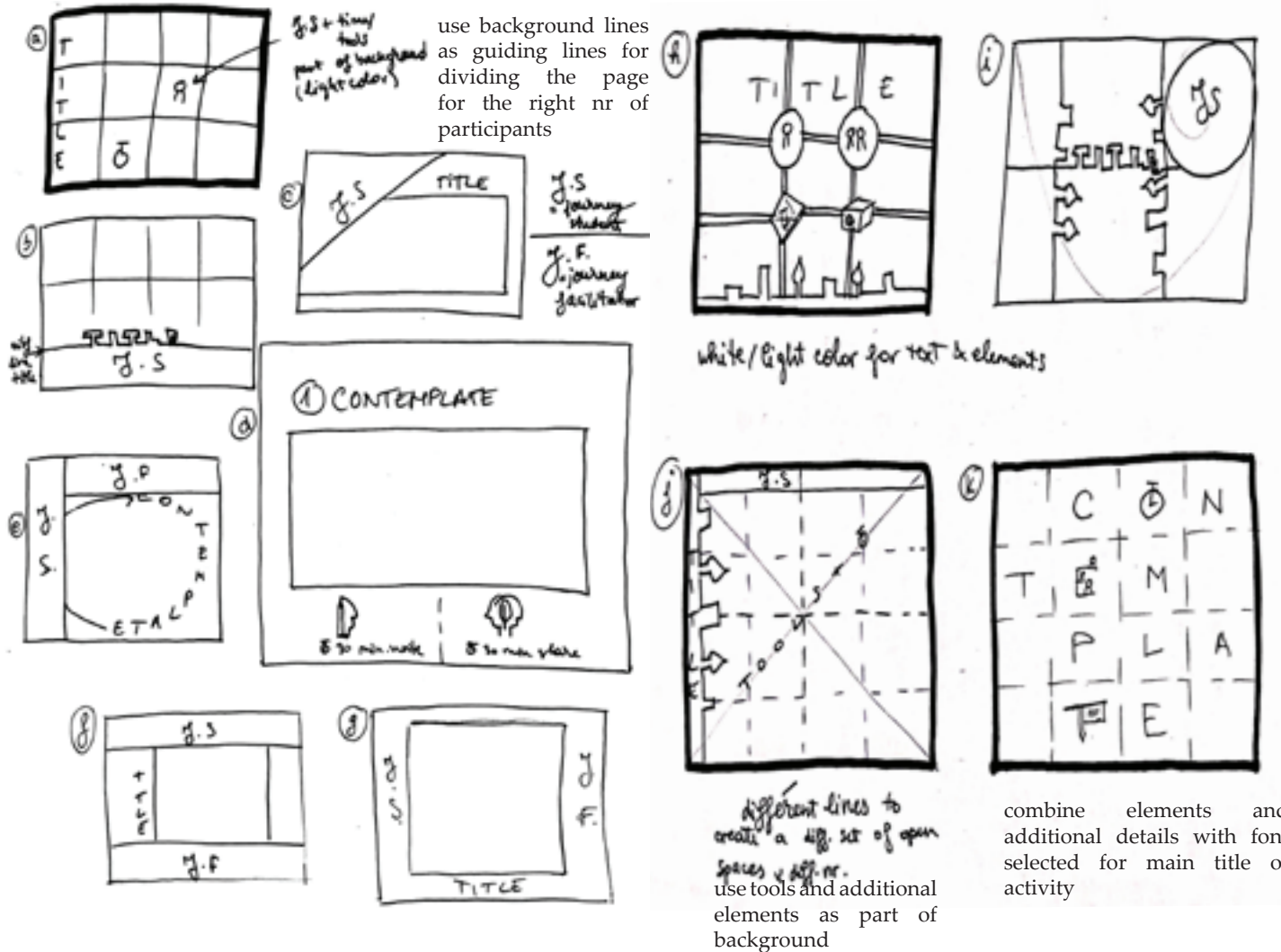
SQUARE COLOR SCHEME



1 Color dominant, with accents of
other colors.



TEMPLATES EVOLUTION



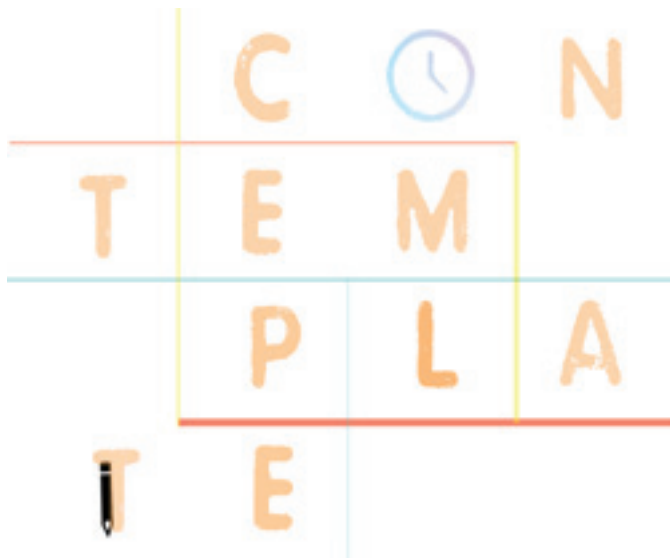
After a couple rounds of exploration through sketching and a feedback session with client and students. I decided to start designing different template layouts to test and define the key elements in page.

Below I highlight key points that I used in next phase of design.

Playing with variations of use of lines, symbols, trying to bring into attention different key elements that best highlight the story of the toolkit and brings together the students' needs, clients' needs and fits within Mission Zero's goal.

TEMPLATES EVOLUTION

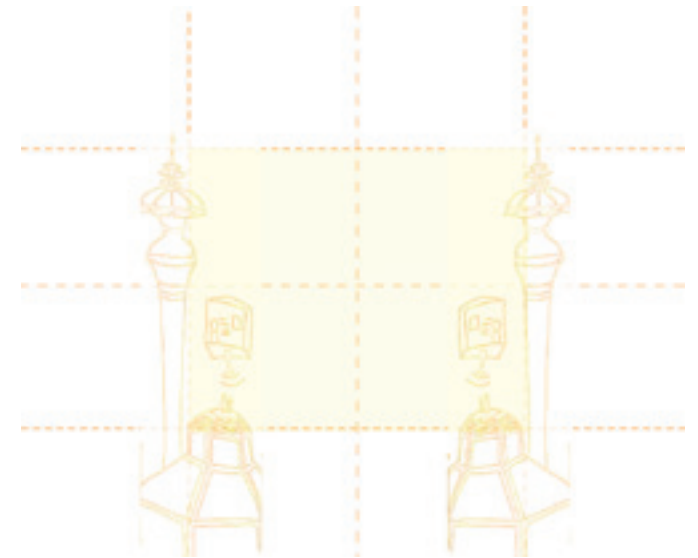
Trying to get a first impression of the digital templates, I used some of the previous sketches and quickly traced them in Illustrator. With additional symbols from Adobe Stock, below i show the first versions of the digital templates that students will use as background templates throughout the activities.



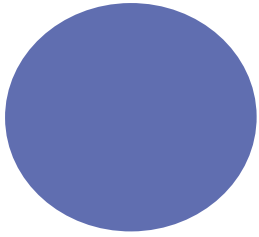
Played with different line size, colour and dimension trying to differentiate the elements



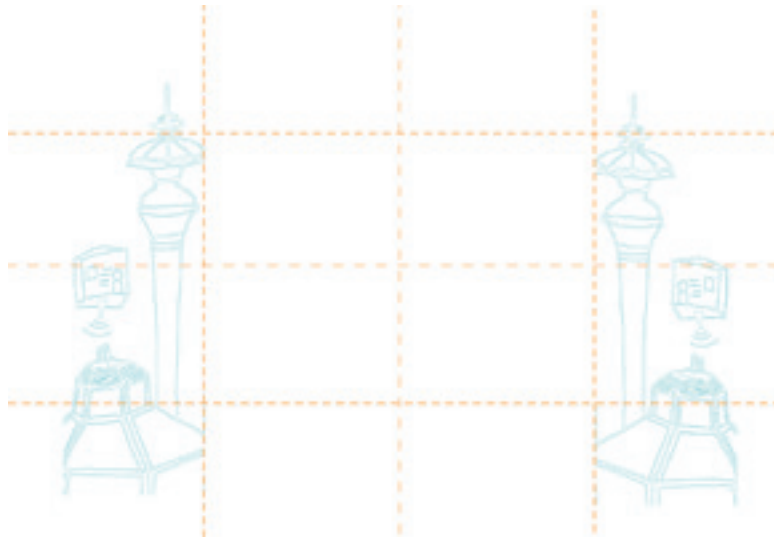
Implement a holographic pattern among symbols and background design trying to achieve a futurist look



Focused on background, trying to simplify by only using one color, and trying to merge the sketch with the background



TEMPLATES EVOLUTION

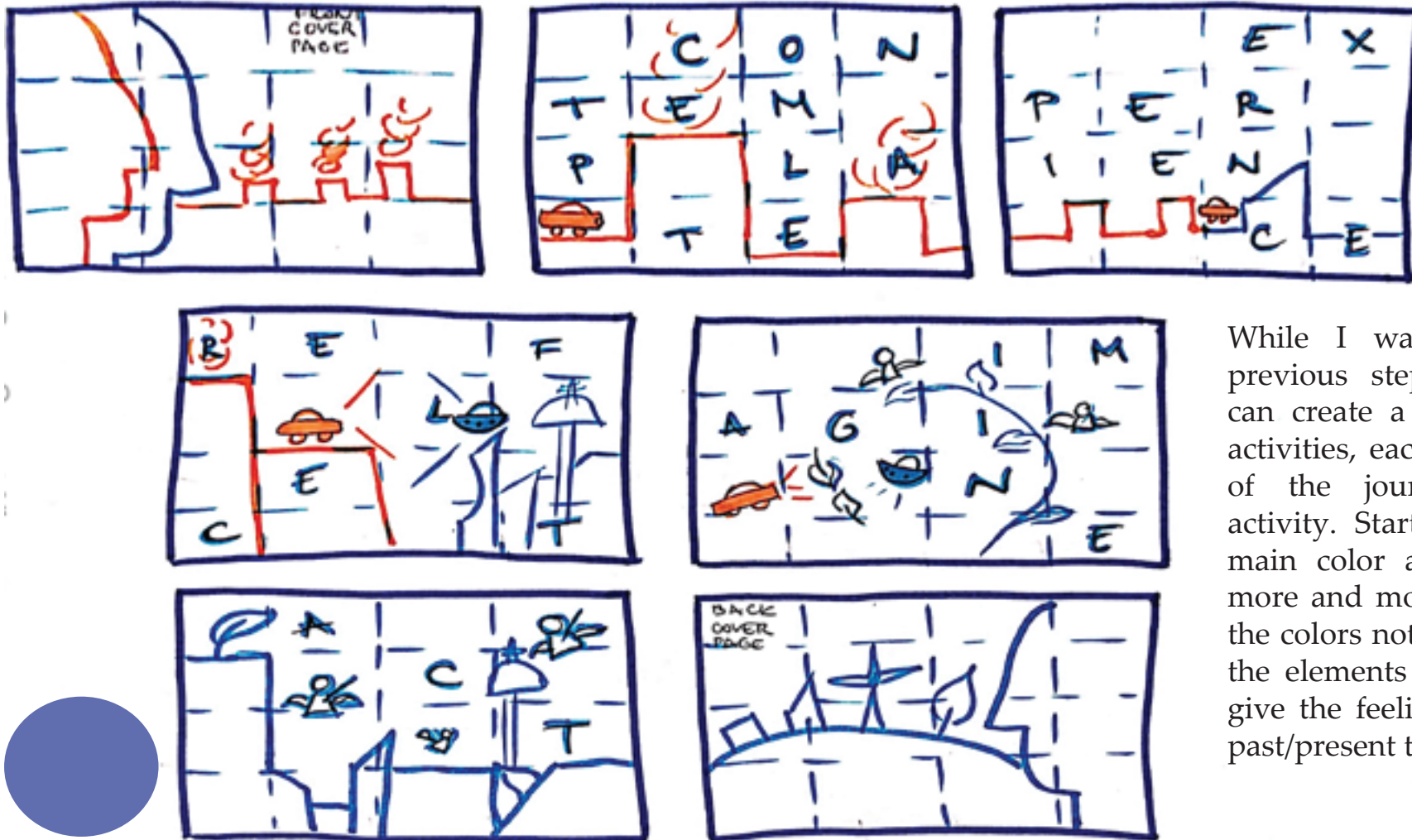


After further exploring the meaning of colors I decided upon two main complementary colors, respectively blue and orange.

I selected blue, as it represents natural elements such as the sky and sea, but also inspires depth, stability and trust. Orange on the other hand is warm, stimulating, representing enthusiasm, happiness, success and creativity.

As for the font I only focused on the main one for the activities, for which I selected the Sans-serif Fonts –Viewed as informal and playful, being the best suited for digital. Following the decision from the aesthetics style 3 a series of fonts have been selected and decided upon Bauhaus 93- as final font because of its combination of round and straight lines, giving a sense of continuity in combination with the template and symbols. Additionally, by first starting to incorporate symbols as part of font, by simplifying the amount of lines added, the overall design started to feel less crowded and gradually merging together.

TEMPLATES EVOLUTION



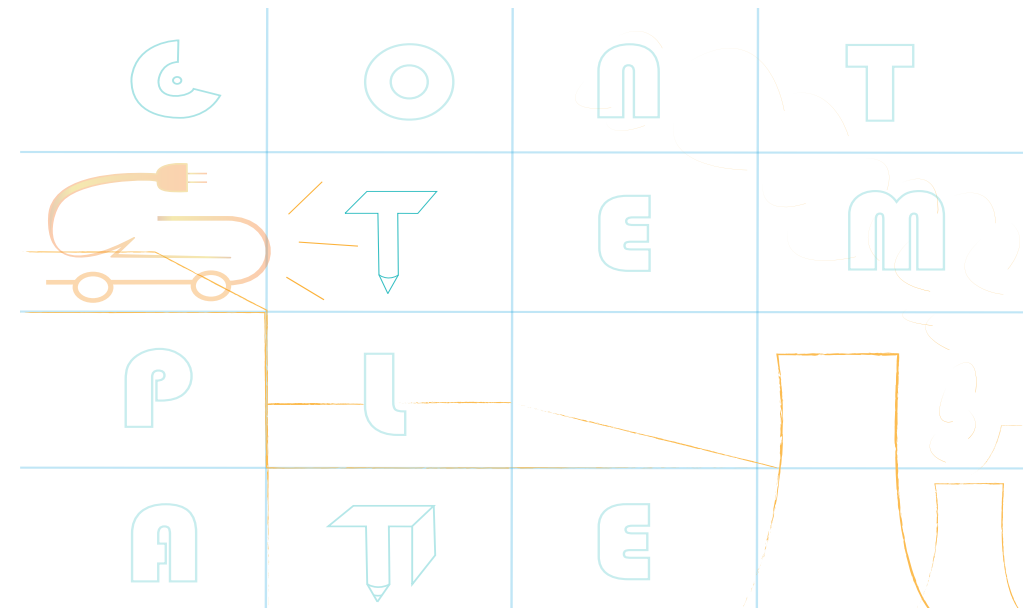
While I was working on the previous step i realized that I can create a story around the 5 activities, each one representative of the journey of respective activity. Starting with orange as main color and slowly merging more and more with blue, I used the colors not only to differentiate the elements in page but also to give the feeling of progress from past/present to future.

TEMPLATES EVOLUTION



I had my first attempt at trying to redesign the elements to fit the past & futuristic idea, and play with them to best fit the mindset of each of the activities.

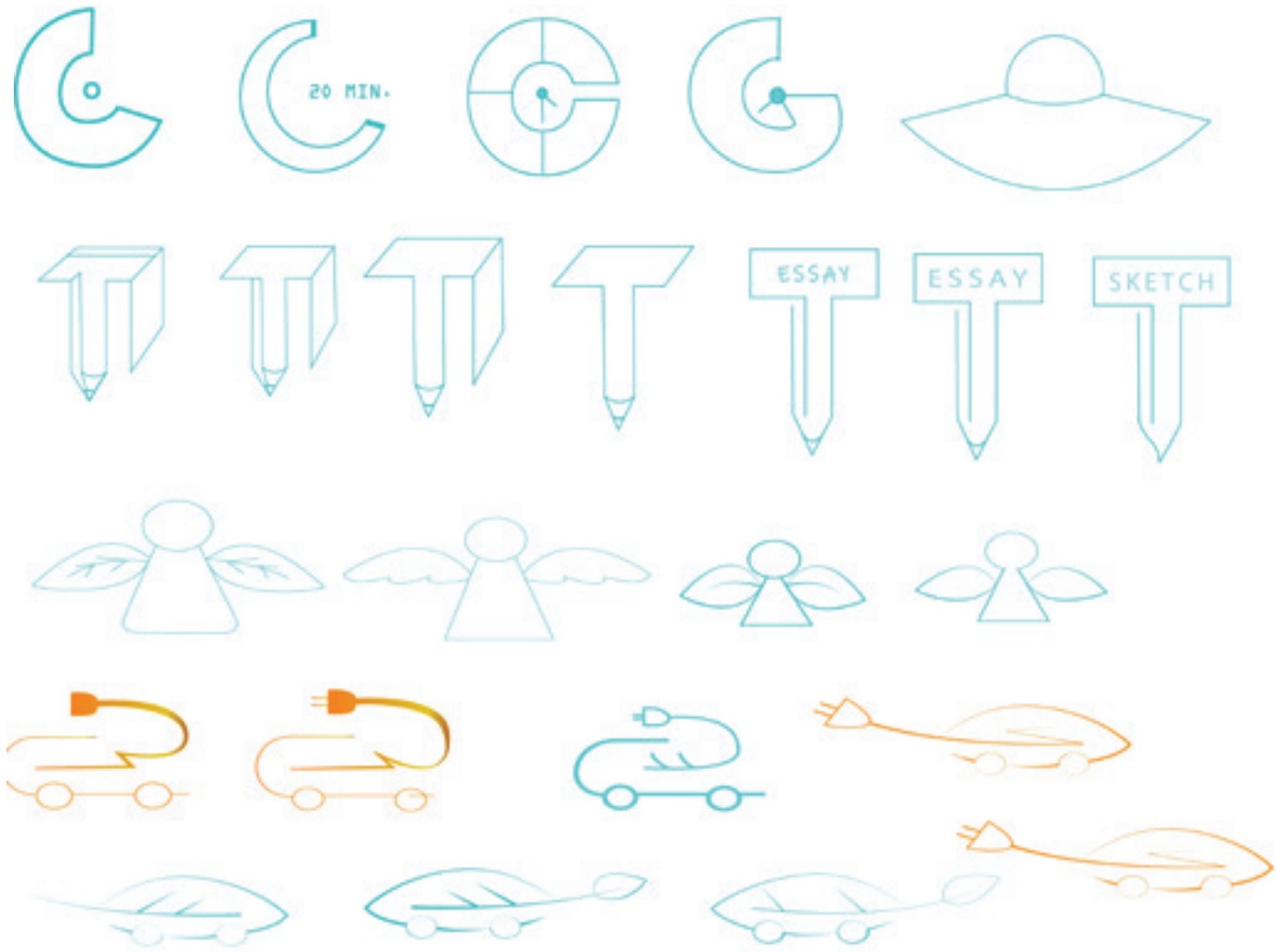
Since my first attempt at designing a car was not looking so convincing, as well as some of the other elements show below and in next page, I realized I have to simplify all the details so they merge with the lines in the background as well as the font, bringing together in this way all the elements as one piece, that is not too overpowering and too distracting, but still engaging and inviting to participants.



TEMPLATES EVOLUTION (SYMBOLS)

Once I had an idea of what I wanted to achieve, I started focusing on the other elements and bring them down to their basic shape using straight lines and rounded corners/shapes.

Redesigning symbols from the font previously selected. I started with the letter T, used to represent the sketching and essay part, and tried to reduce the amount of lines used and seem natural next to other letters





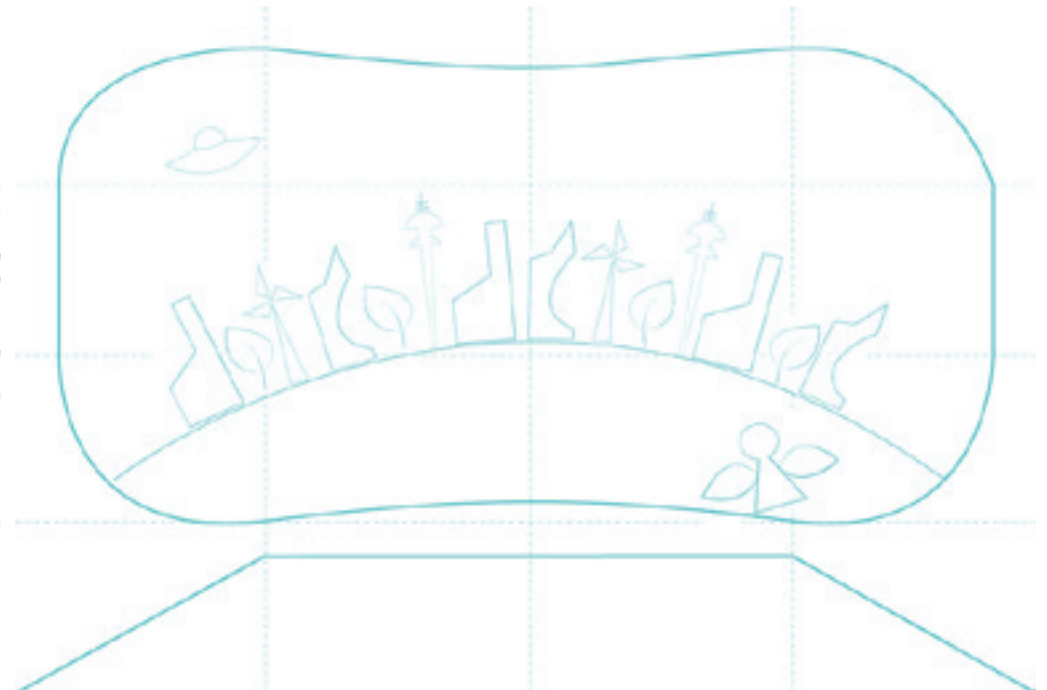
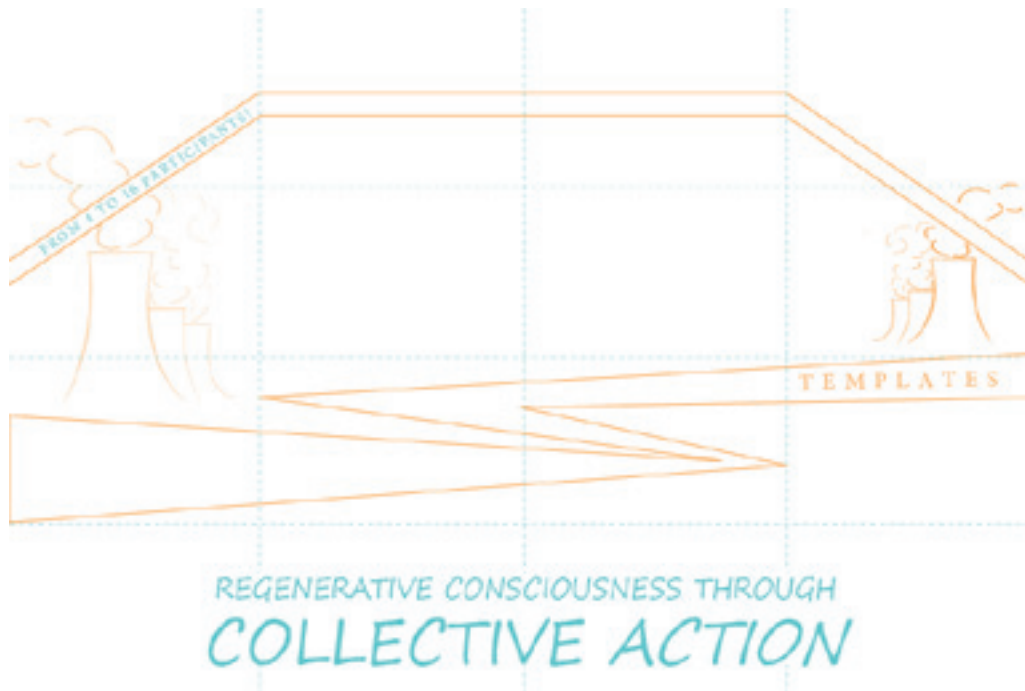
FINAL SOLUTION



DESIGN DECISIONS FINAL TOOLKIT

In order to simplify the design and achieve the desired vision of the client, symbols are translated as part of the font (representing now the name of activity and tools -time, sketching/essay) with additional elements being tested (question mark, additional decor elements)

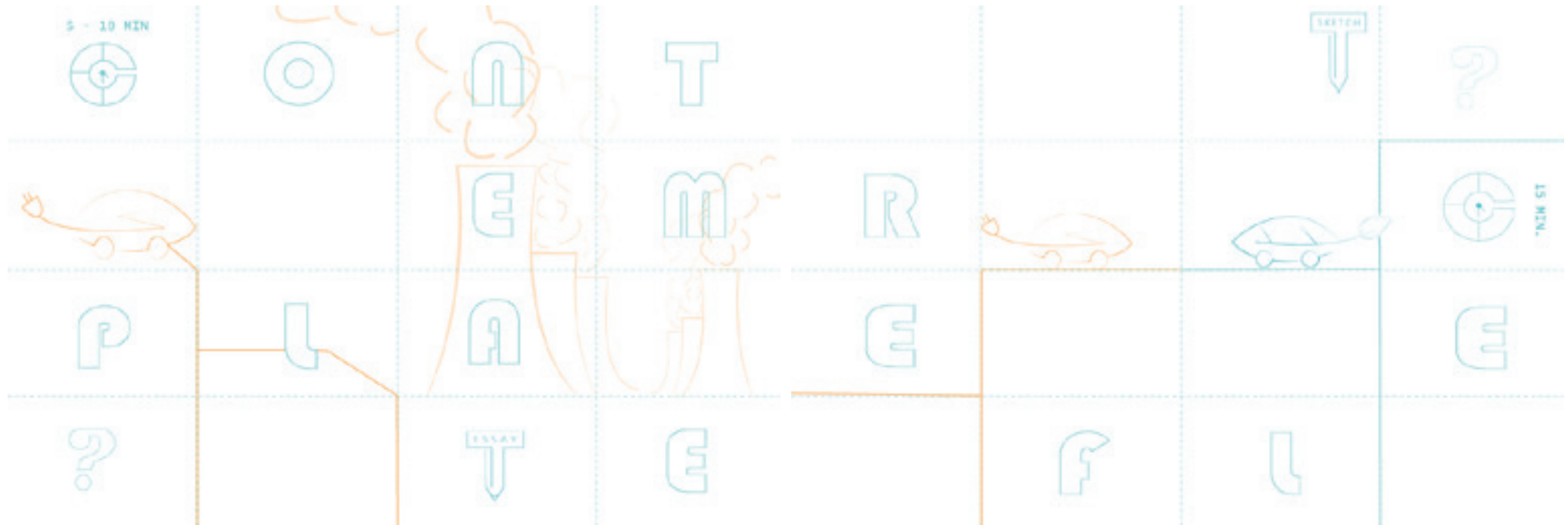
The background focuses on line-art, simplified design by following the templates structure, trying to align and reduce as much as possible the lines, to first simplify the design, and following build on details where needed.



DESIGN DECISIONS TEMPLATES

The main elements selected from the font as part of symbols are C (representative for the time assigned for each activity), and T (representative for sketching and writing).

An additional question mark has been added, as well as a couple of white spaces have been left empty for the main questions to be added as main focus point.



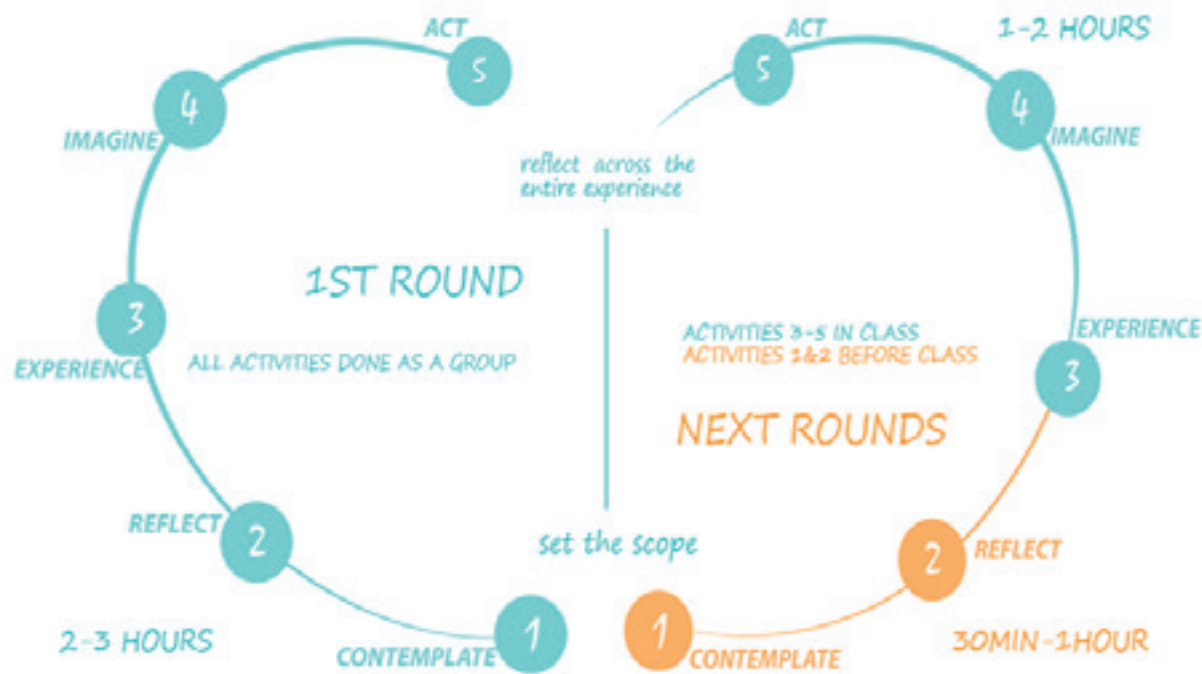


GUIDE OVERVIEW

HOW TO USE THE TOOLKIT

CENTRAL QUESTION TO EXPLORE THROUGHOUT THE LEARNING JOURNEY

WHAT IS MY CONSCIOUS EXPERIENCE OF WORKING TOWARDS A REGENERATIVE FUTURE?



GUIDE OVERVIEW



ESSAY

Activity 1

CONTEMPLATE

INDIVIDUAL (PAST EXPERIENCE)

WRITE A SHORT ESSAY (ONE PARAGRAPH MIN.)

FACILITATOR TIPS

Start with a Guided meditation (1-2 min). Activity 1 goal: set students in the right frame of mind to engage better in the following activities. A movement from everyday being to a more reflective state of mind, where they slow down and feel comfortable with sharing and reflecting.

20-30 min.



GUIDING TIPS

Taking the time to contemplate allows us to look back on our experiences and learn from them. To start this workshop, we will look back on your experience of the past two weeks. Use key words that express your most intense thoughts, feeling and realizations during the past two weeks, and transfer them into a short essay. Writing out helps you think and reflect about your experience.

Add a title and a short description phrase and add them to the team contribution page. (15 min write and upload/ 10-15 min share).

NEXT ROUNDS

Activity can be done individually, before class. Looking back at your experience, What did you feel, think and realize working on regenerative futures?

For the final session:

What were the most powerful experiences from which you take learning forward after this experience and why?

ROUND 1

Should start in class, not prior in order to keep the focus of students in a reflective mindset and allow time to accommodate to the online space environment.

Contemplate on why you have decided to pursue this opportunity and answer the following questions:

why did you decide to follow this course? What do you hope to take out of this course? What does regenerative approaches mean for you?



DESIGN BRIEF REQUIREMENTS & EVALUATION

TOOLKIT/GUIDE

- The toolkit is designed for online educational classes, providing learning tools for both individual and group learning processes.

Evaluation: achieved, three of the activities are designed for individual reflection and two activities for group

- The toolkit should act as a missing component in education, contributing and supporting the development of regenerative thinking as a collective group

Evaluation: achieved, the toolkit combines elements of creativity, sustainability through individual and collective based activities that focuses on building the trust among students-teachers.

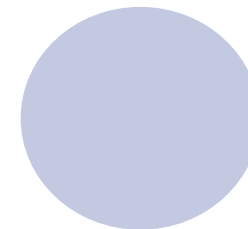
- The design toolkit should start a tangible dialogue focused on developing the 3 c's (compassion, connection and creativity) for sustainability leadership

Evaluation: achieved, the activities are designed around the 3c's, supporting activities for creativity (like 2 and 4), and the values inspiration page helps to keep the focus on developing the dialogue.

- The overall design needs to relate to the Mission Zero Research Group focus on regenerative futures.

Evaluation: achieved, the elements are inspired by elements of sustainability.

The process, has been tested and adjusted throughout the project, starting from research paper and throughout the testing session in Miro. Additionally the process will be further tested and explored throughout the Mission Impact Minor starting September 2020. The guides have been tested with the process, and changed accordingly to the feedback from the client and additional teacher that participated in the testing session.



DESIGN BRIEF REQUIREMENTS & EVALUATION (CONTINUATION)

PROCESS TOOLKIT

- The process should evolve and be explored around values of individuals that lead to a collective action in sustainability.

Evaluation: achieved through the main question presented in the guide, that should gradually evolve over time in difficulty and also through the visualization of values that serves as inspiration and starting point of discussion.

- The process must capture the transformational change within a student, through a creative reflection based approach that captures their learning phase.

Evaluation: achieved, students have an individual sketching time during activity 2, and a collective one in activity 4 focused on creative a fiction story, both capturing their experience through different mediums.

- The process should influence the user into adopting an open minded and reflective attitude towards personal sustainability, with an emphasis on relational learning.

Evaluation: achieved through activity 5 that focuses on formulating a personal learning question for upcoming weeks

- The process should allow and promote a continuous individual and/or collective reflection to contribute to life-long-learning.

Evaluation: to be tested over the long term, to ensure its success.

TEMPLATES

- The templates should evoke a curiosity feeling every time the user reaches to it.

Evaluation: achieved through its aesthetics and possibility of creating own stories.

- The design of the templates should be intuitive to use after the first round, by a collective group of students, without the need of a facilitator explaining the activities.

Evaluation: achieved all 3 elements (guide, templates and process) support each other and provides alternatives for working in multiple rounds with the same process.

- The templates should be engaging and fun enough for users to use it over time by suggesting or incorporating different activities throughout the 5 step process.

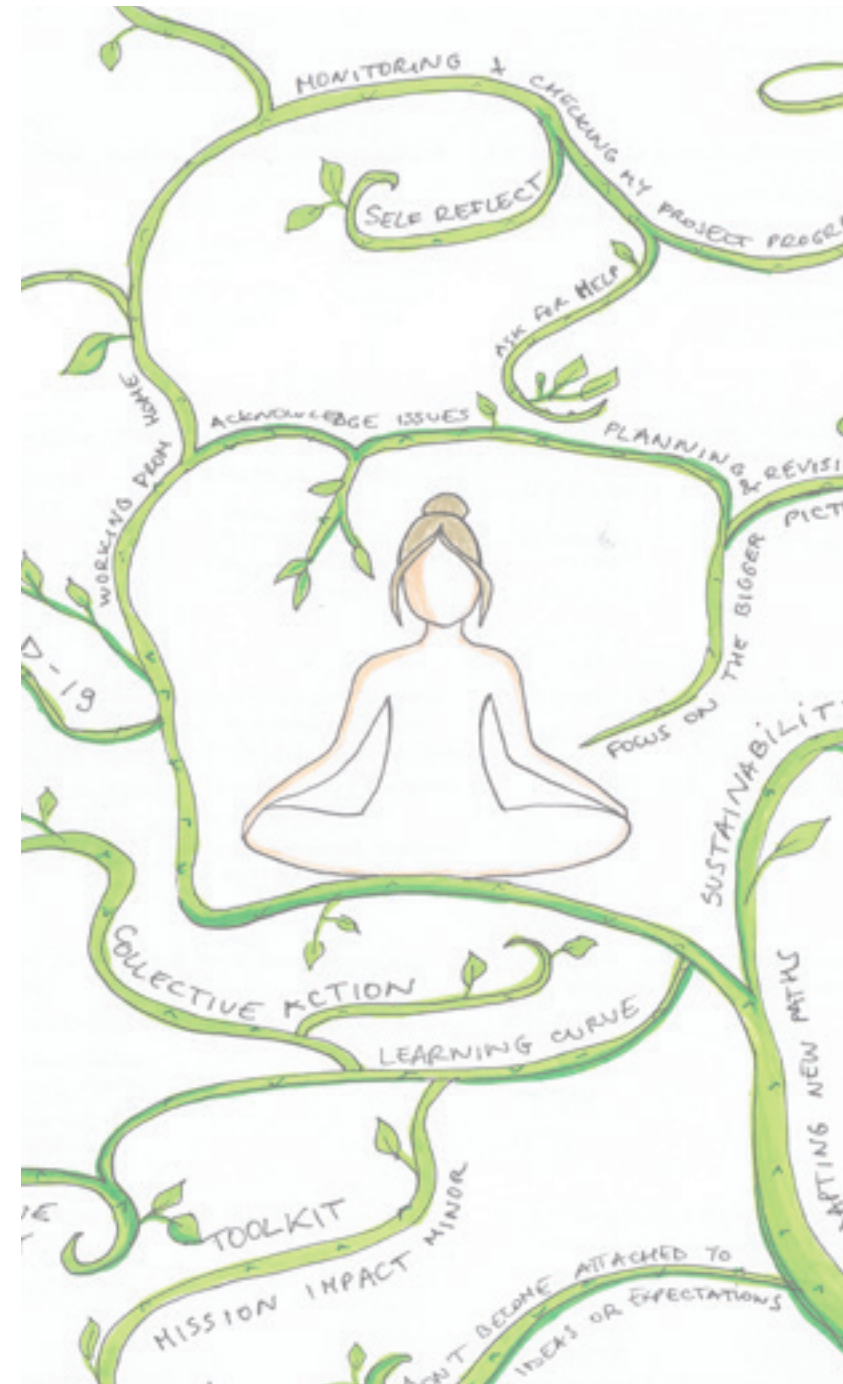
Evaluation: achieved variety through different process possibilities, changing templates, story line by changing symbols, or even changing the order of activities to match the goal of the session.

REFLECTION

The original purpose of this project, reflected the client desire to connect the inner dimension of sustainability in relation to personal inner worlds, using arts and indigenous knowledge to develop a toolkit based on artful reflective practice. The personal driving motivation to carry out this project, reflects a creative curiosity in helping other students explore different options of reflecting, allowing for a meaningful connection within a group, in relation to sustainability.

One of the most defining challenges of this project was the sudden unexpected change of lifestyle due to the covid-19 pandemic. Adding a lot of pressure and uncertainty on finishing this graduation project, not knowing the changes that it will bring along. In order to ensure the success of this project, different skills were required. Starting with rescheduling and planning, which have been essential in the first phase due to covid-19, resulting in changing most of the activities and conducting the project mostly online. Additionally, starting from such a broad perspective on the topic, the ability to critically think, analyse and synthesize were crucial during the research phase, which allowed me to further connect the different pieces of information and create a coherent report. Communication and organization have been also essential throughout the interviewing phase but also during the testing to reach to the right people to contribute in a qualitative way. Moreover, the constant interaction with the client, exceeded my expectations in a positive way, allowing me to connect and translate the research into the design, in a more seamless way.

The project could have benefited of additional testing rounds of the process and design of the Toolkit. For this reason, the Toolkit will be first tested throughout the minor and after shared with other programs within or outside THUAS. If the opportunity would arise to redo the project, I would focus on incorporating the testing earlier on in the phase, through multiple round with the same group of students, and develop the design through multiple rounds of formative feedback. On a personal note, the project has been challenging in terms of professionalism and competencies learned, helping me identify key strong and weak points to further address in the future.



Appendix

RE-EXPRESSION

	Related word	Associations	Inspirations			
design toolkit	designated	assignment, rule, theme, project, colleague, tools, <i>expectations</i> , choice, heritage, protected, tactical, transition, duty, prototype, conservation artifacts, , equipment, package, transportation, smelt/leg, oilseed/ physical, set of items/ <i>movements</i> / symbols, room/environment	online tools that are to use by students within university only or allows external connection a toolkit will somehow limit the extent to which leaders can develop, especially with wicked problems, what can I use that stays present and evolves with the students? can we predict circumstances for leaders to evolve and grow? Or what they should reflect to have more impact in their evolution? it has to be personalized but also playful for students to keep interacting and feel like they have a real impact in the present (just like a game) - maybe attribute roles (characters) integration of students within the bigger picture, feeling part of a bigger collective/cause that motivates them to take action and personally involved and invested in the cause	Design	plan	arrange, manager, team, play, meeting, steps, overview, scope, project, goal, timeline, history/future, action, consequences, impact, change, details creativity, art, personal, talent, story, inspiration, draft, rough, trial, error, beauty, ugly, <i>criticism</i> , <i>perspective</i> , dimension, fiction/fantasy, imagination, limitless, art tools, teacher, education, self-taught, artists
	tool set/sky/tag	rules, suggestions, informational, easy to use, visual/leaders, thinker, curriculum, <i>limitation</i> , emphasis, logical, theory, inexpensive, worldly			drawing/sketch	world, space/universe/ coordinates, overview, path, <i>treasure</i> , prizes, <i>discover</i> , visual, explorer, colonizer, indigenous tribes, intelligence, theories, measure
	practical guide	measuring, safety, test, music, orchestra, detector, detective, keyboard, communication, dynamic, <i>stimulate</i> , anticipate, predict			map	create, recipe, connect, mixture, masterpiece, rules, perspective, prototype, idea, invention, music, experience, explore, ingredients, composer, creator, God, beauty, existence, stories, <i>big bang/implosion/chaos</i> , life, randomness
	instrument set	easy to carry around, <i>personalized</i> , different shapes, kids, playful, handmade, gift, dirty, waste, upgrade			composition	outline, arrangement, previous, text, images, (negative) spaces, symbols, order, magazine/books, editorial, house, architecture, 3D, technique, skill, learning, time, process, task, project, research, scope, instructions, combine, progress, evolution, reflect, curiosity, discovery, testing, invention,
	pencil case	integration, social, investment, stakeholder, technology, resources, collective/individual, environmental, protection,			libret	behaviour, spiral, motif, dot, spacing, reversal, grid, color, interaction, consumption, breakout, geometrical, rhyme, decorative, neural, music, characteristics
	development toolkit	workbooks/ local, physical/ online, experts, instruments, recycling, leverage, expertise, interaction, stakeholders, efficiency/inefficiency, production, optimize,			layout	research, group, lectures, university, placebo, degree, interdisciplinary, myths, laboratory, scientific, bible,
	repository of resources	nature, spirituality, depth, fascination, worldview, mountains, antiquities, panoramic, adventurous, dynamic, creativity, organizer, global, reflection, shift, understanding, evolution, apocalypse, sustainable, ritual, tradition, empower, pioneer, liberate, , isolate , collaborative, healing, meaningful, unitary, constructive			method	vine, tea, worldwide, spirituality, religious, relevance, context, gender, age, modernity, social, distorted, nature, objects, cultural, chaotic, idea/new, inception/lying, target, empowerment, style, theory, pioneer, explore, introduce, analyze, replicate, share, contribute, elaps, abstract, attack, combination, team work, brainstorm, plan, rules, ideas, efforts, management, goals, enemies, competition, leader, crises, opportunities, leverage point, price, motivation, commitment
	explore	life-style, bias, absorb, spirituality, framework, meditate, analysis, culturally, religious, subconscious mind, complexity, methodological, normative, achievement, aspiration, minor, optimism			pattern	purpose/ motif, will, action, determination, sincerity, proposal, humor, mistake, surrender, harm, abandon, communicate, reaffirm, confide, generosity
	transformative journey	cheerless, parenting, lifelong, competency, initiative, advancement, learner, entrepreneurship, multicultural, empowerment, teacher			study	creation, genius, brilliant, mind, patent, inventor, original, useful, solution, revolutionary, irony, acceptance, exaggeration, yearn, critical, rejected,
	reflect	cheerless, parenting, lifelong, competency, initiative, advancement, learner, entrepreneurship, multicultural, empowerment, teacher			perspective	puppets, mentalities, values, beliefs, unconsciously, unpredicted, government, sign, money, social media, brainwash, lying, false leaders, unmask, influence, awareness
Toolkit	education	cheerless, parenting, lifelong, competency, initiative, advancement, learner, entrepreneurship, multicultural, empowerment, teacher			concept	journey, travel, graces, result, friends, network, vacation travel, tourist, day dreaming, unexpected, exciting, death, transportation, ordinary, unfold, discover, destiny
	tools	instruments, materials, keys, dangerous, helpful, safety, objects, handman, device, browser, user, predictive, customer, web, 3D, available			strategie	decorative
	collection	items, valuable, vintage, emotional value, museum, digital, unpublished, permanent, archive, curator, artwork, antique, selectio			intention	achieve/perform
	implements	rules, enforcement, laws, organizational, initiative, coordinate, cause, new, change, order, facilitates, revolutionize, integrates			invention	contemplate
	facilities	special needs, opportunities, equipment, spaces, helps, upgrade, minorities, essentials, must have items, important, what, supplies, requirements, indispensable, shared, imperative			manipulation	rule
	necessaries	things, objects, materialistic, superficial, unnecessary, abundance, dependence, boring, stressful, happy,			destination	build
	stuff	technology, apps, programs, software, digital, fast/speed, connection, communication, worldwide, innovation, future,			decoration	institution
	device(s)	labour, useful, robots, artificial intelligence, consequences, task-oriented , controlled, automatic, smart,			achieve/perform	evolution
	machine	paper, trees, files, bureaucracy, identity, information, important, systems, secure, books, articles, forms			contemplate	rule
	documents	random, collaboration, purpose, dialogue, outside comfort zone, barriers, challenge, individual, achievement, risk, chaos, brainstorm, follow rules of change, knowledge, leader, component, communicator, story-telling, guide, secret, role model, example, facilitator, teacher, mentor, institution			rule	build
means	adrenaline, fear, task, unpredictable, unknown, addictive, challenging, group/collective, simulation, virtual reality, winners/losers, laboratory/room/space/experiment			institution	thinking 'out of the box'	
agent	adrenaline, fear, task, unpredictable, unknown, addictive, challenging, group/collective, simulation, virtual reality, winners/losers, laboratory/room/space/experiment			rule	a picture is worth a thousand compositions, vision, understanding, communication, universal	
adventure game	adrenaline, fear, task, unpredictable, unknown, addictive, challenging, group/collective, simulation, virtual reality, winners/losers, laboratory/room/space/experiment			rule	rule	
simulate	adrenaline, fear, task, unpredictable, unknown, addictive, challenging, group/collective, simulation, virtual reality, winners/losers, laboratory/room/space/experiment			rule	rule	
gadget	adrenaline, fear, task, unpredictable, unknown, addictive, challenging, group/collective, simulation, virtual reality, winners/losers, laboratory/room/space/experiment			rule	rule	
extensive	adrenaline, fear, task, unpredictable, unknown, addictive, challenging, group/collective, simulation, virtual reality, winners/losers, laboratory/room/space/experiment			rule	rule	

APPENDIX

COMPARISON EVALUATION

COMPARISON – IDEAL STRUCTURE OF PROCESS AND HOW STUDENTS GO THROUGH IT

Throughout each activity is a seamless transition, complementing each other and building on a gradual reaction among students and (facilitator?)

The guides should not confuse the students, but rather lead them through the process, and should be still usable without a facilitator after the first round.

At the beginning is expected a bit of tension/confusion/shyness, but gradually every team member should participate equally in the discussion and share their ideas.

EXPECTATIONS ACTIVITIES

1. CONTEMPLATE

Individual task, each student is expected to highlight the most important experiences for him and share their thoughts with the team. The facilitator will start directing the conversation for sharing their experiences, but they should naturally start sharing and interacting with each other

2. COLLECTIVE STORY

Students start gradually building a relation by sharing personal experiences and creating after a collective story on the main topic. The facilitator will explain shortly the activity and will let students decide on their own on how they want to approach the story. Students are expected to take initiative into first discussing main key points and relations across multiple students and further concretize the story based on a common agreement. Moments of confusion might occur if nobody takes initiative or if they are not sure on how to proceed, in that case the facilitator will interfere with additional guidelines to facilitate the process.

3. INDIVIDUAL SKETCH

Facilitator explains what is expected and highlights guidelines for visualizing what each student internalizes as most significant for him, according to the collective story. The student is expected to go beyond the surface and share honestly the most important outcome for him, which the facilitator will highlight in the explanation.

4. COLLECTIVE REFLECTION

After the break, students share collectively the most important experience and key highlights from previous discussions that can contribute to a collective action during times of crises. Students are expected to have a bit of a fresh perspective after the break which will maybe help bring to surface new ideas.

5. INDIVIDUAL CALL TO ACTION

At the end, the goal for each student is to leave with a learning question or activity that they can focus on during the next couple of weeks.

APPENDIX

OBSERVATIONS TABLE

Filled in while conducting the evaluation on miro.

Activities	Interaction level	Pathways towards accomplishing activities	Guides	Behaviours	Success level of activities	Did everyone participate?	Additional Comments
1. Contemplation	individual share, no interaction with each other yet	Facilitator directs the conversation and asks each one to share in order of color post-its	helpful with direction of facilitator	static, shy interactions	achieved	yes	have a game to break the ice at the beginning and let students get to know each other without needing the facilitator; not all knew the topic of the testing
2. Collective story	gradually building a discussion, facilitator provides extra questions to focus on if needed	gradually students start sharing more, minor students take more the initiative to discuss	students understand the guidelines; but there are moments of silence where students don't really know how to follow up	focus and interest is lower at the beginning, little interaction that gradually builds as students start sharing	achieved	yes	took around 4 min for students to start sharing more; half of them are more active in the discussion while others needs to be included more by facilitator
3. Individual Reflection/Sketch	individual share	they share in order and individually their sketches	helpful with direction of facilitator	skeptical looks when the facilitator mentions the sketching part, some feel pressured about their artistic skills, but they all engage and trust the process	achieved	yes	if done online, to remember that students may have lower connection to internet, and might take extra time uploading the sketches online
4. Collective reflection	maximum level of interaction achieved; facilitator adds on questions to ease the process	first part individually type arguments and they rank them, followed by discussion to reach a common agreement	some confusion was created by combining two parts into one activity, further explanations are required from the facilitator	starts with a bit of confusion but gradually becomes more interactive, more disagreements (laughs, hands movement, more interested in others opinions)	partially	yes	the matrix and questions fail to include limitations, which are an important part for growth
5. Individual call to action	individual share, monotone	individual share and reflection for improvements	helpful but missing interactivity in discussion	students get a bit bored if they only share once, and don't need to interact with each other during the activity	achieved	yes	the bigger the group, the harder is for students to stay focused and listen to everyone

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