

## 1. Learning Goals

- Understand what Theory U is and
- how it can support systemic change projects to transform the education system
- to develop leadership competencies for systemic change

## 2. Introduction to Theory U

Theory U – Leading from the Future as it emerges (Video 3min):

[www.presencing.org/#/transforming-capitalism-lab/stories](http://www.presencing.org/#/transforming-capitalism-lab/stories)

Otto Scharmer: U.Lab: Reinventing the 21st Century University (Video 7:21min):

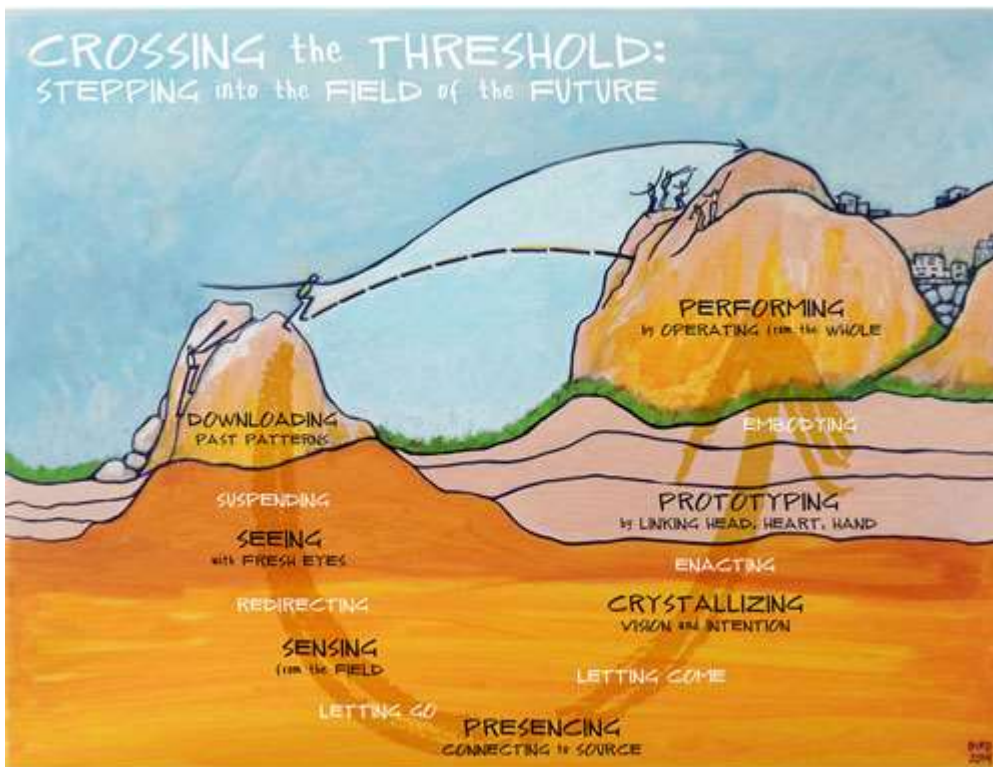
<https://youtu.be/uxu0AvAALiM>

Otto Scharmer “MOOC 4.0: The Next Revolution in Learning & Leadership”:

[www.huffingtonpost.com/otto-scharmer/mooc-40-the-next-revolution-in-learning-and-leadership/b\\_7209606.html](http://www.huffingtonpost.com/otto-scharmer/mooc-40-the-next-revolution-in-learning-and-leadership/b_7209606.html)

Otto Scharmer “U.Lab: Seven Principles for Revolutionizing Higher Ed”:

[www.huffingtonpost.com/otto-scharmer/ulab-seven-principles-for-revolutionizing-higher-ed/b\\_6697584.html](http://www.huffingtonpost.com/otto-scharmer/ulab-seven-principles-for-revolutionizing-higher-ed/b_6697584.html)



Source: [www.presencing.org/#/resource/images](http://www.presencing.org/#/resource/images)

### 3. Design Your Own Learning Path

Design your own learning path within the “Transforming Capitalism Lab” platform:

[www.presencing.org/#/transforming-capitalism-lab](http://www.presencing.org/#/transforming-capitalism-lab)

Options for learning:

- Attend one or more of the live sessions (April 12, May 10, June 14, 16:00-18:00) or watch the recordings
- Attend one or more of the community cafés on zoom (April 26, May 31, June 28)
- Interview a Theory U practitioner or education system change maker on Skype (interview guidelines: [www.presencing.org/files/workbook/Voices-from-the-Field-Interview.pdf](http://www.presencing.org/files/workbook/Voices-from-the-Field-Interview.pdf))
- Apply one or more methods from the toolbox: [www.presencing.org/#/resource/tools](http://www.presencing.org/#/resource/tools)
- Read and research higher education innovation stories

There will be 4 reflection sheets send out to you – 3 after each live session and 1 is included at the end of this briefing. Please keep a personal list of videos watched, articles read, and interviews conducted to include as a personal reference list when handing in your reflection.

**Deadline for handing in the learning portfolio is July 01, 2018, 23:59 by emailing it as one document to: [fgodat@uv.uni-kiel.de](mailto:fgodat@uv.uni-kiel.de)**

**4. Assessment Criteria\***

Criteria	Below Basic (1 pts)	Basic (2 pts)	Proficient (3 pts)	Advanced (4 pts)
Depth of reflection - content (25%)	Writing demonstrates lack of reflection on the selected reading, with no details.	Writing demonstrates a minimal reflection on the selected reading, including a few supporting details and examples.	Writing demonstrates a general reflection on the selected reading, including some supporting details and examples.	Writing demonstrates an in-depth reflection on the selected reading, including supporting details and examples.
Depth of reflection – exploring, analyzing personal assumptions and experiences (25%)	Uses only simple, obvious statements.	Is limited to flimsy generalizations.	<ul style="list-style-type: none"> <li>- Is thoughtful, convincing, insightful, and exploratory.</li> <li>- Is firmly grounded in the subject.</li> <li>- Reveals a strong connection between the subject and the experience(s).</li> <li>- Analyzes the experience by looking at more than one angle.</li> <li>- Explores the subject in personal and general reflections.</li> </ul>	<ul style="list-style-type: none"> <li>- Implicitly reveals feelings and thoughts through the presentation of the experience.</li> <li>- makes the reader understand the abstract ideas underlying the reflection through use of specific detail.</li> </ul>
Writing Strategies (25%) - using specific, concrete details - comparing, contrasting - naming, describing - reporting conversation	Does not attempt to elaborate ideas or elaborates only through repetition of the initial statement.	Uses few purposeful writing strategies. Uses some details and sensory language.	<ul style="list-style-type: none"> <li>- uses a variety of writing strategies.</li> <li>- uses specific, concrete details to make the reflection clear to the reader.</li> </ul>	Effectively uses writing strategies to enhance reflection.

- reviewing the history - explaining possibilities - creating a scenario				
Structure & Organization (25%)	Writing unclear, disorganized. Thoughts make little to no sense.	Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.

\* Adapted from [www.rcampus.com/rubricshowc.cfm?code=L34935&sp=yes&](http://www.rcampus.com/rubricshowc.cfm?code=L34935&sp=yes&) and <https://course1.winona.edu/shatfield/air/RUBRIC%20&%20CH%20essay.doc>

**Portfolio Sheet #1 – Set Your Intention**

The reflection sheets will lead you on a journey through the “Transforming Capitalism Lab”. As a first step on this journey, introduce yourself by describing your current understanding of the education system and how your values relate to education and learning (choose 3-5 values from this or another list that you can find online: <https://jamesclear.com/core-values>). What future are you trying to create in the education system? Be concrete (write max. half a page).

Headline -Try to explain your intention in a few words (less than 40 characters):

Start your personal reference list (videos, articles, conversations, etc.):

Example:

*4 Levels of Listening – Practice your listening skills (video accessed on April 07, 2018 on [www.presencing.org/#/transforming-capitalism-lab](http://www.presencing.org/#/transforming-capitalism-lab))*

*America’s black banking revolution (article accessed on April 07, 2018): [www.positive.news/2016/economics/23105/americas-black-banking-revolution](http://www.positive.news/2016/economics/23105/americas-black-banking-revolution)*

*Conversation applying Dialogue Interviews on Capitalism with fellow student Max Mustermann and HEMPELS vendor Harald on April 02, 2018: [www.presencing.org/#/resource/tools/dialogue-interview-desc](http://www.presencing.org/#/resource/tools/dialogue-interview-desc)*

## Portfolio Sheet #2 – Connection to new economic ideas

Browse the online platform ([www.presencing.org/#/transforming-capitalism-lab](http://www.presencing.org/#/transforming-capitalism-lab)) and maybe attending the first live session on April 12 (the recording will be available here: [www.presencing.org/#/programs/live-sessions/transforming-capitalism-lab-beyond-gdp](http://www.presencing.org/#/programs/live-sessions/transforming-capitalism-lab-beyond-gdp)).

Here are some guiding questions to make sense of the information and knowledge given in the first few days. Write one page maximum!

1. Relate your understanding and ideas of education to ideas/concepts/models linked to Theory U (i.e. Peter Senge, Otto Scharmer, Nicole Mary Rege Colet, or others).

2. Synthesize - reflection on one of the live sessions:

**Insights:** What stood out during the conversation or an observation made (direct quotes, anecdotes, etc.)?

**Surprises:** What was unexpected for you? What amazed you?

**Contradictions:** Where could you observe contradictory positions?

**Research questions:** What research question(s) have emerged for you?

3. Keep adding to your personal reference list (videos, articles, conversations, etc.). *Add to sources from Reflection Sheet #1.*

**Portfolio Sheet #3 – Talk to innovators in the community**

Have a dialogue (on Skype or in person) with somebody who is an innovator\* in the education system. Prepare a dialogue interview of 45-60min. Use these instructions as a starting point: [www.presencing.org/files/workbook/Voices-from-the-Field-Interview.pdf](http://www.presencing.org/files/workbook/Voices-from-the-Field-Interview.pdf)

What questions did you use?

What key insights have you both gained?

What has surprised you?

What key assumptions and beliefs are underlying your concept of education?

\*Find innovators in the education system through engaging with people here:

[www.presencing.org/#/community/discussion](http://www.presencing.org/#/community/discussion)

[www.facebook.com/groups/artofhosting/](http://www.facebook.com/groups/artofhosting/)

[www.facebook.com/groups/171046930370387/](http://www.facebook.com/groups/171046930370387/)

[www.facebook.com/groups/TheoryU.Hamburg/](http://www.facebook.com/groups/TheoryU.Hamburg/)

[www.facebook.com/groups/presencingberlin/](http://www.facebook.com/groups/presencingberlin/)

Write one page maximum. If you want, you can share your experience with the u.lab community in your workbook on [www.presencing.org/#/transforming-capitalism-lab](http://www.presencing.org/#/transforming-capitalism-lab)

Keep adding to your personal reference list (videos, articles, conversations, etc.). *Add to sources from Reflection Sheet #1+2.*

### Portfolio Sheet #4 – Inspiring Stories

Go to [www.presencing.org/#/transforming-capitalism-lab/stories](http://www.presencing.org/#/transforming-capitalism-lab/stories) and pick one story that you find most inspiring. Elaborate briefly why and sketch roughly what changes you anticipate for the education system in order to support this economic transformation in your home country. Write one page maximum.

Keep adding to your personal reference list (videos, articles, conversations, etc.). *Add to sources from Reflection Sheet #1-3.*

