

Mindmapping and Peer Learning Conversation as assessment tool

Hubertie Kroon

TLC WUR

Skill-up Festival November 13 2024

Assessing the situation

- What's happening here?
- What thoughts are going through your head?



<https://youtu.be/z4mvN7P8AZE>

More context



Our interpretation of reality is often incorrect.
Our 'solution & action oriented' of the brain is missing important context.

<https://youtu.be/ycSgDoSGjiM>

Learning goals of today

- ✓ To be able to **listen actively**: comprehend, and acknowledge differences without immediately forming judgments.
- ✓ To be able to **suspend personal opinions or biases**
- ✓ To be able to **listen neutrally and ask unbiased questions.**

Assessment

1. Make a **mindmap** of what you learned in the workshop
 2. **Peer Learning Conversation:** In groups of three, you are going to reflect on your growth concerning the learning goals of the workshop
- **Assessment *as* learning:** Pass/fail on criterium ‘in the peer learning conversation you are learning from your peers by engaging in reflective conversation’

Type of questions

Aim of each type of question	Examples of how to phrase each type of question
Finding out more detail	<i>What happened...?</i> <i>Tell me about...</i>
Inviting the participant to provide their opinion	<i>How do you think...?</i>
Challenge the participant and encourage them to elaborate on a point they made at a previous part of the interview	<i>Earlier you mentioned...</i>
Dig a little deeper and encourage the participant to amplify or open up	<i>Can you tell me more about...?</i>
Asks the participant to provide categorization of something	<i>How is that different to...?</i>
Asks the participant to explain the significance of something	<i>Why is that important...?</i>

Caleidoscopia Cards – Who are you?



- Make groups of 3, as diverse as possible
- One person orders 9 cards with aspects of your identity: the one that is the most important aspect of your identity **to you**, to the least important aspect
- The other 2 persons Observe, Listen Actively & Ask open questions
 - Which is the most important aspect to you?
 - How come <aspect> is the most important to you?
- **Just curiosity**, have an open mind & heart, no judgement, no advice, check assumptions you have

Caleidoscopia Cards – Who are you?



- **Ethnicity** – roots/skin colour/culture
- **Social Class** – socio-economic position of the home you grew up in
- **Phase of Life** – generation and phase of life (e.g. ‘young parent’, or ‘senior employee’)
- **Talent/limitation** – exceptionality/(dis)ability/neurodiversity
- **Religion** – all forms of spirituality/religion/belief
- **Sex/gender** – biologically as well as socially constructed roles/behaviour (gender)
- **Sexual Identity** – sexual orientation and its consequences for your social position
- **Socialization** – how you became who you are today through home situation/school type/kind of neighbourhood/kind of friends/relationships
- **Blank Card** – another aspect that you feel is important

Make a mindmap of your learnings (10')

In the middle the learning goals

- **listen actively:** comprehend, and acknowledge differences without immediately forming judgments.
- **suspend personal opinions or biases**
- **listen neutrally and ask unbiased questions.**

Then add what you learned about these learning goals

- Key insights
- Draw images
- Use different colours
- Write keywords and short phrases
- Add theory/models that connect
- Connect related ideas by using arrows

Peer Learning Conversation in groups of 3

- Everyone presents their mindmap (max 2' p.p. -> keep time!)
- Then reflective conversation, exchanging
 - Good and bad examples of how to listen/ask questions/suspend judgement or bias
 - Examples in real life of where you now realise you did not listen and learn from someone
 - What was the effect? On you and on the other person?
 - How did this effect differ from what you wanted?
 - In hindsight, what would you do different?
 - What are concrete intentions for the future?



UTQ Supervise Course Part of our UTQ Trajectory

