

UBC DESIGN CHALLENGE

FINAL REPORT
NOVEMBER 30, 2015

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UBC DESIGN CHALLENGE @2015



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“This event is inspirational, useful, mind blowing, eye opening. I did not expect to gain so much when I signed up for the challenge, and I think it is the kind of event I can come every year and take away different things every time. I appreciate everyone who make this happened and I would love to contribute to the event and people in any ways I can in the future.

Thank you very much..”

UBC Design Challenge
student participant



PILOT PROJECT SUMMARY | HIGHLIGHTS

The UBC Design Challenge, held from October 2nd to October 4th, 2015, proposed a unique opportunity for UBC students to collaborate and learn about strategic design, teamwork and policy impact through relevant and inspiring real-world projects. Its goal was to engage multi-year and multi-disciplinary students, government and industry collaborators in designing creative solutions to critical problems. It was championed by the Liu Institute for Global Issues, conceived in partnership with the faculties of Arts, Science and the Sauder School of Business and delivered as an intensive three-day program by three PhD students. The Challenge Brief question posed to the participants was ***“How might urban centres plan for future water crises - both flooding and drought?”***

The pilot event would be a series of graduate-student facilitated workshops based on the strategic design pedagogy from Sauder’s d.studio -- which would propose a new way for students to frame and explore a complex problem that could be addressed at the local local, national or global scale.

The learning objectives included using d.studio’s strategic design method (ASK.TRY.DO.) and tools effectively in new product, process and policy analysis; co-create, present and critique innovative ideas with undergraduate and graduate peers, and multi-sector collaborators; work effectively in interdisciplinary teams in a studio practice environment; and, experience crafting, testing and designing solutions for real, relevant and local to global problems.

Success metrics proposed:

- Student engagement: engaging a diverse participant population across UBC Vancouver (maximum of 100);
- Community engagement: engaging multi-sector communities as advisors, mentors and judges;
- Curriculum design and delivery: delivering and facilitating learning concepts in strategic design, systems thinking and policy design; and,
- Idea generation: design and pitching of policy impacting solutions (i.e. products, services and programs).

Actual results from the pilot:

- 78 pre-registered; 35 participated from across campus and disciplines; Seven (7) teams of five were formed;
- 15 mentors represented industry, governments and academia;
- Promoted across campus through newsletters, UBC central and faculty websites, and digital screens generating 1200 views on the UDC blog from 791 unique users;
- Learning materials were designed and delivered to all participants focused on strategic design techniques and practice;
- A total of seven (7) projects were proposed, of which four (4) being policy impact solutions;
- **77% of participants stated this event positively impacted their educational experience at UBC;** and,
- **90% of participants seek to participate again.**





PILOT PROJECT SUMMARY | UBC DESIGN CHALLENGE 3-DAY PROGRAM OVERVIEW



ASK



TRY



DO

Day	Techniques	Outputs	Learning Objectives	Materials
Day 1	<ul style="list-style-type: none"> • SWOT • Innovation Roles 	<ul style="list-style-type: none"> • Team SWOT • Resourcing plan 	<p>ASK: Question everything</p> <ul style="list-style-type: none"> • Personal and team self-assessment • Understanding team member roles • Identifying knowledge/resource gaps • Proposing Challenge capabilities plan • Consider mentorship needs 	<ul style="list-style-type: none"> • Workbook • Whiteboard • DryE_Markers • Post-its • Sharpies
Day 2	<ul style="list-style-type: none"> • Scenarios • Fishbone • Experience Journey 	<ul style="list-style-type: none"> • Scenarios • Prototype (alpha) • Poster (alpha) 	<p>TRY: New mental models</p> <ul style="list-style-type: none"> • Assumption generation. • Creative, critical and systems thinking. • Idea generation. • Problem exploration and definition. • Design Brief development. 	<ul style="list-style-type: none"> • Workbook • Whiteboard • DryE_Markers • Post-its • Sharpies • Large Paper • Markers
Day 3	<ul style="list-style-type: none"> • Experience Journey • Innovation Intent • S.T.A.R Moments 	<ul style="list-style-type: none"> • Poster (beta) • Poster (final) (Paper/Digital) • Finalists: Pitch Presentation 	<p>DO: Design problem-based solutions</p> <ul style="list-style-type: none"> • Develop impactful stories. • Craft Innovation Intent. • Practice effective storytelling in written, oral and visual modes. • Practice of Strategic Design method for sustainable innovation. 	<ul style="list-style-type: none"> • Workbook • Whiteboard • DryE_Markers • Post-its • Sharpies • Large Paper • Markers • AV - slides
ALL	<p>Reflection</p>	<ul style="list-style-type: none"> • Observations • Insights 	<p>Introspection. Creative and critical thinking.</p>	<ul style="list-style-type: none"> • Whiteboard • DryE_Markers



PILOT PROJECT SUMMARY | PROPOSED SOLUTIONS

Title	Description
Dropanator (winner) (finalist)	A water literacy campaign targeting BC youth to better understand and practice important water conservation behaviour. The campaign included a character called “Dropanator” and his/her interactive experiences and a theme song.
Fooding alert system (finalist)	A wayfinding system that would direct Vancouver residents to specific safe sites if flooding was to occur. The system would be comprised of signage and traffic system changes put in place prior to the crisis.
Water resource and economics P3 (finalist)	A private-public partnership between BC Hydro and private sector partners that would educate BC citizens on the value of water conservation, management and economics for the province.
1Tap (finalist)	A Vancouver pilot program to reduce the desire, use and disposal of bottled water. The program targeted Vancouver residents and visitors to see tap water as attractive and easily accessible from all street level businesses. Applying “sharing” economy trend to water conservation and waste reduction.
School of Fish	A BC wide school-based beta program that would educate, inform and inspire elementary school children in the impact of water usage and conservation. A fish tank would be provided to classrooms where children and teachers would be responsible in visibly demonstrating the impact on good and poor behaviour on water usage using a fish inside a tank as a metaphor.
Triple A - AAA	A simple and effective three step alert system and process that simulates the fire alert system, however applied to both flooding or drought water crises. AAA = ALERT.AWARENESS.ACTION.
Water System Operator First nation water system process	An intra-government “water-system” program targeting first nations communities. A proposal to engage federal, provincial municipal and first nations’ communities to co-design and self-operate a locally managed water system on reservations. (Similar programs are proposed to developing countries, why not remote communities in Canada?)



PILOT PROJECT SUMMARY | RECOMMENDATIONS

Recommendations: What's next for the UBC Design Challenge?

- *Annual or bi-annual frequency and co-curricular:* There was overwhelming interest in offering future Design Challenges at UBC. While there are many options currently available to students, including single-faculty design-like competitions, no other program offers a cross-faculty collaboration with a strategic design curriculum. Despite the organizational challenges this raises, the outcome is incredibly valuable both for students and for fostering interdisciplinary collaboration at UBC.
- *Cross-campus curriculum for student population:* Design and deliver a “d.studio@ARTS/SCIENCE/APSCI”;
- *Identifying an Institutional “home base”:* As a UBC cross-campus initiative, the Liu Institute may be the best institutional “launch pad” for future Challenges. Another alternative may be e@UBC or a partnership between the two centres.
- *Extending key UBC partners:* Applied Science and UBC Alumni are untapped partners. Applied Science has a wealth of student resources and courses that would fit well with a Design Challenge. UBC Alumni have a solid platform with which to engage global alumni on the same issues of interest to a Design Challenge. Alumni would also be an excellent source of mentors and post-Challenge opportunities.
- *Research, knowledge production and mobilization:* An effort to collect observations and artifacts of the ideas generated and the participants’ learning experiences will be critical to understanding the impact of the pedagogy, design and the immersive delivery format.

Future opportunities:

- Consultation with the advisory committee on cross-campus extensions, programs and services resulting from this event;
- Further research in strategic design method and policy innovation;
- Multi-disciplinary curriculum design and delivery;
- Social Entrepreneurship program for Sauder’s S3i and UBC’s e@ubc;
- Supplementary curriculum for Sauder’s executive education programs;
- First year foundation course of d.Studio COMM388 delivered to other faculties;
- Policy Entrepreneurship program (e.g. MPPGA workshop); and,
- Publication of the design, delivery and implementation of the pilot project: At a minimum, the Design Challenge should be written up as a case study highlighting an innovative approach to teaching and to student engagement. There may also be opportunities to further highlight the use of strategic design principles to inform policy design.

“I would like to urge university officials to host events similar to the UBC Design Challenge. This three-day event was probably more useful to my academic and personal life than most of the courses I have taken at UBC. I think first years would largely benefit from events like this and inspire them to look at things differently throughout their university career.”

UBC Design Challenge
student participant



CHALLENGE BRIEF DEVELOPMENT AND OUTREACH

Deciding on the challenge question and developing the brief was a multi-step process. First, the Design Team put together a long list of potential topics from the World Economic Forum's World Risk Report, conversations with the Privy Council Office and a focus group with UBC JumpStart Student Coordinators. The DC Advisory Committee then narrowed the focus to resources in Canada, specifically water. Five potential convening questions were developed and ranked by Advisory Committee members to come up with the final question *"How might urban centres plan for future water crises - both flooding and drought?"* Graduate students from IRES and the Program on Water Governance provided invaluable assistance in compiling resources for the Challenge Brief. Dr. Leila Harris, co-Director of the PWG, delivered an opening address that provided an overview of the challenge at a local, regional, national and global scale.

Community outreach: faculty partners, advisory

Since the beginning, the UBC Design Challenge was proposed to be an innovative event that will bring the participation from the academic, industry and government areas. Having this idea in mind, organizers supported by Dr. Moura Quayle were able to invite strategic partners that served the development and execution of the DC. This body included: Anne Gorsuch, Gage Averill, Paul Harrison, Kim Kiloh and Susan Grossman, educators from UBC: Michelle Osry, industry partner and Chris MacLellan and Ryan Hum government partners. This body of highly qualified professionals were serving while being members of the advisory committee, subject matter experts and or judges during the previous months and the 3 days of the Challenge. (see the Appendix section for the full list of partners and roles).

Communications and promotion: JumpStart, Changemakers, Imagine Day, UBC communications network, UBC Blog, etc.

Since the UBC Design Challenge promised to be innovative pedagogical model, many efforts were focused to work with campus partners to make the event known and to invite students, professors and staff to be part of this new experience. In terms of communication, a key person Loren Plottel from Faculty of Arts and Jamil Rhajiak from Central communications office, served to craft strategic messaging and find the right channels to promote it. As an element of the promotional effort and the interest from campus partners to serve different academic audiences with the d.studio strategic design method, organizers where invited to be part of the JumpStart two weeks orientation to new international students. The UBC Design Challenge team conducted 2 learning labs while delivering a workshop on the role of design for innovation, critical thinking and problem solving, some of the final UBC Design Challenge participants came from these events. On a related leadership event, the new UBC Changemakers invited the team to conduct one session of the Innovation Hubs, a collaborative space that brought social ventures and UBC students to co-design innovative solutions while integrating participants and mentors perspectives to analyze the role and strategic opportunities for social oriented ventures.

Members of the UBC Design Challenge team were also invited to introduce the Challenge at the closing day of JumpStart program, the Graduate Student Society - Counsellors meeting, the Interdisciplinary Studies Graduate Program (ISGP) orientation, an invitation meeting to the new Masters in Public Policy and Global Affairs (MPPGA), and the UBC Centennial team. Some of these entities were able to support in kind the Challenge, as well as providing valuable feedback to the success of the event.



UBC DESIGN CHALLENGE PILOT PROGRAM DEVELOPMENT

Team composition

Project teams were made up of one graduate student and three undergraduate students, one from each of Sauder, Arts and Science. Since we were not sure how many, or which, students would arrive for the event, the Design Team sorted participants into teams immediately following the registration process. Teams were announced the first evening and team building activities formed the bulk of the rest of the evening. The interdisciplinary nature of the teams was a strength and a challenge. Participants reported both that the diversity of backgrounds in the teams was something unique and novel while providing different viewpoints on the examined issue. At the same time reported that this sometimes led to team dynamics that posed a challenge itself and a personal and academic learning experience.

Curriculum

The strategic design method (ASK.TRY.DO.) was delivered in a “learn-in studio” format, where participants were given a Toolkit comprised of: a challenge brief, a workbook and physical creative materials toolbox. Over the three days, the participants and supporting mentors were introduced and then practiced with techniques focused on team building, problem exploration, problem solving and solutions pitching. Two lead facilitators provided the context and content for each stage and mentors supported the practice. The venue provided an open area (studio) for group and individual team discussion, deliberation, design, presentation, reflection and critique.

Mentor program

The Design Challenge engaged mentors in two ways. First, graduate students were recruited as “peer mentors”. These students (from MPPGA, SCARP, and other faculties) were placed within teams not for their content knowledge but to share their leadership and experience. The second group was “expert mentors”. These mentors were recruited for specific sets of expertise such as water governance, public policy, management consulting, strategic design and municipal governance. Mentors for the Design Challenge came from Ernst & Young, City of Vancouver, Privy Council Office in Ottawa, Industry Canada, and from Sauder, IRES and Community Engaged Learning at UBC (see Appendix X for full list of mentors). These mentors spent time with different groups offering advice and support.

Evaluation format (peer and judges)

There were two rounds of evaluation during the Challenge in addition to numerous rounds of peer and mentor feedback. First was a peer-evaluation where participants evaluated each other's presentations with focus on the Design Brief (how well participants understood and articulated their problem focus and approach) and the Design Solution (how well participants were able to apply strategic design processes and techniques to develop a viable solution). 7 groups presented and the top 4 moved forward to the final judging phase. Judges (from Ernst & Young, UBC and Western Economic Diversification) used the same rubric to evaluate presentations and selected a winner. Feedback from participants and judges was that it was difficult to evaluate the strategic design component due to time constraints of the presentation along with lack of knowledge of the process by judges. Recommendations for future use would be to simplify the evaluation rubric, keep the peer evaluation process but make clear the potential for bias in that approach.



RESEARCH FINDINGS: SURVEYS AND FOCUS GROUPS

Research Findings from online survey: (67% response rate)

Question: *What were the most important elements you enjoyed about the UBC Design Challenge?*

Response: The majority referred as the mentoring process, the conceptual tools & techniques facilitated, and the peer work and environment resulted from the highly interactive format. This feedback is consistent with the layout framework of the strategic design method which consist on facilitation, concepts and learning, and environment. Students felt very comfortable with the mentoring style that is able to provide content and guidance in an interactive way, a space where students are able to express their ideas and opinions to be sifted and classified in order to understand the problem better and then to propose a solution. The tools and techniques seemed to facilitate this interactive process, sometimes guiding the student to personal work, then to group work and some of them to plenary expositions. This innovative and iterative way of working and selecting the best ideas to develop seemed to engaged most of the students; all this facilitated method was able to produce a nice mix of experiences where mentors, facilitators, the tools and techniques and physical space, were successfully combined for this learning experience.

Question: *What is the impact of the UBC Design Challenge on your academic domain?*

Response: Close to 80% assert that the skills and concepts learned will be able to translate to other domains, examples of these are: the critical and creative thinking experience exercised, the active listening, the deliberation method, the presenting and packaging an idea, the need to work under time constraints, and the ability to work with interdisciplinary teams. These outcomes seemed to be one of the most relevant ones about the student experience that they consider useful, and practical; it is important to note that most of them recall not having an experience like the Challenge before, while bringing out the importance and need for more interdisciplinary connections and practices.

General comments: Students expressed very positive comments regarding how this university experience has been unique and innovative, some of them would like to bring the Design Challenge into their faculties, to engage with the d.studio activities and research, while most would like to be part of the Design Challenge again.

Research Findings from focus groups with graduate participants:

Organizers sought to obtain feedback from the graduate students that participated in the event to capture their unique perspective as peer mentors. All agreed that the UDC exceeded their expectations, that the event was very novel and unique, they haven't been exposed to strategic design method before, and considered it having a huge value for policy design and problem solving, as well as for its formative role while developing skills and knowledge different academic and non-academic domains. Graduate students highlighted the relevance and importance of the multi generational and interdisciplinary component of it, since they appreciate the critical, creative and group outcomes out of it. They also were very keen to bring out the role that an expert mentor can play to students while providing insightful ideas and strategic direction at the right time when a student or team has particular inquiry need, they think this role was very unique and innovative that produces engagement and applied learning. They were very impressed with the quality of the facilitation team, who brought energy and engagement to the application of the strategic design method, and are keen to see the UDC continue and expand to serve even more and different faculties and disciplines.



APPENDIX 1 | UBC DESIGN CHALLENGE LEAD DESIGNERS & FACILITATORS



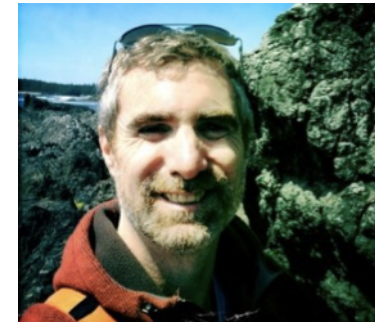
Angèle Beausoleil, PhD Candidate
University of British Columbia

Angèle is a PhD candidate in the Interdisciplinary Studies Graduate Program (ISGP) at UBC studying innovation and design processes, an adjunct professor at the d.studio in the Sauder School of Business, and a consultant on strategic design, business modelling and product/service innovation. Prior to graduate studies, Angèle pioneered marketing, branding and digital strategies for Fortune 500 brands as VP Digital Strategy for Cossette West and as VP Innovation and Strategy for Dare North America. Prior to Cossette, she worked with interactive media, animation, television and technology companies. She is a Telus Fund board member, a mentor for Spring Activator and a director for Sanatron Digital Health Accelerator.



Marcelo Bravo, PhD Student
University of British Columbia

Marcelo is an international PhD student in the Interdisciplinary Studies Graduate Program (ISGP) at UBC, integrating research in Political Science and Sociology with a focus on Developmental studies. His research focuses on social capital, civic cultures, social innovation and knowledge translation. His previous work experience includes program design for the Social Development Department at Tecnológico de Monterrey – where he developed service-learning programs and counselled student-lead initiatives for civic awareness. Currently, Marcelo serves as a research assistant for the Student Engagement Project, an initiative lead by VP Students and UBC's Centre for Teaching, Learning and Technology.



Steve Williams, PhD Student
University of British Columbia

Steve is a PhD student in Resource Management and Environmental Studies at UBC, specializing in Corporate Social Responsibility design, evaluation, impact measurement, and data visualization for sustainability. He is a technology strategist designing and facilitating participant-driven public engagement events. Steve has over 20 years experience in the software industry, combined with years in the social sector including expertise in transparency, accountability, and strategic communication. Steve holds a BA in Political Science from the University of Western Ontario, an MBA in Management of Technology from SFU, a Certificate in Community Economic Development from SFU, a Graduate Diploma in Social Innovation at the University of Waterloo.



APPENDIX 2 | ADVISORS, MENTORS & JUDGES

ADVISORY COMMITTEE MEMBERS

Gage Averill
Anne Gorsuch
Susan Grossman
Michelle Osry
Moura Quayle
Kim Kiloh
Paul Harrison
Chris MacLellan
Ryan Hum

SUBJECT MATTER MENTORS

Brian Crowe
Ryan Hume
Doug Kinsey
Kin Lo
Emma Luker
Kari Marken
Scott Mackenzie
Scott Murray
Wendy Mendes
Lucy Rodina
Dharini Thiruchittampalam
Götz Kaufmann

JUDGES

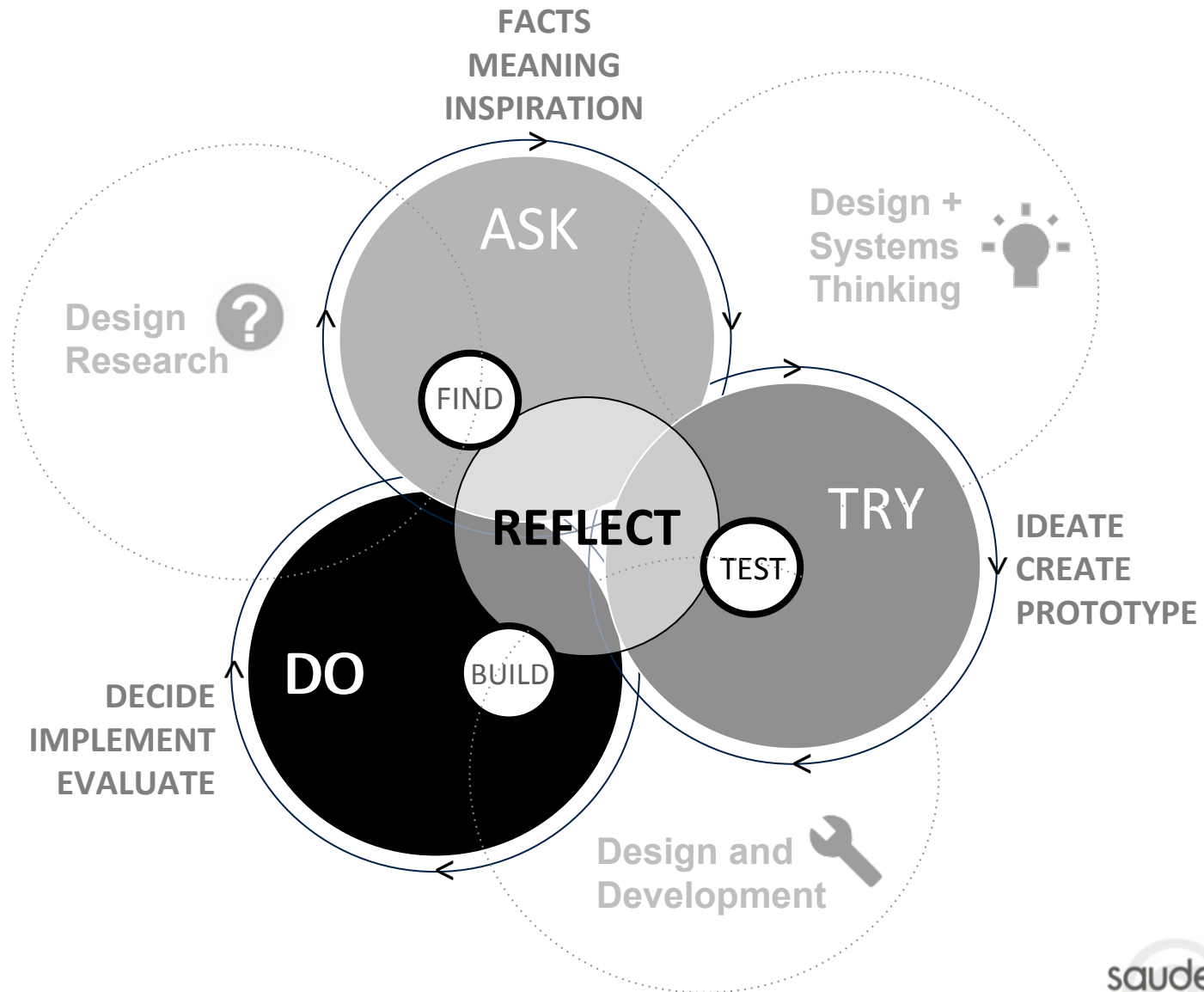
Susan Porter
Matthew Evenden
Marc Parlange
Fiona Macfarlane
Gerry Salembier

FACILITATORS

Angèle Beausoleil
Marcelo Bravo
Steve Williams



APPENDIX 3 | UBC STRATEGIC DESIGN LEARNING FRAMEWORK



STRATEGIC DESIGN PROCESS CREATED BY MOURA QUAYLE AND ANGELE BEAUSOLEIL©2015





APPENDIX 4 | UBC DESIGN CHALLENGE RESOURCES & MATERIALS

A set of resource materials were developed for the program and included:

- UBC DESIGN CHALLENGE BRIEF
- UBC DESIGN CHALLENGE WORKBOOK
- UBC DESIGN CHALLENGE MENTORS AND JUDGES GUIDEBOOK

They can be downloaded at:

<https://blogs.ubc.ca/designchallenge/toolkit/>

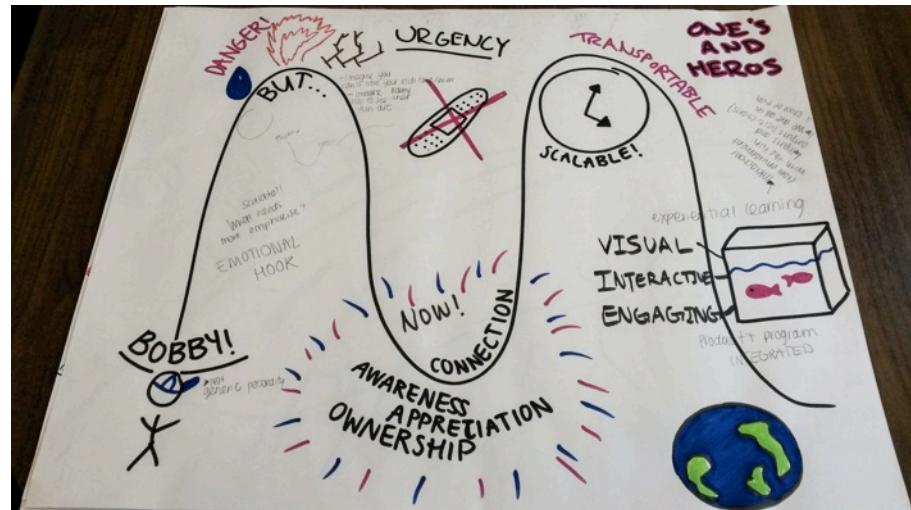
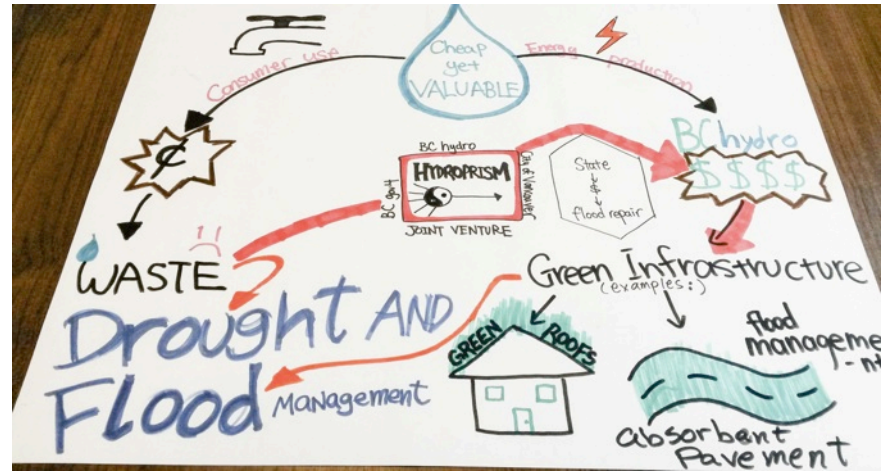
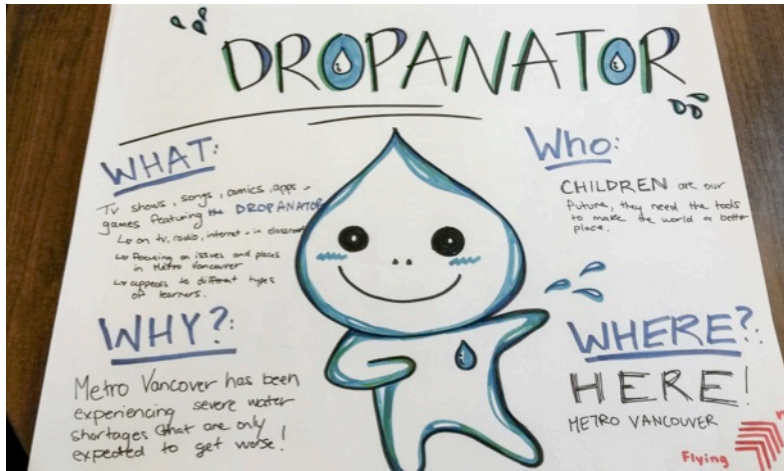
Additional materials were made available to all participants and included:

- DESIGNER'S TOOLBOX
- DESIGN THINKING TECHNIQUES - LINKS
- CRITICAL THINKING TOOLS - LINKS
- CREATIVE SUPPLIES



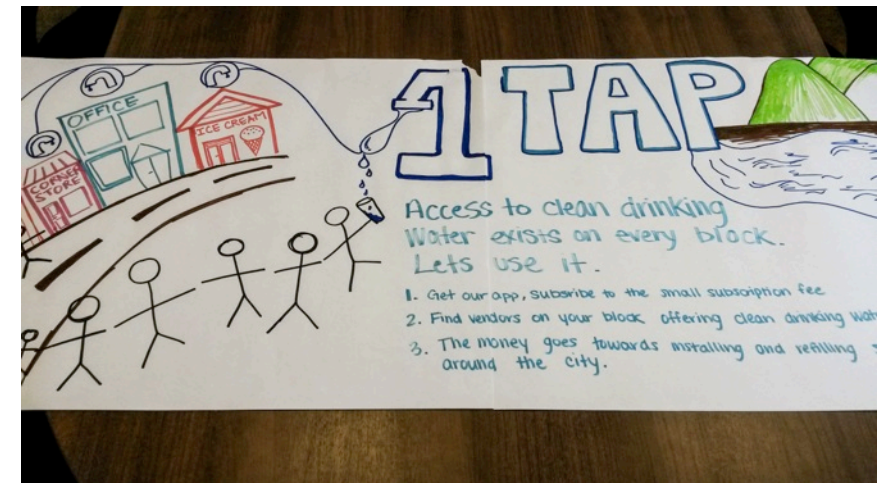
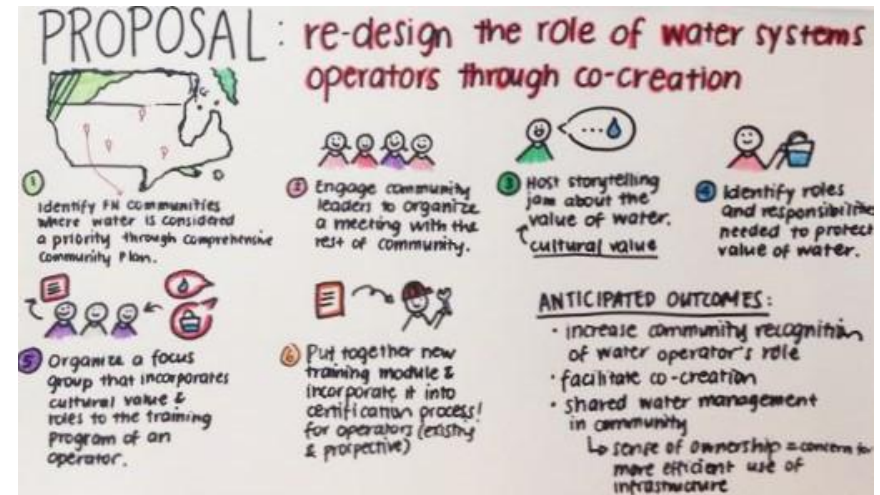


APPENDIX 5.1 | POSTER PRESENTATIONS TEAMS 1, 2, 3 AND 4





APPENDIX 5.2 | POSTER PRESENTATIONS TEAMS 5,6 AND 7





APPENDIX 6.1 | PARTICIPANT LEARNING FINDINGS

Participant's major learning experience:

- Designing a solution doesn't come from solving a problem but from understanding a problem
- How to strategic design and teamwork! Brainstorming together, working on paper, whiteboards, so express and share thoughts and see it physically come together.
- Learning to think innovatively in a strategic design framework, to question "why", to define assumptions and scope, to work in a team under pressure, to be familiar with the ups and downs of this kind of process.
- I learned to challenge myself... to not look for a "right answer" but to consider multiple possibilities.

Which skills students were you able to apply/develop over the weekend?

- Communication skills and ability to be clear and concise on arguments.
- Innovative thinking - I was able to apply some of the things I've learned from my coursework about assumptions/preconceptions/stakeholders/scope, and really put those into practice and see the real complexity of understanding a problem.
- Team work, leadership, critical thinking.
- Communication, interpersonal, patience, public speaking, critical thinking, non-linear thinking.

Please rate and analyze how your participation in the UBC Design Challenge could impact your current academic program:

- Will impact 77.27 %
- Not sure 22.73 %
- Won't impact 0 %

Please explain/analyze how this could happen?

- By analyzing the problem from every angle, asking questions, reflecting, and not quickly jumping into conclusions.
- I was very inspired by many of the mentors, and working with teammates from vastly different disciplines piqued my interest in other fields of study. I'm also looking to combine my seemingly disparate and incompatible areas of interest together when considering a career and further education, with strategic design thinking at the core.
- I enjoyed the Strategic Design Method as it was an important tool in untangling the complexity, plurality of global issues (I'm in International Relations) and mobilize critical reflexivity in the creation of policies and programs, which is highly applicable if I want to pursue public policy / government program avenues.



APPENDIX 6.2 | PARTICIPANT LEARNING FINDINGS

Where you will go from here?

- I have been already using what I've learned in my own coursework! I'm currently in a Coordinating Compliance between Trade Policy and Human Rights course, and I have been using strategic design thinking to unpack the necessary aspects of a problem that need to be addressed in order to ensure effective policy. I hope to continue using the method for other projects.
- I already applied for the sustainability challenge but I will apply the designing process.
- I return to my program and try to bring the energy from this space to my program space.

Do you have any other comments or suggestions to share?

- This event is inspirational, useful, mind blowing, eye opening. I did not expect to gain so much when I signed up for the challenge, and I think it is the kind of event I can come every year and take away different things every time. So I appreciate everyone who make this happened and I would love to contribute to the event and people in any ways I can in the future. Thank you very much.
- I would like to urge university officials to host events similar to the UBC Design Challenge. This three-day event was probably more useful to my academic and personal life than most of the courses I have taken at UBC. I think first years would largely benefit from events like this and inspire them to look at things differently throughout their university career.
- I love the design thinking method and I want to see it expand further into UBC.
- I can't wait to be back!

Would you want to participate in a future Design Challenge?

- Yes 90.1 %
- No 9.09%



APPENDIX 7.1 | UNSOLICITED FEEDBACK

Dear Professor Beausoleil,

I am not sure if you remember me but I attended the UBC design challenge and was part of the BridgeBuilder Team. You have no idea how inspiring those 3 days were for me and how keen I have become to learn more about design thinking. You were also a main part of the reason - your ability to create and share your vision so passionately was truly inspiring! Ever since then, I have looked into several online course offerings, most notably the courses offered at IdeoU. If possible, I would love to visit you in your office hours or any other time and hear more about what you recommend.

Looking forward to hearing from you, Professor.

Hi Professors:

I'm a student at UBC who attended the UBC Design Challenge over the weekend and was really blown away and inspired with ideas about the education system, in university specifically. I was then referred by Steve Williams to contact you regarding those ideas.

University is boring. That was my first thought when I came to UBC. The process is exactly the same as high school— take classes, do homework, get good grades. Sure there were some extracurriculars and all that, but even those were similar to what you see in high school. Why was I paying so much money for the university education when I can get my education for much cheaper online? The knowledge is the same if not better, and I don't have to endure long commutes to school anymore. What makes a physical university so different from an online university?

The answer is the people. Nowhere in the world can you get such a diverse group of people who are experts in their individual fields at the same place. I'm in (omitted) program, but if I wanted expert knowledge in business, psychology, engineering etc, all those resources are basically a 10 min walk away on main mall. However, there are so little opportunities to take advantage of those valuable resources. Instead, universities create little faculty cliques of Applied Science, Sauder, Forestry, etc, and people who are in those cliques tend to stay in those cliques. I was one of those people until I experienced the UBC Design Challenge over the past weekend.

My team for the design challenge was composed of a mechatronic, a marketing, and a policy-making student. Never before have I met such a diverse group of students ever, and at first I wondered where it was going to go, are we all going to have conflicting ideas or what? However, the result of this diversity was breathtaking. We managed to come up with so many innovative and exciting ideas, analyze each of them through such different lenses, and put the knowledge from our fields into use. Through the various scopes of our dynamic team members, we poked holes through idea after idea, gained perspective at alternative ways of thinking, and much more. If you want to know more about the event, talk with Angele, Marcelo, or Steve at: <https://blogs.ubc.ca/designchallenge/>.



APPENDIX 7.2 | UNSOLICITED FEEDBACK

CONTINUED

Literally that event embodies what university SHOULD BE ABOUT. Instead of just going to class, cramming for exams and forgetting everything you learned post-exam, a university should be an experience where you can APPLY your knowledge AS YOU LEARN and COLLABORATE with people from ALL THE FACULTIES. I mean, universities are about learning right? But why do universities stop at JUST the classroom learning? Why can't we have an opportunity to test out our knowledge as soon as we learn them? Why are classes restrained to faculties? Why can't there be classes where people from all the faculties come together and collaborate and innovate??!?!

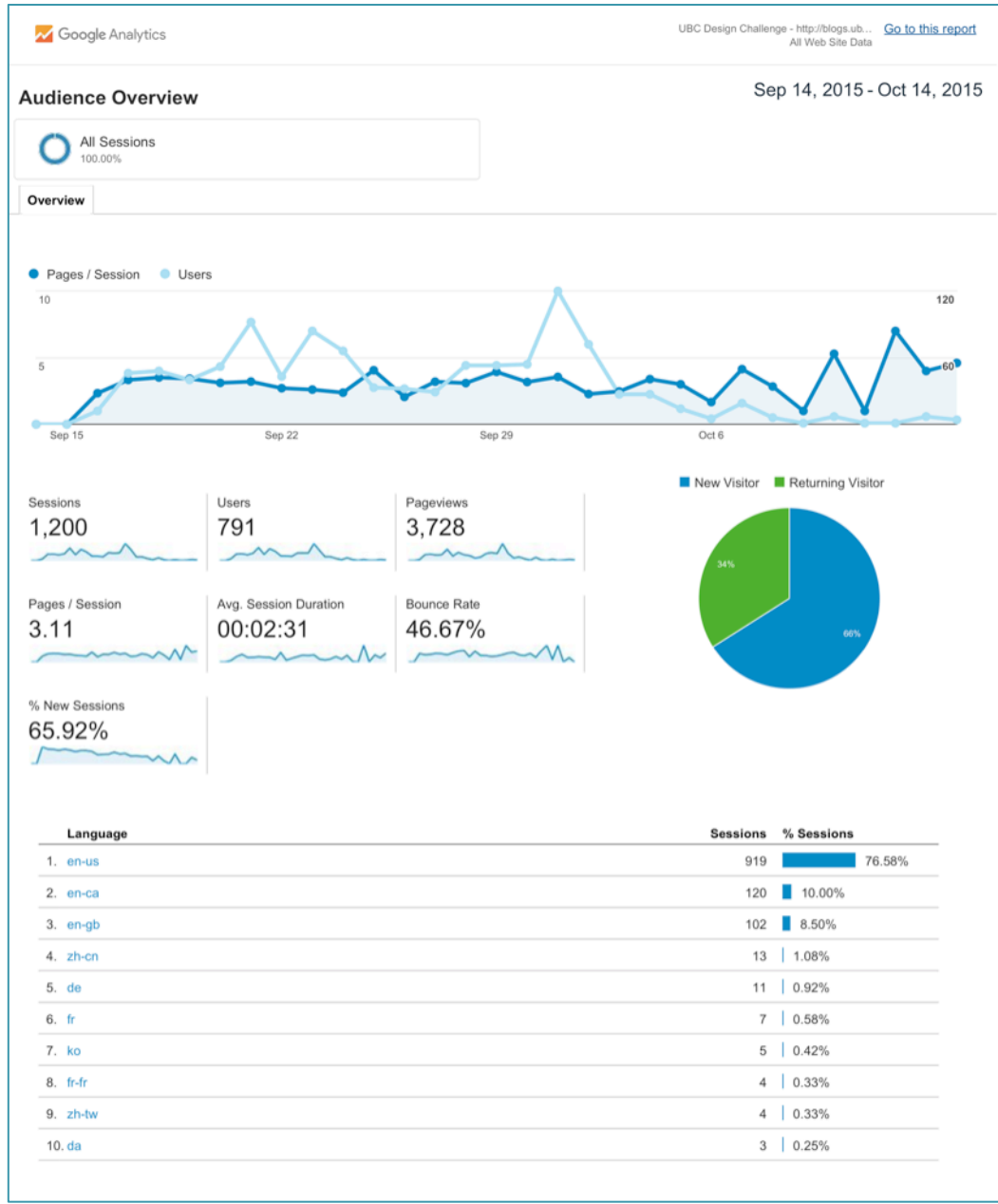
This brings me to my ideas on how to change this traditional linear learning that has been the case for decades. I want there to be a program where students from all the different faculties can work together and collaborate their knowledge. It's kind of like Science One but more like a degree where you alternate between learning the knowledge in classrooms along with working with what you learned among people from different faculties. Maybe a degree is too difficult to implement at this point, but perhaps a course? Potentially a Design course that is open to students from every faculty and there, they'll get a chance to analyze different problems among other students in other fields and come up with a solution? (I'm kind of copying the design challenge here, but it was just so fun!) I believe this will be a seriously valuable course. I know in big industries, when, for example, designers try to talk with engineers, there maybe some knowledge barrier involved. Engaging students from all the different faculties could change that. As careers are growing more interdisciplinary, so should education!

I know these are some big ideas, and I'm not naive enough to think they'll be implemented with ease. I just feel like universities, UBC, can be SO much more. I came to UBC for an amazing, life-altering experience. So far, I'm not getting it and I want that to change.

*Thanks,
A student*



APPENDIX 8 | WEB ANALYTICS FROM UBC DESIGN CHALLENGE BLOG



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