

# Imagine

planning with purpose

## Purpose:

Freedom from a prescribed educational menu and the expectations of others can be intellectually and personally liberating. It can also be essential to developing the creativity needed to engage and innovate in impactful ways.

## Question:

What if you could design your own project/purpose based learning program?

What would you use it to solve, create, invent, discover, examine, investigate, or re-imagine? Why?

## Activity:

Using “blue sky thinking” write a short goal statement attached to this question (do not allow yourself to be limited by what you think is possible currently or what you feel you have the skills to accomplish-but keep it manageable in size and scope). Include in this goal statement your thoughts about its meaning and purpose (make this values based as compared to purely intellectual).

Review e-portfolio formats that could allow you to build a public facing platform for describing your goal or project and the progress you are making toward it.

**Reflection:** Did the prompt “imagine” help you? Confuse you? Inspire you? Make you feel more or less limited? Why? What do you need to better support “imagining” if you found it confusing?

**Free Form:** Use the keyword “imagine” and “if you could do anything” to think about your work and studies in a liberating way.

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# Intersect

planning with purpose

## Purpose:

Complex goals are often best addressed through multi-disciplinary thinking and investigation.

## Question:

How could you leverage existing or create new academic or skill-based intersections related to your goal?

## Activity:

Create a three-column list. Label the columns as follows:

Column A: Professional

Column B: Science/Social Science

Column C: Arts/Humanities

Look through course offerings in these three disciplinary areas for courses that would help you with your goal or problem statement (do not limit yourself by what you intend to study or what you are already studying. Make your selections exclusively on their relevance to your goal or problem statement).

What surprised you about your lists?

Where do critical courses coalesce?

What theme, area of study, or academic discipline raises to the surface as being one that is particularly relevant?

Did you have a revelation that could impact your educational goals?

What does it tell you about your current goals?

**Result:** Did this prompt result in a change in interest, direction or choice? Why or why not? Do you see new opportunities for integration?

**Free Form:** Do anything you want with the prompt – “intersect”.

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# Build Skills

planning with purpose

## Purpose:

Skills are as important to your success as knowledge and mastery of related content.

**Question:** What current and “future” skills might your goal require?

**Activity:** Select three “future skills” from the following list (IFTF Workplace Skills of the Future) that your project is likely to build.

<http://www.iff.org/futureworkskills/>

Identify an event, place, time, project, role, or opportunity that will allow you to demonstrate and enhance these skills.

Create a “starter” e-portfolio, student Linked-In profile, or resume that features these future skills and how they are being used currently in your studies. If you are focused on an advanced degree – do a Google search for sample curriculum vitae’s developed by individuals working on similar projects – what skills do they feature?

**Reflection:** Describe the impact of the new awareness of these skills is having on your choices and opportunities. Is awareness of the skill in itself creating new opportunities?

**Free Form:** Do anything you want with the prompt “skill build” that will help you develop a “ninja skill” useful to your goal statement, your academic life in general, and your future study or career.

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# Play/Risk/Fail

planning with purpose

## Purpose:

Play, risk and failure are essential to learning and the creative process.

## Question:

How could messing something up help you grow and advance your project or goal?

## Activity:

Design a “playful” activity (using your most imaginative capabilities) to advance or explore your project goal.

Consider this in the context of a research project...what could you experiment with to help investigate project components or related goals? Form a hypothesis and design a “playful” experiment to test it.

Include one element of risk.

Include one experience that will lead to certain failure.

Include one element that “disrupts” or “provokes” something you were taught or expressly told not to do by others. (Keep it safe 😊)

## Reflection:

How could you apply learning from both to project progress? To overall progress?

## Free Form:

Do anything you want that involves the concepts “play”, “risk” or “fail” related to your project or goal.

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# Interface

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## Purpose:

Think with computers.

## Question:

Consider the intersection of technology and your project. How could technology be used to support or advance your goal? Flip this if your project is technology focused...how could you focus more on the “human side” of your technology-based project.

## Activity:

Conduct an inventory of human-computer interactions (or current innovations) that could be created to incorporate or leverage progress toward your project or goal?

Writers and philosophers, this includes you.

## Reflection:

How did this potentially change or advance your project?

## Free Form:

Do anything you want with technology and the prompt “interface”.

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# Aspire

planning with purpose

## Purpose:

Join and benchmark with the greats. Lots of other smart people could already be working on something related to your project or goal. Attaching your work to theirs could expand your project’s direction and potential.

## Question:

Who are the intellectual game changers who are already working on something related (or similar) to your project or goal? Who is doing research in this area currently? How have they advanced thinking on your shared goal or interest?

## Activity:

Make a short list of what they have done, thought, or created that inspires you. Conduct a Google search for a related research paper, interview, or critique discussing the impact of the work of these innovators. Select one that has particular relevance to your project. Compare and contrast how your goal is the same or different? Identify what you could learn from them and they from you? How is your goal extending what they have already accomplished?

Identify a person on your campus who is already working on a similar goal. Consider attending an office hour or requesting an informational interview with them, attending a lecture or event they will be at, or creating another opportunity for interaction.

## Result:

Would it be possible to construct a research project (or other activity) related to your goal that they could supervise?

**Free Form:** Do anything you want with the prompt “aspire” that helps connect you and your project/purpose with others.

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# Place

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## Purpose:

Learning often takes place without a fixed location. Expand your thinking about possible “classrooms”.

## Question:

Locate a classroom that defies “fixed” location and attachment to an academic institution. Is it a company? An art studio? A library? A forest? A meadow? An ocean? A music studio? A space ship?

## Activity:

See if you can find a way to get yourself to that “classroom”. Will you travel? Visit? Wander? Drive? Or virtually connect?

Determine how this identification of “place” could be used to extend opportunities for research or engagement. Make a plan to work in or visit this place as your project progresses.

## Result:

Are you going somewhere? Where? Are there documents, people, tools, or objects that are located at this place that are essential to your project or goal?

## Free Form:

Do anything you want with an expanded idea of classroom.

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# Apply

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## Purpose:

Make meaningful and full use of your educational experience through action and application of knowledge and skill. Don’t just think it or dream it – do it.

## Question:

How will you move your idea from thought to action? Is there a related research or community/global service component that could move you and your project into action?

## Activity:

Identify a related artistic or creative endeavor that could help extend or advance your project or goal.  
Identify a potential social, global, or service learning component of your project or other opportunity that would help you make progress.  
Identify an intersection with advanced study options.  
Make a list of possible future employers who would be interested in your project.

To do: Write a brief research proposal that tests a hypotheses or idea related to your project. Use these resources if you need help...  
<http://research.berkeley.edu/writing-research-proposals>

**Reflection:** What did you examine, make, do or create? Did it make a difference? How did it change your direction or thinking? Could you measure the impact?

## Free Form:

Do anything you want that involves “action” and “applied” learning.

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# Locate

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## Purpose:

Explore logistics.

## Question:

Is there a particular place that would help shape or advance your project? Identify places relevant to your goal exploration and the logistics of operating there.

## Activity:

Make a short list of areas of the world that would be exciting to explore your goal?

Research and make a short list of the certifications, visa status, or work authorizations you might need to pursue opportunities in these locations.

Identify two ways your ability to work there might be connected to your major or career options.

**Result:** Are you ready to go? What's going to help you get ready?

## Free Form:

Do anything you want with the concept of "place" and "logistics" that supports your project development.

# Relate

planning with purpose

## Purpose:

Honor Interdependence.

## Question:

How are or have your plans been shaped by your family and community?

How are your plans impacting your family and community?

How are others working to support you?

What detractors or distractions might need to be addressed?

## Activity:

Create an action plan for discussing your goals, opportunities and needs with your closest familial and other important partners to enlist their attention, resources, and support.

Name three ways you could involve your family or community to help you advance your project.

Is there a service or wider engagement opportunity involved in your goal or project? Is there a leadership component? How will you work to connect with others to explore this component?

## Result:

Are your support systems fired-up by your project or goal? How are they helping? Is this making a difference?

**Free Form:** Do anything you want that helps you advance your project that includes deepening relationships and working with others.

# Showcase

planning with purpose

## Purpose:

Share your progress with others.

## Question:

How could you bring more attention to your project over time?  
What could you develop to track your growth over time?

## Activity:

Review and explore options for starting an e-portfolio, presenting your work at a conference, seeking publication, presenting a paper or poster session, entering a competition, teaching or training others, discussing your work in a creative space, unveiling your work in public...or through a performance or show. Take a risk...see what happens.

## Reflection:

How did it feel? What happened? How did it change you or your goal? What benefits did it bring you?

## Free form:

Do anything you want that will help you “showcase” or bring more attention to your project or goal.

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# Advance

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## Purpose:

Jump-start your future.

## Question:

How could you link your “student” project to your envisioned “life after college” self and objectives? How does this goal intersect with the “future self” you are creating?

## Activity:

Start to explore how your project could help you apply for work or advanced study, improve and expand your network, publish, or connect with people you don’t already know. What do you need to write, start, upload, record, enter, or send to jump-start your future?

Consider scale. Is or can your project become big and strong enough to scale up – from local to national to global? Is it a pilot that can be turned into an initiative that can be turned into a huge movement? Explore avenues for “scalability”...Are you the future CEO of your own company? Future Nobel Prize winner? Great American novelist? Do you want to be? Is this the project that will get you there?

## Reflection:

What’s this looking and feeling like? If you and your project are not quite there yet – save and return to this card when you are ready. Reflect for a moment on how your ideas about yourself and your educational experience have or have not been “transformed” by working on this project/goal. Share this reflection with someone who has helped you along the way. What myth about the world or yourself was challenged by this experience?

**Free Form:** Do anything you want to link your project or goal to life after college.

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