Conclusions to D.I.E for

**Documentation**

The primary purpose for our documentation is to provide a record of learning, not only for ourselves, but to pass on to future iterations of this class. It was also discussed that the elements of our interactions that are most crucial to document are the “how and the why”. The “what” of our projects is good to document, but would not contain the bulk of the learnings.

**Individual:**

Individual journaling will continue to facilitate the documentation of the individual. A summary of an individual’s journal may be submitted at the end of the semester. Many of the ideas presented in the individual journals may bear themselves out in group discussions and therefore may be incorporated in the group summaries.

Journal prompts can be found on Toolkit, under the Assignments section or our Blackboard under the LOST section. Journal prompts should be documented by anyone in the class, as inspiration comes to them.

**Group:**

Groups can continue to utilize whatever method of documentation they prefer throughout the semester (e.g.: Blackboard, emails, documented meeting minutes, etc.). The LOG discussion area on Blackboard will now be open to all members of the class.

At the end of the semester, each group will summarize their learnings in a format that can be passed on to the next generations of OTL. The summary should include where they started, how and why they did what they did and what were the ultimate learnings. A separate document of the actual project that was completed by each individual LOG could be beneficial, especially if the project was developed with the intent that a future LOG may continue in that direction.

**Class:**

The class syllabus that is to be prepared in the final sessions will serve as the summary documentation for the class. The syllabus will eventually appear on the OTL website, with a link to the Blackboard and Toolkit information for those who would like to read more detail.
**Integration**

During every class meeting, after administrative issues have been covered, there will be time for an open forum. The open forum will allow for varying perspectives of the group, class and individual to be shared and potentially discussed. Honesty and contribution is encouraged.

The LOGs will be provided meeting time during class. Ideally, after the LOG meeting time there will be another open forum as the class reconvenes to discuss any further issues that may have come up.

Class activities which involve groups composed of members from multiple LOGs will continue to be a source of “cross-pollination”, providing an opportunity for the exchange of ideas and best practices between groups.

After class, the individual will (ideally) continue to internalize, integrate, reflect and apply the learnings from the class session through daily life and preparations for the next class or group meeting.
Evaluation

There will be three primary components to the evaluation (grade) for OTL: an individual, a group and a class self-assessment. They will be weighted and considered as follows:

**Individual: (40%)**
1. (10%) Attendance
2. (10%) Participation
3. (10%) Preparation (reading, journaling, etc…)
4. (10%) Reflection/Integration/Internalization of the ideas/learnings in class

**Group: (40%)**
1. (10%) How well did your group set goals and strive to reach them? (Goal attainment is *not* a criterion for success.) How well did your group overcome objections?
2. (10%) What was the overall level of effort put forth by the group?
3. (10%) What was the overall commitment of the group to their own success?
4. (10%) How effective was the group at communicating with itself?

**Class: (20%)**
1. (10%) Was the class unified in an established shared vision?
2. (10%) Did we achieve Voltron? (Symbolism: Did the class bind us together? Do we have legacy? Was there cohesion?)

Additional issues for consideration:
(Including open forum issues raised during D.I.E discussion)
- How can we further encourage the sharing of information and learning among groups?
- Should there be a plan formulated for the last two sessions? If so, how should we approach it and who should steer?
- Are we really going to build a Voltron? Plan? Steering? Outsource to Mattel?
- Who will create the self evaluation form that was brought up during the Evaluation discussion? How will the grades be recorded/passed-on to John and Glenn?
- Each group should recommend one reading for the class prior to their “presentation” week.

Submitted by D.I.E Activity Group: Mary Ellen, Ryan, Stephanie