Learning from mistakes

Problem based learning in the library

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Deakin University

http://sli.do

Event code: **Z668**

Questions asked on Sli.do will be addressed at the end of the session.

The journey

On this journey we will:

- Learn about Problem Based Learning
- Define a mistake
- Plan for failure
- Create safe spaces to fail
- How we support this in our workplace

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Problem based learning (PBL)

PBL also known as Project Based Learning or Inquiry Based Learning (IBL).

PBL is characterized by:

- challenging, open-ended problems
- students are self directed, active investigators
- Students are encouraged to learn from mistakes
- Work in small collaborative groups
- Safe spaces to experiment, to try (and fail)

More info <https://guides.library.utoronto.ca/c.php?g=448614&p=3561262>

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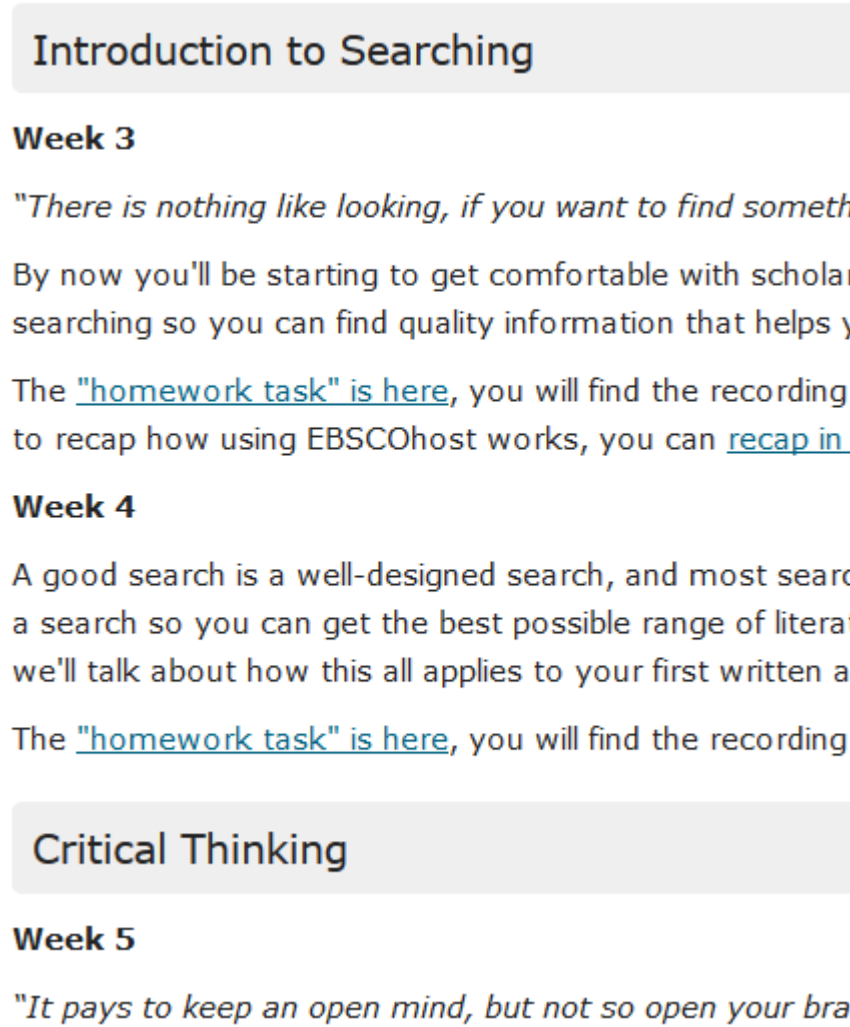
Real-world example

The Unit Chair of HPS111 redesigned the digital literacy classes and trained the tutors to run two tutorials over two weeks.

- Students were given exercises (problems) to work on e.g. “research this topic”
- Instructions were broad to allow them to experiment and make mistakes
- When students got stuck they could ask their tutor, and learn from the experience without criticism
- The students are engaged, helping each other, and sharing their problems and questions within the class



Introduction to Searching

Week 3

“There is nothing like looking, if you want to find someth

By now you'll be starting to get comfortable with schola
searching so you can find quality information that helps

The "homework task" is here, you will find the recording
to recap how using EBSCOhost works, you can recap in

Week 4

A good search is a well-designed search, and most searc
a search so you can get the best possible range of litera
we'll talk about how this all applies to your first written a

The "homework task" is here, you will find the recording

Critical Thinking

Week 5

“It pays to keep an open mind, but not so open your bra

Reproduced with permission – Mathew Ling, Unit Chair HPS111

Real-world example

In contrast an older version of this class gave librarians one lecture to present search skills to students.

This encouraged passive learning - students quickly forgot or never applied the skills.

The new HPS111 model helps students actively engage in problem solving themselves.

The act of trying, making mistakes, then asking for help, encourages students be genuinely invested in learning these new skills.

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So what is a mistake?

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We've all done these before:

- An error in judgement
- An accident
- An uninformed decision
- A misguided action
- An inevitability!

Is a mistake a choice?

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Or is it just a bad decision? And what's the difference?

- Doing something you know is wrong
- Finding out something is wrong after the fact

Few of us intentionally do the wrong thing. But we often have moments where:

- We aren't paying attention
- We aren't looking ahead
- You don't know what you don't know!

Activity

How do you respond to your mistakes? (MCQ)

Duration: 30 seconds

Choose the option that best describes you.

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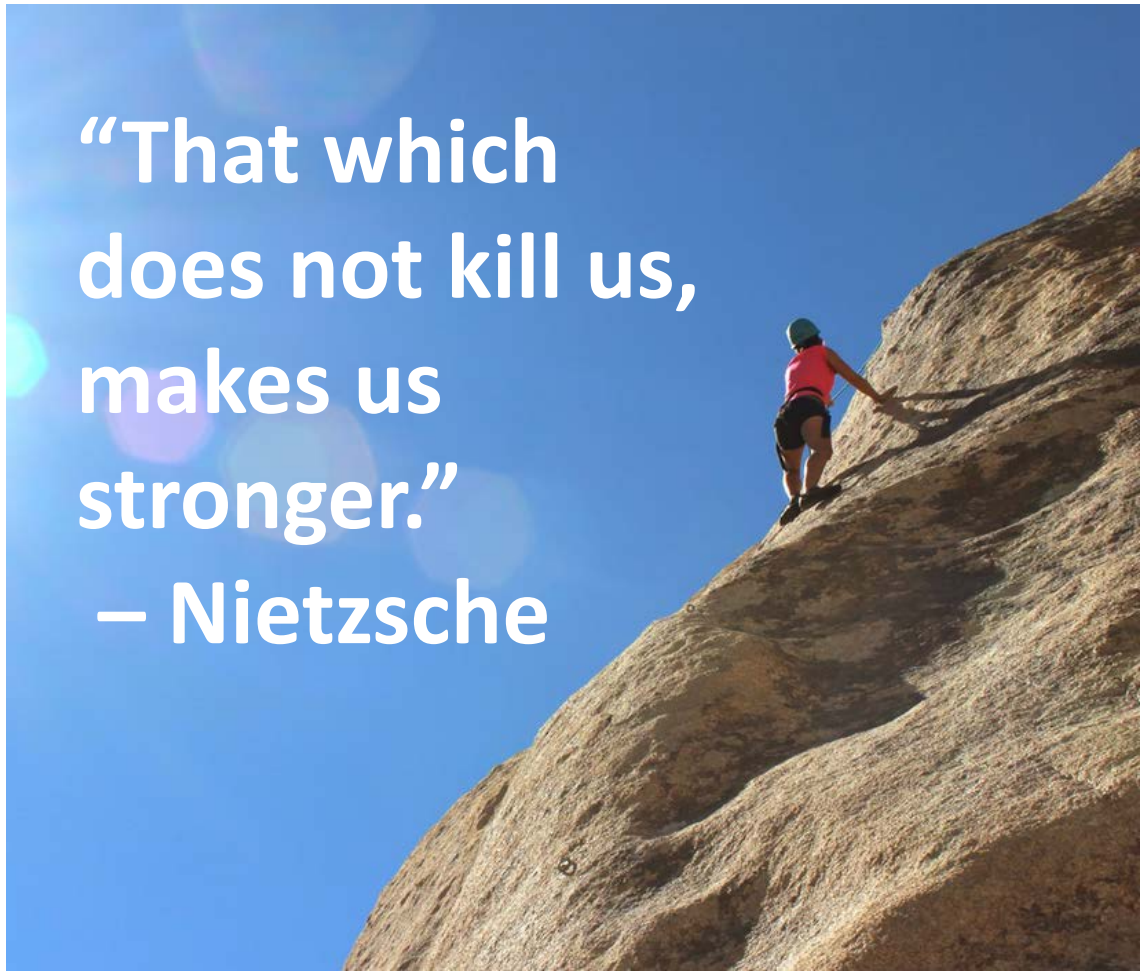
Fear of failure

High-pressure, high-stakes environments can create a fear of failing.

- Fear of failure can stop us from trying anything new
- Create a reluctance to contribute in fear of criticism
- Feed fears of embarrassment and humiliation



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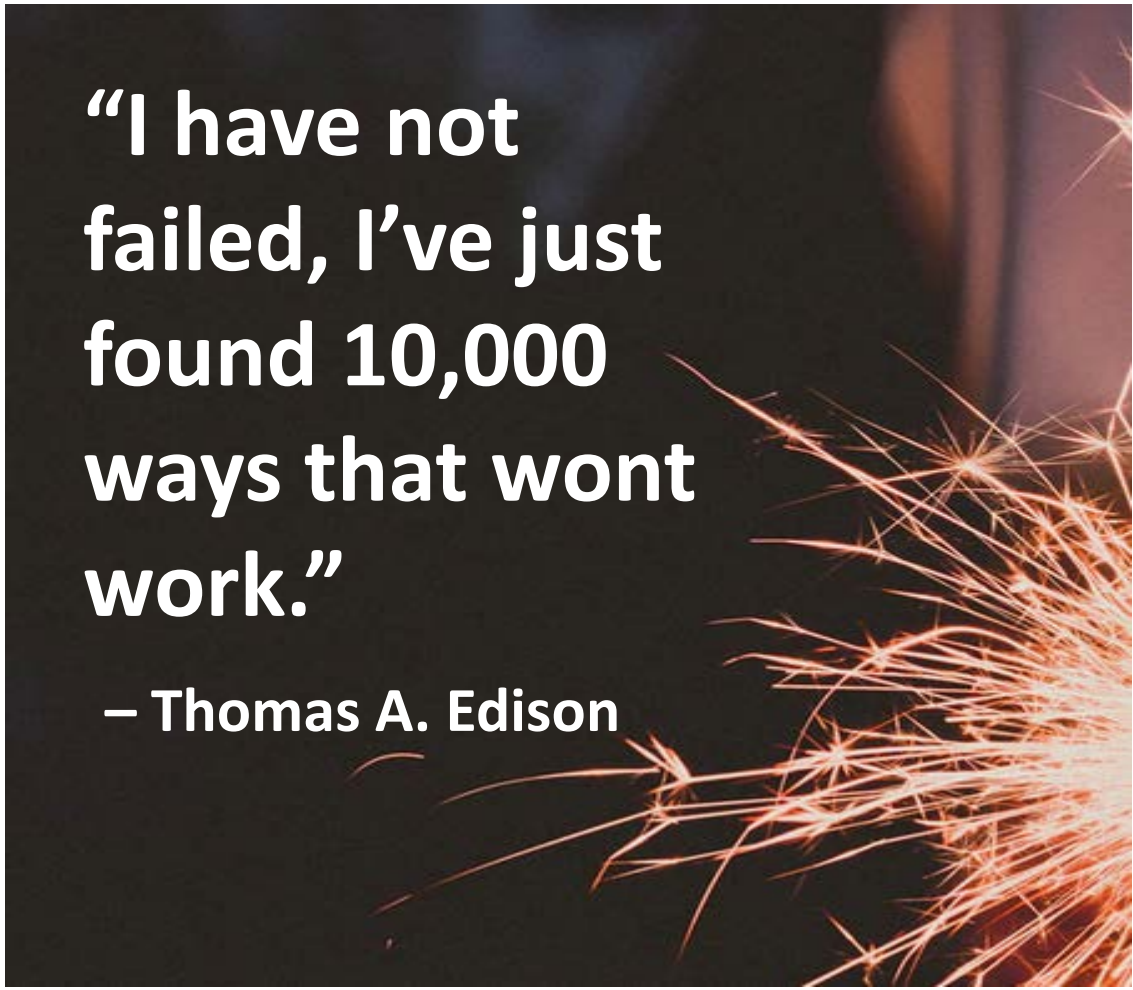
Responding to mistakes

How we respond to mistakes can really help with how we as people and the organisation grows and develops.

We want to be agile, and adaptable in this fast-paced industry and learning from mistakes is really key to this.



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Planning for failure

Project management often includes “planning for failure”.

A contingency plan if the project wasn’t a success, or didn’t run as expected.

Planning how you’re going to:

- Measure success or failure
- Respond to success or failure
- Planning for winding down a project at end of the cycle

Photo by Martin Reisch on Unsplash

Taking risks

- Your preparedness to take risks and explore new things is important for new ideas to thrive
- Consequently, environments that allow for risk and failure will be optimal for new ideas and change
- Situations that “challenge” you (and in which failure may be a result), provide opportunities for new ideas.

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Adapted with permission from Peter Di Lorenzo (Learning Designer, Deakin University)

Safe spaces to fail

One of the key aspects to PBL is learning from mistakes

- We tend to remember our mistakes more than what we did right
- We apply problem-solving to get around mistakes
- We learn that there is more than one way to do something
- We take ownership as we build our skills, and find solutions

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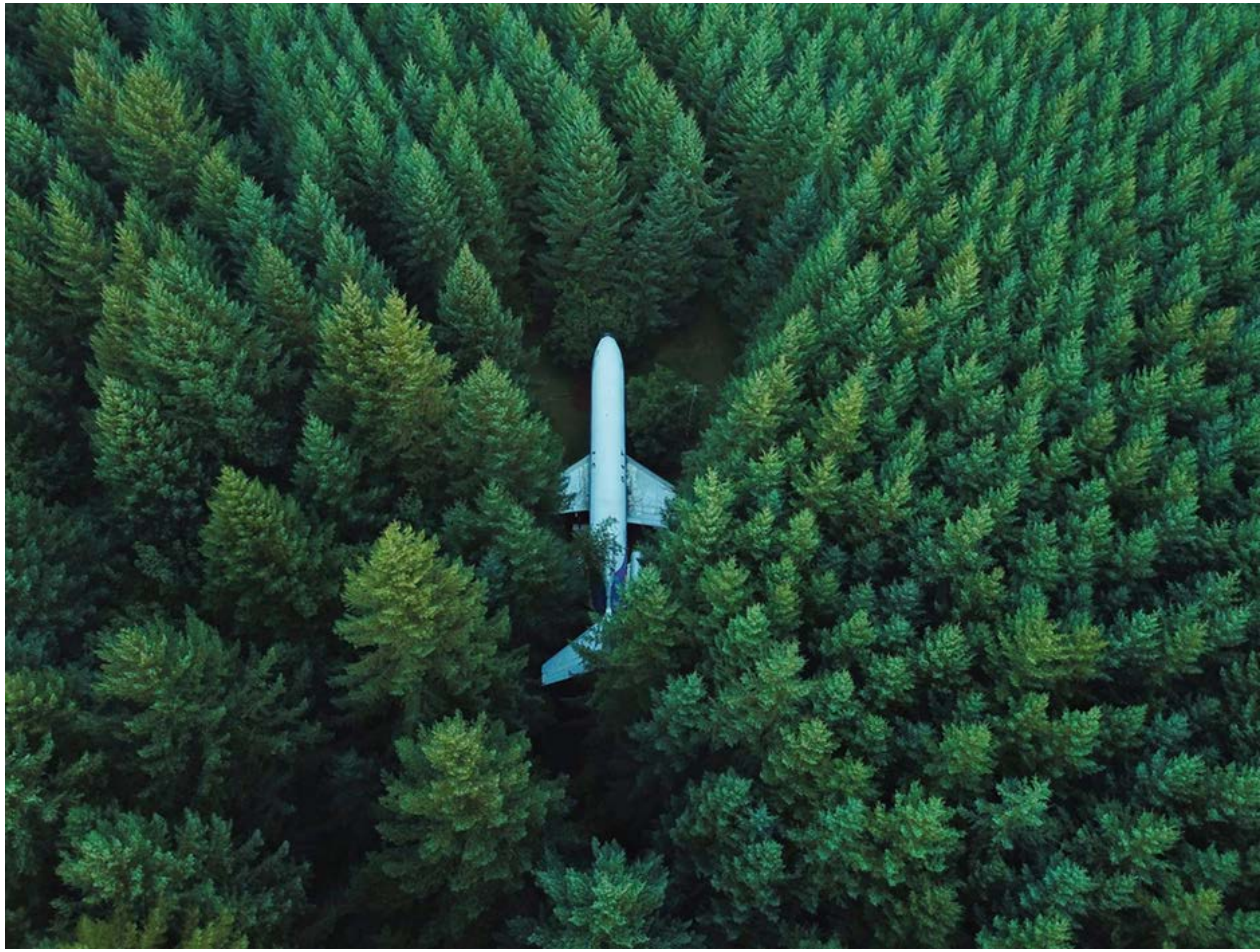
Safe spaces to fail

You can’t prevent every mistake. You can’t ensure life will run smoothly.

You can create a safe space for experimenting:

- A space where people are comfortable to talk about things that went wrong
- Where there will be evaluation of a situation (not judgement)
- Where problems will be acknowledged and solutions found



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Activity

What barriers prevent you from taking risks at work and in life? (word cloud)

Duration: 60 seconds

You can have more than one answer.

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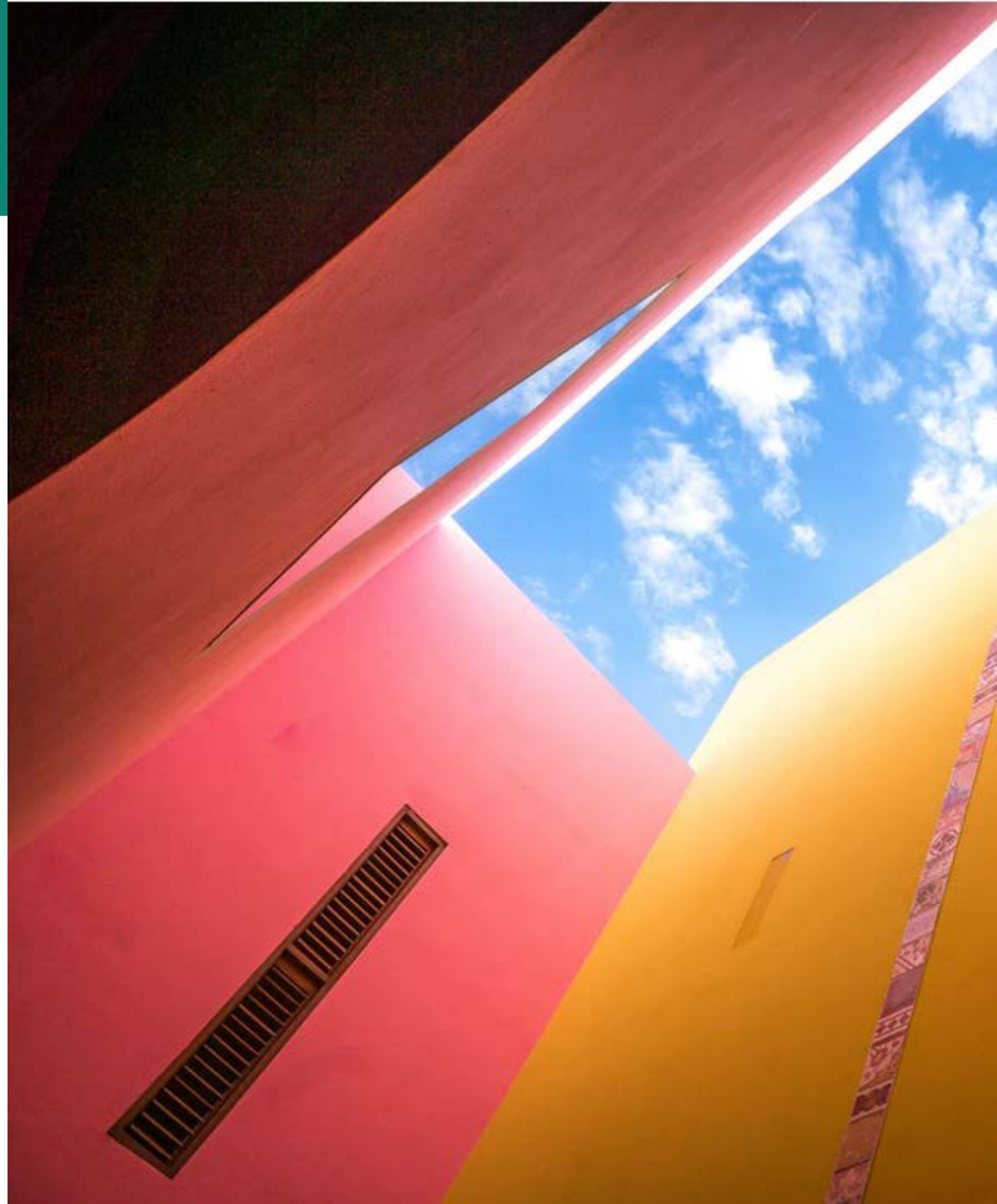

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How can I use these skills every day?

- No one solution
- Process is iterative
- Tolerance for error and change
- Diverse perspectives
- Continuous evaluation

Adapted from "Intel Education: PBL" http://www.schoolnet.org.za/conference/2011/Fiona_Beal/Handout-ProjectBasedLearning.pdf, 2004.

Learning from mistakes

- **No one solution**

  Admit that there may be multiple approaches (you don't have to get it perfect first time)

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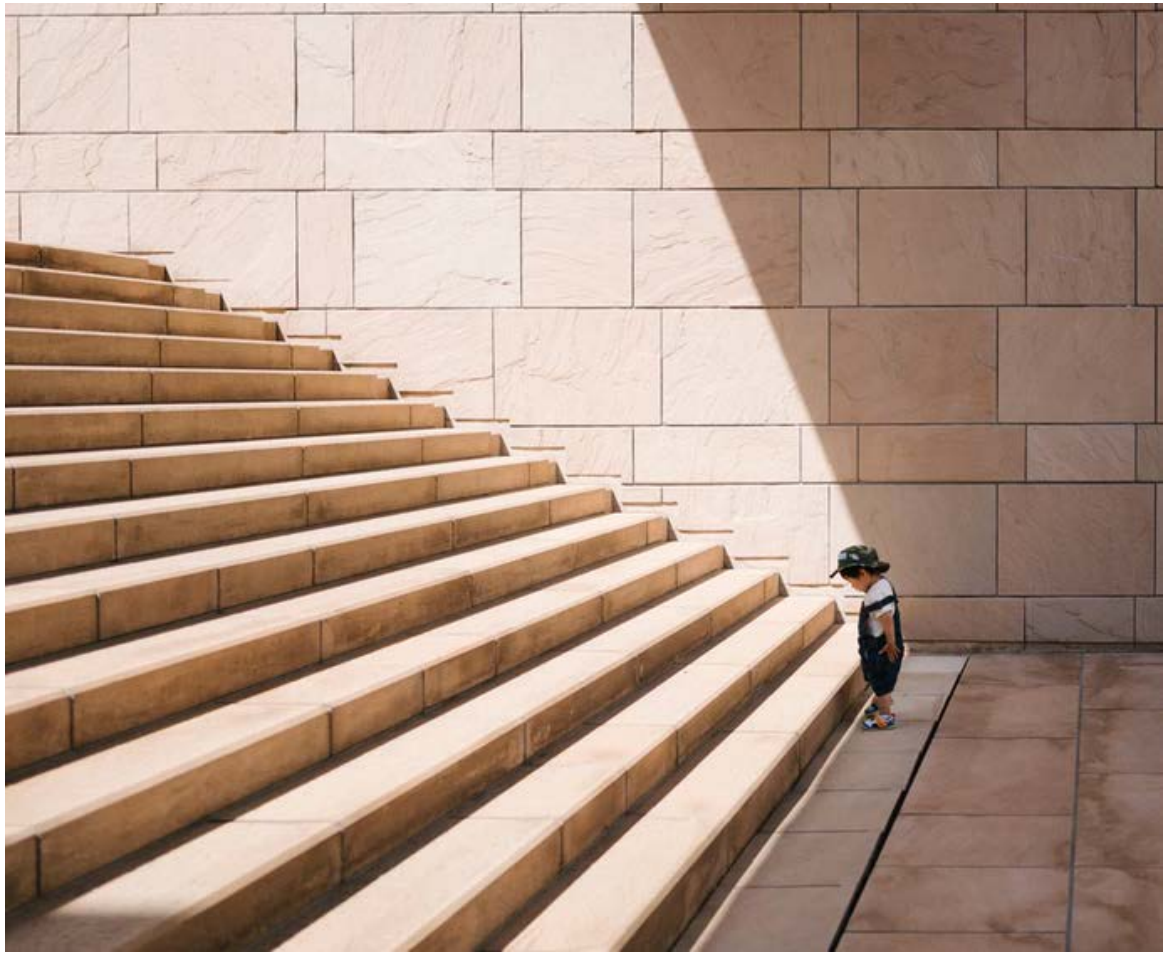
Learning from mistakes

- **Process is iterative**

  Make small changes, improve as you go (baby steps!)



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Learning from mistakes

- **Diverse perspectives**

  Ask for ideas from a wide range of people for a wider range of solutions (embrace your diversity).

Photo by Nathan Dumlao on Unsplash

Learning from mistakes

- **Continuous evaluation**

  Provide feedback, keep checking you're on target, re-assess when things go wrong, reflect!

Photo by Kyle Glenn on Unsplash

Learning from mistakes

- No one solution
- Process is iterative
- Tolerance for error and change
- Diverse perspectives
- Continuous evaluation

Adapted from "Intel Education: PBL" http://www.schoolnet.org.za/conference/2011/Fiona_Beal/Handout-ProjectBasedLearning.pdf, 2004.

Activity

How have you turned your mistakes into positives? (open text)

Duration: 2 mins.

You can have more than one answer.

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Questions?

Lets check the Sli.do