Make it Matter
Creating problem-solvers, inspiring persistence
Welcome!
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Chief Executive Officer
Beagle Learning

Carolyn Bickers
Chief Operating Officer
Beagle Learning

Lindy Elkins-Tanton
Vice President, Arizona State University
Lead, NASA Psyche Mission
To persist through ... education students need academic support, a sense of belonging, and real-world relevance of their learning.

Based on Civitas’ large-scale 2019 study
Globally, for every 100 children of school age 65 attend high school and only 3 attend tertiary education. Even fewer graduate.

Source: https://data.unicef.org/topic/education/secondary-education/
https://ourworldindata.org/tertiary-education
https://www.academia.edu/36975860/Massification_of_higher_education_revisitec
The result is that 97% don’t have the skills needed to thrive. It is going to take a radical change to solve this.

https://data.unicef.org/topic/education/primary-education/
Even when in school, a sense of meaning and authentic engagement is rare.

Make it Matter

Five Phases for Learner-Led Projects

Element 1: Problem Selection and Ownership
Choose a goal question of personal, local, or global community interest.

Element 2: Research
Learn about the issue.

Element 3: Project Planning
Make a plan and prepare to act. Define metrics to measure success.

Element 4: Project Operations
Execute the plan.

Element 5: Learnings and Reflections
Reflect on lessons learned and provide advice for future groups.
The Culture We’re Aiming For

• Every person speaks and is respected
• “Everything is an experiment” including the process itself
• The team leads! They choose what matters to them. Let them discover and get around barriers for themselves.
• Say “I don’t know.”
Early results...

Highlight: Riverview High School

Pilots

![Logos of various universities and schools]

Pass Rates Before and After MiM

<table>
<thead>
<tr>
<th>Subject</th>
<th>Before MiM (%)</th>
<th>After MiM (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>28%</td>
<td>42%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5%</td>
<td>53%</td>
</tr>
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</table>

[Diagram showing pass rates increased significantly after the implementation of MiM.]
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Choosing a Community Action Question
Generating Community Action Questions

Think about:

- What is my community?
- Do we, in this team, have different communities?

Realize:

- We don’t yet know enough about what our community needs.
Example Community Action Questions

- What could help high school students make it to college?
- How is our community reacting to anti-Asian violence?
- What barriers exist to better healthy food access and how can we affect them?
Brainstorm a set of issues or opportunities

State them as questions

1. How can we increase the amount of kindness in our community?
2. How can we make a higher percentage of dog owners more responsible?
3. **What can we do to make composting the norm for my community?**
4. How can we make childcare more affordable and accessible?
5. How can we increase responsible knowledge of the environment?
6. How can we make our learning more effective and enjoyable?
Full Element 1

- Brainstorming Community Action Questions
- Initial vote
- Building consensus on Community Action Question
- Set norms
- Progress check-in
Element 2: Research
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## In the Program Guide:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Example Schedule</th>
</tr>
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<tbody>
<tr>
<td><strong>A. Do a Question Cycle</strong></td>
<td>For each cycle: 1 to 2 class periods, plus team member pre-work</td>
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<td>In each cycle, choose one Natural Next Question (NNQ) to answer, find a source that helps answer it, and summarize and share learnings.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Synthesize and Represent Findings</strong></td>
<td>Pre-work + 1 class period</td>
</tr>
<tr>
<td>Organize team learnings visually to express and share new understandings.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Refine the Community Action Question</strong></td>
<td>Pre-work + 1 class period</td>
</tr>
<tr>
<td>Apply learnings to possibly refine the Goal Question.</td>
<td></td>
</tr>
<tr>
<td><strong>D. Do a Progress Check-in</strong></td>
<td>Half class period</td>
</tr>
<tr>
<td>Reflect on the progress made in this Element and determine next steps.</td>
<td></td>
</tr>
</tbody>
</table>

[Element Guide](#)

[Example Discussions](#)
Purpose of the research section
• Open our minds to aspects of the issue we don’t know about
• Learn about stakeholders
• Maximize learning by having every team member contribute unique information
• Craft a more effective action or project
What is our research question cycle?
Inquiry Based Research

1. Choose a Goal
2. Form a Question
3. Learn: Find information
4. Summarize & Reflect
5. Distill: Understanding
6. Share with Team
Natural Next Question (NNQ)
Ok, it’s our turn!
Natural Next Questions for What can we do to make composting the norm for my community?

1. Do people know how to compost?
2. Does the community offer composting services?
3. What are the benefits of composting for the community?
4. Are there rebates/incentives that people can earn by composting?
5. Does the city have a composting program or guidelines regarding composting?
6. Is there centralized composting in our community?
7. Are there any examples of communities that have successfully made composting the norm and how did they make that happen?
8. **What keeps people from composting?**
9. Is this the same for my community?
10. Can I start with a program in my building?
What is a GREAT Natural Next Question?
Question Productivity Index

Start ➔ Goal
Specificity

Value

Start

Goal
1. **What keeps people from composting?**

<table>
<thead>
<tr>
<th><strong>Question Productivity Index (QPI) Rubric</strong></th>
<th><strong>By Beagle Learning</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Value</strong> How valuable would answering this question be for answering your big goal question.</td>
<td><strong>Scale</strong> How much time, effort, and new knowledge it would take to answer this question completely.</td>
</tr>
<tr>
<td>Answering the question would provide information that is <strong>vital and necessary</strong> for answering our big goal question.</td>
<td>The question is primarily aspirational: It requires either too many disciplines or too many research components to attend to it and answering it would require answering a full suite of sub-questions.</td>
</tr>
<tr>
<td>Answering the question might support the project or learning goal. There is <strong>some doubt</strong> to its value.</td>
<td>The question is appropriately sized to guide one self-contained research or creative project, or produce fruitful discussion for at least a half an hour.</td>
</tr>
<tr>
<td>Answering the question might be interesting but is <strong>not necessary</strong> for answering our big goal question.</td>
<td>The question is straight-forward or incremental and could be answered conclusively with a simple Google search.</td>
</tr>
<tr>
<td>Question is not a question</td>
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### In the Facilitator’s Guide:

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1 to 2 class periods, plus team member pre-work |
| B. Synthesize and Represent Findings  
Organize team learnings visually to express and share new understandings. | Pre-work + 1 class period |
| C. Refine the Community Action Question  
Apply learnings to possibly refine the Goal Question. | Pre-work + 1 class period |
| D. Do a Progress Check-in  
Reflect on the progress made in this Element and determine next steps. | Half class period |
Next Steps
Process plan with possible timing

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A-E. Goal Question, Team Norms
Collect possible Goal Questions, and then select one
1st week

A-B. One or more inquiry cycles on topic's history
Create table, chart, or infographic
2nd week

A-B. One or more inquiry cycles on stakeholders list
Create table, chart, or infographic
3rd week

C-D. Create infographics of everything learned
Refine Goal Question
4th week

A. Assemble list of possible projects
Each team member rates the projects
Then the team assembles ratings and selects project
5th week

B. Define tasks for the project
C. D. Create workplan
6th week

A. Do the project!
Document the project!
7th week

A. Do the project!
Document the project!
8th week

A. Do the project!
Document the project!
9th week

A. Brainstorm Lessons Learned and put together list of ideas for improvement: Pay it Forward
10th week
Wrapping up

Make it Matter

- **Element 1: Selection**
  Choose a community action question to drive the whole project

- **Element 2: Research**
  Learn about the issue

- **Element 3: Synthesis and Planning**
  Make a plan and prepare to act

- **Element 4: Action**
  Execute the Plan

- **Element 5: Pay it Forward**
  Lessons learned and advice to share with future groups.
Next Steps

● Try out the structure (we’ll send the deck)
● Use the QPI Rubric
● Reach out to collaborate!
  ○ Carolyn Bickers - carolyn@beaglelearning.com
  ○ Turner Bohlen - turner@beaglelearning.com
  ○ Lindy Elkins-Tanton - ltelkins@asu.edu
Make it Matter

Framework
For learner-led action

Facilitation support
Slides and guides to facilitate with students

Software platform
For easy execution of collaborative projects
Thank You!