C4 Sprint 3.0 Syllabus 2022

Summer Session 1

Mondays and Wednesdays, in-person (if allowed)

Option A: 12:30-3:30pm

Option B: 5:30-8:30pm

Short Course Description:

C4 (Cross-Campus Capstone Classroom) is a unique learning space that functions as a diverse, socially-engaged community of learners and teachers that is dedicated to the values of respect, inclusion, collaboration, innovation, and commitment. It is a highly process-oriented and intensive classroom that will provide students with the skills, knowledges, and experiences they need to develop cohesive teams and robust projects. A primary focus of our class-time will be on developing the personal- professional skills and perspectives needed to forge strong, interdisciplinary teams and projects.

C4 Sprint 3.0 combines three streams of C4—1) Primer (for 1st/2nd year students), 2) Launchpad (for 2nd/3rd year students), and 3) Management (for graduating students)—into one multi-layered classroom. The whole class works collaboratively, closely, and intensively over a very short and intensive term to rapidly develop viable solutions for a large, complex, social-impact challenge directly linked to the UN's Sustainable Development Goals.

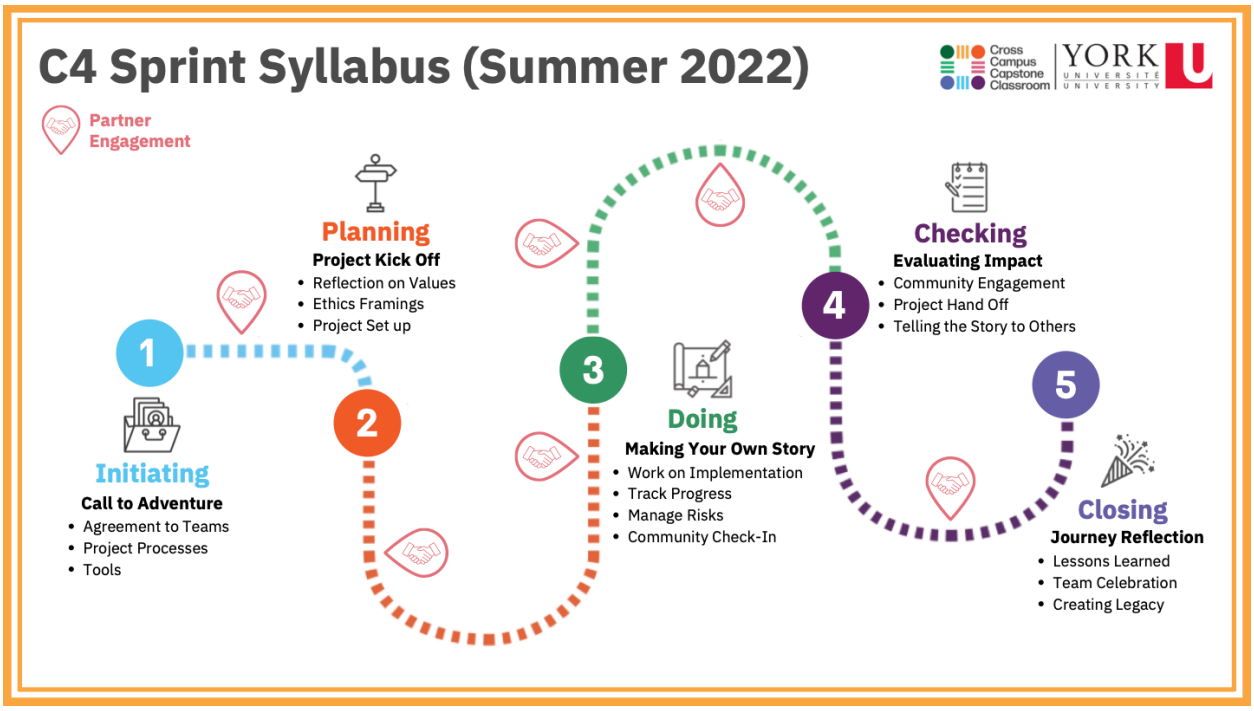
1) C4 Primer 3.0 First/Second-Year Students who have not taken C4:
   First- and second-year undergraduates who are new to C4 work intensively over one term on one big, complex, multi-disciplinary project, pitched by a single partner. Students are broken up into sub-teams and then managed by up to ten C4 alumni who are registered in the C4 Management program. Primer students focus primarily on core skills for working in these complex project spaces.

2) C4 Launchpad 3.0 Second/Third-Year Students who have not taken C4:
   Second- and third-year undergraduate students, who are either new to C4 or have previously taken C4 Primer, work intensively over a semester on one big, complex, multi-

disciplinary project, pitched by a single partner. Students are broken up into sub-teams and then managed by up to ten C4 alumni who are registered in the C4 Management program.

3) C4 Management 3.0 Fourth and Fifth-Year Students who have taken C4 prior:

C4 Management is a high impact finishing program for C4 alumni. Students are given the opportunity to lead teams created from a group of undergraduates who are registered in C4 Launchpad and Primer. Together they will work intensively over a semester on one large, complex multi-disciplinary project, pitched by a single partner.



Expanded Course Description:

C4 Sprint 3.0 is an intensive experiential education opportunity that weaves together three levels of students into one large "social lab" classroom. Students work collaboratively in teams on a single large-scale, multi-disciplinary research-design project, supported by at least one partner. This challenging environment invites students to apply their existing disciplinary skills and knowledges and gain new transferable ones as well. Primer students acquire the most new skills/knowledges, while Launchpad students invest in applying their existing ones and Management students focus on refining the leaderships skills they arrived with. The entire process is guided by a team of York professors and staff members gathered from multiple relevant faculties who offer their theoretical, pedagogical, and practical insights.

Primer:

C4 Primer prepares early-year students to work on community and industry-engaged projects in a deliberate, scaffolded way. Students are given time as a separate group, where they will work on specific core skills (such as teamwork, communication, project management, and community engagement) needed for this type of project work. They will also have the opportunity to engage in discipline-specific learning in this space, as they start to make connections between their chosen field of study and the complex ways they can have impact on the world. Programs that send students to C4 Primer will provide program-specific input for their students to engage in. By having a space for early-year conversations, disciplinary conversations, *and* work with the full team of higher-year students, C4 primer students will be able to ground the potential for their chosen area of study to impact the world very early on in their higher education journey. Moreover, they have a unique opportunity to connect with higher-year students from different majors in a collaborative and supportive environment, thus giving them a glimpse of the multiple ways in which their own field intersects with other disciplines within the scope of a large-scale endeavour.

Launchpad:

C4 Launchpad immerses midway university students in a large-scale community or industry-engaged project that gives them an opportunity to apply their existing disciplinary skills and knowledges as well as to acquire new transferable skills in collaboration, project management, communication, and community engagement, for example. Through a guided and supportive process students learn to recognize both the value and the limits of their individual skills and the types of knowledge generated within their respective disciplines while simultaneously expanding their intellectual horizons, their appreciation of other disciplines, and their tacit understanding of collaborative action. This experience is intended to offer students an opportunity to acquire insights into convergent, divergent, and complementary modes of research-design and practice, which is highly valued in a number of fields.

Management:

C4 Management prepares graduating students for the next phase of their careers. Students build on their existing skills, disciplinary knowledges, and past C4 experiences in order to occupy a new management position within the research-design paradigm. Through the experience of operating as project managers, the course offers them an opportunity to gain new insights into the reality of collaborative work and contemporary research-design by developing leadership skills rooted in respect, equity, inclusion, and commitment. Through facilitating the collaboration of their teams and engaging directly with project partners, C4 Management students can begin to develop strategies for leading multidisciplinary teams, negotiating with

individuals and organizations, and facilitating nuanced ways of approaching complicated issues in a rapidly changing, complex, and challenging world.

Learning Outcomes:

The C4 Sprint allows for a common project objective with differentiated student learning outcomes.

Core C4 Learning Outcomes:

- Students will work effectively within diverse, interdisciplinary teams and engage professionally with partners and professors as they develop their collaborative projects.
- Students will gain and hone a variety of personal and professional skills, identified by professors, supervisors, and students themselves.
- Students will integrate diverse approaches, perspectives, and knowledge as part of their teamwork processes.
- Students will deepen their sense of social and ethical responsibility as engaged citizens by reflecting on the impact of their work on various communities and stakeholder groups.

Note: These are not the only learning outcomes for C4 students. Some programs will add additional learning outcomes for the students in their program, and also students will define some individualized learning outcomes.

Below, we have differentiated and clarified how the above general learning outcomes manifest within each type of C4 experience. The darkness of green indicates the intensity of engagement.

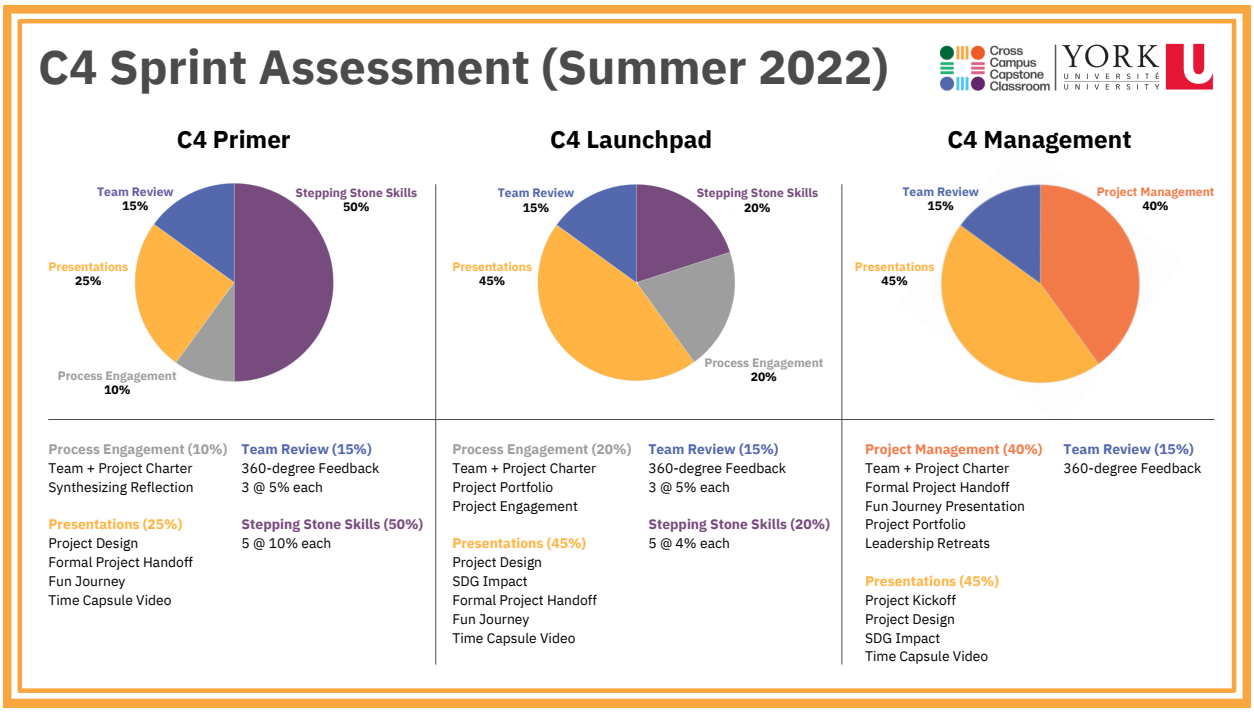
	Primer	Launchpad	Management
Skills			
Teamwork / Collaboration	Recognizes ways to work effectively within diverse, interdisciplinary teams and engages professionally with partners and professors as they	Analyzes personal and professional skills of both themselves and others in their team, identified by professors, supervisors, and students themselves.	Strategizes approaches to draw out strengths in individuals and teams, and implements supports for this

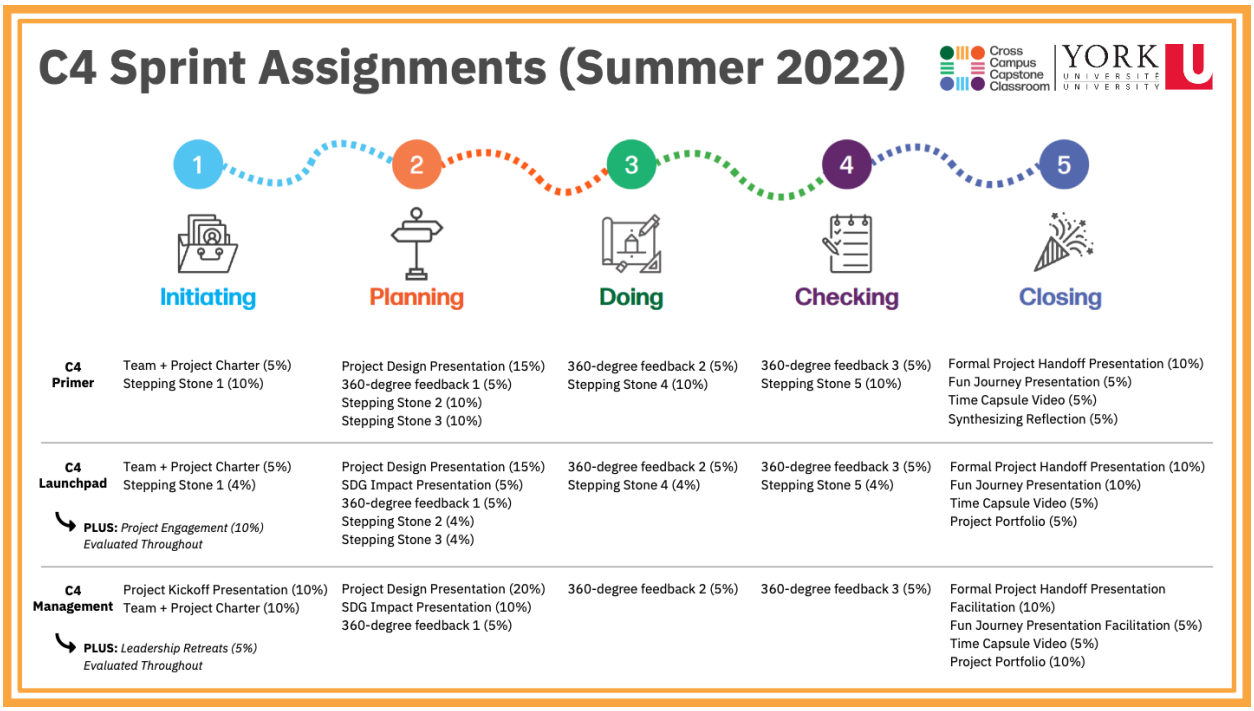
	develop their collaborative projects		
Project management	Demonstrates the importance of planning, scheduling, tracking and reviewing projects by completing project task tracking in a timely and relevant manner as well as by supporting task review.	Schedules lower-level tasks, plans near-term priorities, recognizes the role of risk reduction in planning, drives lower-level task reviews.	Creates, updates and maintains overall project management strategy. Seeks early identification and intervention for opportunities and challenges. Actively monitors risks. Identifies trigger states for risk mitigation.
Design / Research	Applies preliminary research-design concepts to a complex challenge.	Makes connections to existing open research-design practices and work.	Seeks breadth in open research-design considerations, looking beyond project research-design to all aspects of group, team, project activity. Seeks stakeholder engagement on the open research-design principle and value.
Creativity / Innovation	Identifies creativity and innovation processes. Tries out their own creative/innovative voice.	Engages in creativity and innovation processes. Articulates own creative/innovative voice.	Mentors and nurtures creativity and innovation in others.
Communication	Practices what it means to communicate effectively to different audiences.	Drafts examples of three or more modes of communication, can review critically for possible areas of	Develops communication strategies and evaluates their

		concern or breakdown.	effectiveness for different audiences.
Perspectives			
Ethics of care for self, other, world	Engages in the articulation of a team ethics framework. Understands and works within a professional and team ethics framework.	Deepens their sense of social and ethical responsibility as engaged citizens by reflecting on the impact of their work on various communities and stakeholder groups.	Assesses and checks the ethical framing and its mechanisms for support. Identifies and addresses areas of potential or actual unintended consequence. Identifies and addresses areas of potential or actual bias, power dynamic disparity, inequity etc.
Leadership	Identifies different models and modes of leadership.	Opportunities to practice by taking leadership roles in specific tasks.	Helps formulate the team's purpose and identifies what needs to be facilitated to make it a reality. Practicing and developing a leadership style uniquely their own.
Disciplinary / Interdisciplinary thinking	Articulates a variety of personal and professional disciplinary skills. Students will recognize diverse approaches, perspectives, and knowledge as part of their teamwork processes.	Acquires and applies a variety of personal and professional disciplinary skills, identified by professors, supervisors, and students themselves. Students will understand diverse approaches, perspectives, and knowledge as part of	Creates opportunities for individual voices and cross-disciplinary thinking, integrates disciplines across unusual borders. Students will synergize diverse approaches, perspectives, and knowledge as part of their teamwork processes.

		their teamwork processes.	
Unique components			
	Understands different learning spaces. Identifies and explores disciplinary skills and works out how they intersect within C4 and the world.	Tries out combining disciplinary skills across the team in this unique, complex learning space.	Applies leadership and strategic thinking to help a diverse team achieve impact for the world.

Evaluation:





Key assessment activities across the semester are focused on the development of the project, through all steps in the project lifecycle. In order to guide students along that journey, we have established several activities and presentation points before the final project portfolio is submitted. Some of the format and content of the material submitted for feedback will be determined by the class, based on their skills and the student-identified needs of the project itself. Even though students are working on a common class project and generating working group presentations and assignments, some parts will require the entire class to contribute, whereas other parts will be the contributions of just one group or a sub-team of individuals. Each of the assignments, presentations and activities submitted for grading will have its own instructions and expectations, which will consist of criteria derived from the core learning objectives of C4. It is also possible that a program will choose to augment their students' rubrics with additional criteria, which will be marked by professors from that program. In addition, we will ask each C4 student to identify a few personal learning objectives for the course that can be used as criteria at different feedback and reflection activities. As a result, student assignments and activities will be marked in a differentiated way based on group performance, individual student learning objectives, individual contributions to the teamwork, as well as internal team self-assessments. This means teams must truly work together and support one another to succeed in the course.

Marked components of C4 unfold according to the C4 action themes of "Initiating", "Planning", "Doing", "Checking", and "Closing" but are grouped under the separately assessed categories of "Project Management / Process Engagement Portfolio", "Presentations", "Team Review Activities" and "Stepping-Stone Assignments".

Project Management / Process Engagement Portfolio

The Project Management and Process Engagement Portfolios are composed of assessments that focus on different aspects of the progress, development and performance of students during the project (as both individuals and managers of a working unit). These parts are the: Project Kickoff, Team and Project Charter, Evaluating Impact Presentation and the Project Portfolio or Synthesizing reflections.

Project and Team Charter

Charters are important because they set the tone of the work and outline the intentions of the team members. A charter can help build a cohesive team, where every member knows and commits to specific roles and responsibilities. It includes a number of things, including: Mandate, Mission Statement, Statement of Values / Beliefs, Accessibility / Inclusivity Statement, Care Statement, Roles / Responsibilities, Communication, Barriers / Limitations, and Resources.

Weekly Teaching Team Check-ins (Management only)

These are weekly Management retreats with the Teaching Team where a variety of relevant tasks will be completed and topics will be explored. They will focus on the Management team's facilitation of the project and their management skills, as well as their mentorship of their working groups and their leadership goals.

Project Portfolio (Management and Launchpad only)

The full project portfolio is intended to capture the results of the project work in all its aspects, from the community impact, to the project management, to the individual and team journeys, and the planned legacy of the project beyond the end of the course. The portfolio will gather key elements from the semester that helped shape the project.

Synthesizing Reflection (Primer only)

For this written assignment students are expected to draw on content from all previous feedback activities, critical reflection exercises, and individual reflective activities. This culminating assignment should reflect on how students have achieved (or not) the objectives of the project and how students achieved (or not) their own personal objectives.

Presentations

Students present their project experiences throughout all project phases in visual, written, virtual, and performative modes. The ability to effectively present and communicate project processes and progress is an important professional skill, which will facilitate collaborative sharing of important and innovative ideas. Presentations (both formal and informal) of important project content will be designed and delivered by the class (and working groups) and should be audience appropriate and media rich. In addition, students need to be ready to discuss their presentations within Q&A periods, which could include students, professors, partners, and/or special guests. The goal of these presentations will be to effectively communicate the value and impact of the project (and the project journey) in order to forge new academic and professional connections. It is expected that students will engage different forms of media in their presentations in order to activate the interest of a diverse audience.

Project Kickoff Presentation (Management only)

This is an exercise in "getting to the root of the problem quickly". Facilitated by the Management Team, each working group will explore the question **"Why is your project important?"** using the five whys technique (5Y): https://www.mindtools.com/pages/article/newTMC_5W.htm. The results will be presented in class by the Management students.

Project Design Presentation

The audience for the Project Design Presentation will be the partner. There are two main purposes to this presentation: 1. To communicate the class' decisions to the partner about the why, who, where and what aspects of the project. 2. To leverage the feedback from the partner as SMEs (Subject Matter Experts) to help start to identify the "How?" of the project. The presentation is required to draw and reflect on content and conversations from the first 5 classes but be framed with this specific audience and these two purposes in mind.

Project Impact Presentation (Management and Launchpad only)

The Project Impact Presentation gives the class the opportunity to reflect on the impacts they are trying to have for whom, the unintended consequences that could arise, and the complex ways in which this could intersect with the UN's Sustainable Development Goals.

Project Hand-off Presentation

Each working group is required to contribute a section to a short final presentation that captures the class's response to the challenge question originally posted. These videos are synthesized into one presentation by the C4 Management Team. The purpose of the assignment is to explain the novelty and usefulness of each group's distinct approach for both partners and other stakeholders and participants. For this formal, professional presentation multiple project components are synthesized into one presentation that is comprehensive and visually engaging. Teams are encouraged to create a presentation that is appealing and understandable by a broad, non-expert audience composed of peer teams, supervisors, customers, advisers, the course directors, and other key stakeholders.

Journey Presentation

For this is a fun, celebratory presentation that takes place in the final class. Students are expected to draw on content from the whole semester in order to reflect on their experiences in C4. This culminating presentation should reflect on how students have achieved (or not) the objectives of the project and how students achieved (or not) their own personal objectives.

Time Capsule Video

The goal of this activity is to help each student become acutely aware of what they want to learn from a C4 experience so, at the end, they can assess whether they learned what they had hoped. In the first class they will capture a preliminary time capsule video, guided by a list of questions. During the last class they will be provided time to watch the preliminary video before creating a video reflection it, again based on a series of questions. The focus will be on what they learned (personally, professionally, and academically), as they reflect on their pre-C4 selves and the impact that their C4 journey has had on them and the world around them.

Team Review Activities

ITP Metrics (https://www.itpmetrics.com/) is an online teamwork and behavioural assessment platform that will be used by the students throughout the course in order to generate data that will be drawn on to guide multiple self-reflexive activities related to performance feedback and teamwork. Marks are associated with activity completion, not with the results themselves. The goal of these exercises is to create a starting point for discussion and critical reflection within teams. Over the semester, students will complete four ITPMetrics questionnaires and individual and team reflections based on the results of these questionnaires. The first ITP Metrics exercise is a Personality assessment. The second is a Team and Peer reflection. The third is a Peer and Conflict Management reflection.

Stepping-Stone Assignments (Primer and Launchpad only)

Stepping-Stone Assignments introduce students to foundational aspects of responsible and effective collaborative research-design work. Each assignment stresses a singular aspect of the collaborative process integral to the C4 experience. They will focus on project, discipline, and transferable skill needs and will help the students' personal-professional development on their individualized project journey. For example, teamwork, project management fundamentals, ethics framework, inclusive design fundamentals, storytelling for designers.