

Bridging the Think-Do Gap

A method for facilitating transitions toward NIL

Nov 28, Blair van Pelt

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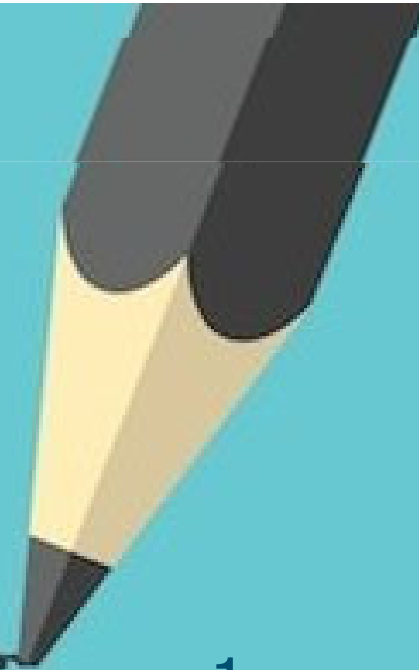
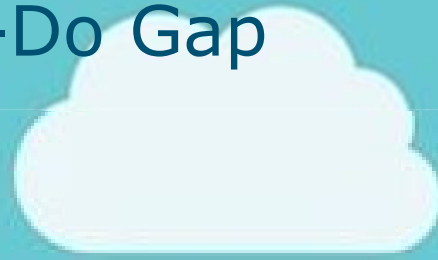
Objective of this session

Develop ideas for how you could use the Think-Do Gap as a methodology for facilitating transitions towards NIL with your students





The Think-Do Gap



1. Vision
2. Gaps
3. Actors
4. Bridges



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Learning Objectives

- Map the relationships, motivations and constraints of farmers, industry, policy, consumers, markets and NGOs.

- Develop a plan to address key challenges in an agricultural sustainability transition.

Facilitation & Coaching

- 6 weeks
 - 1 – Case description & vision ideas
 - 2 – Vision
 - 3 – Gaps
 - 4 – Actors
 - 5 – Bridges
 - 6 – Report & Presentation

- Weekly 15 minute coaching sessions

So... How does this work?

Applicable
topics &
assignment
logistics

Redesigning the
assignment for
your needs

Facilitating
learning;
questions & tips

Assessment Rubric

Criteria	Levels of Achievement				Mark	Weighted
	Unacceptable (<5,5)	Basic (5,5 - 6,9)	Proficient (7 - 8,4)	Distinguished (8,5 - 10)		
Content, Originality, Creativity (REPORT)	Not all aspects are adequately addressed or they are addressed in the simplest way possible and do not provide adequate explanation. Ideas are both traditional and predictable; mostly mimics ideas borrowed from others and reflects minimal original thought.	All aspects are addressed. However, there are minor/infrequent lapses in clarity and completeness. Ideas show inspiration borrowed from others, yet extend beyond such work, merging some original thinking with borrowed ideas.	All aspects are well addressed and do not contain any lapses in clarity or completeness. Ideas are innovative, unusual, and novel; ideas display inventiveness or an innovation.	All aspects are thoroughly addressed in a clear and concise manner. The content moves well beyond what was asked and provides the reader with new and valuable information. The ideas are not only highly innovative, they are also plausible/realistic/achievable. Ideas display a radical shift from the current paradigm and are worthy of further exploration.		45%
Team work, time management, feedback (PROCESS & WEEKLY MEETINGS)	There were persistent challenges along the way; the group clearly was not able to overcome them and work as a team. During feedback sessions and in the group work time the group waited for others to take the lead and was not able to build on work from the previous sessions thus needing to start over several times; The group needed help coming up with strategies and steps to take next and made no effort to use them and/or proceeded with significant difficulty. The group did not ask for help when necessary and/or integrated little to none of the feedback from tutor sessions.	There were quite some challenges along the way; the group clearly was not able to fully overcome them and work as a team. During feedback sessions and in the group work time the group waited for others to take the lead and had difficulty building on work from the previous sessions; The group needed help coming up with strategies and steps to take next and was not quite able to use them and or proceeded with significant difficulty. The group did not ask for help when necessary and/or only partially integrated of the feedback from tutor sessions.	Despite challenges along the way the group clearly was able to overcome them and work as a team. During feedback sessions and in the group work time the group made good progress building on work from the previous sessions; The group needed help coming up with strategies and steps to take next but was able to use them and to proceed without difficulty. The group asked for help when necessary and integrated most of the feedback from tutor sessions.	The group clearly was able to work as a team, using each other's strengths for the groups benefit. During feedback sessions and in the group work time the group made excellent use of time; they came up with strategies to approach the project, they asked for help when necessary and fully integrated feedback from tutor sessions.		25%
Clarity, Completeness, Format, Design (ORAL PRESENTATION)	The project was presented in an inadequate manner. Multiple aspects were not included; brief background information on the case, vision for the future, plan for overcoming the identified barriers and a reflection. The chosen format is either a mismatch or is not well designed which takes away from the overall message or communication strategy.	The project was presented in an adequate manner, however not all aspects were included; brief background information on the case, vision for the future, plan for overcoming the identified barriers and a reflection. The chosen format fits the case study well but is not well designed/executed which distracts from the overall message or communication strategy.	The project was presented in a clear and convincing manner. All aspects were included; brief background information on the case, vision for the future, plan for overcoming the identified barriers and a reflection. The chosen format fits the case study well. It is well designed/executed and therefore strengthens the message/communication strategy.	The project was presented in a convincing, informative and inspiring manner. All aspects were clearly included; brief background information on the case, vision for the future, plan for overcoming the identified barriers and a reflection. The chosen format is a perfect fit. The design is of professional quality and the communication strategy reinforces the content.		30%

Reflection

How did that go?

A few examples...

Further questions?

Thank you

For further questions
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