

EXTENDING THE LEARNING LANDSCAPE: ADAPTING TO A NEW STUDENT

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Abstract

According to Megan Hughes (2006) the generation that educators of the 21st Century have to deal with is referred to as "Generation Y". They represent the by-product of the previous generation, i.e. the "baby boomers", who heralded a "surge of new inventions and improvements" (Hughes, 2006), allowing the next generation benefits of improved technology and a much easier life.

"The Y Generation doesn't like hard work, even when it's for its own benefit, and is very much in love with anything that's 'instant'. "(Hughes.2006)

Design educators often adopt teaching and learning methods of a traditional nature. These practices may no longer be effective in the fast-paced world of tomorrow.

Recognising these challenges in our own institution and understanding what impact these may have on a national education system, a proposal of an alternative approach in skills and knowledge transfer within creative context has been implemented.

A series of interventions ranging from staff communication and wellbeing, to student development and support has been brought about through various media. Alternative interactive processes have been employed in the institution and continue to be developed. These interventions are described and discussed in this paper.

Extending the learning environment beyond the classroom and programme, contextualising the skills and knowledge gained is facilitated through the introduction of a Mentorship and Leadership Programme. A sense of ownership and responsibility has been created for the students, who have made an impact in their own communities. To date, 162 children within their communities have received input from our students, in various ways, ranging from literacy development, sporting activities to fund-raising.

Success of these interventions is evident in the following observed outcomes:

- *a lower staff turnover,*
- *higher student and staff productivity levels*
- *more positive environment for both staff and students*
- *an improvement in positive student feedback*
- *improvement in student retention rates*
- *growth in the organisation*

The outcomes are quantified by using human resource data, programme review forms, student academic results as well as growth in student numbers.

Our students have displayed openness to learning and discovering, and are exploring further than their immediate environment. Lecturers have noticed a change in attitude, class attendance and punctuality, with students taking responsibility for their own learning.

Keywords: *Interactive processes, productivity levels, learning, discovering and exploring, student ownership and responsibility*

Introduction

This paper serves to highlight and quantify some of the challenges experienced in a modern design education system. This was brought about by the lecturing staff who felt a sense of frustration due to an inability to impart knowledge to the majority of the student body in a way that was understandable to the student. Upon entering into discussion at an institutional level, it was established that lecturers

throughout the institution were experiencing similar concerns. The lecturer could no longer relate to the individuals or the group and they needed to understand why this change in dynamic had occurred. The institution's integrated education system had to adapt to meet the needs and minds of the next generation of designers. In 2006 we commenced with a series of varied interventions including interactive processes being implemented intuitively. The outcomes of these interventions produced an awareness and better understanding of the needs of our current student. This led to the introduction of a distinct initiative, established in 2009. A measurable and collaborative outcome has been reached, with effect not only on a personal level but as a whole within the group it's productivity level and within the community.

Through this process, the young, "modern" personality develops self-awareness, and identifies their role within their community and industry. In no way does this paper claim that the quandary is solved or ceases to be of relevance to the generation gap within the structure of design education. It does however demonstrate a vast improvement in the overall attitude of the students. The involvement within the various activities of how this has contributed to the change of that attitude is the content found in this paper.

The modern design student

Design educators often adopt teaching and learning methods of a traditional nature. These teaching methods may no longer be effective in the fast-paced world of today and tomorrow. Recognising these challenges in our own institution and understanding what impact it may have on a national education system, we propose an alternative approach in skills and knowledge transfer in a creative context.

In his abstract for *A Case for Vertical Studio*, Barnes (2008: 34) explains that the primary goal for development for students is "self-motivation, independent thinking, and accelerated performance." He claims that the student having a choice in the various combinations and electives through the available "choice" results in the production of a much "higher student performance and a broader range of experiences than is possible in a traditional structure." He states that "the vertical studio system challenges traditional, sequenced design studio organization by allowing students of various developmental and skill levels to interact and compete with one another..." (Barnes 2008:34). We took this a step further by placing the students into a situation where they are all equal. None of them had experience in the various "non-traditional" activities we were expecting them to take part in. These activities are discussed under the headings Mentorship and Leadership Programmes. The non-traditional activities led us to examine the demographic of our students. This resulted in a better understanding of the individuals we were dealing with.

Most individuals, who study in the design field, do so out of choice. It was been established that 89 percent of our enrolments are made up of students whose first choice was to study design. A further 7 percent commenced studies in another career path and after discontinuing these studies enrolled for a design qualification. According to the applicants, the design qualification was originally their first choice, but family or friends advised them not to enrol into a creative programme, assuming is that it is not a lucrative industry or that it is perceived not to be an industry of a professional nature. We therefore deduced that 96 percent of our enrolments were the student's first choice of career and a natural expectation would be that they are motivated and passionate towards their chosen field of study.

The screening process for potential students at our institution is rigorous. It includes the submission of portfolio with a combined research component. Upon successful completion, the prospective student is invited to partake in an entrance test. The onsite test includes the assessment of their literacy skills, numeracy skills, and cognitive skills, drawing skills, problem solving ability and knowledge of the industry discipline and general knowledge. To determine the suitability of both the programme and career a personal interview with the student follows the test.

Despite the self-chosen career and intensity of the enrolment procedure, the following observations were made by the academic team with regards the student body as a whole.

- A lack of interpersonal skills
- A lack of self motivation
- Inappropriate behaviour within the learning environment
- A lack of individual accountability

- Inconsistent learning styles
- Frustration with the teaching methods of lecturers, who are of an older and more traditional generation
- Disrespectful and stressed students

It was established that the same obstacles identified by ourselves had concurred with the findings of Cairncross (2001), who established that “the acquisition of new skills or improving existing ones in areas like: interpersonal communication, teamwork, ... and interpersonal skills,” in the business world lead to “An increased focus on collaboration, cooperation and partnerships across departments, cultures, companies, sectors and borders.” This therefore confirmed for us that the observations made were relevant and would have a direct impact on achieving a mutually beneficial collaboration, cooperation and partnership between lecturer and student.

Ultimately, learning appeared to be haphazard and the attention and commitment required from the students was inadequate. Teaching time was spent addressing life skills rather than imparting sound design knowledge. Furthermore, lecturers were not equipped to deal with these challenges appropriately. It was imperative to address these concerns if we were to see students succeed in the chosen career and the business world. As educators, we found it to be our responsibility to ensure that the students were able to achieve their potential by becoming aware of obstacles to their success.

Approaching the problem was a multi faceted task. You cannot isolate learning. One must consider the relevance of the person engaging in the learning process. When an individual perceives satisfaction, they are more likely to re-engage in that activity again. Simultaneously, one cannot disregard the external factors that may play a role in the learning process, for example; family, community, previous experience and circumstances.

According to Hughes (2006), the generation that educators of the 21st century have to deal with is “Generation Y”. They are the by-product of the previous generation, “baby boomers”, who brought about a “surge of new inventions and improvements”, allowing the next generation a much easier life, reaping the benefits of this improved technology.

The Y Generation does not like hard work, even when it's for its own benefit, and is very much in love with anything that's 'instant'. (Hughes, 2006)

Through the confirmation of research conducted we have established the contributing factors that determine the identity and makeup of the modern design student. The factors creating the frustration experienced by lecturers were identified. These factors were of a non-discipline specific nature, and this meant that the design lecturers where not qualified to deal with and address these types of concerns. The institution entered into consultation with a clinical psychologist to better understand a way forward in this regard.

Our institution to address the concerns raised implemented the following programmes.

- Mentorship Programme
- Leadership Programme

Mentorship Programme

Each final year student (third year) is assigned first and second year students. The aim of the mentorship programme is that the final year student is responsible for mentoring the first and second year students throughout the academic year. The final year mentors build a file of evidence throughout the year; including an initial analysis of each of their junior students, evaluating their strengths and weaknesses at an academic level. On completion of the analysis, the mentor is to draw up an action plan for each student, identifying the problems, and working towards a solution. Once the initial assessment and action plan are completed, the final year mentor students start building their file of evidence, highlighting the progress of each of their junior students.

Through this process, the mentor student completes a documented self-evaluation of the year. The mentor must determine whether they have been successful in achieving the desired results and document the findings. As not all the students can be guaranteed to take part or interact with their final third year student it is important that the process is, with or without interaction, documented. The process of this programme is more important than the result, and is assessed with that in mind.

The mentorship programme implemented in January 2009 has thus not run its full course. The following is an indication of feedback received from final year students as well as junior students who participated in the programme.

The information in Table 1 derived from a sample group at the Western Cape campus and was approached using informal questioning methods.

Geographic Location of campus	Total Number of Participants/students	Positively experienced the programme as valuable & beneficial	Were indecisive about the value of the programme & its benefits	Negatively experienced the programme and saw no value/benefit in the programme
Cape Town	28 students	25 students	0 students	3 students
	Total: 28	Total: 25 (89, 3%)	Total: 0 (0%)	Total: 3 (10.7%)

Table 1: Cape Town Student Perceptions of the Mentorship Programme

The table shows a large percentage of the students found the mentorship programme beneficial. This indicated a positive motivation with the students to continue the programme.

The following is an indication of the experience & perceptions of the first, second and third year students under the mentorship programme and indicates possible improvements interpreted by the student feedback:

Positive

- Facilitated problem solving through group discussion
- Encouraged integration and mingling of students
- Assisted with idea generation and execution of assignments
- Enhanced new passion for field of study
- Encouraged peer review and assessment and promoted inter student learning methodologies
- Created comfortable learning environment
- Aided in the perceived communication gap experienced between lecturers and students
- Anxieties with regards future expectations were eliminated
- Increased feelings of motivation
- Heightened sense of achievement
- Increased affirmation of knowledge
- Confidence in decision making

Negative

- Sense of guilt for disturbing final year students
- Frustration with students not always fully committed
- Awareness of the need for structure and systems.

The above indicates that the students have gained the ability to express their newfound awareness of their own individual achievement, as well as contributing to the development of the student body and learning environment. The mentorship programme instilled a co-operative interactive learning process between students that encouraged integration between the various levels of study and disciplines at the institution.

Leadership Programme

The leadership programme, developed in conjunction with a clinical psychologist, included a structure that worked in cycles and address different competencies required to support and enhance the learning experience. In a multi-year approach, the programme is semi-structured in nature and exposes students to competencies as they are recognized. These modules would be further entrenched in the following year as students are be introduced to cutting edge, leadership concepts in each module. Thus, we work towards developing not only greater complexity but deeper understanding of the subject matter over a three-year period. The competencies that the programme

attempts to develop are aligned with current leadership philosophy and trends in industries across the globe and cover important areas such as Emotional Intelligence (EQ), social responsibility, time management, resilience management and mentorship.

The facilitation philosophy of the programme is a combination of theory and experiential learning. The approach encourages students to look introspectively and share through semi-structured exercises, designed to raise awareness of the concept within them and thus develop specific competencies. However, students are encouraged to empower themselves, not only through awareness, but through addressing possible 'mental' blocks that could hamper a new found awareness and the direction it would take them. These exercises are facilitated in an interactional group format, by subject matter experts in each area being presented. Students are required to complete assignments that are practical, where the focus is on self-discovery of their true personality and motives.

The Social Responsibility Programme forms part of the Leadership Programme, it is developed through involving students in a community based project that focuses on the empowerment of that community through the transfer of creative and non-discipline specific skills, rather than on creating dependencies. This is where students are encouraged through self-exploration to discover and explore beyond that which they know about themselves and their environment. The institution implemented the following programmes. The Shine Centre, in the Western Cape, and St Vincent's School for the Deaf, in Gauteng,

The Shine Centre, Western Cape

The Shine Centre initiative is bringing literacy and language enrichment to schoolchildren with reading difficulties. The Shine Centre stands for Support and Help In Education. Shine Centres are established in carefully selected schools where 99% of the children are historically or economically disadvantaged. The aim is to ensure that these children reach their full potential and receive support in language and literacy. The centre does this by encouraging the people and businesses from the community to support their local school in providing struggling learners with weekly lessons. For more information on The Shine Centre visit <http://www.theshinecentre.org.za>.

The institution's Western Cape campus adopted the Zonnebloem primary school. The student representative council established various committees that the students can choose to serve on. The idea behind this was that the college involvement would be constant and therefore produce a measurable and real difference in one place.

The committees are:

- One-on-one reading
Undertaken by senior students (third year) this is an hour session of literacy skills done with a grade two learner one-on-one, the student must commit to one year.
- Sport initiative
Students work on improving the sports grounds of the school and get the learner to participate in the process as well as encouraging participation in sport activities. Sports are season specific.
- Garden and playgrounds (outdoor spaces)
Creating garden areas and getting learners interested in assisting in the creating and upkeep of these areas.
- Library assistant
Students offer of their time to assist in the library, therefore allowing the library times to be extended, giving learners more time in the library space.
- Classroom assistant
As the teachers have up to 45 young learners in a class, the students are there to assist the teacher in games and activities, getting to interact with learners that the teacher may not get to in the time allocated for a class.
- Upgrade of exterior
The students established a fundraising committee. Their prime task is raising money from various community based businesses, to help with the refurbishing and upgrading of the school.

St Vincent's School for the Deaf, Gauteng

A programme such as The Shine Centre has yet not been implemented in Gauteng. For this reason, a self-conceived programme was adopted and implemented at St Vincent's School for the Deaf in Johannesburg.

St Vincent's School for the Deaf highlighted the following needs to be addressed in their school:

- Final year tertiary art learners needed to be exposed to the design industry. It was understood that hearing impaired learners do not easily enter a tertiary level of study, due to the language barrier encountered through their special needs.
- The nursery school facilities needed to be upgraded through the inclusion of an interactive play space to compliment the learning of gross motor skills
- The nursery school learners were not being stimulated through creative activity. This was because; learners were required to complete additional hours of language training due to their needs. The teachers felt that since they had excluded creativity activities the learners were not developing a sense of self-awareness, spatial perception and a lack of ability to express their feelings and emotions.

The above were addressed in the following manners:

- Final year tertiary art learners have attended our Design Workshops. These Design Workshops are conducted to expose prospective students at the Grade 11 and 12 levels to a career in design. This initiative encouraged confidence in the students as far as their ability is concerned and highlighted for the teachers the potential ability of each individual learner. One of the four students intends furthering her studies in the field of design due to this intervention.
- The nursery school facilities have been upgraded. This included a conceptualization process conducted by our students and approved by the school. The students were required to interact with the nursery school learners and understand their needs. The interactive play area has resulted in an improvement of the development of the children as expressed in the feedback received from the Head of the nursery school.
- Weekly visits to the nursery school by our students included the production of creativity exercises determined by the students. These activities were to be relevant and age appropriate. The students were encouraged to interact with the children and to form relationships that were consistent and sustainable.

The students have continued to attend the initiative despite the syllabus coming to an end for the academic year.

The Leadership Programme was implemented In January 2009. The following is an indication of the perceptions the programme has evoked amongst the student body thus far. For the effect to be measured accurately the programme must run for the full three-year cycle only then can the objectives and aims to be truly experienced.

The information in Tables 2 and 3 derived from a sample group of varying quantities and was approached using both formal and informal questioning methods. Despite these variations, a similar deviation factor has been achieved. Refer to Appendix A for questionnaire and Appendix B for documented student comments.

Geographic Location of campus	Total Number of Participants/students	Positively experienced the programme as valuable & beneficial	Were indecisive about the value of the programme & its benefits	Negatively experienced the programme and saw no value/benefit in the programme
Pretoria	38 students	34 students	2 students	1 students
Johannesburg	35 students	29 students	3 students	3 students
	Total: 73	Total: 63 (86,3%)	Total: 5 (6,8%)	Total: 4 (5.5%)

Table 2: Overall Student Perceptions of the Leadership Programme.

Pretoria Campus:				
Positively experienced the programme as valuable & beneficial	Were indecisive about the value of the programme & its benefits	Negatively experienced the programme and saw no value/benefit in the programme	Unusable questionnaires	Total Number of students
34 students (89,5%)	2 students (5,3%)	1 students (2,6%)	1 student (2,6%)	38 students (52,1%)
Johannesburg Campus:				
Positively experienced the programme as valuable & beneficial	Were indecisive about the value of the programme & its benefits	Negatively experienced the programme and saw no value/benefit in the programme	Unusable questionnaires	Total Number of students
29 students (83%)	3 students (8,6%)	3 students (8,6%)	0 students	35 students (48%)

Table 3: Pretoria and Johannesburg Campus Perceptions of Leadership Programme

The following experiences & perceptions of the Social Responsibility Programme and possible improvements have been highlighted by students:

- 98 percent of students experienced the community based projects as a beneficial experience. Only 1,4 percent of the students found no benefit in their involvement in the community based projects
- Development of Gratitude
- Rewarding
- Increased collaboration between students & across departments
- Increased levels of energy & commitment
- Fun & exciting
- Acquired new skill & knowledge (sign language)
- Communication goes beyond verbal communication
- Increased confidence in the ability to experiment with new things
- Increased appreciation for life
- Increased acknowledgement, appreciation and respect for those who contribute selflessly to the care of the communities they serve
- Increased sense of joy in life

The necessary skills identified by Cairncross (2001) and the observations of the lack thereof in the students identified by the academic team at the institution have been addressed and achieved. These were recognized through the student comments as attached in the student feedback in Appendix B. The comments clearly state that the new external influence introduced through the programmes implemented has a profound impact on the individuals and their ability to interact successfully within their learning environment and communities at large.

The above interactive processes have been employed and continue to be developed addressing the challenges presented. Thus far, the structure of the institution including the teaching and learning methods has been considered. The relevance of these regarding their suitability of the newest generation addressed. The teaching and learning methods suitable to these types of learners for optimal reception and retention of knowledge and skills have been attended to.

Through these team projects, many of the skills shared in the theoretical component of the programme are put into practice, as the students have to manage not only the client but negotiate within that system and amongst each other, through their raised intrapersonal and interpersonal awareness. A further initiative was spawned from the process, initiated by the student representative council and implemented nationally addressing the existing problem of environmental awareness and recycling.

Deduction

Simultaneously, the persona of the individuals has been addressed, through the additional programmes implemented.

The effectiveness, although not completely measurable has been experienced in the following way by the academic team responsible for the progress of the students.

- Effectiveness of the level of EQ skill
An emotionally intelligent student is of more value in an already emotionally charged industry, where egos and varied opinions are part of the job. The EQ smart student will have the edge in that they are able to effectively manage their emotions and assess a situation before becoming part of the emotive circumstance. They will have an understanding of how varied personality types interact and will be able to adapt and gauge a situation from the outset. This makes them more productive and effective when it is needed.
- Mentoring program
Through pairing senior students with a new intake of junior students, this gives them the ability to manage and interact in an environment of hierarchical role-players. This builds confidence in the senior students and creates a sense of belonging and importance relative to the junior students. The social structures that this type of interaction builds and strengthens is fundamental in the growing process, as it establishes social boundaries and explores effective social interaction, which is important in the design industry. This establishes not only roles and relationships in business but also between client and designer.
- Own personal achievement
Acting as mentor and guide can establish a sense of achievement and responsibility within a student. As a facilitator of knowledge and “non-essential” (not curriculum specific) learning the student feels a sense of pride in their junior colleagues and establishes a social responsibility towards these individuals, taking the time to interact with them and check on their learning and emotional wellbeing. This in turn develops the senior’s social and interactive skills, which are both essential in the workplace. They also experience the process of taking responsibility for an individual’s growth and guidance.
- Sense of pride at own level of competence
The sense of achievement that a student gets from making a difference to an individual or set task is very important. This serves to build confidence not only in the value of the intrinsic knowledge but also in that which is learnt on the side, the add-on’s to a well rounded individual. This results in the development of the individual not only as a designer but also as a functional part of society.
- Practice social skills
Communication and presentation are part of the young designer’s toolkit when interacting in relation to society, not only in the work place between their peers, but also when dealing with clients. The development and practising of these skills is paramount and fundamental to successful integration into the work force.
- Social Responsibility Programme
Extending the learning environment beyond the classroom and contextualising the skills and knowledge gained is facilitated through the introduction of the Shine Centre scheme in the Western Cape and a self-developed scheme in Gauteng. This has created a sense of ownership and responsibility for the student who has made an impact in his or her own community. To date, 162 children have received input from our students, in various ways, ranging from literacy development, exposure to creativity techniques and development, sporting activities, upgrading of facilities and resources and fund raising.
- Respect for environment and fellow citizens of earth

A clinical psychologist would initially facilitate the implementation of the Leadership Programme. Since it would form part of the official assessment procedure, students would readily take part. The ultimate objective, however, is that the students would eventually be able to implement and maintain the process independently. Witness the benefits gained through their own attitude adaptation and growth as individuals, taking ownership and responsibility for their actions both in and outside the classroom.

Direct and measurable successes of these interventions have been evident in the following outcomes demonstrated:

- Higher student productivity levels
- More positive environment for both staff and students
- A 43 percent improvement in qualitative student feedback derived from the Programme Review Form. Example of Programme Review Form can be sent to all interested parties via e-mail.
- A 6 percent improvement in student retention rates

The students appear to be more open to learning, discovering and exploring outside their immediate environment. Lecturers have noticed a change in attitude, class attendance and punctuality. Students are taking responsibility for their own learning. Their productivity levels are up and they approach their studies with passion and self-determination.

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Short Biography

Mornay Schoeman is the Campus Principal for Inscape Design College in Cape Town. Mornay says, "From the very first time I showed a fellow student how perspective worked, and they understood me, I felt that thrill of contributing to the knowledge base of another individual. This feeling is what drives the passion in me for what I do. Having been in design education for the past 17 years this passion has taken me in many directions, on many discoveries".

Helen Bührs is currently the Academic Manager of the Inscape Design College. She has extensive knowledge and experience in the following: academic strategic planning, general management, development of curricula, courseware and implementation thereof, co-ordination of all relevant courses, compilation of all documentation for accreditation purposes, interviewing and training of staff, student, lecturer and parent mediation. She is lecturing at all levels of Interior Design as well as Design Foundation, Interior Decorating and Architectural Draughting.

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Appendix A

Formal questionnaire given to students aimed at getting feedback as to the individual student opinion of the leadership process.

Leadership Programme and Community-Based Project Evaluation:

1. What expectations (fears/reservations/hopes) did you initially have of the Leadership programme? At the end of the programme, did those initial expectations remain unchanged or did they transform into something different?
2. What was your experience of the leadership programme?
3. What did you learn about yourself from the leadership programme?
4. What strengths did you discover about yourself through the programme?
5. What shortcomings did you discover about yourself through the process?
6. What was the impact of the leadership programme on you as a person and student?
7. What was especially difficult for you in terms of the leadership programme?
8. What was the most powerful thing that you took away at the end of the 8 week leadership process?
9. What were your initial expectations of the community-based project(fears/hopes/reservations)?
10. As you began to interact with your specific community did your initial expectations remain unchanged or did they transform into something different?
11. What was your experience of being involved in your specific community project?
12. What did you learn about yourself through this process?
13. What did you learn about the community you were involved in? Please note that this refers to all systems in that community, from children, teachers, admin staff etc?
14. What was the impact of interacting with your specific community, on you as a person/group?
15. What strengths and shortcomings did you discover about yourself while engaging in your specific community?
16. How did you empower your community?
17. Briefly describe the most powerful community based session you experienced and explain why it had such an impact on you?
18. If you had a magic wand and could change anything about the way in which you handled the community based project, what would that be and why?

Appendix B

Leader and Mentorship students' feedback

Skills developed through the LP programme/Improvements highlighted by students:

- Self-awareness
- Self-acceptance
- Leadership abilities/qualities
- Confidence (Belief in the self)
- Increased self empowerment
- Developed better team work
- Improved team dynamics
- Improved group/class cohesion
- Improved collaboration between group members
- Increased tolerance & respect for self and others
- Better listening skills
- Empathy
- Shift in thinking from a negative to a positive perspective
- Increased sensitivity to others needs & emotions
- Empowered to deal with confrontation in healthier ways
- Increased emotional self-control rather than impulsivity
- Move from reactive stance to a more proactive stance in resolving issues
- Acceptance of own limitations resulting in decrease in controlling (control freak) behaviours
- Increase in courage & strength to deal with obstacles
- Increased "Emotional Wisdom"
- Increased awareness of own prejudices
- Increased sensitivity to diversity of experiences of people i.t.o emotions, emotional triggers, reactions and viewpoints
- Increase in approachability of student to other students
- Improved boundary setting abilities
- Increased learning and knowledge creation
- Increased sense of hope, possibility & empowerment
- Increased ability to chose and create who they would like to be as a person, student and designer
- Increase in being positively focused or having a positive attitude to life, studies and relationships
- Increased ability to be resilient to stress
- Improved interpersonal skills and being able to relate to other people
- Increased cohesion across disciplines/departments within the college, i.e. between graphic design and interior design students. Thus a decrease in silo-type behaviour and mentality between department, i.e. between graphic and interior design students
- Increase in interpersonal awareness
- Improved interpersonal relationships
- Increase in self-acknowledgement
- Increase in self-acceptance and pride in self
- Increase in ability to be compassionate
- Increase in being open-minded
- Increase in ability to assume responsibility for own life
- Increase in respect & tolerance for others
- Increased awareness of hidden potential with the self
- Increased appreciation for the beauty in life
- Increase in ability to manage time more effectively
- Increased ability to create balance in life
- Increased sense of empowerment through the use practical skills and tools.