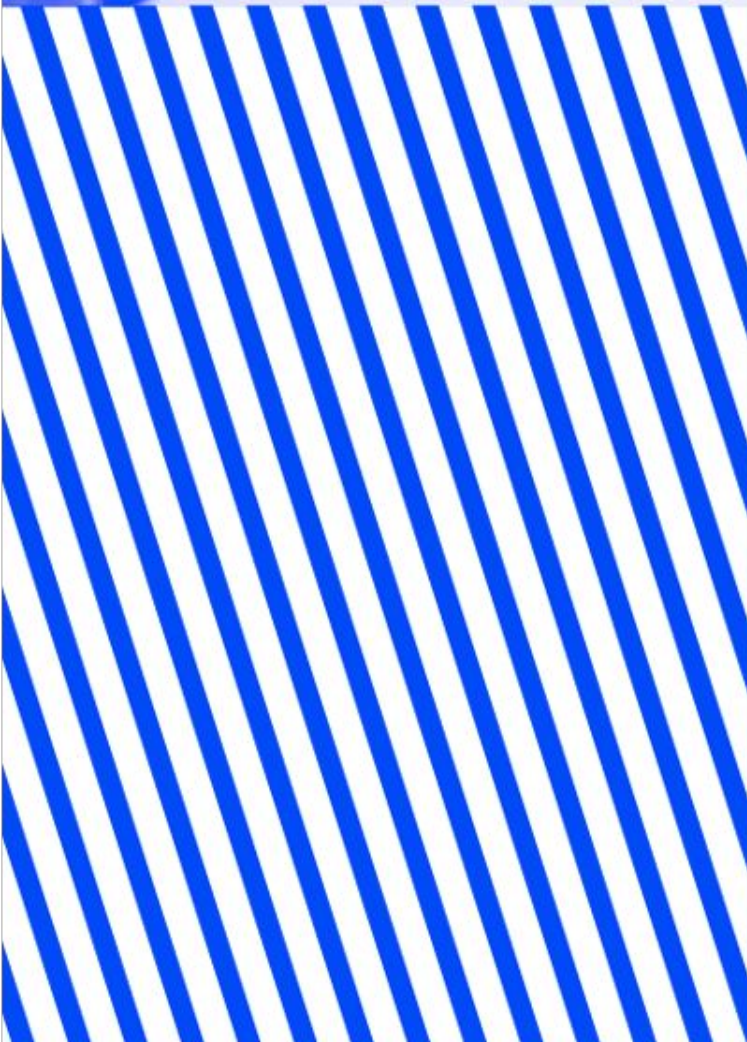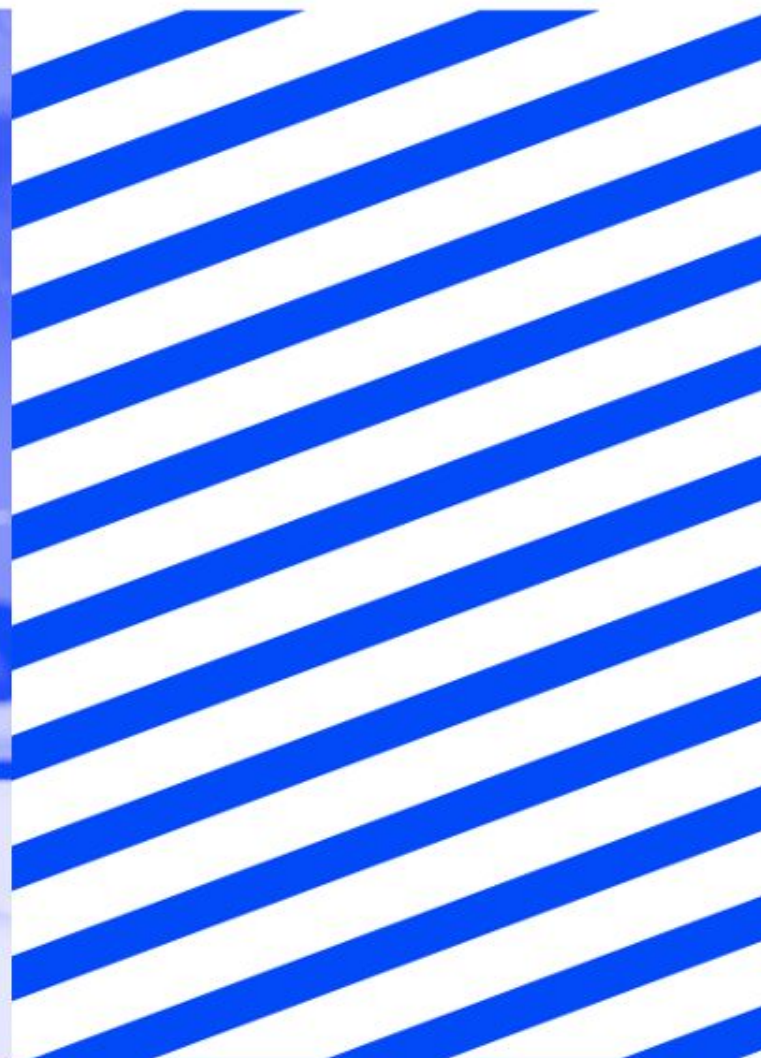# Guidelines for Trainers

INNO-TEC-LAB student course

Introduction

This INNO-TEC-LAB Course is developed by a bigger Learning Module focusing on innovation in technical education. The Course is preceded by a Train the Trainers addressing the changing role of teachers and teaching practice, zooming in on topics such as new technologies, 21st century skills and inclusivity. After this training, trainers could then redesign an existing course or create a new one with the help of the INNO-TEC-LAB course.

About the course

The course focuses on the topic of professional development and personal branding. It consists of 3 short units with some self-study and mentoring by the trainers. At the end of the course, students create a final project work, consisting of a personal pitch that shows their identity as a professional and reflects on the future of their field of work.

Learning outcomes

·   Students will develop, in particular, specific cognitive skills (critical thinking, problem-solving, and creative processes) and socio-behavioral skills (creativity, curiosity, and adaptability).

·   Students will adapt their knowledge to better meet the real needs of the labor market in their fields, complementing their ideas with real-life applications.

·   Encouraging a dynamic self-learning approach and a peer-to-peer supporting system, where students collaborate among themselves

Content

The course was run in a pilot and a redesigned version, connecting students and trainers from three different institutions. To start of with, and create a common ground, we decided to first focus on global context and connections, in the form of Unit 1: Global challenges: sustainability as a common language. Students connected online, synchronously, and exchanged perspectives on the Sustainable Development Goals and sustainability in general. After Unit 1, students zoomed in on their own personal context and its future, through the topics of Soft Skills and Personal Branding (Unit 2) and Future Trends (Unit 3). Both Units were facilitated at locally at each institution, and the course was concluded with a project work, to be uploaded through the agora, a forum where students could interact and learn from eachother.

Unit 1 – Global challenges: using the Sustainable Development Goals as a common language
Keywords: sustainable development, Sustainable Development Goals, systems thinking, wicked problems, multidisciplinary collaboration

Learning outcome: students will gain and improve innovation approaches to face the global goals' and the sustainability's challenges. In this shared online unit, students across different institutions get the change to connect and collaborate together. We will explore the Sustainable Development Goals and how to use them as a common language to connect across disciplines. At the end, students will create a personal map related to a selection of SDGs. Teachers will be provided with a Facilitators guide so that they can also replicate the activities of the session in their classes if they like.

Unit 2 - Soft skills and personal branding: who are you as a professional?
*Keywords: inclusivity, soft skills, personal branding, pitching, understanding of the job market and its need*Learning outcome: students will gain and improve innovation approaches – particularly interdisciplinary ones, and soft skills for e.g. teamworking, interpersonal communication, global citizenship to face the challenges of the job market.

Unit 3 – Future trends: what is the future of your career?
Keywords: learning through different senses (voice, audio, visual etc), new technologies, future trends, portfolio building

Learning outcome: students will gain and improve innovation approaches - for e.g. peer-to-peer learning - and basic and advanced skills for e.g. critical thinking, problem solving, ask the right questions, to face the challenges of their future.

Self-study / Mentoring (4hrs – flexible implementation)
Trainers can either arrange for students to do certain readings or exercises in the form of self-study, or use these hours to provide 1-on-1 mentoring to support with the project work for example.

The pilot course: a first design

Since we were working in a multidisciplinary context, the course was developed so that teachers could customise it according to their own needs, specific to their area of expertise. To ensure connection between different institutions and disciplines, INNO-TEC-LAB has set shared learning outcomes and provided guidelines with suggested exercises and questions to consider, as well as a shared reading list with resources. We also facilitated an online kick-off session for all trainers and students together, where students from different institutions can collaborate across cultures. The following two units are under the individual direction of the trainer: where he/she can implement their personal learnings into their own teaching practice. The content is therefore flexible and customisable according to the specific need and context of the trainers, keeping in mind the set topic and learning outcomes. Timing is according to the availability of the trainers, but ideally within the two weeks following Unit 1. Of course, these units can be facilitated into the own local language if needed.
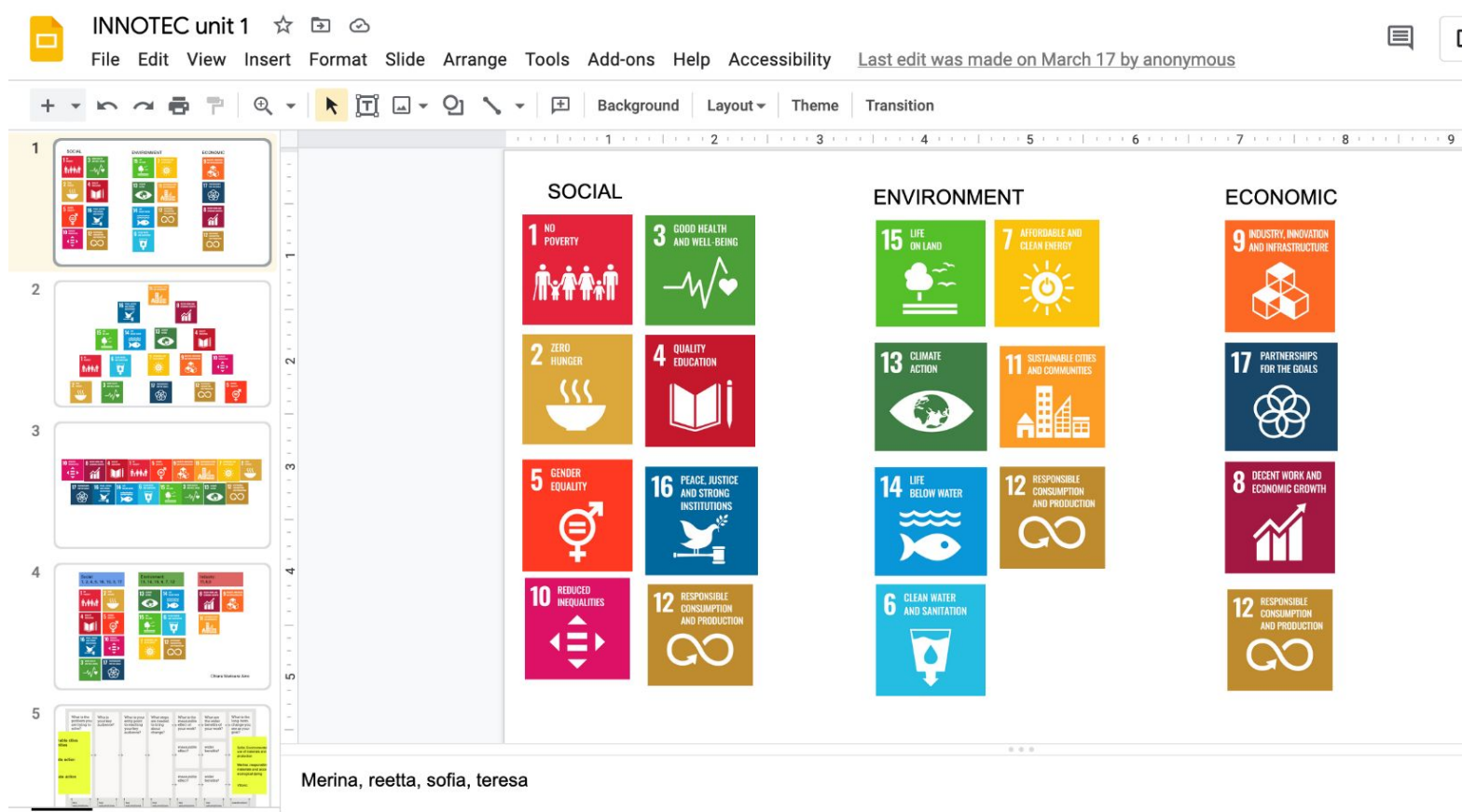
In the first unit, teams in different locations worked together online to create their own system map of all 17 Sustainable Development Goals.

"Interesting input from a different perspective, with different priorities. It made me realise again how important exchange of opinions is as it widens one's own view and makes you consider other things you wouldn't on your own"
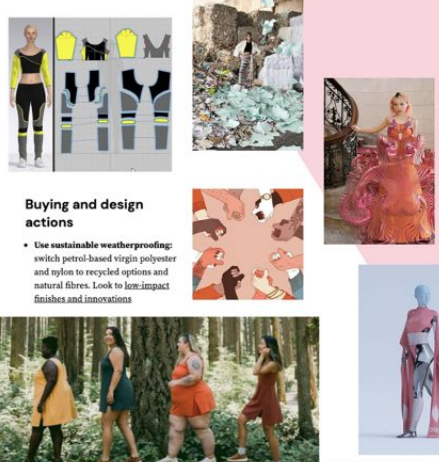
"It was easy to communicate because of shared values"

Reflections by the students on using the SDGs as a common language to bridge disciplines

UNIT 1 ASSIGNMENT: SUSTAINABILITY AND YOUR WORK

MY WORK AND SUSTAINABILITY

I want my work to connect to sustainability by making circularity more mainstream. I want to offer consumers easy access to circular fashion models such as renting, recycling and reselling. In design, I want to offer items that has cyclable design strategies such as monomateriality from textile fibres to accessories, recycled fibres as well as easy care and repairability.

COMMUNITY
(RE)USE

SUPPLY CHAIN
MATERIALS

DESIGN

BRAND

NORMALIZATION of all types of bodies

How to implement: encourage garment repair and restoration by offering in-house mending services and at-home repair kits for DIY customization.

FREEDOM to wear what you want

LEARN to repair and modify your own clothes

OPTIMISTIC   EXCITED

GRATEFUL   HOPEFUL

UPCYCLE
verb

to reuse discarded objects or materials in such a way as to create a product of higher quality or value than the original.

Buying and design actions

• Use sustainable weatherproofing: switch petrol-based virgin polyester and nylon to recycled options and natural fibres. Look to low-impact finishes and innovations

Give a second chance to
people clothes

MADE
IN
INHUMANE
CONDITIONS

My career vision

My goal is to work in the industry without having to sell my soul. For my part, I want to stick to my values and change the clothing industry for the better.
I would like to work as a designer. Responsible design takes into account all stages of a garment, from creation to recycling. I am committed to continuous learning and self-improvement. I want to keep up to date with developments and innovations in the industry. I hope to learn a lot more from the industry and later get to develop companies into better solutions.

A selection from the final project work of the pilot

Challenges and redesign

Through running the pilot, we encountered various challenges that influenced the redesign of the second edition. These can be summarised as follows:

1. Curricula are set well in advance and it's challenging to modify the content fully on short notice

2. Schedules per institutions are different; how do we make sure we connect without having to be in the same space (and time?)

3. Students are from different backgrounds and professional areas: how do we make sure that the course content is relevant for each participant?

This resulted in the decision to make more content available asynchronously, using the platform as a place of connection. In this way students and teachers could pick and choose content relevant to their context, while connecting on the forum via a couple of shared questions and assignments. We made sure the platform was used earlier in the course, starting with visual introductions, instead of just at the end of it.

Various partners contributed with material (podcasts, videos) to diversify the learning content and reflect the international and cross-cultural nature of the project.

Guidelines for trainers

To support trainers with their course creation or redesign, we drafted guidelines with suggested exercises for each unit. These are to be used in combination with whatever other content trainers already have or desire to provide to their students; as the above mentioned challenges made clear that our course content needed to be flexible, modular and adaptable to the specifics of a local context. The Guidelines below are updated after the pilot version, taking inspiration from how the different institutions shaped their local units as well. You will find them below.

Unit 1 - Global challenges: sustainability as a common language

Keywords: sustainable development, SDGs, systems thinking, wicked problems

Suggested exercises

Below you'll find a selection of co-creative exercises around the Sustainable Development Goals and sustainability. Some you (or your students) might have experienced already in the shared Unit 1, some might be related to the topic so you can build further on the topic in your own classroom if you like.

What is sustainability to you?
Open the conversation on sustainability using images

WHEN
At the beginning of a session

WHY
To start the conversation on the topic of 'sustainability' and to use different perspectives to land on common ground.

NOTE!
When drawing, make sure to emphasise that no to as little as possible words should be used. Some people might need some encouragement to get visual; it doesn't have to become an artwork. Therefore, be also limited in the time you give them.

OUTPUT
A collection of what is personally considered sustainability, in a visual form (image or drawing)

NEXT STEPS
From here you can create a link to different concepts of sustainable development and present these to the group.

Tasks

1. Ask your participants to think about the question 'What is sustainability to you?'
2. Tell them to answer the question using 1 image. This can be an image or picture they look up online, or you can also ask them to draw on a post-it).
3. Ask the participants to briefly share their answers. You can do this through a short presentation, or (in the case of post-its) you can also ask everybody to place their post-its on the wall and take a look at how others visualised their answer.
4. Alternatively, you can also ask the question via mentimeter.com, and create a word cloud of all the answers

Discussion and reflection
Make sure to look for similarities and differences between the different visualisations. It helps to summarise after every person has shared her answer and to link to another description that is similar or very different. What does this tell us about the concept of sustainability in general? Which elements are important and how do these return in the different visualisations? (for example, circles/circular, connection, systems, the planet/environment etc.) It can also be interesting to let the question return at the end of a session: 'What does sustainability mean to you <u>now</u>?' - and to see how the visualisations differ from those at the beginning.

To start / support this discussion, the following questions can be useful:

- How was it to visualise you answer in one single image?
- Do you see similarities between the different visuals? Where and why?
- Do you also see big contrasts? Where and why?
- What do you like from the visuals of others, and how would you like to include this into your own understanding of sustainability?

SDG mapping - introduction
2 short questions to clarify which SDGs are important to you, what that says about you ánd the SDGs

Tasks

1. Create 2 spaces on the wall (or digital whiteboard) where participants can share their input.
2. Briefly introduce the SDGs, it's useful is you have an overview of all 17.
3. First question: which SDG is most important to you, personally? Stress that participants can only choose 1. Let them share this on the wall on a post-it, in silence.
4. Second questions: which SDG is most important to you, personally? Again, only 1 is allowed! Let them also share this on the wall on a post-it, in silence.
5. Discuss the results with the group/

WHEN
At the beginning of a session, to break the ice and introduce the SDGs.

WHY
To connect the global context of the SDGs to the local context of the participants. To gain insight into the interconnectedness of the SDGs and to regards the SDGs from different perspectives (personal, society, urgency, future etc.)

NOTE!
It is ok in case some people select multiple SDGs; this is helpful input for the reflection at the end.

OUTPUT
An overview of passions and priorities of participants, with a shared understanding of the interconnectedness of the SDGs and various ways to interpret them.

NEXT STEPS
Explore the SDGs further with 'SDGs as a system'

Discussion and reflection
Often from these questions reflections pop up about the interconnectedness of the SDGs (it's impossible ot just pick one / all topics are kind of related to each other") and the different perspectives on how to interpret the questions ("I chose what I find most important for me / what is most important now in society / what is the biggest global challenge currently / what is the first goal to work on to successfully achieve others etc.)

.To start / support this discussion, the following questions can be useful:

- How was it to answer the question (1 or 2) Easy? Difficult? Why?
- Why did you chose SDG x?
- Who found it difficult to just pick one SDG? Why? For who was this very easy? Why?
- Who answered with different (or the same) SDGs? How can we explain this?
- What does this tell us about working with the SDGs? What can be a challenge? And how can they be helpful in our own work?
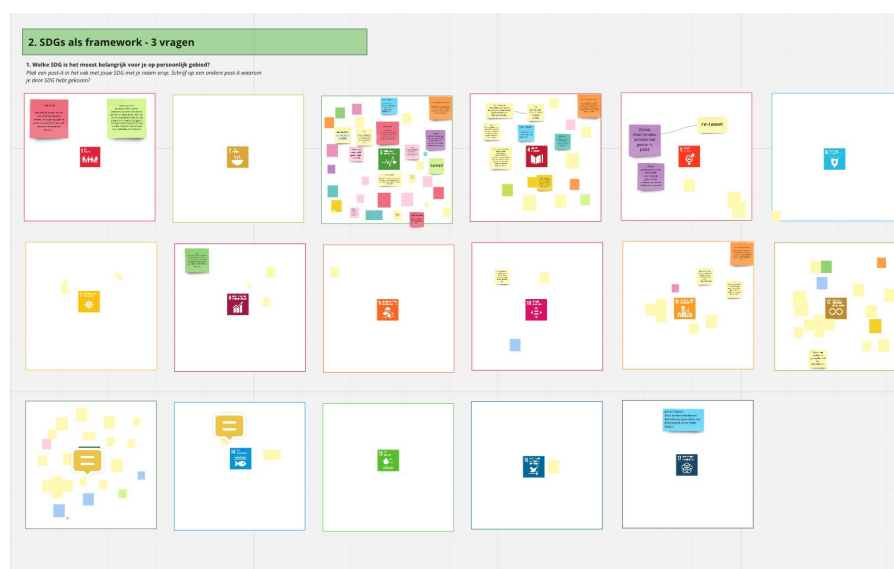
In practice

Extend the questions

Depending on the context of the session, you can easily extend the questions with other ones that are relevant to the goal of your session.

Fig x. For example, in a session for one of our faculties we asked the team "Which SDG do you consider the most important for the faculty and why?"

For large groups

Are you facilitating a large number of people? In that case it can be helpful and save time to let participants chose by posting their name next to their SDG of choice and a short explanation. Afterwards you don't discuss all choices individually, but highlight a couple.

In a physical space
Do you have some space? Print all SDGs on separate cards (see resources) and spread them out in a circle on the ground. Participants can pick a card or form a group around 1 SDG (similar to the online version mentioned above). In this way you instantly see who has a similar preference (this can be helpful when you have to make teams for example, or just as an ice breaker!).

Resources

- SDG cards: download here
- Poster with all 17 goals: download here (see Icon Grid)

SDGs as a system
Explore the SDGs further and see how and why they are interconnected with each other

WHEN
When you want to create a shared understanding of the SDGs from a systemic perspective.

WHY
To create connections between different SDGs and install a versatile understanding of sustainable development on the level of social, ecological and economical sustainability (People, Planet, Prosperity)

Tasks

1. Print the 17 SDGs (see resources) or - in case of digital - add them as separate icons in your whiteboard (see resources for downloads of the icons) Every team needs their own set of 17.
2. Introduce the SDGs, it's helpful if you have an overview of all 17 (on a slide, or using the 17 cards/icons)
3. Give the group the assignment to rearrange all 17 SDGs how they see fit. Instead of the traditional way of 1-17 in a square, how would they visualise the system?
4. Tell them how long they have for this step (minimum 20-30 minutes, depending on group size)
5. When the time is up: call everyone together and let every group present their result.

NOTE!
The assignment 'visualise your own system' is a bit open on purpose: the perspective of the group is most important. If the group asks questions about this, then clarify that there is no one right answer, beyond the final result the actual process of how to get there and the conversations that will happen in the group are much more interesting.

OUTPUT
Different visualisations of 17 SDGs, with underlying values on which SDGs are connected and why.

NEXT STEPS
Zoom in on the goals using the underlying targets

Discussion and reflection
Every team creates their overview in a different way and with this shares different values on the importance of sustainability on different levels. (for example urgency for the planet, which SDG forms the basis for the rest, or where do you start from a personal viewpoint, etc.) It is interesting to discuss these differences together. Try also to leave space for the rest of the group to ask questions or add their own reflection. It can be helpful to provide a summary after all presentation on how the different groups view sustainability, and how this might be similar to different conceptions of sustainable development (like triple bottom line, doughnut economy, planetary boundaries etc.) You can also discuss the added value of creating and visualising together instead of merely talking.

To start / support this discussion, the following questions can be useful:

- How did you end up at this final result? Was this process easy or complicated?
- How did the method and the cards help you move forward in the process?
- What does your map tell us about your conception of sustainable development? Do you see similarities with concepts of sustainable development you were already familiar with?

In practice

Document for next sessions

Do you facilitate this exercise more often? Then it can be useful to document the various maps and build a 'database' of examples on how different groups view and visualise sustainability - in order to show other future groups..

Compare the results with existing visual models

There are various other ways how SDGs (and other concepts of sustainable development) are visualised. You can use these to illustrate certain elements of sustainability, and to compare them with the results of your groups.
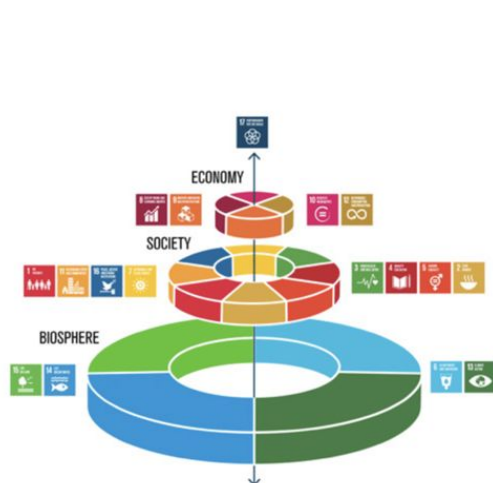
Fig x. By Stockholm Resilience center
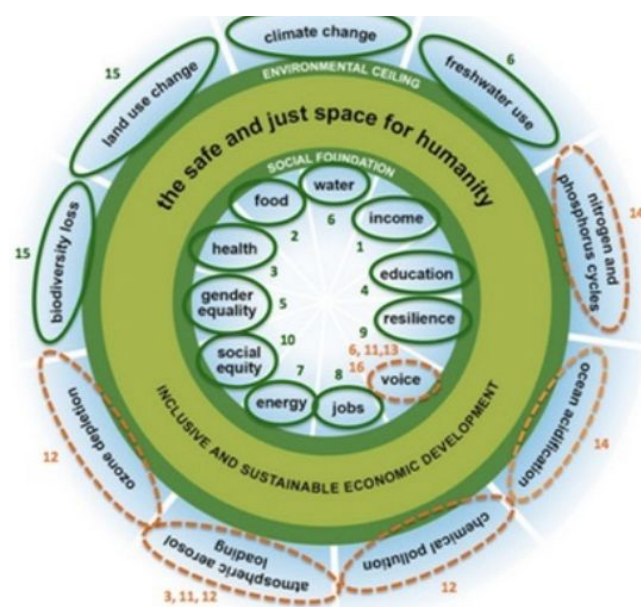
Fig x. By Kate Raworth
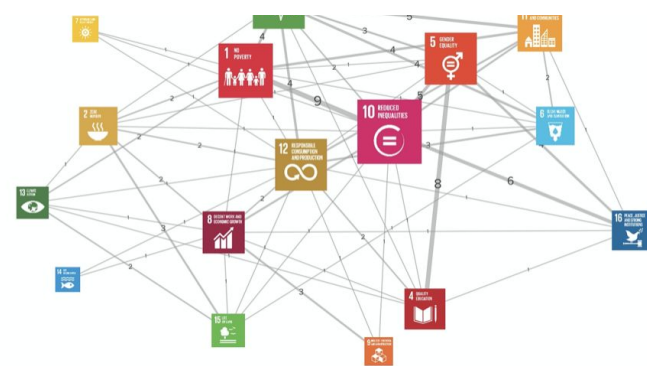
Fig x. By Jeff Mohr

Resources

- Other visual models: Stockholm Resilence Center, Kate Raworth, Jeff Mohr
- SDG cards: download
- Poster with all 17 goals: download (see Icon Grid)

Deep time walk
Reflect on the vastness of life via a physical walk

Tasks

1. Set out a walking route of max. 5km somewhere in an urban or natural environment.
2. Get together a group of fellow walkers
3. Download the app Deep Time Walk from Apple Store or Google Play on your phone and connect your headphones.
4. Start the app and walk!
5. At the end of the walk, be sure to create some space for reflection on the experience.

Photo by *Unsplash*

Discussion and reflection
There are different ways to reflect upon this experience, depending on which perspective you would like to take. Start off with reflecting in general on how this walk was for its participants: Then zoom in on different parts, depending on the discussion you would like to have.

To start / support this discussion, the following questions can be useful:

- What feelings did it generate and why?
- What is the role of time, and how did this experience maybe provide you with a different perspective?
- How do you relate to the more-than-human world, and what role does sustainability play within that?
- Looking forward, what kind of impact would you like to make upon this world? What is a first step to help you achieve this goal?

Unit 2 - Soft skills and personal branding

Keywords: inclusivity, multidisciplinary collaboration, competencies, personal branding and pitching

Learning outcomes: students will gain and improve innovation approaches – particularly interdisciplinary ones, and soft skills for e.g. teamworking, interpersonal communication, global citizenship to face the challenges of the job market.

Questions to consider that your students explore in this session:
- How does my field of work relate to others? What is my role in a multidisciplinary team?
- What are the different relevant professional areas within my (future) career, and what skills are important for these areas?
- Which of your skills are relevant for the future of your workfield? Which things would you still need to learn and develop further?
- What is my personal and professional story? What is the best form to share this story with the world?

Suggested exercises
Below, you will find a selection of suggested exercises. You can use these to complement the activities in your lessons, or as inspiration for your own activities. There are exercises for personal reflection and development, and exercises that you can do with a team - to also provide inspiration on the level of multidisciplinary collaboration and co-creation.

Golden Circle

Create a personal overview of your purpose, your process and your offering, to create a solid pitch

Description

The Golden Circle is a model developed by Simon Sinek to explain how legendary leaders like Steve Jobs, Martin Luther King Jr., and the Wright brothers were able to inspire, rather than manipulate, in order to motivate people. Here, we use it to map out your personal why, how and what, as a basis for your personal pitch

Tasks
1. Draw the 3 levels of the golden circle on a big flip-over or digital whiteboard
2. Start in the middle, with WHY. Why do you do the things you do, as a person and professional? Put these on sticky notes in the middle. When all your sticky notes are on the wall, look them over and see if you can summarise them into one statement. What is your belief or purpose?
3. Move to the second layer of how. How do you achieve your WHY? What is your process? How do you do things differently, compared to others in your field? Again, try to summarise this into a single statement
4. Lastly, move to the third layer of WHAT. What is the result of your how? What do you offer? What could you do or create f or somebody looking to hire you, for example?
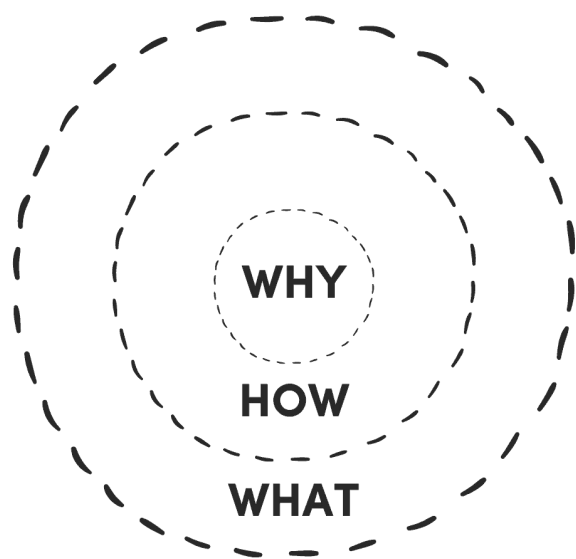
WHEN
At the start of a pitch or personal branding document

WHY
To create a basis for clear and convincing personal pitch

NOTE!
This method can also be used for a brand or company. This is also how Simon Sinek explains it in his example. You can also use it as a team of course!

If you are not sure how to frame the 3 levels exactly, take a look at Simon Sinek's example in the TedTalk (see resources)

OUTPUT
A visual overview of your personal values, way of working, and contribution to the professional field you are looking to get in.

NEXT STEPS
From here, it might be useful to dive a bit deeper into your how and what, using the Competency Mapping

Resources

- *How great leaders inspire action,* by Simon Sinek, TedTalk 2009 watch here
- https://simonsinek.com/commit/the-golden-circle

Competency mapping
Map your competencies and those of your team members

Description

Competency mapping is a team management technique that maps a team's relevant skills. It aims to guide resource management throughout a project and form the basis for the development of personal development plans. Start by setting up a list of key competencies for the project, define what these mean in practice and set up different levels of knowledge (scale 1-5). Fill each area with the your level of expertise in each. Share your diagram with your team!

PRODUCT DESIGNER COMPETENCY MAP
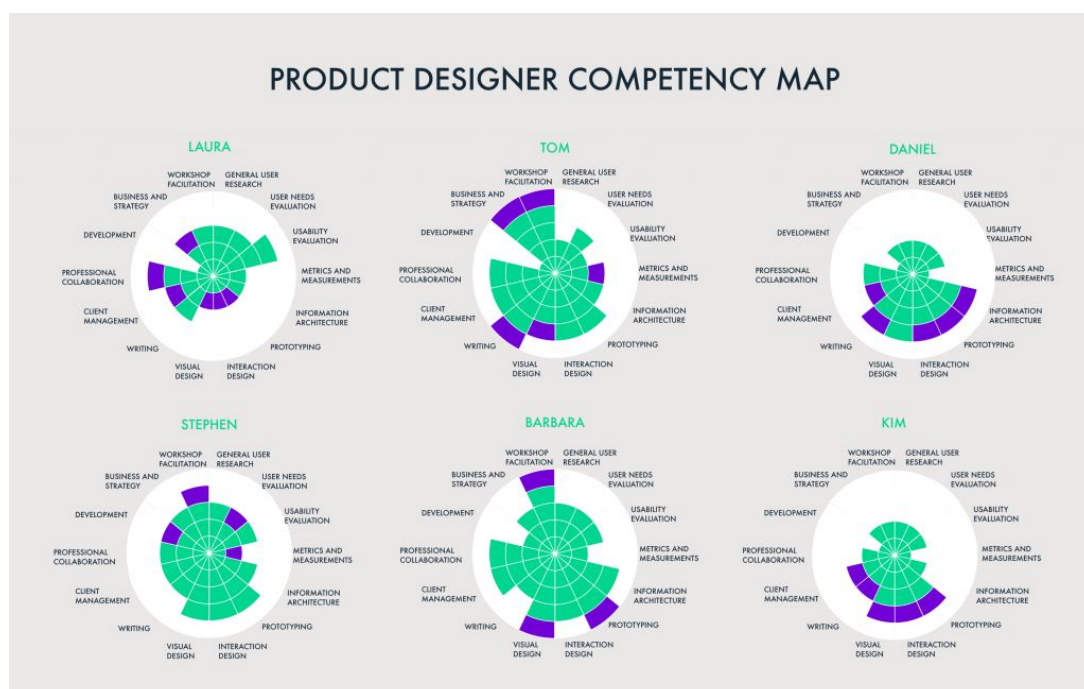
WHEN
At the beginning of a project (but when used for personal development this tool can return throughout the process!)

WHY
To map your own competencies in relation to the project, and share those with your team members

NOTE!
You can use this for a project, but also as the start of a personal development plan. Where are you now, and where would you like to be? Make sure to then do this exercise multiple times over a period of time and map your progress.

OUTPUT
An overview of competencies that are important for a project, as well as your personal level of those competences

NEXT STEPS
On a team level: maybe you notice gaps or overlap - these are opportunities to learn from each other!

Take a look at our own map: do you see any gaps? What are things you would like to improve? How might you do that?
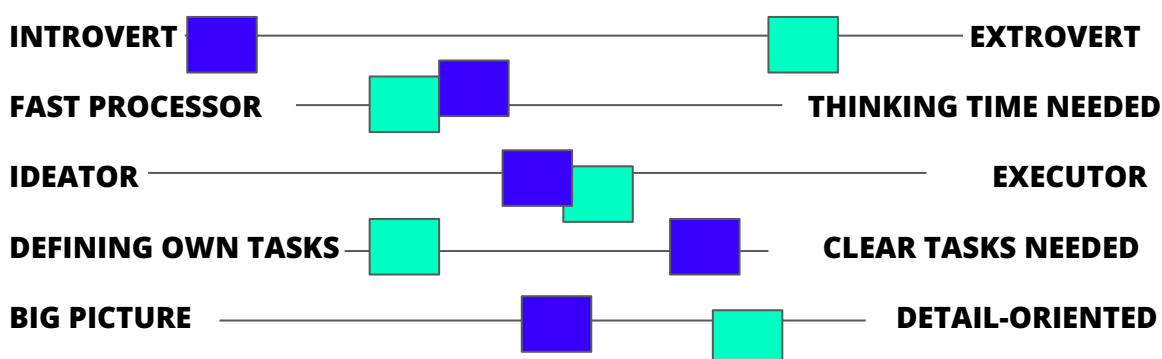
Personality slider

Get insight into the personalities of your team and how to best use them

Description

To appreciate diversity in a team we must perceive everything on a spectrum, rather than black/white or right/wrong. By discussing such spectrums up front we create a safe place for everyone to express a preferred working or thinking style and share known character traits. This ritual helps in defining working methods aiming to bring everyone's best self to the project.

Tasks

1. Put your different categories on the wall or an online whiteboard.
2. First, every team member maps themselves on the spectrum
3. After everyone places oneself on the spectrum with a post-it, everyone reflects on how to make the best out of this diversity.

INTROVERT	EXTROVERT
FAST PROCESSOR	THINKING TIME NEEDED
IDEATOR	EXECUTOR
DEFINING OWN TASKS	CLEAR TASKS NEEDED
BIG PICTURE	DETAIL-ORIENTED

WHEN
At the beginning of a project

WHY
To start the conversation on team diversity using a visual overview

NOTE!
In addition to the spectra in the example, each team can brainstorm on oppositions that feel most relevant to them and that they would like to discuss with their team members.

OUTPUT
A visual overview of your team diversity

NEXT STEPS
You could now dive deeper in what you find important as a team, by using the Team Canvas for example.

Team canvas

Get aligned as a team on how you work together

Description

The Team Canvas is Business Model Canvas for teamwork. It is a free tool for leaders, facilitators and consultants to organise team alignment meetings and bring members on the same page, resolve conflicts and build productive culture, fast.

Go to http://theteamcanvas.com/use/ and follow the steps to fill in your Team Canvas

WHEN
At the beginning of a project

WHY
To get on one page with your team - this is especially valuable when working in diverse. Multidisciplinary groups

NOTE!
There are 2 versions: a basic and complete one. Depending on the goal of your session and the time you have, you can use either one of the two.

OUTPUT
An overview of what is important to your team, on the level of Purpose, Goals, Roles, Rules and Values.

NEXT STEPS
Start working on your project!

Resources

- http://theteamcanvas.com/

Pecha Kucha
Tell an engaging short story using 20 images

Description

Pecha Kucha is a format to tell a short, powerful story using images. Using a 20x20 presentation format, you show your 20 chosen images, each for 20 seconds. In other words, you've got 400 seconds to tell your story, with visuals guiding the way.

PechaKucha means "chit chat" in Japanese. This creative outlet began as nighttime get-togethers in Tokyo in 2003 by two renowned architects. Since then, three million people have attended PechaKucha events worldwide.

WHEN
At the end of a project

WHY
To tell your story in a short, engaging way

NOTE!
Be sure to practice your story before, as the time limit might cause uncomfortable silence or a rushed feeling!

OUTPUT
A short visual pitch that shares your story

NEXT STEPS
Collect questions and feedback from your audience for next steps!

Resources

- https://www.pechakucha.com

Unit 3 - Future trends

Keywords: future of work, new technologies and trends

Learning outcomes: students will gain and improve innovation approaches - for e.g. peer-to-peer learning - and basic and advanced skills for e.g. critical thinking, problem solving, ask the right questions, to face the challenges of their future.

Questions to consider that your students explore in this session:
- How will my field of work look in 2050?
- What are the most important societal trends and keywords in the next 10 years, and how will they impact my field of expertise?
- How can we take inspiration from current movies and books about the future, for the real world?
- What are new and innovative ways for creating a portfolio within my field of work?
- What do you consider the future of technical careers? What will change, and what will stay the same?

Suggested exercises
Below, you will find a selection of suggested exercises. You can use these to complement the activities in your lessons, or as inspiration for your own activities. Future Mapping is best done in a team, Future Scan can also be done individually (but is most interesting done in a team as well).

Future mapping
Map out relevant trends in your career field

Description
The purpose of Future Map is to create a shared view of industry trends in the recent past, present, and future. In the workshop, participants map key trends from the past year, the current year, and three years ahead. They then review the map, identify patterns and discuss the relevance of different trends. It is useful for supporting discussion and debate around high-level themes: society, technology, politics, sustainability, etc. Can be run both online and face-to-face.

Tasks

Go to https://toolbox.hyperisland.com/future-mapping and follow all the steps.

WHY
To map out relevant trends for your career field and see how you can make use of them to create new opportunities

OUTPUT
An overview of past, present and future trends relevant to your career field, and a reflection on your own role as a team or individual

NEXT STEPS
From here you can brainstorm on new concepts, products or services that could fit within one of the trends.

You can also zoom in a bit more on certain trends within certain fields using the Future Scan

Resources

- https://toolbox.hyperisland.com/future-mapping

Future scan
Generate new ideas on the future using different trends

Description
How will our world evolve in the decades ahead of us? What will be the new normal for our children? What new product or services will be used? What are the jobs of the future?
With this scan, you can explore different scenarios: how could the world look like in the future? Which next-gen technologies and societal changes will have the greatest impact on existing industries?

Tasks

Go to https://www.boardofinnovation.com/tools/future-scan/ and follow all the steps.

WHEN
In a brainstorm

WHY
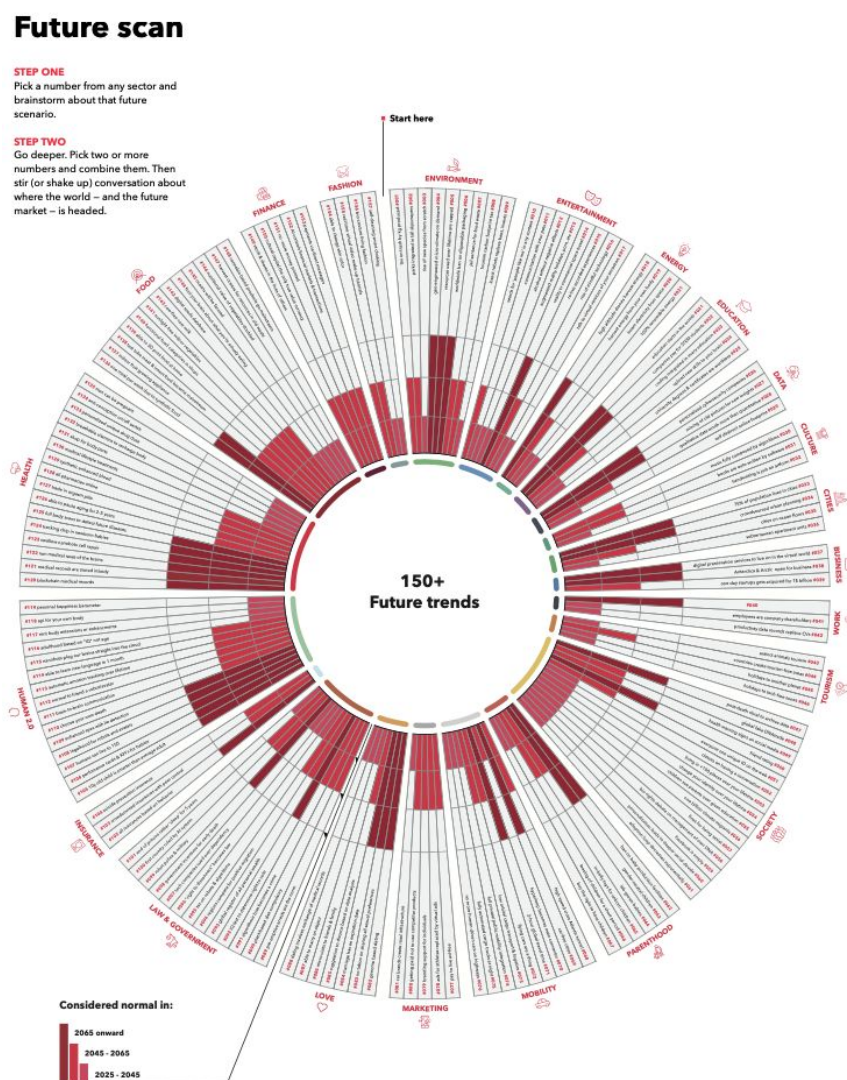To get inspired on relevant trends for different fields of work

NOTE!
You don't have to look at all trends (that's a lot) but can zoom in on an area that is most useful to you or your team

OUTPUT
A collection of future scenarios relevant to different areas of work

NEXT STEPS
Reflect on what role as a professional you can play within these trends, and what skills can be relevant with your newly brainstormed ideas!

Unit 4 - Project Work

Description

The Project Work is created as a final output of the course, with the goal for students to bring all their learnings of previous units together and reflect on who they are as a person and as a professional, as well as to show what's the best way to share their story, achievements and goals with the world.

Since we are working with interdisciplinary teams and backgrounds, the form and content of the final output is flexible, and depends also on the background of the students and the field they are studying in. You can for example think of:

- A (Medium) blog post sharing research that they did
- A short video where the student shares a story on who they are and what they do
- A visual pdf or website highlighting past projects and professional approach
  Etc. etc.

Reading list

Description

This is a shared reading list with some inspirational books, movies and articles (you will recognise them from the Train the Trainer).
Feel free to use this as an addition to any resources you might already use.

Books:
- Omar Adeeb Alshboul: The Influence of New Technologies Interior Design: The impact of new technologies in Design Process (2017)
- Alice Rawsthorn, Design as an Attitude, 2018
- Gorman, McQuaid, Van Mensvoort, Nature: Collaboration in Design, 2019

Magazines:
- Monocle
- Wallpaper

Movies:
- Michel Gondry, Eternal Sunshine of the Spotless Mind, 2004
- Kim Ki-duk, Three Iron (Empty house), 2004
- Spike Jonze, Her, 2013
- Ruben Östlund, The Square, 2017
- Bong Joon-ho, Parasite, 2019
- Shalini Kantayya, Coded Bias, 2020

Videos:
- Sun Yuan and Peng Yu: Can't Help Myself, watch here
- Biennale Arte2019 LITUANIA Sun & Sea (Marina), watch here
- What Will Schools Look Like in the Future? - watch here

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