Systems Thinking and the Internet:
We’ve Only Just Begun!

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www.watersfoundation.org

Waters Foundation Website
Access the website at www.watersfoundation.org

Waters Foundation Website
The Waters Foundation’s Systems Thinking in Schools Project’s Vision and Mission spearhead the project’s work, as well as the K-12 Educational Partnership section of the website.

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Find information about upcoming conferences in the Learning Opportunities section of the website.

Explore content-related websites through the Resources section of the WF website.

Search for classroom lesson ideas and developed lessons to download in the Using Systems Thinking section of the website.

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Learn about the Action Research findings educators have discovered using ST/SD with students in the Using Systems Thinking section of the website.

Find a listing of the latest additions to the website in the What’s New section of the website.

Use the sidebar on the website to access templates for various systems thinking System dynamics tools.
WebEd - An Online, Interactive, Learning Environment

Participants can explore systems thinking concepts and tools at their own pace.

WebEd - An Online, Interactive, Learning Environment

Nine WebEd modules are ordered in a recommended sequence. At this time, the first four modules are available.

WebEd - An Online, Interactive, Learning Environment

The purpose of WebEd is to provide instruction on key concepts and tools of systems thinking.

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The WebEd banner is always available and contains information on a constellation of shining examples of systems thinking concepts - Habits of a Systems Thinker.

Rolling your cursor over the banner causes the habits to become visible. Click on any habit for more information.

- Observes how elements within systems change over time, generating patterns and trends
- Changes perspectives to increase understanding
- Identifies the circular nature of complex cause and effect relationships
- Seeks to understand the big picture
- Recognizes that a system's structure generates its behavior
- Surfaces and tests assumptions
- Considers how mental models affect current reality and the future
- Considers both short and long-term consequences of actions
- Finds where unintended consequences emerge
- Recognizes the impact of time delays when exploring cause and effect relationships
- Checks results and changes actions if needed: “successive approximation”
- Identifies possible leverage actions
- Uses understanding of system structure to identify possible leverage actions

Each module contains multiple sections that are ordered in a recommended sequence.
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A short audio/visual presentation introduces the content of each module.

Exploring the Concept of Change Over Time

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A variety of instructional, interactive content introduces the module’s concept and related tool or tools.

Behavior-Over-Time Graphs (BOTGs)

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One example of guided practice is shown below. Immediately after completing the activity, participants can choose to see one way of representing the situation, i.e. the line on the graph.

Creating Behavior-Over-Time Graph

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K-12 examples show how the concepts within a module have been applied by students and staff.

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An organizational example

Most modules contain one or more practice scenarios.

Three Practice Scenarios:
1. Belian Dynamics
2. Identification: The Nature of Change
3. Action Exercise: The Role of MFN
One example of a practice scenario includes handouts, examples, and video content.

In this practice scenario, participants can view immediate feedback during the activity.

Practice scenarios include some form of debrief, often including examples of how others may respond to the activity.
The last section of each module contains suggested next steps.

One of those next steps is to reflect on the learning experience by completing a brief survey.

Thank you for taking this time to reflect on your experience with Module 3. Change your mind? Your thoughts will help WebEd developers improve the module content in the future. Please answer this four questions below, then click on Submit.

1. To what degree did you work through all components of this module?
   * I worked through all components of the module.
   * I worked through some components of the module.
   * I worked through none of the module.

2. To what degree did you feel this module met the stated learning objectives?
   * I met all.
   * I met most.
   * I met only a few.
   * I did not meet any.

3. What suggestions would you have for changing the content of this module?

4. Briefly describe an insight you experienced or a potential application for use of this tool in your classroom or school.

Submit