

Assessing the Impact of Career and Life Design through Innovative Hybrid Evaluation and Digital Storytelling

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ABSTRACT

This paper outlines the innovative integration and evaluation of a for-credit Life Design module within the formal curriculum of a university in Ireland, the first time Life Design has been introduced for academic assessment in this context. The module forms part of a larger project at the University of Galway, Designing Futures (DF), which has been funded by the Irish Government (€7.5m, 2020-2025) to support student entrepreneurship, innovation, and cross-disciplinary and research-led learning. Furthermore, DF is concerned with the rounded and holistic formation of the students, including supporting them in discerning their personal and professional life goals. The Life Design module facilitates this specific aspect of the DF project, engaging students with a diverse set of Life Design tools as they encounter key life concepts and questions, helping them to figure out how to get more out of the college experience and what they might choose to do upon graduation. This article is focusing on how the Design Your Life module has been designed and refined since its introduction in 2021-2022. The iterative design of the Life Design module has been underpinned by assessment and evaluation. The discussion illustrates how student feedback and learning have been ascertained and assessed. This includes the use of innovative digital storytelling as a narrative mode of assessment, one that we have found well-suited to the process-oriented, personal, and professional development goals of Life Design. While this paper predominantly focuses on undergraduate education in a university setting, the assessment and evaluation strategies, heuristics and digital storytelling outlined here can be adopted and adapted to develop and enhance Life Design innovations in diverse contexts beyond college education.

Keywords: Evaluation; Life Design; Designing Futures.

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INTRODUCTION

Funded by Ireland's Higher Education Authority (€7.57m, 2020-2025), Designing Futures (DF) is a flagship programme at the University of Galway: <https://www.universityofgalway.ie/designingfutures/>.

The DF programme is transforming learning and teaching across faculties, particularly in terms of supporting student entrepreneurship, innovation and their future Career and Life Design. A core element of DF from the beginning has been Life Design, which is delivered each semester (Autumn and Spring) as an assessed, for-credit *Design Your Life* (DYL) module (5 ECTS (European) credits).

One of the primary theoretical underpinnings of the Designing Futures programme, including the Life Design element, Design Your Life, is Tomlinson's definition of *psychological capital*. A principal aim of DF and DYL is to promote and support students' capacity to confidently and creatively deal with uncertainty, and "establish the importance of resilience and ways of proactively managing what are likely to be less linear and stable pathways during early careers and beyond" (Tomlinson, 2017, p.348).

DYL provides the principal framework within the wider DF programme for students to systematically explore their career, personal and professional development.

This method note exemplifies how the evaluation of Life Design is being undertaken at University of Galway, employing both qualitative and quantitative measurements, and augmented by digital storytelling as an innovative mode of assessment. The hybrid evaluation approach comprises a set of data tools, including a Design Your Life Module Survey; Post Module Survey Student Feedback; and Student Focus Group. The evaluation undertaken within Designing Futures has informed periodic and regular student evaluation of teaching (SET), facilitating ongoing development and refinement of the DF programme. This entails that feedback from students and faculty has been iteratively and systematically incorporated into continuous improvements in the design and delivery of Designing Futures. This has ensured that Designing Futures remains both a student-centred and faculty-centred programme, underpinned by evaluation data and a robust research base. Related relevant information on analysis of Life Design evaluation data (2021-2023) can be accessed at Hall, Millar & O'Regan (2024).



Of a total of 5,230 students that have engaged with Designing Futures, 460 students have contributed to the DF evaluation over 4 semesters. Based on the student evaluation of teaching data collected and faculty feedback, evaluation reports have been drafted, reviewed with teaching staff and amended as needed across all core aspects of the DF programme, including the Life Design module: Design Your Life.

This methodological approach has proven useful for the Designing Futures programme and can be readily adapted for application across similar career and Life Design innovations.

DESIGNING A FIRST LIFE DESIGN MODULE IN IRELAND

The Design Your Life module at University of Galway represents the first time an Irish university has introduced such an innovative programme formally within its accredited academic curriculum. Furthermore, a key aspect of the delivery of the module is the team-teaching approach adopted which comprises a team of three Student Success Coaches and a lead faculty member/professor. Therefore, alongside workshop-based hands-on classes, students can also reserve and avail of one-to-one and, or group consultations with the coaches who are available to help students in further delving into the reflections and discernments that typically emerge from the process of engaging in Life Design. This section briefly outlines the bespoke design of the Design Your Life module at University of Galway. The module is organised into twelve weeks, 2 hours per week, with each workshop focusing on a key Life Design topic, augmented by time allocated for digital storytelling. As outlined below, in addition to core, archetypal aspects of Life Design, the module also includes a special focus early on, on identification of strengths and strengths-based coaching.

Week1: Life Design Introduction

- Introduction to module, DYL framework, Design Thinking, Wayfinding and Odyssey Years, group forming.

Week 2: Workview + Professional Identity

- Workview & professional identity, curiosity.
- Introduction to CliftonStrengths.

Week 3: Making Your Strengths Work for You

- Understand the benefits of working to your strengths.
- Explore your personal top 5 strengths.

- Plan to maximise your strengths over the next year.
- How to spot strengths in others.

Week 4: Coherence

- Lifeview/Workview Integration, Ideation - Heart and Head activity.

Week 5: Odyssey Planning

- Visual Thinking and Odyssey Plans, Prototype Intro.

Week 6: Storytelling and Narrative Design (including introduction to Digital Storytelling)

Week 7: Prototyping Your Odyssey

- Worldview/Workview Revisited, Ideating Prototypes, Networking, Reframing.

Week 8: Life Design Essentials

- Positive Psychology, Energy Mapping, Decision-Making.

Week 9: Group Coaching

Week 10: Digital Storytelling Technology & Design Support

Week 11: Gratitude, Energy Flow

- Mindmapping, Gratefulness Debrief, Energy Flow and Mentor Visitor. Showing better understanding of the concept of 'Gratefulness' in Positive Psychology. Have used a mind mapping tool to represent what they are grateful for. Plan steps towards higher wellbeing, happiness and Flow through journaling. Have experienced some immersive exercises in Gratitude.

Week 12: Close and Reflection

- Lego activity, ending activity (including pizza).

DESIGN YOUR LIFE MODULE SURVEY

This data tool was developed to capture student feedback following participation in the Design Your Life (DYL) module. A full copy of the survey, including detailed module outlines and content, can be accessed by contacting the corresponding authors. The survey contains a core set of 12 items from the PsyCap scale (CPC-12) as developed by Lorentz et al (2016). This

scale has been validated as a measure of self-reported psychological capital. It consists of five subscales: Hope (3 items); Future orientation (2 items), Life Orientation (1 item), Resilience, (3 items) and Self-efficacy (3 items). Students are asked to score their level of agreement with each of these statements using a five-point Likert rating scale. At the start of the module, the survey was circulated to participating students using a Microsoft Forms link. The survey was then recirculated for completion at the end of the course. Survey data were uploaded to SPSS for analysis. Table 1 below provides an overview of the total number of 74 students who completed surveys. 35 students completed both the pre- and post- surveys. Using this subset of data, a pair wise t-test was used to compare their pre- and post-scores (Table 2). This analysis indicated that participation in the DYL module yielded a statistically significant increase in their total self-reported psychological capital score. In addition, there were also positive and statistically significant changes in the Hope, Future Orientation and Self-Efficacy subscales. This is a particularly positive finding given the focus of the DYL module, and the aim of Life Design generally.

Table 1. Profile of students

	Number	Percentage
Gender		
Male	15	20.3
Female	59	79.7
Year		
Undergraduate 2	34	45.9
Undergraduate 3	20	27
Undergraduate 4	20	27
College		
Arts & Social Sciences	30	40.5
Science & Engineering	44	59.5
Semester		
1	24	32.4
2	26	35.1
3	24	32.4

Table 2. Students' psychological capital scores

Survey Domain	Pre-Programme	Post-Programme	Paired T-test
Hope Scale	M = 9.34; SD = 1.81	M = 11.65; SD = 1.49	t = 9.185, p < .001, d = 1.553
Future Orientation Scale	M = 7.25; SD = 1.59	M = 8.28; SD = 1.29	t = 4.402, p < .001, d = .744
Life Orientation Scale	M = 3.40; SD = .88	M = 3.85; SD = .84	t = .3174, p = .003, d = .536
Resilience	M = 11.48; SD = 1.48	M = 12.20; SD = 1.34	t = 2.426, p = .021, d = .410
Self-Efficacy	M = 10.82; SD = 1.83	M = 12.25; SD = 1.5	t = 4.127, p < .001, d = .698
Psychological Capital Score	M = 42.31; SD = 5.47	M = 48.25; SD = 4.59	t = 7.116, p < .001, d = 1.206

POST MODULE SURVEY STUDENT FEEDBACK

A number of general feedback items were also included in the post module survey. In the 18 survey returns in this data set, 83% of students were satisfied or very satisfied with the module content. Students were also asked to nominate which skills and dispositions from the DF Framework for Skill Development: <https://www.universityofgalway.ie/designingfutures/aboutdesigningfutures/frameworkforstudentdevelopment/forstudents/> were most addressed in the module.

Students also provided feedback on their favourite aspect of the module. There were a number of themes identifiable in their replies. Students enjoyed the fact that this module was different from their other modules, they liked the interactive aspect of the classes and the opportunities to meet other people and work in groups. A number of students highlighted the usefulness of specific tools such as the Strengths assessment and Decision making matrix. Finally, students enjoyed the overall approach of the module and the opportunity it afforded them for self-development and reflection.

When asked about their least favourite aspect of the module, two key issues were identified. Students would have preferred a later start to the module as it was delivered at 9am. In addition, the venue was not as convenient as they would have wished as it was on a remote part of campus. A minority of students did note that it was not easy to speak up sometimes in the group where they did not know anyone and also that aspects of the self-development work were challenging. When asked about improving the module in the future, a number of suggestions included including more advice on techniques to deal with anxiety and workload management. In addition, it was suggested that the module might be improved if the groups were smaller and that it would be helpful to have access earlier to module slides to help with assignments.

STUDENT FOCUS GROUP

A final set of feedback collected in the final semester was a large focus group conducted with 22 students towards the end of the module. A member of the evaluation team organised with the teaching team to attend one of the final module sessions. Students were seated in groups of 4 to 6. A number of feedback questions were posed and students were invited to discuss these in their groups and then share feedback with the wider group. To promote engagement, students were asked to note their feedback on "sticky" notes. These were then collected at the end of the session, typed up and analysed thematically. These data are outlined below according to each of the target questions.

Why did you do this module? Across the student comments, two key messages emerged. Firstly, the students were interested in the topic with its focus on life after college and their self-development. Secondly, they welcomed an opportunity to take a module that was not exam based and therefore would have a less pressurised workload.

- *A break from normal academic modules.*
- *I thought it would be interesting, also continuous assessment.*
- *Design your life sounded cute and more interesting, more applicable to my life and studies.*

Overall, how did you find it? Most students highlighted that the positive aspects of participating in a highly interactive class and the opportunity to meet and work with others. As with the survey feedback, the students also valued the outward and future-focused aspects of the module.

- *I liked how interactive and engaging it was.*
- *Helpful to talk about/visualise the future.*
- *Very wary at first but a wonderful class, very eye opening and inviting.*

What did you like best? The student comments mirrored closely those from the end of module survey with a strong focus on the positive aspects of being able to meet people, work with others and learn about useful tools and resources to help with life outside of university.

- *Found the individual strengths test helpful.*
- *The best part was how different the module is from my usual classes. The class was a bit of a break from different class as it forced you to think in a different way.*
- *I liked that the module focused on your life, work life and social life.*

What did you like least? The largest amount of comments on this item indicated dissatisfaction with both the time and location for the module. A small number of comments indicated issues with a lack of access to materials or clarity on assignment deadlines.

- *Classes where fun but being off campus was incredibly inconvenient.*
- *The worst part was the location of the class as it was off campus and the time of the class.*
- *Lack of assignment briefs on canvas.*

What did you learn? The students reported that this module gave them the opportunity to think about where they were working towards, whether they were on the

best path for them. They also referenced a number of the DYL tools and resources and how they had used these in practice.

- *DYL helps me to think about what career I want to do with my course.*
- *I learned to think outside the box more and think about a career/work life balance I would like.*
- *I learnt how to energy map and schedule my day.*

Would you recommend it to other students? Across all the comments, the students reported that they would have no difficulty in recommending this module to other students. In doing so, they highlighted the positive aspects of it, its interactive nature and its outward focus.

- *I would recommend to others to take part, its assessed nicely and you get the opportunity to learn new skills.*
- *Yes, its interactive, something different and fun.*
- *Would definitely recommend, nice break modules, interactive, not too stressful, interruptive, good if you are anxious about your futures.*

Would you make any changes? In their feedback the students suggested that the module assignment sequencing could be changed and as noted earlier that there could be smaller groups in module activities. A further suggestion was to look at using the two-hour slot differently, including using the time to provide additional individual coaching.

- *I believe the module could be more effective in smaller groups, maybe have more than one class a week and separate the class into smaller groups.*
- *Two hours not necessary, maybe one hour group and then 1-2-1 coaching for second hour.*
- *Don't leave all the assignments to the 2nd half of the semester.*

COMPARISON WITH FEEDBACK FROM OTHER SEMESTERS

The data from this past semester are consistent with the findings from previous semesters (Hall, Millar & O'Regan, 2024), specifically in highlighting that it was a very positive experience and students would certainly recommend it to other students. In addition, students have consistently reported that they really enjoy learning about the DYL tools and approaches. Another recurring theme is the interest students have in taking modules that provide opportunities to get to know other people and to interact, both with other students and

university staff. Similarly, students have consistently reported that they value taking a less intense, continuous assessment as this can help balance other, more exam-based modules.

Each semester the student feedback indicates strong engagement with the DYL approach, tools and resources. In the various surveys and feedback sessions, students referenced specific tools that they found helpful or could deploy both in college and in the “real world”. In addition, students could identify that participation in the module provides opportunity for the development of skills and dispositions, especially, communication, critical thinking and self-awareness.

Issues with the time and location of the module have also been an ongoing feature of student feedback. A number of different options have been trialled across the past semesters. This remains an issue to be addressed. The team have been constrained in finding the best option given the transdisciplinary nature of the programme, and wider university timetabling constraints. A further reoccurring theme has been a number of students who recommended easier access to course materials or who would have preferred a more streamlined assignment scheduling or more timely feedback on submitted assignments.

A final consideration across the full set of data is that while students value the opportunities to meet people and to work in groups, this can be challenging at times. Students have recognised that it can be difficult to discuss personal topics with people they do not know well or to engage in activities early in the morning or late in the evening. This final semester has seen this issue reoccur in the context of ensuring that the groups are not too large to prohibit engagement. This is an issue the team may need to explore further given that as the module has grown in popularity, the number of students attending each semester has also increased considerably.

This combined data collection approach has enabled the DF team to iteratively improve the delivery of the DYL module each academic semester since its introduction in 2021-2022 as the first credit-bearing Life Design module in an Irish university. Furthermore, this systematic evaluation approach has been essential, both in terms of enhancing students’ experience of Life Design while demonstrating the importance and impact of the DYL module to the academic community; university leadership; and the programme funder. Having this database is especially important given that Design Your Life represents a radically new learning innovation in the academic curriculum of the University of Galway.

EXPLORING THE POTENTIAL OF DIGITAL STORYTELLING IN ASSESSING LIFE DESIGN

A key part of the evaluation of the Life Design module is also the assessment for learning (AfL)

approach used in the course, digital storytelling. The essential idea of AfL is that assessment is a process of growth that should form part of and contribute to student learning: the student completes continuous assessment tasks throughout the module and these directly support student learning, as well as showing students’ progress in terms of what they are learning. This aligns well with the developmental, process focus of Life Design.

To reflect the continuous assessment and necessarily participatory approach of the Life Design module, the marks for assessment were allocated as follows:

Weekly participation & engagement: 10%; Designing Your Life Written Reflections: 40%; Student-Designed Digital Story: 50%

Life Design engages the learner in a highly reflective process, where one utilises a range of formative-developmental tools, such as storytelling, to make sense of complex personal and professional circumstances and aspirations (Burnett & Evans, 2018). Additionally, as the Life Design module itself is a landmark innovation in our institution, (the first for-credit Life Design programme in an Irish university), and the teaching approach is predominantly hands-on and workshop-based, we wanted a style of assessment which would also be creative, innovative and hands-on.

Therefore, traditional essay-like assignments, exams or tests did not seem to fit with the creative and innovative ethos of our Life Design course. Furthermore, the teaching team for the module were seeking an approach to assessment that would enable students to build upon the key, formative assessment for learning tasks they would complete in the workshop-based classes. We were seeking a capstone form of assessment that would link the module together and enable students to use and synthesise important Life Design resources like Odyssey Plan, Lifeview.

We also wanted to draw on the potential of technology to enhance learning through reflection. Digital storytelling has been used across a range of contexts (e.g., educational, medical, commercial) where reflection is central to the learning process, and where technology can be utilised to amplify and enhance learning through creative and critical self-reflection (Jamissen et al, 2017).

Therefore, the teaching team decided on digital storytelling as a creative and innovative medium for students to engage in developing a narrative of self-development informed by key learnings from the Life Design module. It would enable a creative space for students to tell the story of their development through the Life Design module and process, structured and enhanced by digital multimedia. This research is particularly distinctive and novel in that the potential role of digital storytelling in Life Design has never previously been extensively researched.

In the context of the Life Design module, digital storytelling would allow students to creatively engage in personal reflection, and augment this with music, multimedia, digital resources, sound effects, animations, etc. The fundamental idea of our digital storytelling innovation for Life Design was that students would take one or a combination of insight(s) developed in their learning tasks, the ones they completed during the course of the module. They could build from these key assessment activities, which include:

1. *Work View and Life View Reflection: Students are required to write a short reflection about their Work and Life Views.*
2. *Odyssey Planning and Prototyping Experience Reflection: Students are required to write a short reflection about their Odyssey Planning and Prototyping Experience.*

Building on the self-insight developed through these tasks, students then create a 3–5-minute digital story, using one or a combination of easy-to-use storytelling apps and technologies that are widely available today.

Student-Designed Digital Story: Students are required to design and create a digital story based around a key moment of learning during the module. Along with the finished/edited digital story, students submit the script and storyboards they design as part of the process.

A digital story is broadly defined as a short, narrated thought-piece that focuses on a significant moment of self-discovery or insight.

A compulsory feature of a digital story is that the learner must record their own voice as an audio in the first-person narrative. The learner is thus the narrator of their story. This narrative is then augmented by the student using carefully selected imagery (still or moving) that they feel best signifies what they are talking about at a given time in their story.

We also drew on the Life Design concepts of reframing, in terms of a narrative that identifies a moment of challenge or change in one's life, seeing this as a positive part of a process of growth and identifying possible ways forward, informed by Life Design concepts and tools. The students are free to use whichever imagery helps to augment the telling of their story. We left this component of the digital story open to students' own creativity, e.g., memes, movie posters, humorous cartoons, nature pictures, personal/family photos, inspirational characters/stories, etc.

The first author, Prof. Tony Hall, also developed a sample digital story to illustrate for students the general idea of what they might design for their own Life Design narrative of self-discovery. This example story focused on a person who is approaching a major birthday, one that marks entry into the second half of life. The narrator tells the story of how they had come to a crossroads

around retiring from the contact sport of rugby, which the narrator had played for 30 years. The narrator was at a loss as to what to do on retirement from this much-enjoyed competitive team sport. Engaging in Life Design and prototyping specifically (*conversational prototyping* (speaking to friends and a trainer) and *experiential prototyping* (taking a complimentary class), the narrator had decided to take up CrossFit. In this example digital story, Life Design helped the narrator to find a physically intensive pastime that made up for having to retire from rugby, which the narrator had enjoyed for most of their life. Life Design thus helped the narrator to explore options systematically and find a social activity that would help them continue to achieve important life goals in physical fitness, socialisation and mental wellbeing.

A core part of the theory underpinning digital storytelling is that when selecting a major moment of insight (to develop into one's digital story) one should focus on what Tripp (1993) calls a *critical incident*. Critical suggests it must be something negative (and it can be) but in the context of digital storytelling, it can also be something affirming or positive. The important thing is that it is not something trivial - that the moment of insight selected should be an important one. A further key theory guiding the approach to digital storytelling in our Life Design module is the tripartite approach to reflection, that when selecting a key learning or event to reflect on, one should focus on three important aspects of that seminal experience: (1) Past: what happened (establishing the circumstances and facts of the event/issue); (2) Present: why is it important?; and (3) Future: what can I learn from this key event as I move forward in life? Students used these questions as their selection criteria for choosing the important insight to frame within their story and the narrative they recorded to tell how Life Design (and tools like Odyssey, Prototyping, Lifeview, Energy Mapping, etc.) had helped them to come to meaningful understandings in their personal/professional development. In the Life Design digital story, students were invited to select a moment of important insight concerning a personal or professional goal, and to show how the Life Design journey they undertook in the module enabled them to come to an important decision about, or more informed understanding of a significant aspect of their lives.

The Life Design module runs for 12 weeks (24 hours) and we dedicate two sessions (4 hours) to supporting students in the process of conceptualising and designing their digital story. A crucial aspect of digital storytelling is that the story itself is preeminent; the technology used is secondary (Thompson Long & Hall, 2015).

We followed this in our assessment brief as well, thus students were at liberty to use the technology they felt most comfortable with, so long as they ultimately produced a coherent and continuous 3–5-minute narrated video, including audio of their voice and

relevant imagery, to convey the key learnings they had arrived at, supported by their engagement in the Life Design module and tools.

The design of the digital story was informed by key Life Design theories throughout (e.g., *bias to action, know it's a process, reframing failure, reframe problems, curiosity*). In our sessions on digital story design with students, we also explored the concept of the “hero’s journey” (Campbell, 1949) as an arc for students to develop their own digital story, utilising *start where you are, reframe a problem/dysfunctional belief, prototyping (conversational and experiential prototypes) to design your future*. This was all framed by key narrative educational theory and the foundational Life Design idea that life is a process that you have creative agency in systematically designing (Burnett & Evans, 2018).

Due to compliance with research ethics, including personal information disclosed by students in developing their narratives, we are not permitted to share substantive insights regarding specific students’ digital stories, where they may be identifiable. It was also important that students were assured that their digital stories would be treated in confidence by the teaching team; this certainly helped students to be very honest in their stories, especially where these focused on transformative personal development goals. It is also very important to note that the teaching team have training in supporting students in distress, which is important should the process of the digital story elicit any negative emotions. Students were also assured that they did not have to disclose anything that they did not feel comfortable speaking about in their digital story.

However, we can report, in general, how students produced compelling, thoughtful, inspiring (and sometimes very moving) narratives, in which they outlined how Life Design was helping them to develop important insights and perspectives, providing them with the confidence and tools to make informed life decisions in a more design-oriented and systematic way. Students described how the module, including the digital storytelling process, had helped them to identify core strengths, which gave them confidence around their talents and how they might develop these further (as well as areas for personal development). They also described how Life Design tools had helped them in bias to action and to reframe dysfunctional beliefs, e.g., how conversational and experiential prototyping helped them to explore new interests and areas for personal development that they would not have otherwise considered.

We include in this paper, the assessment brief (below) and rubric (Appendix 1) used for the digital storytelling Life Design innovation.

Design a digital story based on a significant insight you have gained from the module and how this has helped you to design your life.

Your assignment should address the following 4 questions:

- 1. What is a significant moment of discovery/insight for you?*
- 2. What key learning or insight did you gain?*
- 3. How has DYL helped you to gain this insight?*
- 4. What have you learned about Design Your Life from the process of producing the digital story and from completing this module?*

Please include at least 1 reference from the module reading list/reference material.

While these assessment resources focus on college students’ experience, they should be easily adaptable for a range of other contexts where Life Design innovators wish to support learners in using digital storytelling for meaningful personal reflection, augmented by technology/multimedia.

The use of self-reported data has limitations. Digital storytelling has therefore proven especially useful in providing a key reference point of triangulation with respect to ascertaining students’ overall experience of the University of Galway Design Life Design module. Importantly, the digital storytelling innovation we have pioneered in our Life Design programme also enables the teaching team to assess what students have learnt during the process of their engagement with the module, the weekly Life Design topics and workshops and different Life Design tools.

CONCLUSIONS

The hybrid evaluation approach of Designing Futures, augmented by digital storytelling, has enabled the teaching team to formatively and systematically refine and improve the innovative Design Your Life module, since its introduction as the first for-credit Life Design programme in Irish higher education.

In this paper, we highlight the novel combination of methods we have used since 2021, including how we have deployed digital storytelling, both to enhance student engagement, and also to determine how successfully students have achieved specific Life Design learning outcomes. With adaptation and nuancing to suit particular, local exigencies, the evaluation strategy we have developed in Designing Futures should be easily portable to a range of other contexts. It should be useful anywhere Life Designers wish to use novel hybrid evaluation methods, augmented by digital storytelling technology, to evaluate and assess the impact of their innovative Life Design programmes.

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APPENDIX - Rubric – Life Design Digital Story

	4 Exceptional	3 Above Expectations	2 In line with expectations	1 Yet to meet expectations	Mark
1. <i>What is a significant moment of discovery/insight for you?</i>	Digital story identifies a significant moment of discovery/insight; this key moment is exceptionally well described, and the discussion is both focused and reflective.	Digital story identifies a significant moment of discovery/insight; key moment is very well described and outlined.	Digital story identifies a significant moment of discovery/insight; key moment is outlined in adequate detail.	The digital story does not clearly identify nor describe a significant moment of discovery/insight.	Out of 20%:
2. <i>What key learning or insight did you gain?</i>	Key insight is discussed in detail, and its importance to learning is very evident in the narrative of the digital story.	Key insight is discussed in detail, and its importance to learning is clear from the digital story.	Key insight is discussed, and its importance to learning outlined.	Digital story does not clearly outline how the key moment provided significant learning/insight.	Out of 20%:
3 <i>How has DYL helped you to gain this insight?</i>	The contribution of DYL in gaining the key learning or insight is described clearly and convincingly. The digital story mentions specific DYL methods and tools.	The significance and role of DYL is clearly outlined, with good level of reference to specific DYL methods and tools.	A fair case is made in the digital story for the significance of DYL in gaining insight.	Digital story does not clearly outline how DYL helped in gaining key insight or learning.	Out of 25%:
4. <i>What have you learned about Design Your Life from the process of producing the digital story and from completing this module?</i>	Digital story clearly and convincingly shows what has been learnt about DYL, and its potential as methodology for personal and professional development.	Good level of description of DYL and what has been learnt in terms of applying it to life decisions and designs.	A fair outline is provided with respect to learning about Design Your Life.	Digital story does not illustrate what has been learned in terms of Design Your Life, and its application to career and life design.	Out of 25%:
Design of digital story	Exceptional use of multimedia materials, which significantly enhance the first-person narration. All external digital resources are appropriately referenced.	Very good integration of multimedia resources to convey the story. Resources are appropriately referenced.	Fair attempt to include multimedia resources to illustrate the narrative. Resources are referenced.	Omission/lack of multimedia resources to support narration. Incomplete referencing.	Out of 10%:
Total out of 100%:					