CREATIVE STRATEGIC FORESIGHT WORKSHOP

PLAYBOOK

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PART 1

BACKGROUND

“If we always do what we’ve always done, we will get what we’ve always got…” Adam Urbanski

http://www.flickr.com/photos/bb_matt/306544780/
1. Introduction

This playbook is a resource, providing content, tools and facilitation techniques for running creative strategic foresight workshops. The concept of creative strategic foresight workshops was developed within the Creating Academic Learning Futures (CALF) project, led by Prof. Gilly Salmon. The project was carried out over three years between 2008 and 2011 in partnership by University College Falmouth and the Beyond Distance Research Alliance of the University of Leicester. It was funded by the Higher Education Funding Council for England (HEFCE) and managed by the Higher Education Academy (HEA).

CALF aimed to create, explore and present for discussion a variety of plausible „alternative futures“ for learning and teaching in higher education. This was achieved by capturing emerging issues which may influence the future of student learning and by engaging student voices. The project developed a research model called Learning Futures, created by Prof. Salmon. The model underpinned the design of collaborative workshops for the pro-active application of analytical and creative techniques for envisaging the future. In addition, an aspect of the CALF research activities was aligned with a university programme for increasing students’ employability. This proved to be a powerful motivator for students’ participation in the project.

During the workshops participants engage in hands-on exercises for imagining possible futures quickly and collaboratively. They discuss emerging visions for the future, technological innovations and their implications for the participants’ own practice, organisation or institutional context. The emphasis of the workshops is on increasing participants’ awareness of possible, probable and desirable futures, appreciation of the key forces influencing change and creating viable strategies for the achievement of personal or organisational goals.

More than 500 students, policy makers, learning designers, project managers and policy makers took part in creative strategic foresight workshops for the duration of the CALF project. The workshop design was converted into an open educational resource available for reuse and repurposing, enabling users to run their own workshops.

2. Who can benefit from this resource

Learning how to run creative strategic foresight workshops is relevant to educators, students, managers, policy-makers and education and training professionals, whose work requires collaborative decision-making for the future through understanding and generating shared agendas. It will be valuable for individuals who need to develop new skills for analysing, presenting and negotiating future visions in education and training settings, public policy or project management. The creative strategic foresight workshops can be used as a model for collaborating with students in drafting organisational and institutional strategies as well as for increasing students’ employability.
3. Rationale of the creative strategic workshops

The workshops focus on developing the capacity of the participants to imagine and analyse the potential of the present and the past for the future. They identify opportunities to create, rather than observe the future and achieve:

- **Increasing the visibility and transparency** of strategy-making in the participants’ organisations by incorporating input from multiple stakeholders.

- **Increasing awareness of the problems**, intended interventions, anticipated outcomes and expected impacts of future strategies and plans so that they are sufficiently well defined and meaningful to organisational members.

- **Clarifying participants’ ideas about the essential logic and the assumptions** of future strategies and plans, linking strategic goals to possible interventions and then to results.

- **Generating strategic insight** without prejudicing the autonomy of future organisational members to choose different options and adopt different values.

- **Increasing students’ employability** in higher education contexts.

4. Objectives

The workshops can:

- **Improve the capacity** of groups of students and staff to imagine and assess the potential of decisions made now to create a future for their organisations by putting values into practice.

- **Clarify the set of cause-and-effect relationships** perceived by participants to have an impact on their organisations, and provide the rationale for specific future interventions.

- **Identify possible resources, activities and outcomes of events** in the broader context of their organisations and the causal assumptions connecting them to a desired future.

- **Identify skills, knowledge and perspectives** perceived by staff and students as necessary to acquire in order to achieve the envisaged future and encourage ongoing self-reflection and dialogue in order to increase accountability for the achievement of individual development goals.
5. Intended outcomes

Users of this resource will learn how to run creative strategic foresight workshops for collaborative building of ideas for the future; accurately capturing feasibility requirements; maintaining the richness of data by managing its complexity. They will be able to set up and facilitate workshops which will deliver the following outcomes:

- Participants will learn to use a range of innovative tools for collaborative foresight.
- Participants will gain an awareness of possible, probable and desirable futures.
- Participants will develop an appreciation of the key forces influencing change.
- Participants will create alternative future scenarios for the participants’ own work roles, practices and context. The scenarios are web-based and will be accessible for after the end of the workshop for reusing and repurposing.
- Future goals, problems, possible interventions, anticipated outcomes and desired impacts will be identified.
- Strategic insights which are relevant and immediately useful to the participants and their organisation for their own planning and work.

6. Employability

In addition, the activities of the creative strategic foresight workshops are designed to target the development of a range of employability skills for students. Participating students develop an awareness of and ability to utilise media creation tools and learning technologies in diverse environments. They learn to prioritise, plan and manage their work to achieve the intended results and gain experience in presenting themselves professionally, demonstrating creativity in their own and team work, as well as awareness of the real world limits to adopting innovations.

As part of the workshops students have to adapt to varied roles and responsibilities, and work effectively in online and face-to-face environments, in a climate of ambiguity and changing priorities. The web-based activities are aimed to develop the students’ ability to access information efficiently (time-management) and effectively (use of sources). The use of a range of web-based activities require students to evaluate information critically and competently, as well as to apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information (especially OERs), learning technologies and media. Students develop the ability to apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information, learning technologies and media participants’ area of work. Importantly, students develop visual design sense, along with prototyping skills on interactive learning platforms.
7. Strategic Deliverables

The format and content of the workshops are designed to generate insights which can be incorporated in organisational or personal strategies and plans. The output of the individual workshops depends on the questions that participants were asked to work on.

Below is a list of questions and topics that can be included in the creative strategic foresight workshops. The list can be used when designing the content of the workshops and during the analysis of the participants’ contributions.

- **Mission**: what are the fundamental *purpose* and *values* of the entity that is the subject of the workshop (a person, an initiative, and organisation, a practice).
- What *objectives* are consistent with the mission? Which *targets* need to be achieved in order to accomplish the mission?
- What is the *organisational environment*? Trends? Competitors? Resources? Sudden change? Weak change signals?
- What areas need to be addressed? How much emphasis will be put on each? How will these areas be addressed?
- How can we *win*?
- What will be our *speed of response*, sequence of moves, available resources?
- How will we obtain our *results*?
- What *resources* have been, are, will be available?
- Who are the *opponents, constituents and allies* with respect to the mission and objectives?
- Which will be the *critical success factors* of the strategy?
- Which *performance indicators* can measure the success of the strategy?
7. Approach

The foundation of the workshops is the Learning Futures model developed by the Creating Academic Learning Futures (CALF) research project of the Beyond Distance Research Alliance. The model consists of analysis of past information and experiences – Hindsight; analysis of current issues – Insight; and analysis of a range of possible futures - Foresight. The three components combine to produce Oversight, or a general understanding of the decisions that can be made in the present to create the best of the possible futures.

The Learning Futures approach aims to ensure that the new knowledge gained and interpreted by participants through the Insight, Hindsight and Foresight is shared, thus enabling their organisations to implement changes, make new decisions and take new actions.

The components of the module are presented in detail in the Resources section of this Playbook.
9. How to use this resource

The next sections of the playbook describe the steps involved in organising and running a creative strategic workshop. The playbook focuses on the workshop activities, goals and desired outcomes. It also provides a guide to the resources (Powerpoint slides, instructional videos, journal articles, web tools) used in the workshops. All resources listed in the playbook are hyperlinked to locations on the web where they can be accessed or downloaded.

Facilitators can download Powerpoint slides provided [here](#) to build their own presentations along the Learning Futures structure described in this Playbook, use the activities listed in Part 3 of the Playbook and incorporate the Youtube videos in their workshops to explain key concepts and ideas of the Learning Futures model.

10. Structure of the workshops

The table below outlines the basic structure of the workshops with the four key components – Introduction, Practice, Group Work, Presentation and Discussion. The duration of each component in the table is corresponds to a 3-hour workshop – the minimum amount of time required for a creative strategic foresight workshop. Maintaining the proportion of time allocated to each component, the duration can be extended to fit half-day workshop, whole day and up to three-week long teaching module. The resources listed in the table can be tailored to the objectives of the workshop, the needs of the participants as well as their prior knowledge of collaborative web tools. The next page outlines a suggested map of using the resources accompanying the Playbook to build your own workshop.

<table>
<thead>
<tr>
<th>Component</th>
<th>Duration</th>
<th>Resource</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Learning Futures model.</td>
<td>30 min.</td>
<td>Powerpoint presentation live or using web conferencing.</td>
<td>Need to ensure web conferencing is working on participants’ computers in case of DL.</td>
</tr>
<tr>
<td>Practice using the tools for the workshop.</td>
<td>30 min.</td>
<td>Wikis, Google maps, Wordle, Paint, Google docs, Moviemaker, Twitter, etc.</td>
<td>Identify video tutorials for the use of the web-based tools and make available prior and during workshop.</td>
</tr>
<tr>
<td>Group work for generating strategic foresight.</td>
<td>1h 30 min.</td>
<td>Wikis, Google maps, Wordle, Paint, Google docs, Moviemaker, Twitter, etc.</td>
<td>Preserve participants work immediately after end of workshop.</td>
</tr>
<tr>
<td>Participants present and discuss their work.</td>
<td>30 min.</td>
<td>Powerpoint presentation, memory sticks to collect participants’ presentations</td>
<td>Take notes and if possible record participants’ presentations and discussion.</td>
</tr>
</tbody>
</table>
11. Video resources

The CALF Project Youtube Channel offers videos which can be incorporated in the Creative Strategic Foresight workshops to present to participants the components of the Learning Futures model and to support their work on Hindsight, Insight and Foresight.

http://www.youtube.com/user/CALFProject
PART 2

ORGANISING THE WORKSHOP

http://www.flickr.com/photos/jezpage/4990873353/sizes/l/in/photostream/
1. **Purpose of the workshop, envisaged group of participants and intended users of the outcomes.**

The first step in organising a creative strategic foresight workshop is making a decision about the problem that the workshop is intended to solve. Is the workshop intended as an instrument for involving organisational members in the creation of a future vision for their organisation? Is it about eliciting ideas for changes in existing strategies and plans? Is the purpose of the workshop consulting students on their ideas, perceptions of existing practices or enhancing their employability? Is it a training workshop in strategy and foresight? This decision will influence the selection of participants and the content of the workshop.

Usually the workshops will be organised at the request of a course leader, a management team, member of an institution’s leadership team. Prior to the workshop together with the facilitators they need to formulate three to five questions that the workshop should find answers for.

*Step One:* “**By the end of the workshop I want to know/find out…**”

To ensure that the questions that the workshop will tackle are realistic it is helpful to ask the organisers to expand each question with a statement about the reasons for choosing a particular question and how they will use the outcomes.

*Step Two:* “**I want to know/find out …, because…**”

And

*Step Three:* “**Finding out/knowing… will help me to…**”

On the basis of the outcomes of Step One, Two and Three above the organisers and facilitators prepare a list with participants who will be best positioned to contribute to and benefit from participation in the workshop. Possible alternatives to consider include:

- **Student workshop.** It may involve students from a particular course, module, student society or a group. Participants may come from the same course/group or represent a mix of backgrounds and contexts.

- **Student/staff workshop.** Involving students and staff working together in a workshop has proven very beneficial in the CALF research project practice.

- **Staff workshop.** Consider inviting people from different level of responsibility and area of the organisation or keep the group homogenous.

- **Open the workshop to anybody who is interested.** This format is usually applied in conference settings.
2. Approaching and inviting participants

On the basis of the goals and intended outcomes of the workshop from the previous section, the facilitators and organisers need to decide on the envisaged number of participants, the way that they will be approached and motivated for participation.

The CALF project practice has shown that the best way to approach participants is by collaborating with the formal and informal leaders of existing social networks and groups – the presidents of student societies, the editors of student newspapers, the moderators of student Facebook groups, etc. Collaborating with course leaders and lecturers is also very effective. The least effective method is sending out emails, advertising the workshops through organisational newsletters, etc.

Good opportunities for approaching students for participation are presented by events such as student research festivals, employability fairs, Student Union events, through Student Union sabbatical officers or course representatives, in joint events with student societies, etc.

In terms of incentives for participation evidence points that the most efficient way to motivate participants is to explicitly frame the workshop as a learning and development opportunity with embedded possibility to influence decision-making in the participants’ organisation. Ensuring that invited participants are aware of the possibilities provided by the workshop to acquire new knowledge and practise new skills, to create and take away evidence of the new knowledge and skills and awareness of the ways in which the new knowledge and skills can be applied in the participants’ context has proved more efficient than promising reimbursement for participation or other incentives such as book vouchers, etc.

Making the workshop a fun and exciting event is another motivator. A way forward is to ensure the invitations for participation are colourful and engaging, that there is catering provided for the event, ensure there is enough food, especially cakes – it gives the event an atmosphere of a party and a celebration rather than hard work. The next pages demonstrate invitations used by the CALF project – users of this Playbook can use and modify them to according to their purpose.
Are you interested in what the future holds?
Do you believe that the ideas of students today about the future of learning are important?

CALF invites you to participate and make a splash in its First Learning Futures Pond on 27th of November from 10:00 to 13:00.

Creating Academic Learning Futures – CALF, is a research project of the Beyond Distance Research Alliance at the University of Leicester. CALF aims to engage student voices and understand student ideas about the future of learning in higher education.

- You will be presented with information about exciting digital and Web technologies and the ways in which people imagine they may change the future – over coffee and biscuits.
- You will discuss the likelihood of future scenarios becoming reality in the future – over some nice pictures.
- You will check your skills in playing future bingo – while waiting for lunch to be served.
- You will try to make or break the Academic Futures Prediction Market – and receive a £15 Amazon book voucher.

If you or your friends are interested in taking part in this event, or if you would like to know more about CALF and what is it in store next, please e-mail sarad@uline.ac.uk
We will get back to you with details about the event and answer any questions you may have. We are looking forward to hearing from you!

Calf, Beyond Distance Research Alliance
University of Leicester

HOW IS YOUR STRATEGIC VISION?

Take a Future Foresight Eye Exam
SEE THE BIGGER PICTURE

Invitation to Learning and Teaching Strategy Workshop

In a series of collaborative workshops staff and students at the University of Leicester work together to create visions for the future of the University, which will inform the preparation of the Learning and Teaching Strategy.

- During the workshop you will engage in hands-on collaborative exercises for preparing strategies, discovering relevant resources and evaluating future plans – over coffee and cakes.
- You will improve your skills for individual and group decision-making, using a range of web-based technologies, valued by employers today – using wikis, Twitter, Google and cognitive maps.
- Identify skills and knowledge necessary for the achievement of individual development goals – over light lunch. And, if you are a student, you will get an Amazon.com book voucher.
Learning and Teaching Strategy Workshop
July 13th, 14:00 - 17:00

Event Facilitator:
Sandra Romenska, sandra.romenska@le.ac.uk

Goal:
- To give participants an opportunity for reflection on the future development of own work, the New Learning and Teaching strategy of the University and how the Library relates to it.
- To help participants work together as a team through understanding strategic decision-making in their own context more deeply;
- To give participants another "lens" for working with each other and for achieving own and the Library's strategic objectives.

Content:
The workshop is divided into three parts. The first will introduce the participants to innovative and creative ways for building strategies for the future, using concepts and methods for opening up new idea tracks.

In the second part the participants will practice creating decision trees, identifying workable ideas and “signatures of change”.

The third part of the workshop will consist of a discussion of the resulting ideas for the future Learning and Teaching Strategy of UoL and its implications for the Library.

Materials/Venue:
The workshop will involve group and individual work on laptops using online tools. The equipment is provided by the Media Zoo of the Beyond Distance Research Alliance and full support and guidance for the use of the online tools will be available for each participant. Coffee, tea and cakes will be provided. The Media Zoo is located at:

103-105 Princess Road East

Map: http://tinyurl.com/35tvuj7

Outcomes:
Participants will have reflected on a set of questions regarding their own work:

- What areas do we think a new Learning and Teaching strategy needs to address that are relevant for our work? How much emphasis will be put on each [does this mean by us or by the University?]? How will we address those areas?
- How will we get there?
- How can we win?
- What will be our speed of response, sequence of moves, available resources?
- How will we obtain our results?
SPECIAL STUDY COMPONENT
Creative Scenario Building
“How do you tell what is going to happen in the future?”

Futures scenarios are a flexible collection of methods for stimulating creative thinking about the future of individuals, organisations or societies. In the field of health care, future scenarios have been successfully used as a tool for acquiring new knowledge about the changes in medical practice in the UK in innovative and collaborative ways. Scenarios building can be used in managing day-to-day health care practice and in developing strategies for career advancement for health care professionals.

This Creative Scenario Building Component will offer opportunities to learn and practice preparing scenarios for the future along the following themes:

- Demography / Disease Patterns
- The Physical Environment
- Science and Technology
- Social Trends
- Organisation and Management
- Ethics and Public Expectations.

The Component will consist of three weeks of individual and collaborative exercises, and participation in face-to-face and online activities. It will focus on preparing scenarios for the future of healthcare, on approaches of achieving desirable outcomes from the range of possible futures for medical practice and on the possibilities for using new technologies for creating future scenarios and for facilitating medical practice.

At the completion of the component each participant will have produced and published a personal podcast or videocast, presenting their scenario for the future of healthcare.

Learning Outcomes

- Knowledge and skills necessary for future scenarios building for managing day-to-day work and career advancement of health care professionals.

- Increased awareness of the major factors influencing change in the health care sector in the UK.

- Scenarios of possible futures in the health sector in the UK with individual implications and options open for you as a future medical practitioner.

- Improved presentation skills and team-working skills.

- Awareness and experience of the use of new information and communication technologies, especially wikis, blogs and podcasts in the health sector in the interactions with patients and communities.
PLAN OF THE COMPONENT

Week One. In face-to-face seminars and workshops you will learn to:

- Detect and chart changes in health and medical care organisation and delivery.
- Identify “signatures of change” using diagrams to compare multiple causes scenarios versus snapshot representations.
- Use visual thinking to structure concepts and information for facilitating decision-making.

Week Two through a combination of group and individual face-to-face and online activities you will:

- Apply the scenario building and foresight methods you learnt in Week One to detect and discuss the intervention points for making the most out of the opportunities hidden in the anticipated changes in the medical sector.
- Practise the use of Web 2.0 technologies for health care applications and scenarios for repurposing/remixing online health care information and knowledge repositories; information exchange, social support and personal empowerment.
- Learn how to create and publish podcasts and videocasts and their application as time-saving tools in the paced, hectic world of doctors.

Week Three. You will:

- Use the skills and knowledge that you acquired to create a future scenario and prepare a podcast or videocast presenting your scenario. In this task you will be assisted by the Special Study Component facilitator.
- Participate online or face-to-face in seminars with expert speakers on the topics of health care practice and futures scenarios. You will participate in a collaborative future scenario building event, discuss the scenarios that you and your colleagues have created and publish your podcast or videocast in iTunes or Youtube.

Assessment strategy
Completion and publishing of an 8-minute podcast or videocast, presenting a scenario for the future of medical practice. There is a possibility of receiving the Leicester Award for employability skills included in your transcript for participation in this component, which offers nationally recognised accreditation for leadership and management skills acquired outside of the academic curriculum.
3. Participants and venue checklist

You may find completing the checklist in the table below helpful in the preparation for the workshop.

<table>
<thead>
<tr>
<th>Task</th>
<th>Sub-task</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book venue</td>
<td>Ensure there is reliable internet access or alternative.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure there are computers, data projector, audio and video playing facilities, extension cables.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find out the location of bathrooms and evacuation route.</td>
<td></td>
</tr>
<tr>
<td>Book catering</td>
<td>Order coffee, tea and water, cakes and sandwiches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take into account times such as Ramadan when some participants may be fasting, vegan, vegetarian options, etc.</td>
<td></td>
</tr>
<tr>
<td>Advertise venue to participants</td>
<td>Ask participants to bring own laptops if no computers provided at venue.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consider using confirmed participants’ networks for inviting more participants to the workshop.</td>
<td></td>
</tr>
<tr>
<td>Web Resources</td>
<td>Set up the wiki/Googledoc platform for the workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up and populate the Google map for the workshop</td>
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</table>
PART 3

RUNNING THE WORKSHOP

http://www.flickr.com/photos/acf_windy/2151150161/sizes/l/in/photostream/
1. Introduction

In the following section you will find guidelines and instructions for running each of the components of the creative strategic foresight workshops. For each of the components presented in the table on page 8 you will find the rationale it serves for the overall purpose of the workshop; an outline of the content and ideas that the component needs to cover; outline of the activities from which you can choose and the intended outcomes. Links are provided for downloading the supporting slides, accessing relevant resources and viewing Youtube videos examples of the running of that respective component. Key concepts are also linked to Youtube video presentations discussing the interpretation and significance of the respective concept.
2. Room set up

The facilitator needs to arrange the room in a way which will enable group work later. Groups should consist of two to four participants, ideally three. The facilitator should observe participants as they come in and choose their places and decide, in accordance to the objectives of the workshop, the appropriate mix of disciplines and experiences of people to arrange into groups.

Depending on the objective of the workshop it may be more beneficial to leave people in groups with others whom they know or work with day-to-day. Alternatively, if the group members bring a diverse mix of experiences and ideas and represent various levels of seniority, disciplinary background, gender, this may produce a set of well-grounded yet thought-provoking scenarios, integrating the knowledge, experience, and imagination of the diverse group.

If participants will work on laptops/portable devices, the facilitator needs to ensure that there is one on each table for each group, together with a print out of all the passwords or login details that they will need.

The facilitator also needs to check that all devices can connect to the internet, including the computer which they will use to facilitate the workshop. A sound and video check beforehand will help ensure the workshop runs smoothly.
Component 1
INTRODUCTION TO THE LEARNING FUTURES MODEL

1. Objective of the component

The purpose of this component is to establish a frame of reference, set the context and lay out the themes of the workshop. Its content and activities are designed to get participants thinking and spark their imagination and creativity. It sets out a context where participants feel invited and welcome so that they will open their minds and explore possibilities they may not have considered before.

2. Content

- Futures and foresight: the concept, theories and ideas.
- Vision, strategies, plan: key concepts and ideas.
- Ways of thinking about the future – scholarly approaches.
- Learning Futures: hindsight, insight, foresight.
- Examples of the application of hindsight, insight and foresight.
- Examples of disruptive and continuous change
- Web-tools for creating learning futures.

3. Activities

“Fortune telling for beginners”

Objective: To demonstrate ways in which people intuitively apply hindsight and insight to generate foresight; to introduce participants to each other; to create an open and imaginative atmosphere; to entice people to engage in the workshop.

Activity: The facilitator asks each participant to share with everyone three things that he or she have done the day before. Then the facilitator asks the participant’s neighbour to guess three things that the first participant will do the following day. After half of the participants have completed the exercise, the facilitator changes the rules and asks people to share three things which they have done five years ago and their neighbours have to guess three things that they will do in five years time.

Facilitation: At the completion of the activity the facilitator needs to make a number of points. As demonstrated in the first part of the exercise, when making short-term forecasts people tend to focus on repetitive, every day events and activities, which can easily and safely be extrapolated in the future. They would use typical characteristics of the person or organisation for whom the forecast is made as a source of their forecasts. For example, if a participant is a student, the forecasts will include activities such as “going to the library,” “submitting assignment,” etc. These are probabilistic futures – based on the frequency of an event repeating itself. When the time horizon is extended however, point out the change of forecasts into aspirational futures – people will imagine things they would like to happen and make statements based on imagination, values and emotions. Note the response of those for whom the forecast was made – they would respond with “Oh, I hope so” or “I wish.”
“Wikis for futuring”

**Objective:** To introduce wikis as a web tool which will be used in the second component of the workshop.

**Activity:** Show participants an instructional video about wikis. Show participants the wiki that the facilitator has created for the event. Put participants in groups and ask each group to choose a name for themselves. Then each group is asked to create a page in the wiki and give it the name of their group.

**Facilitation:** As this is the first hands-on exercise of the workshop, the facilitator will need to work closely with participants and help them at every step. It is likely that some participants will feel uncomfortable using unfamiliar web tools so this is an opportunity to help them to relax and see they “can’t break anything”. It is important to emphasise that each member of a group needs to have a go at setting up, writing or editing the wiki.

“Images in wikis and image editing software”

**Objective:** To show participants ways to find and use images from the web as well as options for editing images. To discuss copyright issues and Creative Commons licenses.

**Activity:** Participants are asked to find an image on the web, save it on their computers and open the files using Paint.

**Facilitation:** The facilitator demonstrates Google and Flickr image search and filters for Creative Commons licensed images. The facilitator demonstrates ways for copying and saving images on a computer and ways for uploading them in the wiki. The facilitator demonstrates the Paint software (if PCs are used) or similar simple image editing software which will be used in the workshop.

“Wordle for Futuring”

**Objective:** To introduce the application of Wordle.

**Activity:** Participants are asked to create a wordle from any text they put in Wordle – text that they write, text from a website, or from a document they have. Then as a group they have to save the wordle as an image (using Ctrl+Alt+PrtScrn and then Paste in Paint) and put it in their group wiki.

**Facilitation:** The facilitator will need to provide hands-on assistance with saving the Wordles as images and ensuring that every group member has participated actively in some part of the task.
Component 2

GOOGLEPOLY ADVENTURE

1. Objective of the component

Using the knowledge, skills and concepts from the previous components participants generate and explore ideas about the future and translate them into action plans and strategies. This is the main component of the workshop, aimed at the creation of alternative future scenarios for the participants’ own work roles, practices and context.

2. Content

Participants are introduced to the activity for this component – the Googlepoly game. The facilitator demonstrates the Google map which will be used for the activity, explains the rules of the game and is available throughout the activity for hands-on support. By the end of the game each group has used the Google Map and their group wiki as a form of virtual learning environment – a space where they can find, access, interact with and develop learning content. Participants have practised using the tools and skills introduced in the previous component. They have engaged in discussions, collaborated with each other and considered a range of possible futures. Each group has decided on a particular likely or desirable future to translate into a strategy and an action plan. The content of the component is described by:

- Emphasis on planning from the future, where users of the CALF model create a vision for the future of their institution and systematically develop a strategy for creating this future.

- Focus on the long-term preferred future. It balances out the short-sightedness of many strategic and organisational plans, which cover short time periods, thereby often losing their innovativeness, narrowly restricting options and setting too-easily achieved goals. Also, Often, planning and strategy processes in educational institutions focus on only one future – approach that assumes that the future will be relatively similar to the present. As a result of completing the game participants develop an awareness of possible, probable and desirable futures and an appreciation of the key forces influencing change in their areas of interest.

- Explicit discussion of vision, values and institutional mission. Most strategic planning processes move quickly to evaluating specific strategies in light of existing mission or organisational imperatives. The Learning Futures model encourages participants to analyse their institution ‘core’ first, thereby reconnecting participants to the organisation’s fundamental characteristics before moving into decision making.

- A platform for examining resources that may become available in the future for teaching and learning. Most managers in HE ask what an institution can do with its resources in the present and often overlook trends that may create new resources in the future. By discovering trends and emerging possibilities the Learning Futures model helps participants recognise opportunities and threats that are invisible to traditional planning.
3. Activities

“Googleopoly - The Labyrinth of 100 Possible Futures”

**Objective:** Participants produce alternative future scenarios for the participants’ own work roles, practices and context. They translate the scenarios into action plans and strategies.

**PREPARATION**

The facilitator prepares a Google Map for the Googleopoly game in advance of the workshop. A Googleopoly map is a customised map in Google. A chosen number of locations on the map are customised to form a route. Each customised location along the route on the map is signposted with a placemark. The placemark contains a question or a task which participants in the workshop need to solve. The questions and tasks are formulated according to the objective of the workshop but they need to follow the sequencing of the Learning Futures model of Hindsight, Insight and Foresight. In addition, the route of challenges culminates with a task asking participants to formulate an action plan/strategy with roles and a completion timeline.

Examples of a Googleopoly maps can be found here:


A Youtube instructional video showing how to create and customise a Google map can be found here:

http://www.youtube.com/watch?v=TftFnot5uXw

**On the next page you can find screenshots of the process of creating a map.**

To create a customised Google map the facilitator will need to sign in Google with a Google account.

After the map is completed, the facilitator will need to copy and save in an accessible location (word document, Powerpoint, email) the link to the map from the address bar of their browser so that it can be put on the handouts for participants or Powerpoint slides for the time when participants need to access the map. It is useful to check whether the map is accessible by trying to open it after signing out of Google – participants should not need to log into Google to access the map, this is adjustable in the privacy settings of the Google map.

For each placemark on the map the facilitator writes a task for the participants. The content of the tasks will depend on the purpose and objective of the workshop. The general guidelines regarding the ordering and staging of tasks are listed below together with examples of formulating tasks for the placemarks.
Resources

Below is a list of web resources you can use for the creation of “sparks” for your Googleopoly activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Web Address</th>
<th>Use for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google maps</td>
<td><a href="http://maps.google.com/maps">http://maps.google.com/maps</a></td>
<td>As a VLE to build your Googleopoly adventure map, host your activity, resources, etc.</td>
</tr>
<tr>
<td>Fake airline boarding pass</td>
<td><a href="http://omatic.musicairport.com/">http://omatic.musicairport.com/</a></td>
<td>Create boarding passes to the starting destination on the Google map, print/save as pdf and send to participants to start them on their journey.</td>
</tr>
<tr>
<td>Barcode/QR code generator</td>
<td><a href="http://www.barcodesinc.com/generator/index.php">http://www.barcodesinc.com/generator/index.php</a></td>
<td>Code tasks as barcodes which participants have to decode to uncover their tasks or ask participants to generate barcodes for mission statements, etc.</td>
</tr>
<tr>
<td>Comic creator</td>
<td><a href="http://www.wittycomics.com/make-comic.php">http://www.wittycomics.com/make-comic.php</a></td>
<td>Participants can present the key ideas of their scenario as a comic strip</td>
</tr>
<tr>
<td>Send an email to your future “You”</td>
<td><a href="http://emailfuture.com/">http://emailfuture.com/</a></td>
<td>Use a “spark” for discussions, for the Googleopoly destinations, etc.</td>
</tr>
</tbody>
</table>
PROCESS AND CONTENT IN CREATING THE GOOGLEPOLY MAP

1. Open Google, log in and click on the Maps tab. You will see this screen:

2. On the screen above, click on “My places”. You will see a screen looking like the screenshot below:
3. On the screen above, click on the red tab “Create Map”. It will take you to a screen like the one below. When you have finished editing the map, click “Done”:

4. This is the beginning of your workshop map. Give it a title and make sure the option “Public” is checked – in this way the map will be accessible to anyone with the link to it to view but not to edit. The description should be your introduction to the Googleopoly game. You can see an example in the screenshot below:
5. In order to create the Googleopoly route, you need to populate the map with tasks, which the participants have to complete as part of the game. To start creating placemarks or to edit a saved map, click on the tab “Edit”. The screenshot below shows the tab you need to click in order to create a placemark.

![Map showing a placemark](image)

6. Click and hold with the mouse on the placemark sign and put it anywhere on your map. When you drop the placemark onto the map, you will see a screen like the one below:

![Placemark creation screen](image)

7. The title of the placemark should be the name of the destination which will contain the task for the participants. In the “Description” box you need to put the task which participants need to complete.
Example tasks

The coloured boxes on the following pages provide examples of tasks with which the Google map may be populated. After each box there is a screenshot of an example placemark. The tasks are presented in the order of the Learning Futures model – stimulating participants’ thinking to follow the lines of Hindsight, Insight and Foresight and then develop an action plan or a strategy. The facilitator of the workshop can change the content of the tasks in accordance with the purpose of their workshop. Each task should conclude with the next destination on the map participants should move on to after completing the task.

**STAGE ONE: STARTING A FUTURE TIMELINE.**

**EXAMPLES:**

“It is the Year 2030. Think of the three things in project management education (practices, roles, technologies, content) which will change the most from the way they are now in your area of work in 18 years time. Write them down in your travelogue.”

Or

“The number of higher education institutions in the world in 2025 is three times the number of higher education institutions in 2010. Think of 5 events, trends or factors which have resulted in this increase.”

Or

“You must have eaten something disagreeable yesterday… Or maybe it was that last drink… Or wait, maybe you really should have helped that elderly lady cross the street the other day because she must have placed some spell on you… Whatever the reason, you are suddenly transported to the Year 2015. No fear, you seem to be still at the University of Leicester. But oh, what a change you discover when you start exploring! It has all happened after the implementation of the disastrous Learning and Teaching Strategy which the University adopted in 2010.

1. In your Travelogue in the wiki, list 5 things (ways of doing things, people, objects, roles, buildings, anything) about the University of Leicester in 2015 which you think will be different as a result of the new Strategy.

2. In your Travelogue in the wiki, list 5 things (ways of doing things, people, objects, roles, buildings, anything) about the University of Leicester in 2015 which you think will have remained unchanged despite the new Strategy.”

Now go to Paris
At each step in the Labyrinth you will have to make a choice, complete a task or answer a question.

Your first challenge awaits you at Mumbai - click on the city in the links below. Read the challenge and write your answers in a document. When you are done, go to your next destination. When you finish the journey (if you do) a 'success galop' ev mail your answers to info@calf.de.uk

Dr. Sandra Romenska
sandra.romenska@seh.oxon.org

http://twitter.com/#!/sandraromenska

Location

Mumbai
Here is your first challenge... Think of the three things in education (practices, roles, technologies, content) which will change the most from the way they are now in your area of work in 15 years...

Bishop Lichington's
You walk along... well, I mean you... You will be asked to answer the questions in the Labyrinth links... They haven't had a good rest for a while... Anyway, you challenge to think a...

Hondulu
As nice as it is, Hawaii is not part of the great... Go back a step and check where you were supposed to go.

Sotogo
Argg, you were warned, you were warned just when you thought it was over. This link of the Labyrinth site after you. To escape a fate worse than death, you have to give them the one thing they like most.

Paris
While you are enjoying the cool spring air of Paris after the Mumbai heat, try to think of three changes in the past, in any area of life, which are similar to the changes you envisaged for your...
STAGE TWO: HINDSIGHT AND INSIGHT THINKING.
ELICIT IDEAS ABOUT INSTITUTIONAL IDENTITY AND VALUES
EXAMPLES:

“1. Think of two changes in the past, in any area of life, which are similar to the changes you envisaged during the previous challenge. That is, think of two analogies to the future changes you expect. Write them down in your document.

2. Think of three factors in the present which will facilitate the realisation of the changes you envisaged. Think about social, cultural, economic, environmental, demographic factors.”

Or

“1. Think of 5 reasons why the Learning and Teaching Strategy adopted by the University in 2010 has turned out to be such a success in 2015. Write them down in your travelogue.

2. You have been asked by Google to give them 5 key phrases/tags for the University's Learning and Teaching Strategy - write them down in your travelogue”.

Now go to Mumbai
STAGE THREE: MORE INSIGHT, VALUES, RESOURCES.
EXAMPLE:

“In your travelogue write down:
1. One key resource the University should not overlook in implementing the new Strategy.
2. One thing (idea, action, role, wording, anything) that the University must include in the new strategy to differentiate itself from other universities.”

Go to Rio de Janeiro
STAGE FOUR OPTION 1 ACROSS GROUPS: COLLABORATE, ELICIT FEEDBACK AND REFLECT ON IDEAS

EXAMPLE:

“Ahhh, you were warned, you were warned!!! The Labyrinth Trolls are after you! You have 15 minutes to save yourselves. You will need to enlist the help of some of the other adventurers exploring the Labyrinth. Find out if there are other explorers who are also in the Labyrinth and pair up with them to complete together the following task to save yourselves from the Trolls. Any means of persuading them to collaborate with you are allowed – you need their help!!! Except for threatening to delete their travelogues on the wiki – instant disqualification will follow. When you have paired up with a group of fellow explorers, complete the following tasks:

1. Note down who your collaborators are in your travelogue.

2. In YOUR travelogue wiki, list 3 action points which will help YOUR collaborators prepare better for the future of the University of Leicester that YOU have envisaged so far in YOUR travelogue. What do they need to do in order to be “successful” in that future?

   Let's hope that the Trolls have lost sight of you. You can see the light at the end of the tunnel of the Labyrinth. Or wait… Is it the incoming train?

   Catch the train and go to Berlin.”
STAGE FOUR OPTION 2 WITHIN GROUPS: ACTION PLANNING AND STRATEGY DEVELOPMENT

EXAMPLE:

You are almost finished - you can actually see some light in the end of the tunnel. Or wait, is this the coming train? Finish the task quickly before you have to find out - you have 10 minutes.

Think of six actions you and your organisation need to take in the next three to five years in order to prepare for the changes you envisaged in the beginning. Write them down in your document. Are there any resources which you think you will need in order to take these actions? Write them down.
STAGE SIX: VISUAL THINKING, PRESENTATION.

EXAMPLE:

You are safe. And it is the end of the labyrinth. And you have 10 minute left.

In order to be allowed to come out, you need to complete one last task:
1. Select and copy all the text from your travelogue and paste it in the Wordle application here:

http://www.wordle.net/

When you have created a wordle that you like, press ALT and PrtScrn on your keyboard. Open the Paint programme on your computer and press Alt+V. this will paste your wordle in Paint. Save the image as a jpeg and post it in your Travelogue. If you are having difficulties, ask the Good Labyrinth Ghost for help.

Hurray! You are done!!!! We will have a discussion of the adventures with the other survivors (if there are any, the Labyrinth is an unforgiving place)....
At each step in the Labyrinth you will have to make a choice, complete a task or answer a question.

Your first challenge awaits you at Mumbai - click on the city in the links below. Read the challenge and write your answers in a document. When you are done, go to your next destination. When you finish the journey (if you do "Sinister grin") e-mail your answers to sr224@le.ac.uk

Mumbai
Here is your first challenge... Think of the three things in education (practices, roles, technologies, content) which will change the most in the way they are how in your area of work in 15 year...

Bishop Itchington's
You are doing really well. If I were you, I would be careful not to attract the attention of the Labyrinth trolls - they haven't had a good meal for a while... Anyway, you challenge is to think o...

Honolulu
As nice as it is, Hawaii is not part of the panel! Go back a step and check where you were supposed to go.

Sozopol

Argh, you were warned, you were warned! Just when you thought it's over, the trolls of the Labyrinth are after you. To escape a fate worse than death, you have to give them the one thing they like more than eating humans - pictures!

On the web, find three images which represent one of the future changes you imagined, one of your analogies and one of your future actions, copy and paste the urls of the images (or the images themselves) in your documents.

You are done! Congratulations! Now email your documents to sr224@le.ac.uk and stay tune in the Adobe Connect conference room for a discussion.
**FACILITATION**

1. **Start:**
   At the start of the activity the facilitator explains that participants will be sent out on a journey through the dangerous Labyrinth of 100 Possible Futures. A possible introduction goes along the lines:

   “I have a map to the labyrinth which I will share with each group. The secret map is hidden in what looks like an ordinary Google Map. I will give each group a link to the Google map where you can start your explorations. The trick is that each group will have a different starting point which will be revealed shortly. At each destination on the map a challenge awaits the explorers and to solve it you will have to work as a group and be daring and courageous. After you complete the task at your starting destination, your next destination will be revealed. Record your solutions to the challenges and tasks you encounter in your group travelogue – that is your group’s wiki.”

   The facilitator may need to clarify again that the travelogue is the wiki, that participants need to take turns in working with the web tools and that they need to complete the tasks within the allocated time for each task.

   ! It is important to specify the time allocated to each task as part of the instructions in the corresponding placemark. Part of the facilitator’s role is to make sure that groups move on to the next destination/task after the end of the allocated time!
CONCLUSION OF THE WORKSHOP

As the participants progress towards the completion of each task from the Googleopoly the facilitator analyses their content as they post it (in their group’s wiki, Google doc or flipchart sheet) in order to fill in the table below. By the end of the Googleopoly activity the facilitator will have developed a structured analysis of each group’s ideas and will be able to compare the outcomes across groups. In this way differences and similarities can be highlighted, plans and future activities discussed as part of the concluding presentations by the participants. After each group presents their outcomes, the facilitator summarises the key ideas using the results from the table below. It is important to use this opportunity to point out the similarities which are likely to emerge across groups as this reinforces the sense of shared values, ideas, problems and plans which is a key outcome of the Googlepoly activity.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Group Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiation  - targets, activities, resources, needs, features, organisational values, etc that participants perceive as defining the identity of their organisation, their role, practice or the entity which was the focus of the workshop.</td>
<td></td>
</tr>
<tr>
<td>2. Risks – what can impede the realisation of the scenario/strategy that participants have developed?</td>
<td></td>
</tr>
<tr>
<td>3. Opportunities - what can facilitate of the scenario/strategy that participants have developed?</td>
<td></td>
</tr>
<tr>
<td>4. Future changes - which the participants envisaged their scenario/strategy will need to address/solve/make use of.</td>
<td></td>
</tr>
<tr>
<td>5. Future constants - things which will remain the same during the envisaged future time period and the participants’ strategy can build on.</td>
<td></td>
</tr>
<tr>
<td>6. Indicators for success/failure of the new strategy – what will determine whether the participants’ strategy/scenario has been fulfilled?</td>
<td></td>
</tr>
</tbody>
</table>
IF YOU HAVE FOUND THIS PLAYBOOK USEFUL

This playbook is made available under a Creative Commons Attribution 2.0 licence. Under the terms of this licence you are permitted to copy, distribute, display and perform the work, and make derivative works. The CALF Project and the Beyond Distance Research Alliance would be very interested to hear back from you about the ways you implemented the ideas from this playbook in your own context. Please send any feedback, ideas, images of maps or wikis to Dr. Sandra Romenska or the Beyond Distance Research Alliance to share with the rest of the learning futures community.