Initial Outline Plan of Change Laboratory sequence design

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| Session number | Task number | Expansive learning action | First stimuli | Second stimuli | Mirror materials | Social organisation | Documentation | Discussion and Recording |
| Typically 7-15 sessions | Typically 2-3 tasks per session, but depends on session length | Refers to the *main* actions you are focussing on within the design, not an exhaustive list of everything that might happen. 1-2 actions per session is the norm.  Expansive learning involves a rough ordering of the actions as follows: Questioning; Historical analysis; Actual-empirical analysis; Modelling; Examination; Implementation; Process reflection; Consolidation. In practice, there will be more flexibility by the end of the project than at the beginning. Do NOT jump to ‘modelling’ before finishing the earlier actions. | What goals will you set for participants to pursue?  Identify x, Analyse y, Map out the range of z, Find the differences between a and b, and so on. | What analytical *frameworks* or *assistance* will be offered to participants to address the first-stimulus problem?  Activity system diagram, conceptual framework, blank tables to fill in, blank graphs to draw on, ….  Again, for some later sessions, second-stimulus materials might be derived from earlier sessions, so that the knowledge-building is cumulative. | What information will you provide to the people in the room to illustrate the problems that the first-stimulus task addresses?  Institutional documents, videos of interviews with students, …  In later sessions, mirror-data might be taken from earlier sessions—if those sessions have been recorded properly. | How are participants to be organised?  Whole groups, part groups, individual working …  Working in the room, going to examine some resource nearby, homework tasks before the session…. | How will participants document their own work?  How will they take notes to refer to themselves later? How will they feed sub-group or individual working into the larger group?  Sheets provided to groups or individuals. | How will you document what has been said? This is (a) so that it can be drawn on in later sessions, and (b) so that it is captured in a manner amenable to your research analysis. Those two aims have slightly different requirements; please ensure that you have amply considered *both*.  Appointing a scribe within the session to take flipchart notes or minutes, video recording of sessions, collecting in some parts of the Documentation, …. |
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