

Conversation 1 Online Guide

(please note there is also a guide for in-person events on the website)

Purpose: To ***create*** future visions for the higher education sector and its relationship with society, and to share examples of practices that are taking us towards these visions.

Standard Approach:

- Online workshop(s)
- Up to 20 people
- 3 hours facilitated space
- Facilitation guide and resources provided, with the potential to amend according to needs and interests of potential participants

Process: The workshop has 4 main sections

- Creating a thoughtful and inclusive space to work together
- Reviewing and building horizon 1
- Imagining the future horizon 3
- Considering individuals and organisations and activities that are helping to realise the future

Before the workshop preparation

- Create event version of slide deck, choosing the relevant slides from the appendix of core slides, or from the themed slide deck, to complete the one provided
- Contact NCCPE to provide you with bespoke padlet links for your event to capture participants' H1 and H3 ideas
- Review accessibility needs of participants, and ensure you provide slides in advance to delegates if needed. These should be in pdf format.
- Create pdf versions of the H1-only or H1 H3 map for sharing in chat at the event

Top tips

1. We are not working to one unified vision that we all agree with – we can hold tensions and differences in the futures we imagine
2. We are seeking inspirational visions for the future, trying to help people to look beyond the immediate ‘fixes’ to a different paradigm for research and learning, and the role of universities within that.
3. The 3H process uses this vision to identify some of the principles and worldview differences between the now and the not yet, which helps us to identify organisations and practices that are working towards the future. You may want to do this as part of your event, if you have longer than 3 hours.
4. Use a process that can capture the different perspectives of those involved. Whilst in some of the group work, we will prioritise key aspects together, we don’t want to lose the insights of those whose ideas are not prioritised in the meeting. This might include having an online padlet or using chat for people to capture their ideas.
5. The 3H process is just one process that can help scaffold useful conversations, encourage people to try it out, rather than critique it as an approach. You can then critique it once you have tried it out.
6. Inclusive facilitation is a core part of holding the conversation. This will mean being mindful of who you invite to speak first; offering different ways to contribute that don’t rely on presenting ideas verbally to the whole room; managing those who find it easier to contribute by putting up their hand, encouraging them to maintain space for others to participate. It will also mean holding back your own perspectives and ideas as a facilitator as you seek to support participants to contribute to the conversation.
7. If you are doing group work then you may want to create a quiet breakout room for people who would prefer to work alone, providing a separate padlet link for people to contribute to.
8. The facilitation guide below suggests a guided exercise that helps people locate themselves in the future and consider what it could be like. For most people this provides a really useful scaffold to leave behind the current context with its constraints and frustrations – however some people don’t find it useful. Offer the option to not engage in this, so people feel able to use the time as they will to imagine the future.
9. Drawing the future is helpful for people to express their thoughts, mind-mapping, creative visioning – but participants can use words too.

Suggested Facilitation Guide – for Online Conversations

Please note – you will know the dynamics of the groups you are working with. The elements below can be tailored to the group you are working with, and not all of the aspects need to be included. You may want to put more time into the future visioning, or, for a group who know each other well, you may spend less time at the start getting to know one another.

Time	Section	Facilitation	Technical support	Resources
00.00	Welcome and introduction	Introduce yourself, and the Engaged Futures Project Agenda for the workshop Principles for working together	Share slides	Slides 2-6
00.10	Getting to know one another (20 min)	<p>Opportunity for people to get to know one another and begin to tune into the topic.</p> <p>Invite people to: Think of an example of when you have enjoyed learning about something new – where were you, why did you enjoy it, how has that learning impacted you? Add your response into chat</p> <p>If time – ask people to share their examples OR Review and read the comments in chat. Choose a couple of examples and invite the people who contributed to reflect on them</p>	<p>Stop sharing slides</p> <p>Add question into the chat</p> <p>Welcome new people in chat as they arrive and repost the question</p>	No slides
00.30	Building a picture of the current system H1 (10 min set up, 20 min groups)	<p>Introduce the 3H approach – and the fact we are going to look at the current system of research and learning in the UK and the role of universities in this.</p> <p>H1: Invite people in groups to consider: from your perspective what are the signs that the current system is not working well for everybody? Ask them to discuss this in groups, and to come up with one or two examples to share. Quality being more important than quantity.</p>	<p>Share slides</p> <p>Set up small groups of around 5 people, for 20 minutes.</p> <p>Tell people when 5</p>	<p>Slides 7-9 + chosen horizon 1 map from appendix.</p> <p>Group padlets: We will create bespoke padlets for you – please email NCCPEcatalysts@uwe.ac.uk, and we can create them for you.</p>

		Put people into groups of 3-4 people, each group supported by a padlet board to capture their thoughts about Horizon 1.	minutes left in groups Close groups	
1.00	Plenary feedback on H1 (20 min)	<p>Plenary</p> <p>Ask each group to share one idea from their discussion. Once they have done this, you can ask for a second idea if you have time. Open up and ask people if there is anything else they would like to add to this discussion.</p> <p>If you are able to do this, you might want to record the responses into purple circles on the template provided on Slide 30 of the Core slide deck. This could be done by a co-facilitator if you have one.</p>	If you have someone supporting you, as people feedback they could add each idea into one of purple circles.	Feedback template (in slide deck appendix slide 30 “Proforma H1 H3”)
1.20	BREAK (10 min)	Encourage people to take a break by turning off their cameras, going outside, grabbing a drink etc		
1.30	<p>Visioning the future H3</p> <p>(5 min guided exercise, 10 minutes working individually, capturing thoughts/ drawing of</p>	<p>Welcome people back, and explain you are going to do an exercise to imagine the future, H3.</p> <p>Invite people to grab a piece of paper and to sit and listen to you inviting them to imagine. They may want to turn off their cameras for this part of the workshop.</p> <p>We want you to imagine a future where people learn and can do research in inclusive and ethical ways – and consider what, if any, role does the university have in this future – where can they add value, and how would they be working to realise that value.</p>	No slides	Message to turn off mic and videos if necessary

	future of university)	<p>We will do a meditative exercise, to help you explore these futures. If you would like to join in I ask that you close your eyes, making you're sitting comfortable. If this isn't for you – I suggest you use the time to think about the types of future you would like to see for research and learning, and the role of universities in this.</p> <p>You are sitting on a chair at your computer. As I am talking you rise up out of your chair, and float upwards, over the room, and now the building where you are sitting. You can see it getting smaller and smaller beneath you. Then you start to travel through time. Initially you move slowly and then more quickly. You see the changing seasons, the beginning of autumn as the leaves on the trees start to go brown, and then there is snow and ice of winter, and suddenly bulbs are sending out shoots and the fields are full of lambs, and a year has passed, and things are getting quicker and quicker, and it's 2027, 28, 29, 30, 35, 40 and it's 2045. So much has changed beneath you as the time has passed, and its time to find out how....</p> <p>You land in a place that you knew before, a place where there was a university in 2025. What is the place like now? Who is in this place? What are they doing? Where are they meeting together?</p> <p>You want to find out if there still is a university in this place? Look around you. What do you see?</p> <p>Can you see any evidence of a university in this place? If so what?</p> <p>What types of building or spaces are there? Where do you see the university/universities in this place?</p> <p>Where are the students? What are they doing? Who are they?</p>		
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1.45	Exploring our visions (25 minutes)	<p>Invite people to share their H3 visions with other in small groups, and capture some of the elements that they share into the padlet, to explore commonalities and differences from the ideas they developed.</p> <p>Choose one or two to share back with the group</p>	<p>Set up small groups of 3-4 people, for 20 minutes.</p> <p>Tell people when 5 minutes left in groups</p> <p>Close groups</p>	<p>Group padlets: We will create bespoke padlets for you – please email NCCPEcatalysts@uwe.ac.uk, and we can create them for you.</p>
2.10	Building our collective horizon 3	<p>In plenary ask people to share specific aspects of their visions for the future university. Go round each group and ask for one of the ideas they have chosen to share back.</p> <p>If time do another round</p>	<p>If you have someone supporting you, as people feedback they could add</p>	<p>Feedback template (in slide deck appendix, slide 30 “Proforma H1 H3”)</p>

		You may also ask people to share anything they want to see captured in the chat. You might like to record responses into green circles on the template provided on Slide 30 of the Core slide deck.	each idea into one of green circles.	
2.30	Where do we see this in practice?	Plenary session Ask people to consider examples of where they have seen this type of future – in their practice, the organisations they know etc.... Share these in chat and then invite people to share more about them	Share slides	Slide 12-13
2.50	Summary	Reflect on what you have covered. Explain what is happening next, and how people can contribute to the overall programme Ask for one final reflection in chat, which you could do as a waterfall. Ask people to consider what one hope they have for the Engaged Futures project, to write it in chat, but to not press send. Give people a few minutes, and then ask people to press send on the count of three: do a countdown and all the ideas will emerge at the same time. You can then read them out loud quickly before closing the meeting by thanking people for coming	Share the feedback template if you have completed it - so people can see their ideas.	Post question in chat: what one thing do you hope for the Engaged Futures project? Slides 16-18
3.00	END			

Contrasting world views/ values: extra activity

If you have more time for your session, you may want to include an exercise where people look at the worldviews and values underpinning H1 and their imagined H3. You would do this after you have imagined H1 and H3, but before they consider where they see this in practice.

To do this invite people to come up with pairs of words that illustrate a contrast between H1 and H3 e.g. individual vs collective. In groups ask people to come up with one or two pairs of words that captures a contrasting worldview/ value set for the H1 and H3.(20 min). Share the resulting pairs in plenary (15 min) and then ask people to prioritise the three they think are most important e.g. using votes in padlet (5 min).