

## TRAINER'S MATERIALS

MODULE: IMPLEMENTATION

TOPIC 3A: MIRO AND BACKCASTING

### TRAINER'S MANUAL OF THE TRAINING SESSION

**DURATION OF THE SESSION: 240 MINUTES**

Time	Table of content	How
10'	<p>Link to MIRO: <a href="https://miro.com/app/board/o9J_IKHeQTE=/">https://miro.com/app/board/o9J_IKHeQTE=/</a></p> <p>Miro Frame 4 (Use pdf. from MIRO board)</p> <p>Introduction to the training</p> <p>Welcome to the training on MIRO and vision backcasting.</p> <p>My name is... I represent a company... Here is a link to the MIRO board...</p> <p>Let's start with the I DO ARRT (refer to frame no.1). Today's (I) INTENTION is to introduce you to a digital &amp; interactive board MIRO and a curriculum design framework Vision backcasting. It is to provide the participants with understanding of the phases in the backcasting design process. You will be also introduced to the basics of learning arches (LA).</p> <p>(DO) Desired outcome for the workshop is to:</p> <p>Participants have understood and can go through 4 steps of the horizontal part of the design process:</p> <ol style="list-style-type: none"><li>1. Brainstorm the Skills, Knowledge and Attitudes (SKA) for the overall vision for the educational program that is designed.</li><li>2. Brainstorm SKA for the students at the entry level.</li><li>3. Brainstorm SKA of the core staff.</li><li>4. Reality check of what is likely and not likely that students have at the entry level of the course.</li></ol>	<p><i>I explain the purpose of this session (Intention, Desired Outcomes, Agenda, Roles, Rules and Time.</i></p> <p><i>Refer to pdf. from MIRO</i></p>

	<p>Then we go through AGENDA (A) (*For an example agenda refer to a document PMTC - exercises- Backcasting &amp; Miro).</p> <p>Thereafter, explain ROLES (R) -who is facilitator/ trainer, time keeping,</p> <p>Team- co-creation, discussions</p> <p>Rules (R) of the session:</p> <p>Active participation, Trust the process, Be here now, no phones, Be creative, Try new things, Have fun!</p> <p>Time (T) 4,5h (including 30 min break divided into 10min breaks)</p> <p>Any questions?</p>	
50'	<p>Introduction to MIRO</p> <p>STEP 1 2'</p> <p>Watch a short introductory video on MIRO <a href="https://vimeo.com/367077271">https://vimeo.com/367077271</a></p> <p>Step 2 Miro crash course 18':</p> <ol style="list-style-type: none"> <li>1. Find and use sticky notes (toolbar on the left hand side, click on the icon that says sticky note). Write your name on it.</li> <li>2. Put an emoji on a post-it. Click on a post-it and pick an emoji/ smiley face icon from a meny that shows above the post it.</li> <li>3. Google image search (tool bar on the left, 3 dots at the end, new toolbar pops up, there it is). Find an image for &lt;love&gt;. Put it next to your sticky not</li> <li>4. Zoom in &amp; out (down in the right corner)</li> <li>5. Follow where your trainer/ other participant is looking (top, on the right side click on a little, round icon with a picture or letters of the name)</li> <li>6. Navigation mode in the settings (find settings on the top, right side, click on an icon settings, navigation is the third from the top)</li> </ol> <p>Step 3 40'</p>	<p><i>I show a short video. Then explain how to use the tool, and the participants practice and ask questions at the same time.</i></p>

	<p>Exercise Practice the use of basic tools and get to know each other: (In MIRO frame find a table to be filled-in)</p> <ol style="list-style-type: none"> <li>Pick one of the free spots in the table.</li> <li>Write your name above.</li> <li>Pick a post-it from a toolbar on the left and answer a question in the bottom square- What have you learnt recently?</li> <li>In the toolbar on the left, find &lt;...&gt; and go to google image search, in the square above post a picture of something that makes you happy.</li> <li>Presentation of each participant.</li> </ol>	
10'	Break	
15'	<p>Introduce the case to create an education program through the backcasting tool</p> <p>Step 1 3'</p> <p>Introduce CASE (Miro frame 5)</p> <p><i>&lt;To develop an international training program for young aspiring leaders who want to work for social change. Age 18-25 years old.&gt;</i></p> <p>Step 2 5'</p> <p><i>In order to get a better picture of the case, I'll divide you in groups with your colleagues to answer the following questions:</i></p> <p><i>What areas does your organization operate in? Reflect in groups with your colleagues and write on post- its in Miro frame 6, point 1.</i></p> <p><i>(divide participants in groups in accordance to their workplace and into break-out rooms)</i></p> <p><i>In plenum, find post-its with common traits with the other groups, put them together in Miro frame 6, point 2. 3'</i></p> <p><i>Based on the common traits decide on: What kind of social change do you want to contribute to together? Miro frame 6, point 3. 5'</i></p>	<p><i>Short presentation</i></p> <p><i>Nuancing a case study. Exercise given by the trainer to the participants.</i></p> <p><i>Group work</i></p>

5'	<p>Briefly introduce the backcasting tool (Miro frame 7)</p> <p>Vision backcasting is a framework designed by a business school Kaospilot in Denmark. The framework allows to develop any educational program, learning strategy or curricular framework of any length for any vocation that aspires to deliver equally and authentically on not only skills and knowledge, but also attitudinal &amp; mindset necessary for personal growth and development of the participants, staff, clients and even the wider community. This model helps educators to be more cognisant of what and how they are teaching and has the potential to inspire their attitudes about content and delivery.</p> <p>We start from the right-side of the framework and set the context and establish the vision. Then in step 1 we decide upon the content: knowledge, skills and attitudes that the students need to learn by the end of the program. In step 2, we go to the left-hand side of the framework to look at the student. What competencies do they need to have when they enter the programme? After that, in step 3, we go through the same reflection process about the core team. In step 4 we move to 'a reality check' and vertical planning of the programme starts falling into place. We start dividing knowledge, skills and attitudes from step 1 (right side of the framework) into the middle.</p> <p>Due to time restrictions, this workshop is a simplified version of the vision backcasting process and merely showcases the possibilities it gives to design an educational programme. We concentrate on the part of creating a vision, skills, knowledge and attitudes of different actors. In this four hours long workshop we don't define themes, content, questions, evaluation of goals, the context (refer to concentric circles on the right). Nor the vertical process for defining measurement, actions and goals.</p>	<i>Presentation</i>
10'	<p>Power of Why and vision (Miro frame 8)</p> <p>Now, in order to start planning we need to agree on the common vision. A statement that is describing the CLEAR and INSPIRATIONAL, long-term and desired change. Let's listen to Simon Sinek's explanation of what vision and power of why is.</p>	<i>Trainer's speech. Showing a short video.</i>

	<p>Step 1 3'</p> <p>Watch a video describing the difference between starting with why and a vision.  <a href="https://www.youtube.com/watch?v=olX3quSd4Eg">https://www.youtube.com/watch?v=olX3quSd4Eg</a></p> <p>Step 2 7'</p> <p>As a group create a summary of the video by writing key words on post-its from the video and group them into two categories: WHY and VISION.</p>	<p><i>Whole-group exercise</i></p>
<p>30'</p>	<p>Miro frame 9</p> <p>Based on the house and foundation metaphor used by Sinek, let's create a common vision statement.</p> <p>Instruction</p> <p>STEP 1 10'</p> <p>Start with the why, work in groups of 3 people all on the same frame and create a 'why' collage with images from Google image search (Integrated in Miro). 5'</p> <p>(Send people into break-out rooms in Zoom)</p> <p>After this time, each team presents in plenum their images and describes them. Keep it short. The other participants write key words from the presentation on green post-its. 5'</p> <p>STEP 2 10'</p> <p>After everybody presented, do the same and pick images for your vision of the programme.</p> <p>5 min for work in groups (in the same groups, send participants into break-out rooms in Zoom), after that 5 min for the presentation of images, the other participants write keywords from the presentation on orange post-its.</p> <p>STEP 3 10'</p> <p>Based on why and vision post its, formulate a vision statement in your groups. Write on a post it. 5min</p>	<p><i>Group work</i></p>

	<p>The whole group votes by giving an emoji (every person gets 3 votes) to a post-it they like most. The post-it that gets the most emojis wins. 5 min</p> <p>Duplicate the post-it with your vision and put it in the circle 'Vision' in the backcasting canvas, Miro frame 7.</p>	
10min	<b>Break</b>	
18'	<p>Miro frame 11</p> <p>STEP 1 SKA created by vision of the programme</p> <p>Take 12 minutes to think individually about skills, knowledge and attitudes (SKA) that the students in our course need to learn. This is where we want our program to take the students. In other words, what are the Knowledge, Skills and Attitudes that must be learned, explored, applied, and anchored during the educational program we design?</p> <p>IMPORTANT:</p> <p>Write one word per post-it, use verbs, it makes it easier later! We are looking for QUANTITY, so produce a lot of sticky notes. Write them on separate post-it notes.</p> <p>IMPORTANT:</p> <p>Write one word per post-it, use verbs, it makes it easier later! We are looking for QUANTITY, so produce a lot of sticky notes.</p> <p>Do you have any questions?</p> <p>After that, take 3 minutes to read through the post-its written by other participants.</p>	individual mapping exercise in Miro
18'	<p>Miro frame 12</p> <p>STEP 2 Exploring SKA of ideal students entering the course.</p> <p>Now we turn our attention to the most important part of any education, 'the raw material', the students. Focus on a student entering the course. What would the ideal student have if we could choose? Dream big! If you do then you can improve... The guiding Question here is, 'if we want to deliver all the SKA from</p>	individual mapping exercise in Miro

	<p>step 1, what would we love students to have, to build on, a positive attitude or experience of something before they start?</p> <p>Who are the students?</p> <p>What are their 'must have' and 'nice to have'.</p> <p>Take 12 minutes to think individually about skills, knowledge and attitudes that the students have when entering the course. Write them on separate post-it notes.</p> <p>Do you have any questions?</p> <p>After that, take 3 minutes to read through the post-its written by other participants.</p>	
15'	<p>Miro frame 13</p> <p>STEP 3 Exploring SKA of the core team</p> <p>Take 3 min to think who are the members of the core staff in your program? Are they only teachers or maybe mentors, leadership representatives etc. Write your suggestions on separate post-its in Miro frame 13.</p> <p>Take now 10 minutes to think individually about skills, knowledge and attitudes of the core staff.</p> <p>'If we want to deliver all the SKA from phase 1, what would we love the core staff to have, to build on, a positive attitude towards or experience of?</p> <p>Think that it's important to attract staff that fosters passion, creativity, perseverance, courage and empathy.</p> <p>From this brainstorm, again write as many post-its as you can!</p> <p>Write them on separate post-it notes in the table, Miro frame 13.</p> <p>After that, take 2 minutes to read through the post-its written by other participants.</p>	individual mapping exercise in Miro

<p>20'</p>	<p>Miro Frame 14</p> <p>Introduction to Learning Arches (LA)</p> <p>Presentation:</p> <p>The Learning Arch Design method is a simple way to bring learning alive. It visually translates and interprets the curriculum into an exciting learning journey and invites colleagues and students alike to co-create, design and deliver the adventure. LAs are a clear way to reveal the learning journey and unfold the narrative of the proposed user experience and the teacher's and student's role in it. Use them to share and describe the design, thoughts and logic of the learning journey you have created and make the call to adventure and the 'big picture' literally drawn from the written curriculum.</p> <p>The process is divided into three phases: setting, holding and landing the arch.</p> <p>1. Setting Learning arch</p> <p>Setting is the most important stage. It requires passion and ambition to push off and set the learning in motion. It should set the stage, culture, tone and mood for the entire learning period, module or semester. A call to adventure. It offers the best start for the study and learning approach and why what we are about to learn is relevant, useful and powerful! It shares the big and small learning agenda and inspires connection and ownership of the program and the shared learning agreement. (contract)</p> <p>Always before we set an arch, we need to make sure that we land the previous arch. This is most critical when we start a new program or course on day one. We must remember to land the multitude of individual arches that are the student's and learner's experience, interests and passions they bring with them.</p> <p>2. Holding Learning Arches</p> <p>Holding refers to the facilitation or hosting of the multiple arch spaces between setting and landing. Holding Learning arches, is the hosting, facilitating and leading of the learning experience and the learning space both inside the arches and between them. When we set and land, an arc is created to join them together, this creates the learning arch and a space inside called the learning</p>	<p>Presentation &amp; questions from the group</p>
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	<p>space. This is the space we need to hold and host whilst we lead the learning journey through many arches simultaneously from left to right on the timeline.</p> <p>3. Landing Learning Arches</p> <p>Landing a Learning Arch is a key moment in any learning process. It's the time when, if you have designed and facilitated correctly, the students are asking for more and less of content, experience, reflection, application etc. But generally, it's a time to land, relax, look back and feed forward. A time to assess and evaluate not just on a skills and knowledge level as is the norm in academia, but equally on an attitudinal and mindset level. Allow the students to feed forward their learning, get on the same page, explore what they want to learn more of or dig deeper into for the remaining arches. Or simply, make connections to help understand the importance of what they have just acquired and learned in relation to the master arch and over all purpose/goal or vision of the program. To reconnect with the bigger purpose. Always, land the arch in order to complete the phase of learning before starting the next arch.</p> <p>We land, and let everyone catch their breath.</p> <p>Are there any questions?</p> <p>Descriptions are based on the Kaospilot Learning Arch Design manual:  <a href="https://www.academia.edu/40605001/LEARNING_ARCH_DESIGN_USERS_MANUAL">https://www.academia.edu/40605001/LEARNING_ARCH_DESIGN_USERS_MANUAL</a></p>	
10'	Break	
40'	<p>STEP 4 SKA reality check for module creation (Miro frame 15)</p> <p>So far we have worked with the programme design horizontally, with establishing skills, knowledge and attitudes for the vision (STEP1), students (STEP 2) and the core team (STEP 3). Now we construct the programme vertically by choosing the order for competences, then deciding on measures, actions, goals and a title of the module.</p> <p>Task 1 20'</p>	<p><i>Individual and group work.</i></p> <p><i>Trainer is available for answering questions under the exercises.</i></p>

	<p>Meet potential students where they're at. What's realistic that these people already have of SKA at the entry? And what they don't have?</p> <p>Take 10 min to look at SKA of ideal students entering the course, Miro Frame 12, and group them into group 1: 'likely to have at the start of the course' and group 2: 'unlikely to have at the start of the course'.</p> <p>Then use 10 min for the whole-group discussion and pick together 3-5 SKA post-its from group 2. Put them under the 1st yellow part of the backcasting canvas (Miro frame 17, in the circle STEP 4 reality check), what they have to know/have at the start of the course but they don't. These SKA will make it to the first module of the programme.</p> <p>TASK 2 20'</p> <p>Take 20 min to discuss and pick as the whole group together 3-5 SKA post-its from SKA vision of the programme, Miro frame 11. Decide what makes most logical sense to work on in the course in the following phases. Put them under the yellow and white parts of the backcasting canvas, Miro Frame 17. They will construct the basis for the modules of the programme. Look at the example post-its under the backcasting canvas in the Miro frame 17.</p> <p>This is a messy and time consuming part - finding a linear logic that makes sense.</p>	
5'	<p>This is where the session ends. However, the design process is by no means done here. The process of deciding on the SKA for the subsequent modules involves going back and forth making sure that they logically build on each other. The next design steps are then to decide on:</p> <p>How to measure?</p> <p>If you want to really anchor the potential in attitudinal and personal development you will need to find ways to access, harvest, share, land and follow the students and the group's growth.</p> <p>What are the activities?</p> <p>These are the activities that will ensure delivery of the SKA you decided on for the subsequent modules. In other words, 'what' and 'how' will the students produce</p>	<i>Trainer's speech</i>

	<p>output, value &amp; impact where we place emphasis not only on the outcome but the process also and what the student learns on an individual and team level.</p> <p>What are the goals and titles of the separate modules?</p> <p>The whole backcasting process is described in detail in the Kaospilot Vision Backcasting manual ( attached in the appendix)</p>	
10'	<p>Final discussion and summary of the session</p> <p>What are your thoughts and impressions of the tools we used today?</p> <p><b>Summary of the session</b></p> <p>The aim of this session was to introduce you to MIRO as a collaborative digital tool and to a vision backcasting framework used to design educational programmes.</p> <p>The next step in the design process would be to fill out the vertical parts of the framework.</p>	<p><i>Group discussion</i></p> <p><i>Trainer's speech</i></p>