







Exchanging Perspectives

Fostering openness and curiosity

BEING | Openness and Learning Mindset

→ What you will need:

-  3 or more
-  Workshop
-  10 mins preparation
-  2 hrs execution

→ Menu:

- I. Overview
- II. Learning Activity
- III. Assessment
- IV. Key Advice
- V. References



“This tool helps students understand that you don’t need to be an expert on everything; even input from laymen can be useful. Approaching a problem on your own rarely yields new approaches, beyond those you are already aware of. Bringing in new people always helps. It is time to listen to each other.

—Caspar Schoevaars





I. Overview

Sharing diverse perspectives on complex challenges can lead to more creative and effective solutions, as well as improved relationships and collaboration among individuals. It can help to reduce biases and blind spots and enhance decision-making, making it a valuable approach for addressing complex challenges.

This tool, inspired by the Trojka Consulting tool as used in the Liberating Structures framework, provides a structured format to exchange perspectives on complex challenges. Students are prompted to share challenges that engage them, be curious about alternative viewpoints and open-mindedly review their own perspectives and attitudes.

Learning outcome

- ✓ The student is able to display openness and curiosity by a willingness to be vulnerable





II. Learning Activity

Displaying openness and curiosity are practiced in small groups of students. Students assist each other in identifying approaches to address individual complex challenges. In subsequent reflection, students contemplate fresh insights from diverse viewpoints.



1. Selecting a Problem 10 mins

Ask students to select a complex transition-related problem they are tackling or struggling with. Instruct students to formulate an open question on the problem, starting with 'how', 'why' or 'in what way'. For example: 'How can we help people achieve a more sustainable attitude towards transportation?' or 'In what ways can I best inspire target group x to engage in a transitional project?'

Instruct students to write a short account of their current approach to the problem. Allow them a moment to contemplate and determine their answer. Ask them to consider where they have looked for information and resources related to the problem.

Tip: we recommend dedicating time to establishing a safe and respectful learning environment where individuals feel comfortable sharing their reflections and perspectives.



2. Bringing the Case 6 mins per student

Form groups of three students, preferably mixing significantly different viewpoints and academic or cultural backgrounds. If students create their own groups, instruct them to look for group members beyond their 'usual suspects'.

In these groups, one student – the case bringer – shares their problem with the others in about 1 minute. The others then get to ask clarifying questions for about 5 minutes.





3. Consulting 10 mins per student

Ask the case bringer to physically turn around and the other students to take on the role of consultant. The consultants then discuss how they would solve the problem. The case bringer does not get to interact with the consultants during this time but should be able to hear the discussion.



4. Sharing Insights 15 mins per student

The case bringer turns back around to the consultants and shares their reflection on the consultation, guided by the following questions. The case bringer is encouraged to give back what this person 'heard' instead of what this person wanted to hear.

- What specific ideas or suggestions resonated with you? Why?
- Did any of the input challenge your initial approach? If so, how?
- Were there any alternative viewpoints or perspectives that stood out to you as valuable or thought-provoking?

Repeat Steps 2 to 4 so that each student takes a turn at being the case bringer.



5. Harvesting Session 20 mins

Invite students to review and expand their initial account on their approach of the problem with the new insights and approaches gained from the consultation.

After the consultation, students are asked to debrief on their experience as consultants and case bringers collectively, guided by the following questions:

- Did you see new approaches?
- What surprised you?
- In what ways do the proposed approaches compare and contrast with your original ideas?
- Did the consultants change their viewpoint?



- What makes this different from a regular group interaction?

Please note: as part of assessment *as learning*, students reflect using the reflective questions.





III. Assessment

The starting point is the student's own input. Before they do the exercise they think of a question and take a moment to determine what their answer *would* be. At the end of the exercise the students are asked to reflect on the differences between their answer/approach and those of the others. How do they differ and what can they learn from this?

This is an exercise that focuses on assessment *as* learning. By reflecting on the differences you notice, you assess your openness to other perspectives. Moreover, the context and setting further requires a vulnerable attitude.



Purpose

Assessment *as* learning aims to strengthen the learning process and the development of metacognitive skills. It empowers students to direct their own learning and to become independent, critical self-assessors.



Roles

Self-assessment and peer-assessment



Characteristics

Self-regulated learning



Materials

Reflective questions



Assessment

Reflective questions

1. How willing was I to be vulnerable in sharing my thoughts and experiences?
Please elaborate.

2. Did I demonstrate curiosity about alternative viewpoints during the perspective exchange? Please elaborate.

3. Did I actively listen and consider insights from diverse viewpoints during the consultation? Please elaborate.

4. Did I display a genuine willingness to explore different perspectives and ideas?
Please elaborate.





5. To what extent did I reduce biases and blind spots through my participation?
Please elaborate.

6. What can I learn from the ways your peers display open-mindedness, curiosity and vulnerability?

7. How can I continue to cultivate open-mindedness, curiosity and vulnerability in my daily life?





IV. Key Advice

Guidelines for establishing a safe learning environment (Step 1) can be downloaded below.





V. References

Lipmanowicz, H., & McCandless, K. (n.d.). Liberating Structures: Including and Unleashing Everyone

<https://www.liberatingstructures.com/>

Lipmanowicz, H., & McCandless, K. (n.d.). Troika Consulting.

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