Conversation 1 In-Person Guide

(please note there is also a guide for online 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:

- In person 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

Materials Required:

- Flip chart paper
- Coloured pens, including purple, green and blue to draw the Three Horizon map
- Large Purple and green post-its (if possible, if not you can use any colour, but please use one colour for H1 and one different colour for H2.
- Proforma for H2+ activity – particpants can copy the table from slide 31 of the Core Slide Deck onto Flipchart paper, or this could be printed onto A4 paper. See slide 31 in the appendix for the proforma or download and print from the Handbook resources.

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
- Review accessibility needs of participants, and ensure you provide slides in advance to delegates if needed. These should be in pdf format.
- Create / print proforma for the "H2+ H3-today" activity available to download from the Handbook webpage resources
- Gather materials and consider how to set up room (For 20 people we recommend 4-5 tables set in a semicircle around a wall which is big enough to show the slides, and a large H1 and H3 map. Everyone needs to be able to see the slides and the map, so you may need to set up differently if your room does not allow for this.

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 offering post-its for people to capture their ideas and stick them onto the H1, H2, H3 map you have created.
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. The facilitation guide 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.
8. 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 In-Person 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	Resources
Prior to the event	Setting up	Set up the room ready for the workshop Assuming around 20 people, we would advise setting up the space with up to four tables in a semicircle around a wall, where the 3H map can be presented, and the slides can be shown. Please note, you could choose not to use slides if you wish. The wall should have an area where you can cover the wall with paper, and draw a 3H map, as shown on slide 7 of the slide deck. This will be where you will add post-its later, so make sure you have enough space to capture all the feedback from the group.	
00.00	Welcome and introduction	Introduce yourself, and the Engaged Futures Project Agenda for the workshop Talk about principles for working together emphasising that we may have different opinions based on our experiences, but we are seeking to capture a diversity of perspectives, and to be respectful of others' views.	If using, slides 1-2
00.10	Getting to know one another	Opportunity for people to get to know one another and begin to tune into the topic. (adapt approach depending on numbers....)	Conversation lead activity slide (to be added to the slide deck by catalyst)

		In pairs: take it in turns to share an example of where you have learnt something, and why that mattered to you (4 minutes) In fours: each member of the pair introduces the other person to the group, including the key thing that they learnt (6 minutes) In plenary: one member of each four introduces the group to everyone (total of 12 minutes)	
00.35	Building a picture of the current system H1	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. H1: Invite people in groups to consider: from your perspective what are the signs that the current system isn't working well for everybody? Ask people to discuss this in groups, and to come up with one of two examples to share on big post-its. Quality being more important than quantity. Invite the groups of four from earlier to work together as groups for this exercise	Slides 3-5 Big purple post-its (You may want to provide post-its that match the 'purple' of the H1 map, but this is not essential. It does help if you keep the post-its for each section the same colour – so whatever colour you choose for H1, use a different colour for H3, and H2+).
00.55		Plenary 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.	

		As people share their ideas, post the post-its on the wall in the Horizon 1 section, and if new ideas emerge, capture these on post-its too.	
1.15	BREAK	Encourage people to take a break by going outside; grabbing a drink etc	
1.30	Visioning the future H3	H3: Invite people to grab a piece of paper and to sit and listen to you inviting them to imagine. 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. 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 comfortably. 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, but please do this on your own – and we can all discuss our ideas in 10 minutes. *You will need to read the following in a meditative way – so leaving breathing space for people to imagine and think – not rushing, but leaving pauses between each of the phrases, and longer times of silence between the different things you suggest people think about in their imagined future. It feels uncomfortable for us to do this, but it really helps people spend time reflecting.* 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	Provide people with pens and large piece of paper to do their imagining

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 it's time to find out how....

So 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?

You want to find out if there still is a university in this place? Look around you. What do you see? What types of buildings are there? Who can you see?

Where are the students? What are they doing? Who are they?

Who works in this organisation, where are they based, what are they doing? Who are they working with?

Is there any evidence of a university in this place? If so, what?

How are people learning? How are they finding out new things?

What is the role of the university in the place?

You've finished your exploration, and it's time to go home, so you float upwards, and start travelling backwards in time – slowly at first, then more quickly, until eventually you end up over the building you are now, and you can gently return to your seat.

Draw or note down what you saw.....

1.45	Exploring our visions	Invite people to share their visions with other in small groups, and capture some of the elements that they would like to see in H3 on big green post-its. Choose one or two to share back with the group	Big green post-its
2.00	Building our collective horizon 3	Invite each group to share an idea for the future and post it on the H3 section of the wall. Go round each group twice, and then encourage people to share any other important ideas they would like to see captured.	Stick the post its on the H3 part of the 3H diagram on the wall. Stick the pictures of the future on the wall so people can see them.
2.20	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. – ask people to work in pairs and come up with one of more examples using the proforma provided: organisation, type of organisation, activities, why H2+ or H3 today, url if known.	Ask participants to draw on a piece of flipchart to replicate the table on Slide 31 of the core slide deck or use the printable version "H2+ H3-today Ideas Proforma" available to download on the Handbook webpage
2.35		Stick the ideas on the walls and ask people to look at the other examples from each group and add stickies to ones that really resonate with them	
2.45	Summary	In circle: Summarise the H1 and H3 thinking you have done – perhaps choosing to tell this as a short narrative and recording on your phone it as you do e.g. paint a word picture of what you have imagined in 2045 and then look back to where you have come from to get here. You will be able to share this recording with the NCCPE when you submit the results of the workshop, or create a word version if you prefer.	Record summary on your phone Record reflections from participants

		Reflect on the workshop and ask people to share one thing that they hope for from the future – going around the circle, with the option to say pass if they wish, capture ideas by either noting them down, or asking people to write their idea on a post-it before sharing and then stick it on the wall.	
2.58- 3	Closing remarks and END	Thank people for their time and explain what is happening next.	Slides 14-18 if using them

Photograph all post-its; pictures on wall etc. |