



## Creating a New World of Learning: A Toolkit for Change Makers



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## INTRODUCTION

*Creating a New World of Learning: A Toolkit for Change Makers* is a guide to help individuals and organizations become active catalysts and creators of a new world of learning. This new world of learning will:

- Put learners at the center
- Leverage technologies and human capital in new ways
- Support anytime, anywhere learning
- Include a diverse range of institutions and organizations, not just schools.

It will also make it possible for all learners to develop deep knowledge and abilities to thrive throughout their lifetimes.

### Why Are Future Trends Important to Understand?

This vision for the world of learning is rooted in KnowledgeWorks' 2020 Forecast: *Creating the Future of Learning*, which looks ten years out and identifies six important drivers of change that will shape the future of learning. The 2020 Forecast and its 2011 update illustrate how such drivers of change, along with related trends and signals of change, might combine to create new opportunities for organizing teaching and learning.

Understanding the trends shaping the future of learning will help you expand your thinking about what is possible. It will also help you plan your actions for shaping change at the school or other learning provider, community, and state levels – or at whatever level of the learning system is important to you. Such planning will help you respond with resilience regardless of how the future unfolds. It will also help ensure that you bring about your desired outcomes for the future rather than getting bogged down with day-to-day demands.

### How Do I Make Choices Today about the Future?

As you explore the future of learning, you have a choice: you can approach the future with resistance and with the fear of not knowing what to expect, or you can look ahead with openness and with great anticipation of new possibilities. The first approach is a reactive one that keeps individuals and organizations from seeing beyond today's constraints and reaching their full potential. The second approach is a generative one. It enables us to immerse ourselves in possibilities and to probe the future by asking provocative questions than can lead to new opportunities. Its power is in asking "What if?" rather than saying "We can't because." Asking "What if?" invites collaboration to create new strategies, new solutions, and new benefits.

### How Can This Toolkit Help Me Create Change?

We will not benefit from the possibilities of a new world of learning or transform today's public learning system without innovative thinking and action on the part of many people and organizations. We need to think and act differently than we have been.

*Creating a New World of Learning: A Toolkit for Change Makers* is designed to help you do just that. First, it will help you explore a new world of learning that will be customized, connected, amplified, authentic, relevant, and resilient and consider new opportunities for learners and the learning system. Second, it will help you consider possibilities and plan for action in light of these opportunities and your organization's particular vision and mission. To help you achieve these goals, the toolkit provides you with tools and materials to lead hands-on activities that will allow you and your group to play with ideas, experiment with possibilities, and create real actions.



## How Does This Toolkit Work?

This toolkit will help you learn about trends affecting the future of learning and begin to plan for how you could move toward a world of learning that you want to create. It is organized as an action-planning guide for:

- Facilitators convening groups
- Individuals interested in learning and innovation.

To help you become a change maker, this toolkit is organized into four sections: **IMAGINE**, **LEARN**, **APPLY**, and **PRIORITIZE**. It presents a menu of activities from which you can choose in designing strategic learning experiences that meet your needs and fit the time you have available. The toolkit concludes with a **RESOURCES** appendix containing tools to help you design and deliver your strategic learning experience.

Let's look at the objectives of each section:

### SECTION ONE – **IMAGINE** a new world of learning

The first section of this toolkit will help you immerse yourself in the future of learning by **IMAGINING** what it could look like. Its two foundational activities will help you:

- Expand your vision of what is possible in a future world of learning
- Learn about key attributes shaping teaching and learning
- Learn about possible new roles and relationships that could shape future learning systems.

### SECTION TWO – **LEARN** about possibilities

The second section will help you **LEARN** more about the future world of learning by exploring how possible new learning agent roles, along with possible new learning tools and services, could help:

- Address specific learner needs
- Make organizations and networks (including learning providers, communities, and states) more learning centered
- Create new patterns and processes that enable breakthrough change on the part of learning providers, communities, and states.

### SECTION THREE – **APPLY** new ideas for change

The third section will help you **APPLY** your insights about the future to your own organization. It offers three activities for developing possible pathways to transition your organization to a new world of learning. You can choose to focus on:

- Identifying new products, services, programs, or partnerships that your organization could implement to create a new niche in the world of learning
- Identifying specific partnerships and relationships that your organization could develop to make it more adaptable and learning centered
- Exploring what it would take for your organization to lead breakthrough change in learning.

### SECTION FOUR – **PRIORITIZE** actions for results

The fourth part of this toolkit will help you **PRIORITIZE** how to take action toward the future of learning that you want to create. It offers four activities that will help you:

- Synthesize your new learning and your insights about your organization's role in the new world of learning
- Begin to prioritize actions for realizing new opportunities
- Identify partners for facilitating change.

## RESOURCES APPENDIX

The RESOURCES appendix will help you design your strategic learning experience in relation to your particular objectives and the time available. It includes:

- A change maker planning guide to help you select which activities best fit your needs and the time available — You can print this guide and use it to check off the activities that interest you as you read about them in the toolkit.
- A list of the content resources available to support participant interactions — As used in the activities, these resources are designed to spark discussion and provoke questions and possible strategies. They include:
  - Videos describing the world of learning and its key attributes
  - Videos and text-based dossiers describing new learning agent roles that could be possible for educators in the world of learning
  - Descriptions of learning artifacts, new kinds of tools and services that could help create opportunities in the world of learning
  - Text-based dossiers and audio clips describing the personal learning experiences of future learners
  - Four text-based scenarios, with audio introductions, of how learning might evolve in the future.
- A list of basic supplies for strategic learning experiences
- Sample agendas to give you an idea of how you can combine activities into a strategic learning experience — These agendas show how activities can be combined into half- and full-day sessions of various lengths.
- Participant instruction sheets - These step-by-step instructions for participants to use at their tables will help reinforce your instructions for activities.

## GETTING STARTED: PLANNING YOUR SESSION

### For Leaders of Group Sessions

As you get familiar with this toolkit and think about what activities you might want to select, the first thing you need to do is articulate the objectives of the strategic learning experience that you are leading. Ask yourself what kinds of outcomes you hope to achieve. For example:

- Are you trying to make a decision about resources?
- Are you trying to identify a new way of meeting a goal?
- Are you trying to find a new niche or role in your learning system?
- Do you want your group to be more informed and creative in the ways they think about the future of learning and its possibilities for your organization's programs and services?
- Also consider what your group has in common and how they are used to working together. Considerations might include:
  - Does your group get the opportunity to meet face-to-face often?
  - How often do they get the chance to collaborate and generate ideas together?
  - What are their biggest concerns or areas of focus?

While their history does not have to limit the design of your session, thinking about it will help you understand their collective starting point and how best to move from there to your objectives.

Lastly, you might want to consider giving your group a short pre-reading task before the session to help them start thinking about the future of learning and begin to formulate questions. If so, we recommend that you share the *2020 Forecast: Creating the Future of Learning* and/or its 2011 update before your session.

### For Individuals

Similarly, if you are an individual using this toolkit, it will be useful to start by identifying what outcomes you want for yourself. Are you leading a change effort? Are you considering the future of your career path? Whatever your goal, you can easily adapt the activities for use on your own. In place of group discussions, you can reflect on your own about insights, connections, or opportunities.

## The Change Maker Overview: Matching Your Objectives to Activities

The Change Maker Overview shown below illustrates the activity options in each of the four sections. It is most useful to review the overview from left to right, beginning with Identify Objectives and proceeding across the arrows from IMAGINE to LEARN, to APPLY, and ending with PRIORITIZE.

### **PRIORITIZE** Actions For Results

- 4a Create a Professional Development Agenda
- 4b Identify Sources of Leadership
- 4c Develop a Policy Agenda to Facilitate Change
- 4d Identify Key Implications for Your Organization

### **APPLY** New Ideas For Change

- 3a Design Solutions to Create a New Niche
- 3b Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization
- 3c Create Pathways for Change in Your Organization

### **LEARN** about Possibilities

- 2a Discover Ways to Address Learners' Needs
- 2b Create Adaptable and Learning-Centered Organizations
- 2c Create Stories of Breakthrough Change in Learning

### **IMAGINE** a New World Of Learning

- 1a Imagine a New World of Learning
- 1b Imagine New Roles and Relationships

## **IDENTIFY** Objectives



After identifying the objectives of your strategic learning experience or clarifying your individual learning objectives, you can begin to select activities and plan your session. To help you consider which activities best meet your needs, consider the objectives of each activity, the resources you will need, the process for facilitating your group's collaboration, and the relationship among activities.

A planning guide, including a checklist of the resources, appears in the RESOURCES appendix. You can print this guide and use it to mark your selections as you read through the activity descriptions each one in the toolkit. The planning guide will help you organize your group's strategic learning experience in more detail.

As you plan your strategic learning experience, bear in mind that the IMAGINE section includes two **foundational** activities that provide a solid background for those in other sections. These activities provide a common starting point for everyone. Then, provided that you have enough time, we recommend that you select one activity from the LEARN section, one from APPLY, and one from PRIORITIZE.

If you have a lot of time, you might want to choose more than one activity from a section in order to deepen your insights or explore possibilities for action in more detail. If you have very little time, you can create a custom path through the activities, for example, by going directly from the IMAGINE section to the APPLY section. (See the sample agendas in the RESOURCES appendix for more ideas.) You can also shorten activities to fit your time constraints.

Note that the activities in the toolkit are fast-paced and are meant to provoke new ideas, challenge you to think beyond your comfort zone, and play with possibilities. We suggest that you keep their nature in mind as you facilitate and describe it to participants so that they know what to expect. To help them stretch their thinking around the future of learning and generate actionable ideas, it can also help to encourage your participants to take risks and experiment with ideas, solutions, and strategies.

## If You Have Questions

If you have questions about the *2020 Forecast: Creating the Future of Learning* or about working with the activities in this toolkit, please contact KnowledgeWorks at [2020forecast@knowledgeworks.org](mailto:2020forecast@knowledgeworks.org), (513) 929-1365, or via the contact form on the 2020 Forecast website. We would be happy to help you think through designing your strategic learning experience or applying the world of learning ideas in your context.

Please also get in touch if you are interested in exploring the possibility of having someone from KnowledgeWorks facilitate your strategic learning experience. We are sometimes able to work with organizations to design and implement strategic learning experiences.

# BEING THE CHANGEMAKER:

Activities with Objectives, Resources, Formats, Timing, and Instructions for Setup and Facilitation

## Section One – IMAGINE a new world of learning

### Overview

The first section of this toolkit will help you immerse yourself in the future of learning and open your mind about what might be possible. Its two activities are **foundational** because they develop a shared set of concepts among participants that are used in subsequent activities. Therefore, these two activities are strongly suggested for everyone to complete.

These activities will help you:

- Expand your vision of what is possible in a future world of learning
- Learn about key attributes shaping teaching and learning
- Learn about possible new roles and relationships that could shape future learning systems.

### Activity 1a: Imagine a New World of Learning 25-45 minutes

#### Objectives:

- Get familiar with the world of learning
- Identify potential shifts in teaching and learning
- Share insights about possibilities for learners, learning providers, and ways of organizing learning

#### Resources:

- Participant instruction sheet
- World of learning overview video OR
- Six attributes of the world of learning video
- Paper for participants to take notes
- *Optional:* “Engaging with the Future of Learning” PowerPoint presentation
- *Optional:* Copies of the *2020 Forecast: Creating the Future of Learning* for participants

#### Format:

Small-group discussion, optional presentation to whole group

### Activity 1b: Imagine New Roles and Relationships 55 minutes

#### Objectives:

- Develop a deeper understanding of the attributes of the world of learning
- Explore possible new learning agent roles and how they might create new ways of organizing and supporting learning

#### Resources:

- Participant instruction sheet
- World of learning attribute cards
- Learning agent videos
- Learning agent dossiers
- Flipcharts for use at tables
- Flipchart markers for use at tables

#### Format:

Small-group work, large-group discussion

## Activity 1a: Imagine a New World of Learning

### 25-45 minutes

#### Summary:

This activity will introduce participants to the shifts enabling the world of learning and will help them begin to imagine new possibilities for learning. After watching one or more short videos, participants will discuss possibilities for how teaching and learning can be organized in new ways.

#### Objectives:

- Get familiar with the world of learning
- Identify potential shifts in teaching and learning
- Share insights about possibilities for learners, learning providers, and ways of organizing learning

#### Resources:

- Participant instruction sheet
- World of learning overview video OR
- Six attributes of the world of learning video
- Paper for participants to take notes
- *Optional*: “Engaging with the Future of Learning” PowerPoint presentation
- *Optional*: Copies of the *2020 Forecast: Creating the Future of Learning* for participants

#### Format:

Small-group discussion, optional presentation to whole group

#### Setup Instructions:

1. Make sure your selected video is ready and cued for playing.
2. Pass out the participant instruction sheet.
3. Pass out copies of the *2020 Forecast: Creating the Future of Learning* if you are using them.

#### Facilitation Instructions:

1. Play the world of learning overview video (3 minutes 23 seconds) **OR** the six attributes of the world of learning video (8 minutes 31 seconds). Either video will provide a vision for the world of learning and will help participants begin to think about

what learning could look like by the year 2025.

- a. While playing the video, ask participants to **listen actively by jotting down words or phrases** that capture their interest or stimulate their thinking about the future world of learning.

2. *Optional Step*: If you would like to give your participants more background on the world of learning attributes, you can use the short “Engaging with the Future of Learning” PowerPoint presentation to share more detail about some or all of them. The presentation links the attributes to the corresponding drivers of change on KnowledgeWorks’ *2020 Forecast: Creating the Future of Learning* and provides examples of how they are beginning to play out today. In addition, if you would like to share hard copies of the 2020 Forecast with participants, you can order copies free of charge. (20 minutes)

3. Ask participants to use the discussion questions on their activity instruction card to have a small-group discussion at their tables. If your group is small, you could, if you prefer, facilitate a large-group discussion using the same questions. However, it is often useful for participants to have a chance to share their first impressions about the future of learning with fewer people before sharing with the whole group, especially if they are likely to feel challenged by engaging with it. (15 minutes)

- a. Which attributes resonate the most with you and why?
- b. What shifts in teaching and learning do these attributes suggest?
- c. What implications do these attributes suggest for organizing the learning system?
- d. What possibilities do they begin to suggest for learning, learners, and learning professionals?

**Total Time: 25 minutes (45 with optional step)**

Follow with Activity 1b.

## Activity 1b: Imagine New Roles and Relationships

*55 minutes*

### Summary:

This activity will continue to stretch participants' thinking about the future by helping them imagine new roles and relationships that will shape future learning systems. Participants will explore the attributes of the world of learning in relation to the roles of future learning agents, or the educators of tomorrow.

### Objectives:

- Develop a deeper understanding of the attributes of the world of learning
- Explore possible new learning agent roles and how they might create new ways of organizing and supporting learning

### Resources:

- Participant instruction sheet
- World of learning attribute cards
- Learning agent videos
- Learning agent dossiers
- Flipcharts for use at tables
- Flipchart markers for use at tables

### Format:

Small-group work, large-group discussion

### Setup Instructions:

1. Make sure the videos are ready and cued for playing.
2. Pass out the participant instruction sheet.
3. Pass out learning agent dossiers, with one learning agent assigned to each table (make sure there are enough copies for each participant to have one).
4. Pass out one set of world of learning attribute cards per table.
5. Make sure each small group has a blank flipchart.

### Facilitation Instructions:

1. Introduce the concept of learning agents. Then play all five learning agent videos for the entire group, explaining that the group will be working with possible roles for future educators in order to help deepen their understanding of the world of learning. (10 minutes)
2. Tell the group that at each table there are a stack of world of learning attribute cards and copies of one learning agent's dossier. Ask them to place the stack of attribute cards face down in the center of the table. Explain that they will be using the attribute cards to develop a deeper understanding of how their learning agent could create benefits in the world of learning. Then ask them to read their learning agent dossier silently. (5 minutes)
3. After the small groups have read their learning agent dossiers, explain how they will use them, along with the world of learning attribute cards, as detailed below. (25 minutes)
  - a. Ask each participant to take a turn picking an attribute card and explaining how the learning agent exemplifies the attribute. For example, how does an assessment designer help make learning "customized," "connected," "amplified," "authentic," "relevant," or "resilient"?
  - b. Ask participants to go around the table until all the attribute cards have been turned over and discussed.
  - c. If there are more participants than attribute cards, tell them to mix up the cards and begin again until each participant has had a turn.
  - d. Ask participants to title their flipcharts with the learning agent role that they are discussing. Then ask them to record highlights of their discussion on the flipcharts, writing each attribute they are discussing as a sub-title on the flipchart.
  - e. Ask the small groups to use the final five minutes of their time to identify three insights about their learning agent that they want to share with the large group.

4. Ask a volunteer at each table to share out to the large group the three key insights about their learning agent that emerged from their discussion. (1-2 minutes per group for a maximum of 15 minutes)

5. Keep these flipcharts on the walls or otherwise visible as input for subsequent activities.

**Total Time: 55 minutes**

Follow with any activity in the LEARN section OR move ahead to the APPLY section or to the PRIORITIZE section as needed if you are conducting a half-day or shorter strategic learning experience. (See the sample agendas in the RESOURCES appendix for possible activity sequences.)



## Section Two – LEARN about Possibilities

### Overview

The three activities in this section will help you deepen your understanding of the dynamics of the future world of learning by exploring how possible new learning agent roles, along with possible new learning tools and services, could help:

- Address specific learner needs
- Make organizations and networks (including learning providers, communities, and states) more learning centered
- Create new patterns and processes that enable breakthrough change on the part of learning providers, communities, and states.

These activities use your knowledge of learning agents from the IMAGINE section as a foundation for exploring the future of learning. In addition, they introduce three new resources:

- *Learning artifacts* – tools and services from the future of learning
- *Learner personas* – personal profiles of individual learners from the future
- *Learning system scenarios* – four possible ways in which the future of learning could play out depending on two critical uncertainties.

All of these materials are available from the Resources tab at [futureofed.org](http://futureofed.org).

### Activity 2a: Discover Ways to Address Learners' Needs 65 minutes

#### Objectives:

- Explore the needs of future learners
- Consider what kinds of settings and resources could help them become the most effective learners possible
- Explore how new learning agent roles could create opportunities for addressing diverse learner needs

#### Resources:

- Participant instruction sheet
- Learning agent dossiers as assigned in IMAGINE
- Learner persona dossiers
- Learner persona audio clips
- *Addressing Learner Needs* flipchart template
- Flipcharts for use at tables
- Flipchart markers for use at tables
- Flipcharts from IMAGINE visible in the room
- Post-It notes

#### Format:

- Small-group work, large-group discussion

### Activity 2b: Create Adaptable and Learning-Centered Organizations 65 minutes

#### Objectives:

- Explore how different assumptions about critical uncertainties lead to different future scenarios
- Consider how possible new learning agent roles and relationships, along with possible learning tools and services, could help learning providers, communities, and states be more adaptable and learning centered
- Begin to develop an understanding of opportunities for being adaptable and learning centered no matter what future unfolds

#### Resources:

- Participant instruction sheet
- Audio clips of the learning system scenarios
- Textual descriptions of the learning system scenarios
- Learning agent dossiers as distributed previously
- Learning artifact descriptions
- *Scenario – Strengths and Challenges* flipchart template
- *Scenario – Learning Centered* flipchart template
- Flipcharts for use at tables
- Flipchart markers for use at tables

*(Activity 2b continued)*

- Flipcharts from IMAGINE visible in the room
- Post-It notes
- Fine point marker pens in two different colors if possible

**Format:**

Small-group work, large-group discussion

**Activity 2c: Create Stories of Breakthrough Change in Learning** *75 minutes*

**Objectives:**

- Explore how possible learning roles and relationships, along with possible learning tools and services, could disrupt the status quo for learning providers, communities, and states
- Learn how disruptive change can create new opportunities for organizing learning

**Resources:**

- Participant instruction sheet
- Flipcharts from IMAGINE visible in the room
- Learning agent dossiers as assigned in IMAGINE
- Learning artifact descriptions (Note: you could substitute the learning agent roles for the learning artifacts this task)
- *Breakthrough Change* flipchart template
- *News Headline Story* flipchart template
- Flipcharts for use in small groups
- Flipchart markers for use in small groups

**Format:**

Small-group work, large-group discussion

## Activity 2a: Discover Ways to Address Learners' Needs

### 65 minutes

#### Summary:

Participants will work with learner personas to explore how various learning agent roles can help address learners' needs at the learning provider, community, and state levels.

#### Objectives:

- Explore the needs of future learners
- Consider what kinds of settings and resources could help them become the most effective learners possible
- Explore how new learning agent roles could create opportunities for addressing diverse learner needs

#### Resources:

- Participant instruction sheet
- Learning agent dossiers as assigned in IMAGINE
- Learner persona dossiers
- Learner persona audio clips
- *Addressing Learner Needs* flipchart template
- Flipcharts for use at tables
- Flipchart markers for use at tables
- Flipcharts from IMAGINE visible in the room
- Post-It notes

#### Format:

- Small-group work, large-group discussion

#### Setup Instructions:

1. Select which learner personas you want to use with your small groups. Each small group will focus on a single learner persona. You may want to mix up ages of the personas (eight of them are teenagers, while four are younger). You can use a selection of the personas or all of them depending on the total size of your group. It is okay if two or more groups have the same persona; however, using at least four personas will help ensure that your conversation represents a range of learners.

2. Create one *Addressing Learner Needs* flipchart templates for each of your small groups. Draw a line at the top of the flipchart for participants to write in their learning agent role. Draw a circle in the middle of the flipchart for participants to capture their learner's needs. Draw a line near the top of the circle for participants to write the name of their learner (see below).

3. Make sure that flipcharts from IMAGINE are visible in the room.

4. Pass out multiple copies of one learner persona dossier to each small group, making sure that there are enough copies for each person. You can place them on the tables at the break closest to this activity.

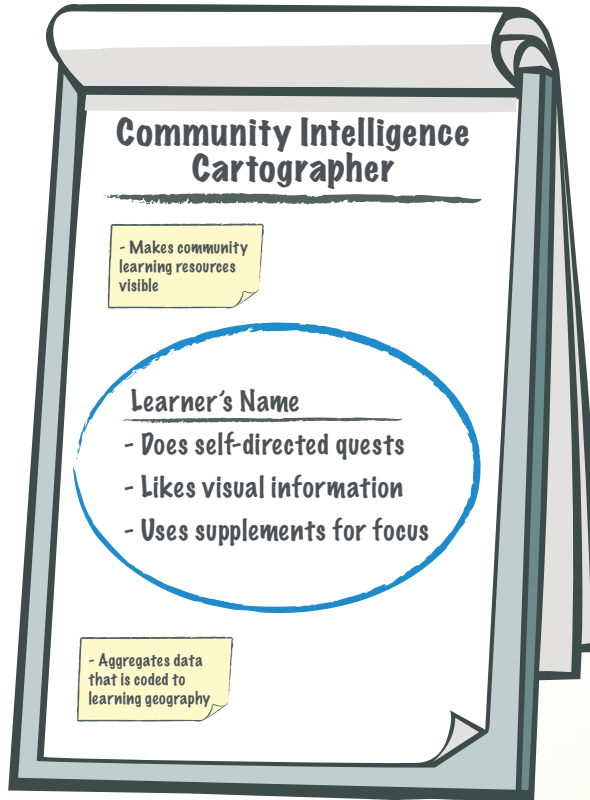
5. Pass out the participant instruction sheet.

#### Facilitation Instructions:

1. Introduce the learner personas by playing *all* of the selected learner personas' audio clips for everyone to hear. If audio equipment is not available, you can give a quick verbal introduction to each persona by summarizing key aspects of his or her profile. (10 minutes)

2. Ask participants to read their assigned learner persona silently to themselves for more detail about the learner's background and learning profile. (5 minutes)

3. Ask participants to write their learning agent role at the top of their flipchart and then to write the name of their learner persona at the top of the circle in the center of their flipchart (as shown below).



#### *Addressing Learner Needs Flipchart Template*

4. Using the *Addressing Learner Needs* flipchart template, ask each group to discuss the learner persona's learning challenges, preferences, and needs and to list them in the circle in the center of the template. (10 minutes)
5. Ask each group to use their insights about the world of learning and learning agents from IMAGINE in order to list how their learning agent could help support their learner persona's needs. (20 minutes)
  - a. Make sure that participants write their ideas on Post-It notes and place them on the flipchart template around the learner needs as shown above.
  - b. Ask participants to think about how their learning agents could have an impact at the learning provider, community, and/or state levels.
  - c. As time permits, ask participants to provide examples of how their learner could benefit from this learning agent's work.

6. Ask each group to decide on the three most significant ways in which their learning agent could help address their persona's learning needs at the learning provider, community, and/or state levels. (5 minutes)

7. Ask someone from each small group to share with the whole group the three most significant ways in which their learning agent could help address their learner's needs. (1-2 minutes per group, 10 minutes total)

8. As a whole group, discuss the question below in order to combine insights and create a collective understanding of how learners' needs might be met in the future world of learning. (5 minutes)

- a. What are your high-level insights about how learning agents could support learning providers, communities, and states in order to meet diverse learner needs?

**Total Time: 65 minutes**

Follow with any APPLY activity.

## Activity 2b: Create Adaptable and Learning-Centered Organizations

### 65 minutes

#### Summary:

The world of learning vision explored in the IMAGINE section presents one possible view of the future of learning that could unfold differently in multiple ways depending on external factors. This activity will help participants extend their thinking about how to prepare for multiple possible futures by engaging with four scenarios of the future of learning derived from KnowledgeWorks' *2020 Forecast: Creating the Future of Learning*. These futures vary according to two critical uncertainties:

- Will there be a learning desert or a learning oasis?
- Will learning be controlled by providers or by prosumers (proactive consumers who co-produce what they consume)?

In engaging with these scenarios, participants will consider how each possible future might present enablers and barriers for learning providers, communities, and states to become more learning centered.

#### Objectives:

- Explore how different assumptions about critical uncertainties lead to different future scenarios
- Consider how possible new learning agent roles and relationships, along with possible learning tools and services, could help learning providers, communities, and states be more adaptable and learning centered
- Begin to develop an understanding of opportunities for being adaptable and learning centered no matter what future unfolds

#### Resources:

- Participant instruction sheet
- Audio clips of the learning system scenarios
- Textual descriptions of the learning system scenarios
- Learning agent dossiers as distributed previously

- Learning artifact descriptions
- *Scenario - Strengths and Challenges* flipchart template
- *Scenario - Learning Centered* flipchart template
- Flipcharts for use at tables
- Flipchart markers for use at tables
- Flipcharts from IMAGINE visible in the room
- Post-It notes
- Fine point marker pens in two different colors if possible

#### Format:

Small-group work, large-group discussion

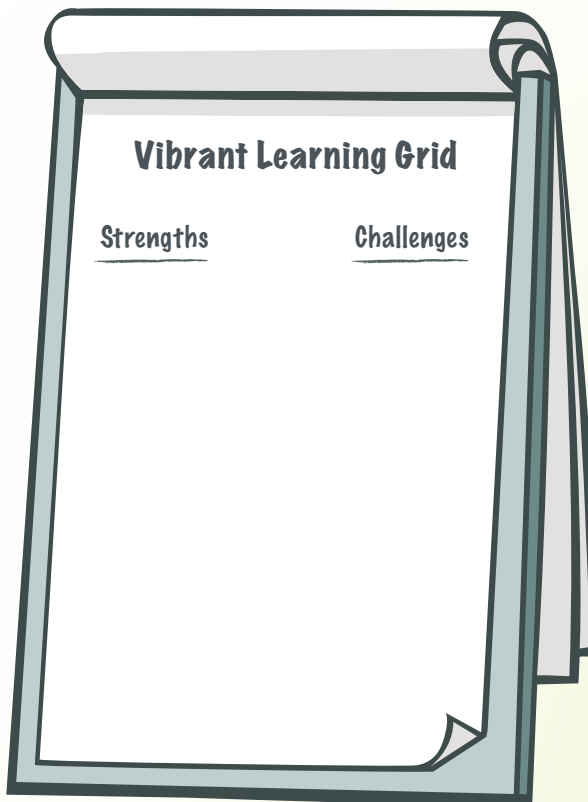
#### Setup Instructions:

1. Use the *Scenario - Strengths and Challenges* flipchart template to prepare a structured flipchart for each group. Draw a line at the top of the flipchart for small groups to write in the name of their scenario. Divide the flipchart into two columns. Label one Strengths and the other "Challenges."
2. Use the *Scenario - Learning Centered* flipchart template to prepare a structured flipchart for each group. Draw a line at the top of the flipchart for small groups to write in the name of their scenario. Divide the flipchart into three sections and label one "Learning Providers," one "Community," and one "State."
3. Give each small group a blank flipchart for capturing its scenario's strengths and challenges and a *Scenario - Learning Centered* flipchart template.
4. At the break closest to this task, place copies of a scenario description face down at each table, with one available for each participant. Distribute the four scenarios among the tables, with one scenario per table.
5. Place copies of a single learning artifact description face down at each table, with a copy available for each participant.
6. Pass out the participant instruction sheet.

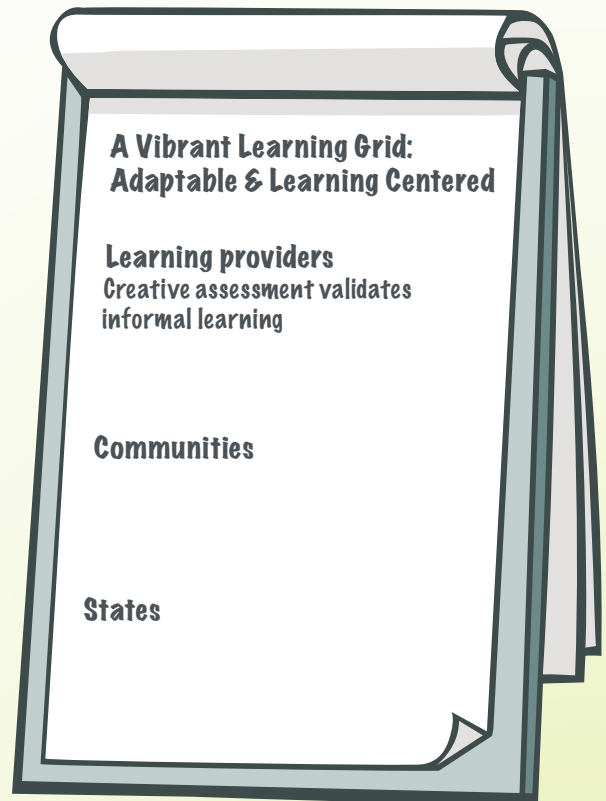


### Facilitation Instructions:

1. Present the scenarios to the whole group as detailed below. (10 minutes)
  - a. Introduce the two critical uncertainties and talk about how they could lead to very different learning systems.
  - b. Introduce one scenario with a sentence or two and then play its audio clip.
  - c. Repeat step b for the remaining three scenarios.
2. Ask participants to read more about their assigned scenarios at their tables. (5 minutes)
3. Ask each small group to discuss the strengths of learning providers, communities, and states in their scenario and the challenges that they might face. (15 minutes)
  - a. Ask participants to record this discussion by writing ideas on a flipchart titled with the name of their scenario and the subtitled “Strengths” and “Challenges” as shown below.
  - b. Remind them to use a different colored pen for strengths and challenges.
5. Ask participants to take about 5 minutes and silently read their learning artifact descriptions. (5 minutes)
6. Ask each small group to use their insights about learning agents from IMAGINE and their new ideas about learning artifacts to identify ways in which their scenario could be more adaptable and learning centered. (20 minutes)
  - a. Ask them to consider this question in terms of how learning providers, communities, and states could act in new ways to leverage the strengths, and address challenges of, the scenario.
  - b. Ask participants to write their ideas on Post-It notes and to place them on the *Scenario – Learning Centered* flipchart in the learning provider, community, and state categories. For example, a Post-It note stating, “Creative assessment validates informal learning,” might go in the learning provider section.



*Scenario – Strengths and Challenges  
Flipchart Template*



*Scenario – Learning Centered Flipchart Template*

7. Depending on size of the total group, ask participants to stay at their tables or to come together as a large group to discuss themes they heard in their discussions of how learning providers, communities, and states could become more adaptable and learning-centered. (10 minutes)

- a. As you facilitate this conversation, look for themes that emerge across groups.
- b. Consider capturing those themes on a blank flipchart sheet for later use.

**Total time: 65 minutes**

Follow with any APPLY activity.

## Activity 2c: Create Stories of Breakthrough Change in Learning

75 minutes

### Summary:

Participants will explore what it takes to create new patterns and processes in learning. They will create news story headlines that stretch their thinking about how possible learning agent roles and relationships and possible learning tools and services could create new ways of organizing learning at the learning provider, community, and state levels.

### Objectives:

- Explore how possible learning roles and relationships, along with possible learning tools and services, could disrupt the status quo for learning providers, communities, and states
- Learn how disruptive change can create new opportunities for organizing learning

### Resources:

- Participant instruction sheet
- Flipcharts from IMAGINE visible in the room
- Learning agent dossiers as assigned in IMAGINE
- Learning artifact descriptions
- *Breakthrough Change* flipchart template
- *News Headline Story* flipchart template
- Flipcharts for use in small groups
- Flipchart markers for use in small groups

### Format:

Small-group work, large-group discussion

### Setup Instructions:

1. Prepare a blank *Breakthrough Change* flipchart for each small group using the *Breakthrough Change* flipchart template shown below. Write the title on the flipchart, leaving a blank line where participants will write the name of their group's learning artifact.
2. Create a blank *News Headline Story* flipchart for each group using the *News Headline Story* template. To do so, draw a blank line for the story headline, leave a space under it for the text of the main point, draw a thick line to separate the main point from the quotation and related stories, draw

a quotation bubble on the right hand side, and draw two thick lines on the left side to create two smaller sections for related stories.

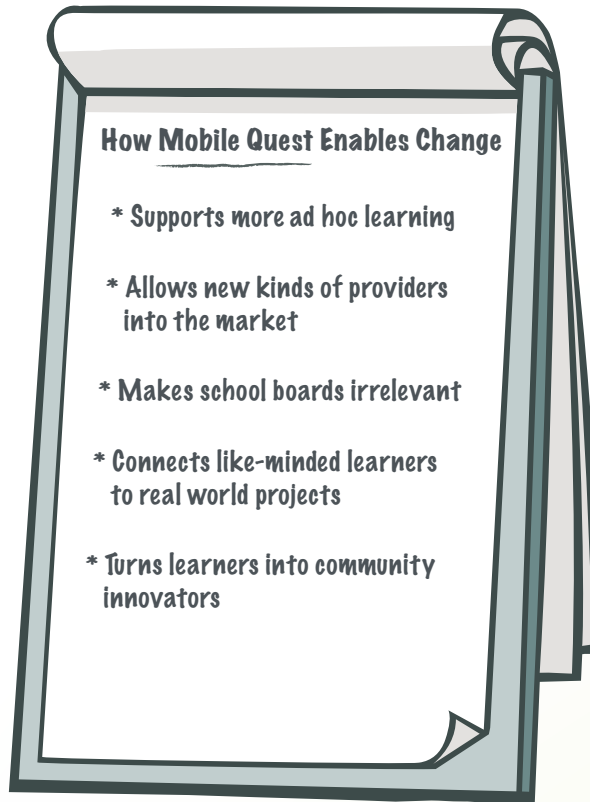
3. Distribute the following materials to each small group:

- a. One learning agent dossier per table (if not already be at the tables from IMAGINE). Provide enough copies for each participant to have one.
- b. A single learning artifact description, face down at each table. Provide enough copies for each participant to have one.
- c. A *Breakthrough Change* flipchart
- d. A *News Headline Story* flipchart
- e. Flipchart markers.

4. Pass out the participant instruction sheet.

### Facilitation Instructions:

1. Introduce the activity by giving an overview of its objectives and flow along with a brief description of the five learning artifacts that people will be using at their tables. (5 minutes)
  - a. Each small group will use existing insights about the world of learning and learning agents, along with new insights about a learning artifact, to create a news headline story about breakthrough change in learning at the learning provider, community, or state level.
2. Ask participants to read their learning artifact description silently at their tables and to add the name of their learning artifact to their *Breakthrough Change* flipcharts as shown below. (5 minutes)



*Breakthrough Change Flipchart Template*

3. Then, ask participants to use the questions below to generate ideas about how their learning artifact might disrupt the status quo and make new kinds of learning experiences possible at learning provider, community, or state level. Have participants use the *Breakthrough Change* flipchart to record their ideas. (15 minutes)

- What could your learning artifact make possible that was not possible before?
- What new patterns or practices could your learning artifact produce?

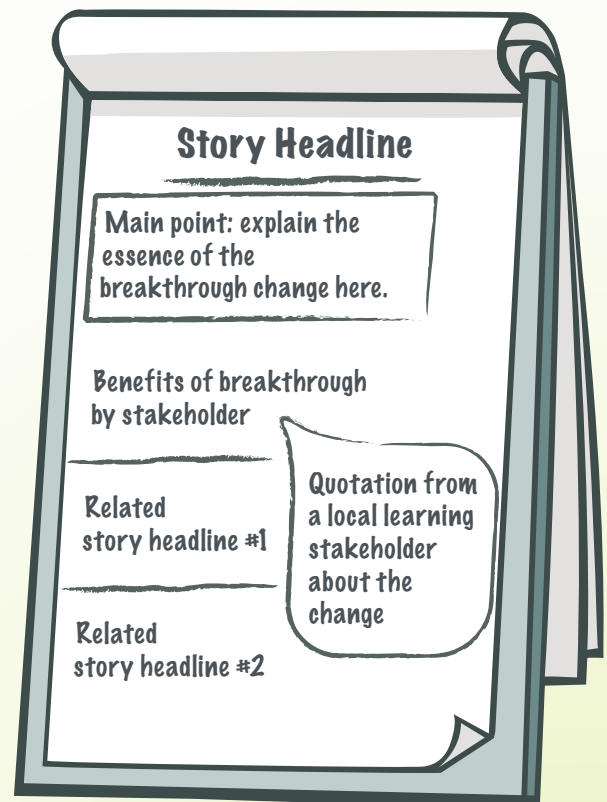
4. Ask each small group to vote on the single most important breakthrough change that they listed on their flipchart and to place a check mark by their top choice. (5 minutes)

5. Then ask each small group to use the breakthrough change with the most votes as a focus for writing a news headline story. (20 minutes)

- Ask each group to use the *News Headline Story* flipchart that you created for them using the template shown below to develop their story.

b. Make sure that they include the following:

- Main story headline (e.g., Google Provides Learning Agent Certification)
- 1-2 sentence text explaining the main point of the story
- 1-2 sentence text explaining the benefits of the breakthrough for different stakeholders
- 1-2 secondary story headlines illustrating related developments that support the main headline (e.g., how their learning agent or learning artifact offers new possibilities for learning)
- A quotation from a local learning stakeholder about the change (e.g., a learner, parent, learning agent, or local stakeholder).



*News Headline Story Flipchart Template*

6. Ask each small group to present their news story headline to the large group. (2-3 minutes per small group, 15 minutes total)

a. If you have more than seven small groups and cannot complete the share out in 15 minutes, ask each small group to share with the next table and then move on to the discussion in Step 7.

b. Hang the *News Headline Story* flipcharts in your room or hallway for participants to review during a break.

7. Using any of the question prompts below, discuss participants' insights from the steps above as a large group. Use a flipchart to record their ideas (no template necessary). (10 minutes)

a. Looking across the stories, what do they tell us about breakthrough change?

b. What kinds of disruptive impacts could learning artifacts have in creating new patterns and practices that support learning?

c. What are the implications for learners, learning providers, communities, and states if disruptive change does not take place?

**Total time: 75 minutes**

Follow with any APPLY activity.



## Section Three – APPLY New Ideas for Change

### Overview

Now it's time to apply your new insights about future possibilities for addressing learners' needs, creating learning centered organizations, and/or enabling breakthrough change to *your own organization*. This section offers three activities for developing possible pathways to transition your organization to a new world of learning.

Depending on which one(s) you select, these activities will help you:

- Design solutions — new products, services, programs, or partnerships that your organization could implement to create a new niche in the world of learning
- Identify specific partnerships and relationships that your organization could develop to make it more adaptable and learning centered
- Explore what it would take for your organization to lead breakthrough change in learning.

### Activity 3a: Design Solutions to Create a New Niche *65 minutes*

#### Objectives:

- Design a new product, service, program, or partnership that could help create a new niche for your organization in the world of learning and stretch your organizational boundaries.

#### Resources:

- Participant instruction sheet
- Final flipchart final output from previous activities
- Flipcharts titled “Solution Ideas” for posting and clustering solution ideas
- Blank flipchart sheets for describing solution
- Flipchart markers for each group
- Post-It notes
- Fine point marker pens for each participant
- Materials for prototyping such as tape, string, foam core, pipe-cleaners, popsicle sticks, colored paper, etc.

#### Format:

Small-group work, large-group discussion

### Activity 3b: Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization *50 minutes*

#### Objectives:

- Identify gaps in how your organization supports learning and is prepared to adapt to the world of learning
- Use an idea generation process to generate possible stretch goals for your organization to become more adaptable and learning centered

#### Resources:

- Participant instruction sheet
- Written descriptions of the learning system scenarios
- Final flipchart output from IMAGINE and LEARN
- *Organizational Gaps* flipchart template
- *Strategic Stretch* Goal flipchart template
- Flipchart markers for each group
- Post-It notes for each participant
- Blank flipcharts on which to place Post-It notes
- Fine point markers for each participant

#### Format:

Small-group work, large-group discussion

### Activity 3c: Create Pathways for Change in Your Organization *40 minutes*

#### Objectives:

- Explore what it would take for your organization to lead breakthrough change in learning, giving consideration to current resources and connections as well as to what additional resources and support might be necessary

#### Resources:

- Participant instruction sheet
- Final flipchart output from IMAGINE and LEARN
- Blank flipchart for facilitator to record change maker themes
- Flip chart markers for use by facilitator
- Post-It notes for each participant
- Blank flipchart sheets for small groups
- Fine point markers for each participant

#### Format:

Small-group work, large-group discussion

## Activity 3a: Design Solutions to Create a New Niche

### 65 minutes

#### Summary:

In this activity participants will use their final flipchart outputs from IMAGINE and LEARN to generate ideas for opportunities and design a solution – a new product, service, program, or partnership – that could position your organization in a new niche in the world of learning. Their solution designs will focus on helping your organization become more adaptable and relevant in the new world of learning, address learners’ needs better, and/or create strategic growth opportunities in the world of learning.

#### Objectives:

- Design a new product, service, program, or partnership that could help create a new niche for your organization in the world of learning and stretch your organizational boundaries

#### Resources:

- Participant instruction sheet
- Final flipchart final output from previous activities
- Flipcharts titled *Solution Ideas* for each small group to post and cluster ideas
- Blank flipchart sheets for describing solution
- Flipchart markers for each group
- Post-It notes
- Fine point marker pens for each participant
- Materials for prototyping such as tape, string, foam core, pipe-cleaners, popsicle sticks, colored paper, etc.

#### Format:

Small-group work, large-group discussion

#### Setup Instructions:

1. Make sure participants have their final outputs from IMAGINE and LEARN visible or easily accessible.
  - a. For Activity 1b, their flipcharts will be a list of attributes that describe a learning agent.

- b. For Activity 2a, their flipcharts will list ways of addressing a specific learner’s needs.
- c. For Activity 2b, their flipcharts will list ways of making learning providers, communities, and states more adaptable and learning centered.
- d. For Activity 2c, their flipcharts will be a news headline story about breakthrough change.

2. Create a flipchart titled *Solution Ideas* for each small group and distribute one to each group.
3. Distribute Post-It notes, fine point marker pens, and materials for prototyping to each table.
4. Pass out the participant instruction sheet.

#### Facilitation Instructions:

1. Ask participants to take five minutes to review silently the final flipchart outputs from their previous work and to consider the implications for *their own organization* (or for your collective group if it represents several organizations). This time gives participants a quiet moment to reflect on ideas they have discussed. (5 minutes)
2. After the small groups have each silently reflected on their work, ask them one of the following questions depending on which activity they are coming from. Each question is intended to help them generate ideas for a solution— a new product, service, program, or partnership that could create a new niche for their organization in the world of learning. Preface your question with, “Based on your new ideas and insights about the world of learning:”
  - a. If coming from Activity 1a: How could *your organization* be more amplified, authentic, connected, customized, relevant, and resilient?
  - b. If coming from Activity 2a: How could *your organization* better address learner needs?
  - c. If coming from Activity 2b: What opportunities for growth does this scenario offer *your organization*?
  - d. If coming from Activity 2c: What opportunities for growth does this news headline story about breakthrough change offer *your organization*?

3. Ask participants to generate ideas for solutions related to their question on Post-It notes. A solution can be a new product, service, program, tool, or partnership that helps address the question or solve a problem related to the question while helping your organization become more adaptable and relevant in the new world of learning. (15 minutes)

- a. Ask each individual participant to write one solution idea per Post-It note.
- b. Ask one participant to facilitate by gathering and posting ideas on the *Solution Ideas* flipchart.
- c. Encourage participants to **be provocative** and to generate many possible solutions. Good ideas come from being open to nontraditional ways of thinking, building off other ideas, and reserving judgment.

4. Ask the group to cluster like solutions, label each cluster, and vote on the most exciting cluster by having each participant put a check mark by the cluster on which they want to work in more detail. (10 minutes)

5. For the group's top solution, ask them to develop how it would work in more detail using the prototyping materials at their tables. Ask participants to use the questions below as a guide in creating a prototype (or model) of their solutions. If desired, they can also use a flipchart to organize their ideas, or they can use a drawing, a diagram, a skit, or any other creative way of sharing their solution idea. (20 minutes)

- a. What is your solution called? Give it a title and create a sentence "tagline" description of what it is or does.
- b. How does it work?
- c. Who is involved?
- d. What benefits does it create and for whom?
- e. How does it stretch your organization's boundaries or create a new niche for your organization in the world of learning?

6. Ask each group to share their new solution with the whole group. (3 minutes per group, 15 minutes total)

**Total time: 65 minutes**

Follow with any PRIORITIZE activity

## Activity 3b: Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization

*50 minutes*

### Summary:

The world of learning describes an ecosystem of learning agents, learning providers, communities, tools, and services that work together to create a learning-centered system. Drawing upon your final flipchart output from IMAGINE and LEARN, this activity asks you to take a look at how your own organization could become more adaptable and learning centered.

### Objectives:

- Identify gaps in how your organization supports learning and is prepared to adapt to the world of learning
- Use an idea generation process to generate possible stretch goals for your organization to become more adaptable and learning centered

### Resources:

- Participant instruction sheet
- Written descriptions of the learning system scenarios
- Final flipchart output from IMAGINE and LEARN
- *Organizational Gaps* flipchart template
- *Strategic Stretch Goal* flipchart template
- Your organization's vision
- Flipchart markers for each group
- Post-It notes for each participant
- Blank flipcharts on which to place Post-It notes
- Fine point markers for each participant

### Format:

Small-group work, large-group discussion

### Setup Instructions:

1. Make sure that participants have their final outputs from IMAGINE and LEARN visible or easily accessible.
  - a. For Activity 1b, each group's flipchart will be a list of attributes that describe a learning agent.

- b. For Activity 2a, each group's flipcharts will list ways of addressing a specific learner's needs
- c. For Activity 2b, the groups' flipcharts will list ways of making learning providers, communities, and states more learning centered
- d. For Activity 2c, each group's flipchart will detail a news headline story about breakthrough change in learning.

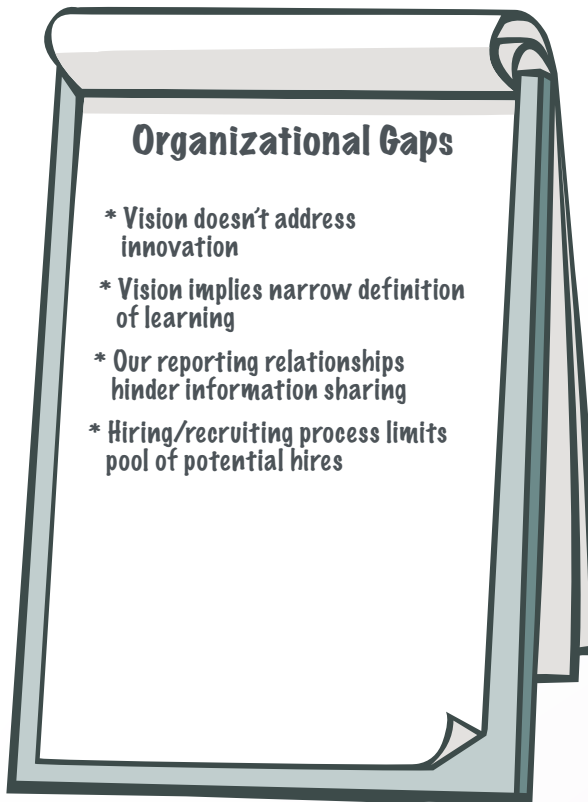
2. Create an *Organizational Gaps* flipchart and a *Strategic Stretch Goal* flipchart for each small group using the templates below and distribute the flipcharts.

3. Pass out the participant instruction sheet.

### Facilitation Instructions:

1. Ask each small group to use their final flipchart output from IMAGINE and LEARN to help identify gaps in how *their own organization* supports learning and is prepared to adapt to the world of learning. Specifically, ask them to consider the questions below, focusing on whichever area(s) resonate most with them. As they do so, ask one participant in each small group to record the gaps on the *Organizational Gaps* flipchart. (15 minutes)
  - a. To what extent does your *organizational vision* seem appropriate to the world of learning? Where might it be falling short?
  - b. To what extent are your organization's *primary activities* supportive of a world of learning? Where might they be inconsistent with it?
  - c. Are there other places where you see shortfalls?

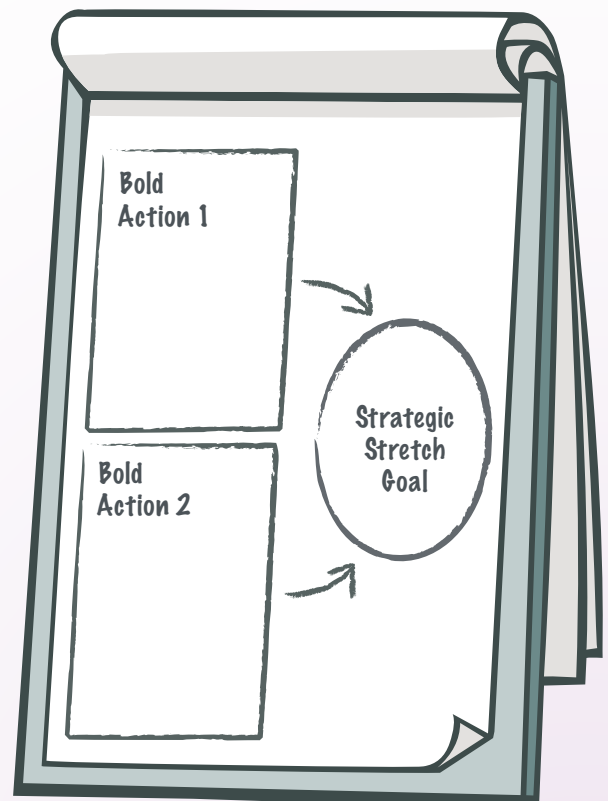




*Organizational Gaps Flipchart Template*

2. Next, ask each group to pick one gap on which to focus on by having each participant vote on his or her top choice. (If a few gaps are similar, they can be clustered before voting.) (5 minutes)

3. Ask each group to *re-state this organizational gap as a strategic stretch goal*. A stretch goal is one that pushes your organizational boundaries and requires your organization to operate in a different way than "business as usual." The goal should be provocative yet strategic in helping your organization become more adaptable and learning centered. (An example might be making a significant change to one of your organization's primary activities or adding a new area of activity to support the organization's vision while moving toward a world of learning.) Ask participants to write their goals on the *Strategic Stretch Goal* flipchart whose template is shown below. (5 minutes)



*Strategic Stretch Goal Flipchart Template*

4. Ask participants to discuss what *bold actions* their organization might take to reach this stretch goal. A bold action is an action step that departs from business as usual and which may seem risky or experimental. Such actions might include, but not be limited to, developing new roles, creating new processes (or abandoning an existing process), redesigning structures, or creating new partnerships. Specifically, ask participants to use the process detailed below. (20 minutes)

a. With everyone writing on Post-It notes, spend two or three minutes jotting down provocative actions for addressing the strategic stretch goal, with one idea per Post-It note, and sticking the notes on a blank flipchart sheet.

b. After about 10 minutes, cluster the actions.

c. In the remaining 10 minutes ask participants to review their ideas, add any final bold actions, and pick the top two. Make sure that they write their top two actions in the *Strategic Stretch Goal* flipchart.

5. Conclude this activity by quickly going around the room and asking each small group to read out its strategic stretch goal and its two bold actions. This discussion should involve a quick burst of goals and bold actions, not detailed explanations. If there are more than five small groups, ask five volunteers to share their small groups' goals and actions. At your next break, hang all the *Strategic Stretch Goal* flipcharts where everyone can walk by and read them. (1 minute per group, 5 minutes total)

**Total Time: 50 minutes**

Follow with any PRIORITIZE activity.

## Activity 3c: Create Pathways for Change in Your Organization

### 40 minutes

#### Summary:

Every organization needs to think about how to make change happen. Whether introducing new roles; designing new products, services, programs, or partnerships; or implementing new tools, organizations need to consider the resources and support necessary to make change a reality. This activity will help participants explore strategies for making breakthrough change happen.

#### Objectives:

- Explore what it would take for your organization to lead breakthrough change in learning, giving consideration to current resources and connections as well as to what additional resources and support might be necessary

#### Resources:

- Participant instruction sheet
- Final flipchart output from IMAGINE and LEARN
- Blank flipchart for facilitator to record change maker themes
- Flip chart markers for use by facilitator
- Post-It notes for each participant
- Blank flipchart sheets for small groups
- Fine point markers for each participant

#### Format:

Small-group work, large-group discussion

#### Setup Instructions:

1. Make sure that the final flipchart outputs from IMAGINE and LEARN are visible.
2. Distribute blank flipchart sheets, Post It notes, and fine point markers to each small group.
3. Pass out the participant instruction sheet.

#### Facilitation Instructions:

1. Begin by asking **each individual** to jot down ideas about the questions below. Ask them to think back to their insights from previous activities as they consider ideas, but encourage them not to be limited by previous conversations. (5 minutes)

- a. Thinking about your organizational vision, mission, and/or strategies, where do you see opportunities for your organization to lead breakthrough change in learning?
- b. What existing resources and connections could your organization draw upon in leading breakthrough change in learning?
- c. Where would your organization need additional resources or support to bolster its capacity to lead breakthrough change in learning?
- d. How might *you* contribute to your organization's leading breakthrough change in learning?

2. Next, within their small groups, ask participants to share their ideas about how their organization could lead breakthrough change in learning, making sure that everybody gets a chance to share their ideas. Ask one participant to record the highlights of the groups' ideas on a flipchart. (20 minutes)

3. As a large group, discuss common themes about what it would take for your organization to lead breakthrough change and learning. Make sure that participants share the big ideas from their small-group conversations rather than reporting out on everything they discussed. (You can ask them to share two key ideas.) Ask a participant to record a list of these themes on a flipchart as they are discussed. (15 minutes)

#### **Total Time: 40 minutes**

Follow with any PRIORITIZE activity.

## Section Four – PRIORITIZE Actions for Results

### Overview

Now you are ready to make your ideas tangible by planning for how to take action toward the future of learning that you want to create. The four activities in this final section give you options for how to focus your planning. As you choose among them, select the point of focus that seems most helpful for synthesizing your new learning and insights and for beginning to prioritize actions and identify partners for change.

### Activity 4a. Create a Professional Development Agenda *50 minutes*

#### Objectives:

- Develop priorities for professional development that will help support your organization in realizing new ideas, solutions, and changes for the emerging world of learning

#### Resources:

- Participant instruction sheet if needed
- Final flipchart output from most recent group work
- *Possible Resources* flipchart template
- Flipcharts for you or for small groups depending on group size
- One or more sets of flip chart markers depending on group size
- Post-It notes for each participant
- Fine point markers for each participant

#### Format:

Large-group discussion if fewer than 25 participants; small-group work if 25 or more participants.

### Activity 4b. Identify Sources of Leadership *50 minutes*

#### Objectives:

- Identify sources of leadership within and outside your organization who can become partners in leading change

#### Resources:

- Participant instruction sheet if needed
- Final flipchart output from most recent group work
- *Leadership: Inside and Outside* flipchart template
- *Possible Collaborations* flipchart template
- Flipcharts for you or for small groups depending on group size
- One or more sets of flipchart markers depending on group size
- Post-It notes for each participant
- Fine point markers for each participant

#### Format:

Large group discussion if fewer than 25 participants, small groups if more than 25 total participants.

#### Activity 4c. Develop a Policy Agenda to Facilitate Change *35 minutes*

##### Objectives:

- Identify how new policies or policy changes in your organization, among learning providers, or at the community or state level could eliminate barriers to, and promote the benefits of, the world of learning
- Plan for taking action to influence those policies

##### Resources:

- Participant instruction sheet if needed
- Final flipchart output from most recent group work
- *Policy Options* flipchart template
- *Policy Action Steps* flipchart template
- Flipcharts for you or for small groups depending on group size
- One or more sets of flipchart markers depending on group size
- Post-It notes for each participant
- Fine point markers for each participant

##### Format:

Large-group discussion if fewer than 25 participants; small-group work if 25 or more participants.

#### Activity 4d. Identify Key Implications for Your Organization *20 minutes*

##### Objectives:

- Identify key implications about the new world of learning for your organization
- Relate insights about new possibilities for learning to your organization's mission, vision, and values in order to drive organizational change

##### Resources:

- Final flipchart output from your most recent group work
- Flipcharts for you or for small groups depending on your activity design
- One or more sets of flip chart markers depending on your activity design
- Participant instruction sheet if needed for your activity design (create your own)

##### Format:

Large-group discussion or small-group work depending on your activity design and the number of participants.

## Activity 4a: Create a Professional Development Agenda

### 50 minutes

#### Summary:

This activity asks participants to reflect on the kinds of skills and practices that their organizations will need to cultivate for the world of learning. In addition, it prompts participants to prioritize specific actions to start their journeys toward the world of learning that they want to create.

#### Objectives:

- Develop priorities for professional development that will help support your organization in realizing new ideas, solutions, and changes for the emerging world of learning

#### Resources:

- Participant instruction sheet if needed
- Final flipchart output from most recent group work
- *Possible Resources* flipchart template
- Flipcharts for you or for small groups depending on group size
- One or more sets of flip chart markers depending on group size
- Post-It notes for each participant
- Fine point markers for each participant

#### Format:

Large-group discussion if fewer than 25 participants; small-group work if 25 or more participants.

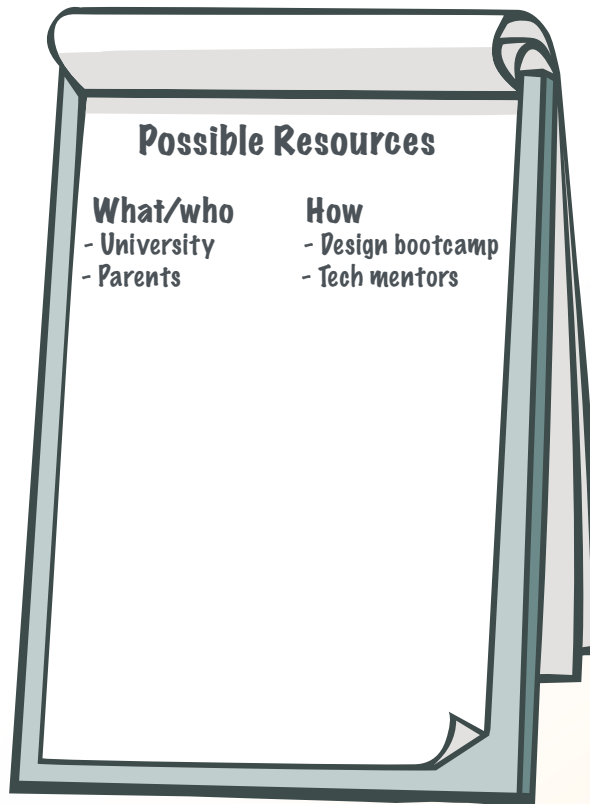
#### Setup Instructions:

1. Make sure that the final flipchart output from the most recent activity is easily accessible and visible.
2. Distribute Post-It notes and fine point markers for each participant.
3. Distribute blank flipcharts and flipchart markers for each small group if the group size is 25 or more.
4. Prepare and distribute *Possible Resources* flipcharts for each small group if the group size is 25 or more; if it is smaller, prepare one for yourself.
5. Pass out the participant instruction sheet if needed.

#### Facilitation Instructions:

1. Ask participants to review silently the outcomes of their most recent activity and to think about the new kinds of skills and practices that the people in their organization will need to develop in order to realize the new solutions, programs, relationships, or breakthroughs identified earlier. As they review, ask them to write the skills and practices that they identify on Post-It notes, with one skill or practice per note. (5 minutes)
2. If your group size is fewer than 25 people, ask participants to pick two of their ideas to share with the whole group. Ask them to take turns reading their Post-It notes so that everyone can hear. As they do so, place their Post-It notes on the wall or on several flipcharts hung side-by-side. Cluster the Post-It notes as participants continue to share more ideas. As they share, ask participants to build on one another's ideas and to share related thoughts. If your group has 25 or more people, do this activity in small groups, asking a participant from each group to post the group's ideas. (30 minutes)
3. Continue with a large-group discussion (or in small groups) using the prompts below. Make sure to record the highlights of the conversation on the *Possible Resources* flipchart. (15 minutes)
  - a. What/who are possible resources (inside and outside your organization) that could help you cultivate the new skills and practices listed in these clusters?
  - b. How can you begin to work with these resources to cultivate these skills and practices?





*Possible Resources Flipchart Template*

**Total time: 50 minutes**

Follow with a strategic learning experience conclusion of your choosing.

## Activity 4b: Identify Sources of Leadership

50 minutes

### Summary:

Strong leadership is necessary to drive any new idea or breakthrough change. This activity will help you look inside and outside your organization to determine potential sources of leadership that can help you bring about change in your learning system.

### Objectives:

- Identify sources of leadership within and outside your organization who can become partners in leading change

### Resources:

- Participant instruction sheet if needed
- Final flipchart output from most recent group work
- *Leadership: Inside and Outside* flipchart template
- *Possible Collaborations* flipchart template
- Flipcharts for you or for small groups depending on group size
- One or more sets of flipchart markers depending on group size
- Post-It notes for each participant
- Fine point markers for each participant

### Format:

Large-group discussion if fewer than 25 participants; small-group work if 25 or more participants.

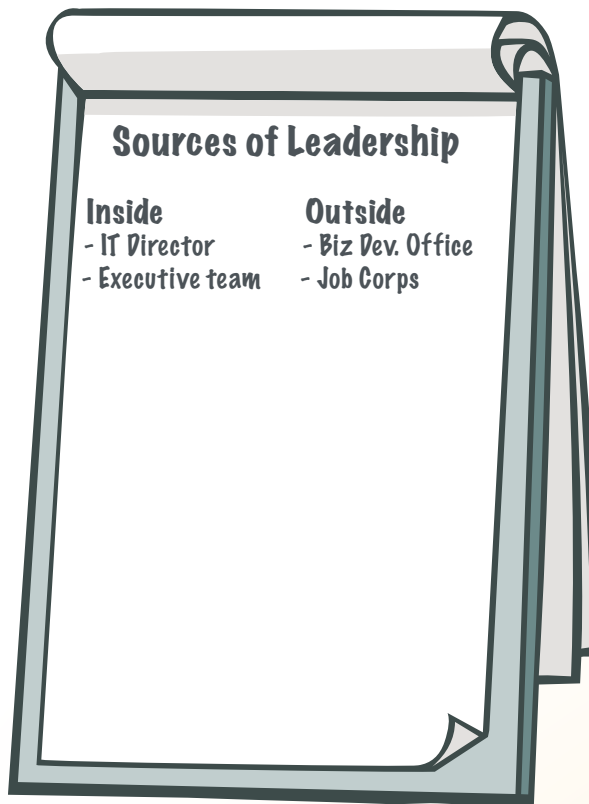
### Setup Instructions:

1. Make sure that the final flipchart output from the most recent activity is easily accessible and visible.
2. Distribute Post-It notes and fine point markers for each participant, along with flip chart markers for each group if the group size is 25 or more.
3. Prepare and distribute *Leadership: Inside and Outside* flipcharts for each small group if the group size is 25 or more; if it is smaller, prepare one for yourself.

4. Prepare and distribute *Possible Collaborations* flipcharts for each small group if the group size is 25 or more; if it is smaller, prepare one for yourself.
5. Pass out the participant instruction sheet.

### Facilitation Instructions:

1. Ask participants to review silently the outcomes of their most recent activity and to think about the leaders and leadership that will be necessary for their organization to realize the new solutions, programs, relationships, or breakthroughs identified earlier. As they reflect, ask them to write their observations about the topics below on Post-It notes. (5 minutes)
  - a. Issues and actions related to their new ideas that will require leadership
  - b. The kinds of leadership that will help enable change
2. Ask participants to share their ideas about leadership and to cluster the corresponding Post-It notes on a flipchart. If you are working as one large group, have a participant help facilitate the clustering. If you are working with small groups, have one person in each group manage the clustering. (15 minutes)
3. Ask participants to discuss which individuals in their organization could provide leadership and in what ways, listing their ideas in the “Inside” column of the *Leadership: Inside and Outside* flipchart as they do so if they are working in small groups. If you are working as one large group, ask a participant to record ideas for you. (10 minutes)



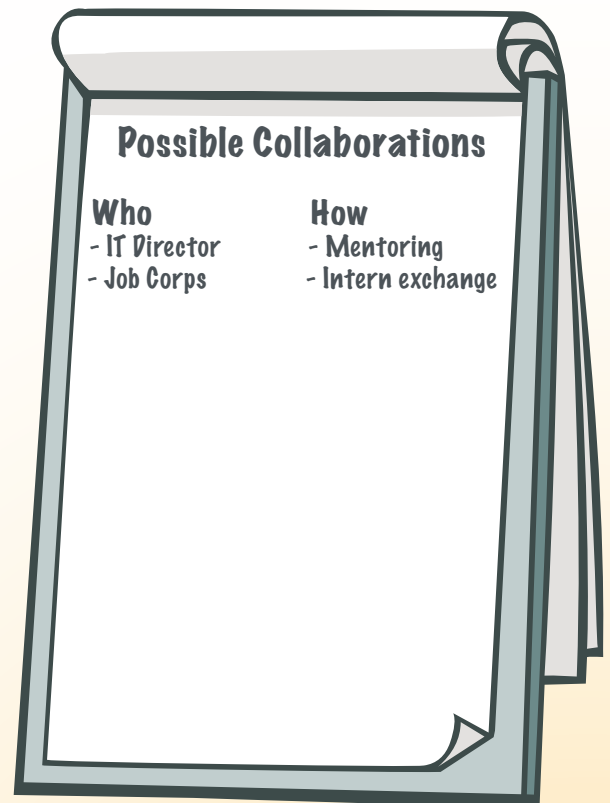
*Leadership: Inside and Outside Flipchart Template*

4. Then ask participants to identify which individuals or organizations in their community, at the state level, or in other relevant locations could play leadership roles and to discuss how those individuals or organizations would do so. If they are working in small groups, ask them to list their ideas in the “Outside” column of the *Leadership: Inside and Outside* flipchart as they do so. If you are working as one large group, ask a participant to record ideas for you. (10 minutes)

5. Ask participants to vote (using a sticky dot or a check mark) on the two sources of leadership (inside or outside your organization) that they think could provide the greatest potential for change. (5 minutes)

6. Ask participants to discuss how they could collaborate with these individuals or organizations and to record their ideas on the *Possible Collaborations* flipchart. (10 minutes)

If you are working in small groups, save a few minutes from Step 6 to have participants from each table volunteer to share highlights about their possible collaborations. No more than 3 minutes.



*Possible Collaborations Flipchart Template*

**Total time: 50 minutes**

Follow with a strategic learning experience conclusion of your choosing.

## Activity 4c: Develop a Policy Agenda to Facilitate Change

### 35 minutes

#### Summary:

Advocating for policy changes in your organization, among learning providers, or at the community or state level can create useful momentum for change. This activity invites participants to identify and prioritize ways in which new policies or policy changes could help support their transition to the emerging world of learning.

#### Objectives:

- Identify how new policies or policy changes in your organization, among learning providers, or at the community or state level could eliminate barriers to, and promote the benefits of, the world of learning
- Plan for taking action to influence those policies

#### Resources:

- Participant instruction sheet if needed
- Final flipchart output from most recent group work
- *Policy Options* flipchart template
- *Policy Action Steps* flipchart template
- Flipcharts for you or for small groups depending on group size
- One or more sets of flipchart markers depending on group size
- Post-It notes for each participant
- Fine point markers for each participant

#### Format:

Large-group discussion if fewer than 25 participants; small-group work if 25 or more participants.

#### Setup Instructions:

1. Make sure that the final flipchart output from the most recent activity is easily accessible and visible.
2. Distribute Post-It notes and fine point markers for each participant, along with flip chart markers for each group if the group size is 25 or more.

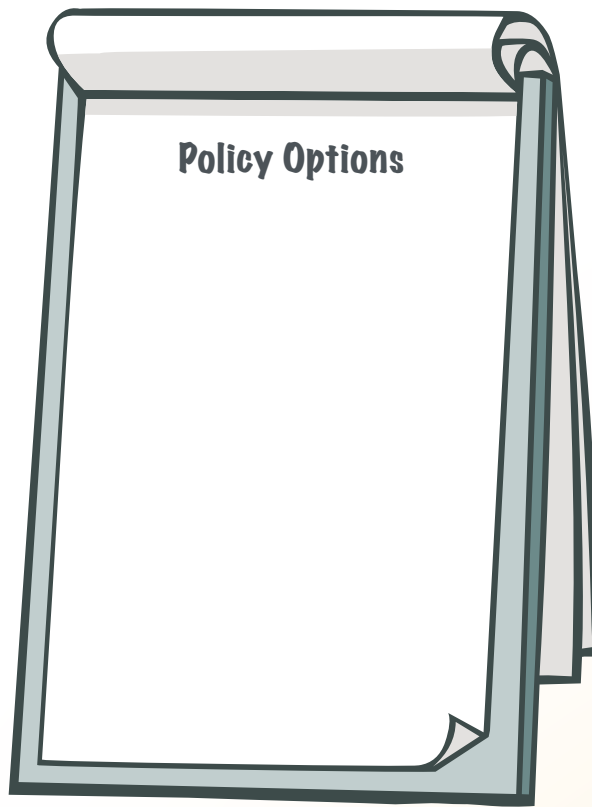
3. Prepare and distribute *Policy Options* flipcharts for each small group if the group size is 25 or more; if it is smaller, prepare one for yourself.

4. Prepare and distribute *Policy Action Steps* flipcharts for each small group if the group size is 25 or more; if it is smaller, prepare one for yourself.

5. Pass out the participant instruction sheet.

#### Facilitation Instructions:

1. Ask participants to review silently the outcomes of their most recent activity and to think about the ways in which policy changes at various levels (organization, learning provider, community, and/or state) could accelerate the realization of the new solutions, programs, relationships, or breakthroughs identified earlier. As they review, ask them to write ideas in response to the question below on Post-It notes, with one idea per note. (5 minutes)
  - a. What new policies or policy changes would you advocate for within your organization, among learning providers, or in your community or state in order to accelerate the ideas that your group developed?
2. Ask participants to share the ideas on their Post-It notes and to discuss their new policies and policy changes, either with the whole group or within small groups depending on the total size. Place the Post-It notes on the *Policy Options* flipchart. (15 minutes)



*Policy Options Flipchart Template*

3. Then, ask participants to discuss what actions they or their organization could take to increase awareness of the need for policy change and to influence policy makers to bring about change. If you are working with the whole group, ask a participant to help record ideas on the *Policy Action Steps* flipchart. If you are working with small groups, ask each group to complete this flipchart and save three to five minutes to share out a highlight from each small group to the whole group. (15 minutes)



*Policy Action Steps Flipchart Template*

**Total Time: 35 minutes**

Follow with a strategic learning experience conclusion of your choosing.

## Activity 4d: Identify Key Implications for Your Organization

### 20 minutes

#### Summary:

This activity gives you the opportunity to create your own discussion question(s) that will help you relate your new insights about the world of learning and about possibilities for your organization to the original objectives of your strategic learning experience. It also provides a chance to frame questions that can relate the group's previous activities to your organization's mission, vision, and values.

#### Objectives:

- Identify key implications about the new world of learning for your organization
- Relate insights about new possibilities for learning to your organization's mission, vision, and values in order to drive organizational change

#### Resources:

- Participant instruction sheet (create your own if needed)
- Final flipchart output from your most recent group work
- Flipcharts for you or for small groups depending on your activity design
- One or more sets of flip chart markers depending on your activity design

#### Format:

Large-group discussion or small-group work depending on your activity design and the number of participants.

#### Setup Instructions:

1. Make sure that the final flipchart output from the most recent activity is easily accessible and visible.
2. If needed to support your activity design, distribute blank flipcharts and flipchart markers for each small group if the group size is 25 or more.
3. If needed to support your activity design, pass out the participant instruction sheet.

#### Facilitation Instructions:

1. Create your own activity to support your group in relating its new ideas back to the objectives of your strategic learning experience. Two examples appear below. (20 minutes)

a. Facilitate a whole-group discussion about the relevance and adaptability of your organization's vision, mission, and values.

b. Create a self-organized discussion using questions that the group suggests. You could:

- Ask your group to identify possible questions
- Capture those questions on a flipchart
- Vote to identify those that participants are most interested in discussing if there are more than three or four questions.
- Assign a question to each corner of the room.
- Ask participants to vote with their feet by moving to the corner assigned to the question that they want to discuss.
- Ask each group to record key ideas and comments on a flipchart.

#### Total Time: 20 minutes

Follow with a strategic learning experience conclusion of your choosing.



## RESOURCES APPENDIX

This section of the toolkit contains or references all the materials you will need to organize and conduct a strategic learning experience for your organization:

- Change maker planning guide
- Content resources list – including descriptions of audio, video, and text materials that you can download for participants to use in their group interactions
- Basic supplies list
- Sample agendas – for both half- and full-day sessions
- Session tips
- Options for sharing your experience
- Participant instruction sheets – step-by-step instructions for participants to use at their tables to reinforce your instructions for activities.

## Change Maker Planning Guide

Use this planning guide to help consider your activity selections as you review their descriptions in each section. As you plan your strategic learning experience, consider each activity's objectives, the resources that it uses, its duration, and its outcomes. Unless your engagement is shorter than half a day, we strongly suggest that you include

both activities 1a and 1b and that you select at least one activity from each subsequent section.

You can keep track of your activity choices by marking the box on the right. At the bottom of the page, you can mark the resources that you will need for your strategic learning experience.

### Section One - IMAGINE a New World of Learning

Check

Activities:	1a: Imagine a New World of Learning	25-45 mins. _____
	1b: Imagine New Roles and Relationships	55 mins. _____

### Section Two - LEARN about Possibilities

Activities:	2a: Discover Ways to Address Learners' Needs	65 min. _____
	2b: Create Adaptable and Learning-Centered Organizations	65 min. _____
	2c: Create Stories of Breakthrough Change in Learning	75 min. _____

### Section Three - APPLY New Ideas for Change

Activities:	3a: Design Solutions to Create a New Niche	65 min. _____
	3b: Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization	50 min. _____
	3c: Create Pathways for Change in Your Organization	40 min. _____

### Section Four -PRIORITIZE Actions for Results

Activities:	4a: Create a Professional Development Agenda	50 min. _____
	4b: Identify Sources of Leadership	50 min. _____
	4c: Develop a Policy Agenda to Facilitate Change	35 min. _____
	4d: Identify Key Implications for Your Organization	20 min. _____

### Resources

<input type="checkbox"/> <i>2020 Forecast: Creating the Future of Learning</i> <input type="checkbox"/> Breakthrough Change Flipchart Template <input type="checkbox"/> World of Learning Overview Video <input type="checkbox"/> News Headline Story Flipchart Template <input type="checkbox"/> Six Attributes of the World of Learning Video <input type="checkbox"/> Organizational Gaps Flipchart Template <input type="checkbox"/> "Engaging with the Future of Learning" Power-Point Presentation <input type="checkbox"/> Strategic Stretch Goal Flipchart Template <input type="checkbox"/> World of Learning Attribute Cards <input type="checkbox"/> Leadership: Inside and Outside Flipchart Template <input type="checkbox"/> Learning Agent Videos <input type="checkbox"/> Possible Resources Flipchart Template <input type="checkbox"/> Learning Agent Dossiers (text) <input type="checkbox"/> Possible Collaborations Flipchart Template <input type="checkbox"/> Learning Artifact Descriptions (text)	<input type="checkbox"/> Policy Options Flipchart Template <input type="checkbox"/> Learner Persona Dossiers (text) <input type="checkbox"/> Policy Action Steps Flipchart Template <input type="checkbox"/> Learner Persona Introductions (audio clips) <input type="checkbox"/> Participant instruction sheets <input type="checkbox"/> Learning System Scenario Descriptions (text) <input type="checkbox"/> Blank Flipcharts for Small Groups <input type="checkbox"/> Learning System Scenario Introductions (audio clips) <input type="checkbox"/> Flipchart Markers for Small Groups <input type="checkbox"/> Addressing Learner Needs Flipchart Template <input type="checkbox"/> Post-It Notes for Each Participant (3 x 5 Inch or 3x3 inch) <input type="checkbox"/> Scenario - Learning Centered Flipchart Template <input type="checkbox"/> Fine Point Markers for Each Participant <input type="checkbox"/> Scenario - Strengths and Challenges Flipchart Template <input type="checkbox"/> Materials for Prototyping
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## Content Resources

The content resources described below provide the substance for your strategic learning experience's interactions and discussions. They include text, video, and audio materials that you can download from the 2020 Forecast website and either distribute or play during your session.

### Background Resources

#### *2020 Forecast: Creating the Future of Learning*

KnowledgeWorks' 2020 Forecast is a tool for thinking about, preparing for, and shaping the future. It outlines key forces of change that will shape the landscape of learning over the next decade and emphasizes how we all have the opportunity, and the responsibility, to create the future of learning. Because it contains the core research upon which the resources used in the activities are based, you might find it useful to ask participants to look at it online before your strategic learning experience or to make hard copies available to them for background reference. You can request hard copies free of charge.

#### *2020 Forecast Update*

KnowledgeWorks' 2011 update to the 2020 Forecast presents our latest understanding of how the drivers of change identified in our 2020 Forecast could affect education and how you can begin taking action now to create the future of learning. Because it contains an update to the core research upon which the resources used in the activities are based, you might find it useful to ask participants to look at it online before your strategic learning experience or to print hard copies for them.

### Resources Used in the Activities

#### *World of Learning Overview Video*

This video presents a vision-level overview of how the trends affecting the future of learning are pointing toward a world of learning that is customized, connected, amplified, authentic, resilient, and relevant. The video, which lasts 3 minutes and 23 seconds, is a foundational resource for strategic learning experiences because it provides a common vision for the future of learning upon which the collaborative activities build.

#### *Six Attributes of the World of Learning Video*

This video lasting 8 minutes and 31 seconds explores in more depth the six attributes that shape the emerging world of learning: customized, connected, amplified, authentic, resilient, and relevant. It describes the attributes and their implications for creating more learning-centered practices, organizations, and systems. Like the world of learning overview video, it can be used as a foundational resource for strategic learning experiences because it provides a common language and set of concepts about the future world of learning from which the collaborative activities build. If you would like to work with a selection of the attributes or present them in a different order than they are shown in this video, the segment pertaining to each attribute is available as a separate video with a brief introduction and conclusion about the world of learning from the resources section of the 2020 Forecast website.

#### *World of Learning Attribute Cards*

This set of cards lets participants play with their new ideas about the attributes of the world of learning. Each card contains a description of one of the six attributes of the world of learning along with an example of how it is beginning to play out today. The cards can be downloaded and printed, if possible, in color on cardstock for use in Activity 1b. Four attributes are included on a single page. After printing them, you can cut along the dotted lines to create a deck of attribute cards. Make sure to produce one set containing all six attributes for each small group in your strategic learning experience.

#### *Learning Agents*

An expanded set of learning agent roles and activities will support rich, relevant, and authentic learning in multiple settings, providing exciting career paths for existing educators and attracting new talent. Set in the year 2025, the learning agent dossiers and accompanying videos describe five possible learning agent roles. These resources are used and referred to in several activities as a basis for exploring opportunities in the future world of learning and for identifying specific opportunities and implications for your organization.

Assessment Designer

*PDF Dossier*      *Video Introduction*

Community Intelligence Cartographer

*PDF Dossier*      *Video Introduction*

Eduvator

*PDF Dossier*      *Video Introduction*

Learning Fitness Instructor

*PDF Dossier*      *Video Introduction*

Learning Journey Mentor

*PDF Dossier*      *Video Introduction*

### Learning Artifacts

To help bring the future of learning to life, these artifacts from the year 2025 illustrate tools and services that could help support learners and make organizations, communities, and states more learning centered. Imagining that these tools and services are widespread in your community or learning system can help you explore the possibilities for change. Print these PDF files in color if possible.

Cincinnati Learning Commons Exchange Statement

Community Learning Resources

“Food for Thought” Cookbook

Knowledge Advisor Associates

Mobile Quest

### Learner Personas

As the world of learning continues to evolve, so will learners. The following personas, most created with Collective Invention, present snapshots of what we think different learners’ experiences, struggles, and aspirations might be in the year 2025. These personas give session participants a personal and concrete focus for discussing challenges and opportunities in education and for exploring how to address learners’ needs more effectively in the new world of learning. Most of these learners are teenagers, while four are younger.

Adila Tahawi

*PDF Dossier*      *Audio Introduction*

Aimee Park

*PDF Dossier*      *Audio Introduction*

Angelina Whitman

*PDF Dossier*      *Audio Introduction*

Devan Williams

*PDF Dossier*      *Audio Introduction*

George Jezek

*PDF Dossier*      *Audio Introduction*

Joshua Howard

*PDF Dossier*

JP Teaero

*PDF Dossier*      *Audio Introduction*

Mia Edwards

*PDF Dossier*

Patricia LaCoste

*PDF Dossier*      *Audio Introduction*

Sal Ophir-Kedar

*PDF Dossier*

Sofia Castillio

*PDF Dossier*

Tony Gutierrez

*PDF Dossier*      *Audio Introduction*

### Learning System Scenarios

Since we cannot be certain that the world of learning will unfold, examining possible future scenarios can help us prepare for whatever future does come to pass. Originally developed with Collective Invention, these scenarios of how learning might look in the year 2025 reflect two critical uncertainties: whether the learning system reflects a learning oasis or a learning desert and whether it is controlled primarily by providers or by prosumers (proactive consumers who co-produce what they consume).

These scenarios give strategic learning experience participants an opportunity to imagine learning in four very different environments in which learners, learning providers, communities, and states share challenges and opportunities but must find their own distinct ways of addressing them. Engaging with the scenarios can help participants plan more robustly for how to meet their goals no matter what future comes to pass.

A Vibrant Learning Grid

*PDF Description*      *Audio Introduction*

A National System for Global Competitiveness

*PDF Description*      *Audio Introduction*

Learners Forage for Resources

*PDF Description*      *Audio Introduction*

Schools as Centers of Resilience:

*PDF Description*      *Audio Introduction*

Scenario Overview

*PDF Formatted for 11x17 Printing*

*PDF Formatted for 8.5x11 Printing*

## Basic Supplies

In addition to the resources detailed for each activity, you might find it helpful to have these basic supplies available at your strategic learning experience:

- Name tags
- One flipchart easel and pad for each small group and one for the facilitator
- Several flipchart markers for each small group and for the facilitator
- Artists' or masking tape for hanging flipchart sheets
- 2-3 packs of 3.5 x 5 inch Post-It notes (more for activities that list them as resources)
- Fine point marker pens for writing on Post-It notes (more for activities that list them as resources)
- Refreshments.

## Sample Agendas

The following agendas show how you might combine activities to create a customized strategic learning experience for your own organization or group. Each agenda lists the timing, the activities, the ideas explored, and the outputs created. Each one also indicates the total duration of the session and suggested breaks.

The first three agendas are for half-day sessions that could be completed before a lunch break or started after lunch. The shortest lasts for two and-a-half hours, and the longest lasts for four hours and forty-five minutes. The final two agendas are for full-day sessions that conclude in the mid- to late afternoon.

These agendas serve as guides to help you think through how the activity modules can be combined to fit your objectives and the time available. Feel free to combine the activities in other ways or to adjust their timing to fit your schedule.

### Agenda 1: Short Half Day – 2.5 hours

This is a focused agenda that would be suitable for time-constrained groups. It provides exposure to the world of learning concepts and allows time for a discussion of the implications for professional development opportunities and how participants might begin to take action to develop new skills and practices. The final activity, 4a, could be substituted with 4b or 4c for a discussion of leadership or policy opportunities in place of professional development. If you have less time than shown here, you can shorten Activity 1b by having groups work with two or three attributes rather than all with all six of them. Customized, amplified, and relevant might be a useful subset if you only have time for three.

TIME	ACTIVITY	IDEAS EXPLORED	OUTPUT
8:20	Introduction	Review objectives and process	
8:30	1a: Imagine a New World of Learning 25 min.	Explore attributes of the new world of learning	Discussion of key shifts shaping the future of teaching and learning
8:55	1b: Imagine New Roles and Relationships 55 min.	Explore a range of possible new roles for educators that could help enable new ways of organizing teaching and learning	Synthesis of how possible new educator roles exemplify the attributes of the world of learning and could create new opportunities
9:50	Break		
10:00	4a: Create a Professional Development Agenda 50 min.	Examine the skills and practices your organization would need in order to implement new ideas	Identification of areas for professional development in your organization
10:50	Wrap Up: Next Steps		
11:00	Close		

## Agenda 2: Short Half Day – 3.5 hours

This is a slightly longer half-day agenda that would fit time-constrained groups who want a more hands-on experience engaging with and applying new ideas. It helps participants imagine the future context of teaching and learning and then asks them to identify new kinds of products, services, programs, and partnerships that they could develop to become more adaptable in the new world of learning. It concludes by having participants identify the professional development or the kinds of leadership that would be necessary to implement their new solutions and ideas.

TIME	ACTIVITY	IDEAS EXPLORED	OUTPUT
8:20	Introduction	Review objectives and process	
8:30	1a: Imagine a New World of Learning 25 min.	Explore attributes of the new world of learning	Discussion of key shifts shaping the future of teaching and learning
8:55	1b: Imagine New Roles and Relationships 55 min.	Explore a range of possible new roles for educators that could help enable new ways of organizing teaching and learning	Synthesis of how possible new educator roles exemplify the attributes of the world of learning and could create new opportunities
9:50	Break		
10:00	3a: Design Solutions to Create a New Niche 65 min.	Opportunities for new products, services, programs, or partnerships	Prototypes of new products, services, programs, or partnerships that could help your organization prepare for the new world of learning
11:05	4b: Identify Sources of Leadership 50 min. OR 4a: Create a Professional Development Agenda 50 min.	Explore the kinds of leadership necessary for your organization to implement the new ideas OR Examine the skills and practices your organization would need in order to implement new ideas	List of possible collaborations that could help your organization mobilize change OR Identification of areas for professional development in your organization
11:55	Wrap Up: Next Steps		
12:05	Close		



### Agenda 3: Half Day – 4.75 hours

This agenda represents a packed half-day session that helps participants think through how your organization could develop innovative partnerships and relationships with learning providers, communities, and/or states in order to become more adaptable and learning centered in the future world of learning. It concludes with a focused discussion about how to develop the skills and practices necessary to support such a transition.

TIME	ACTIVITY	IDEAS EXPLORED	OUTPUT
8:20	Introduction	Review objectives and process	
8:30	1a: Imagine a New World of Learning 25 min.	Explore attributes of the new world of learning	Discussion of key shifts shaping the future of teaching and learning
8:55	1b: Imagine New Roles and Relationships 55 min.	Explore a range of possible new roles for educators that could help enable new ways of organizing teaching and learning	Synthesis of how possible new educator roles exemplify the attributes of the world of learning and could create new opportunities
9:50	Break		
10:00	2a: Discover Ways to Address Learners' Needs 65 min.	Explore ways in which new roles and relationships could address learner needs	Understanding of how possible new learning agent roles and functions could meet specific learners' needs
11:05	Break		
11:15	3b: Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization 50 min.	Identify gaps in how your organization supports learning and is prepared to adapt to the world of learning and identify stretch goals for addressing them	Stretch goals and associated bold actions for your organization to address gaps
12:05	4a: Create a Professional Development Agenda 50 min.	Examine the skills and practices your organization would need in order to implement new ideas	Identification of areas for professional development in your organization
12:55	Wrap Up: Next Steps		
1:05	Close		

#### Agenda 4: Full Day – 6.25 hours

This longer agenda focuses on helping your organization identify how and where it could create breakthrough change in learning. It starts by exploring the new world of learning along with opportunities for breakthrough change for the learning system as a whole and for your organization. It concludes with two synthesizing activities that help participants identify both the skills and practices necessary for driving breakthrough change in learning and possible sources of leadership in making change a reality.

TIME	ACTIVITY	IDEAS EXPLORED	OUTPUT
8:20	Introduction	Review objectives and process	
8:30	1a: Imagine a New World of Learning 25 min.	Explore attributes of the new world of learning	Discussion of key shifts shaping the future of teaching and learning
8:55	1b: Imagine New Roles and Relationships 55 min.	Explore a range of possible new roles for educators that could help enable new ways of organizing teaching and learning	Synthesis of how possible new educator roles exemplify the attributes of the world of learning and could create new opportunities
9:50	Break		
10:00	2c: Create Stories of Breakthrough Change in Learning 70 min.	Use new tools and services to craft stories of breakthrough change in learning	Understanding of how possible new learning tools and services could help create breakthrough change of learning
11:10	Break		
11:25	3c: Create Pathways for Change in Your Organization 40 min.	Explore what it would take for your organization to lead breakthrough change in learning	Ideas for how your organization could lead breakthrough change in learning
12:05	LUNCH		
1:05	4a: Create a Professional Development Agenda 50 min.	Examine the skills and practices your organization would need in order to implement new ideas	Identification of areas for professional development in your organization
1:50	4b: Identify Sources of Leadership 50 min.	Explore kinds of leadership necessary for your organization to implement the new ideas	List of possible collaborations that could help your organization mobilize change
2:40	Wrap Up: Next Steps		
2:50	Close		

## Agenda 5: Full Day – 6.4 hours

This full-day agenda helps participants think through how your organization can become more adaptable and learning centered. It also helps them identify what leadership and policy action steps could help realize your objectives. The agenda starts by exploring the new world of learning along with possible scenarios of the future of learning that could lead to different challenges and opportunities for creating adaptable and learning-centered organizations. Then, it asks participants to consider ways of making their own organization more adaptable and learning centered. It concludes with two synthesizing activities that help participants identify both possible sources of leadership and policy changes needed to make change a reality.

TIME	ACTIVITY	IDEAS EXPLORED	OUTPUT
8:20	Introduction	Review objectives and process	
8:30	1a: Imagine a New World of Learning 25 min.	Explore attributes of the new world of learning	Discussion of key shifts shaping the future of teaching and learning
8:55	1b: Imagine New Roles and Relationships 55 min.	Explore a range of possible new roles for educators that could help enable new ways of organizing teaching and learning	Synthesis of how possible new educator roles exemplify the attributes of the world of learning and could create new opportunities
9:50	Break		
10:00	2b: Create Adaptable and Learning-Centered Organizations 65 min.	Explore how possible new learning agent roles and relationships, along with possible learning tools and services, could help learning providers, communities, and states be more adaptable and learning centered	Understanding of how possible new learning agent roles and learning tools and services, could help learning providers, communities, and states respond to different challenges in the external environment
11:05	Break		
11:15	3b: Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization 50 min.	Identify gaps in how your organization supports learning and is prepared to adapt to the world of learning and identify stretch goals for addressing them	Stretch goals and associated bold actions for your organization to address gaps
12:05	LUNCH		
1:05	4b: Identify Sources of Leadership 50 min.	Explore kinds of leadership necessary for your organization to implement the new ideas	List of possible collaborations that could help your organization mobilize change
1:55	4c: Develop a Policy Agenda to Facilitate Change 35 min.	Identify how new policies or policy changes could eliminate barriers to, and promote the benefits of, the world of learning	List of actions that your organization could take to increase awareness about the need for policy change and to influence policymakers to bring about change
2:30	Wrap Up: Next Steps		
2:45	Close		

## Session Tips

For any strategic learning experience that you create, you will need to begin with a short introduction (about five minutes) explaining its objectives and providing a brief description of the flow of the agenda in order to prepare participants to be in the appropriate mindset to work collaboratively. Your invitation to the event can also help set the tone. Also, give participants about five minutes after your opening remarks to introduce themselves to their neighbor or to their table group.

Each sample agenda also allows ten minutes for a wrap-up and next steps discussion. This discussion provides an opportunity for the group to suggest follow-up steps, plan another meeting date or phone call, or make commitments to follow up on an issue or contact. It will help the session conclude with some activity toward the next steps.

In addition to reiterating those next steps with the groups as appropriate after the strategic learning experience, it can be very helpful for you to distribute a summary of the conversation, along with any feedback that you gathered about the session, so that the group's work can feed into your ongoing endeavors.

Finally, remember that these strategic learning experiences are intended to provide a creative opportunity for participants to engage with ideas about the future of learning and to experiment with new possibilities for your organization. We encourage you to foster an atmosphere of serious play, cooperation, and discovery in any way that you can and to invite participants to take risks in order to learn.

## Sharing Your Experience

To help us understand the ways in which the 2020 Forecast and this toolkit help organizations plan for achieving their most desired outcomes in a world of learning, KnowledgeWorks would also very much appreciate hearing about the outcomes that your group achieves, either during your strategic learning experience or after you have had some time to implement plans and see some initial results. If you would like to share your experience with us or be connected with other people who have been using this toolkit to effect change in their organizations, please e-mail [2020forecast@knowledgeworks.org](mailto:2020forecast@knowledgeworks.org) or get in touch with us via the contact form on the 2020 Forecast website.

## Participant Instruction Sheets

The activity modules in this toolkit provide facilitators with information and instructions for planning and leading strategic learning experiences. These participant instruction cards provide further clarity about what participants need to do in their small groups. While the activities work best when the facilitator provides instructions to the whole room, we suggest handing out these cards to each table so that participants can refer to them for reminders as they work through the activities.

## Participant Instructions

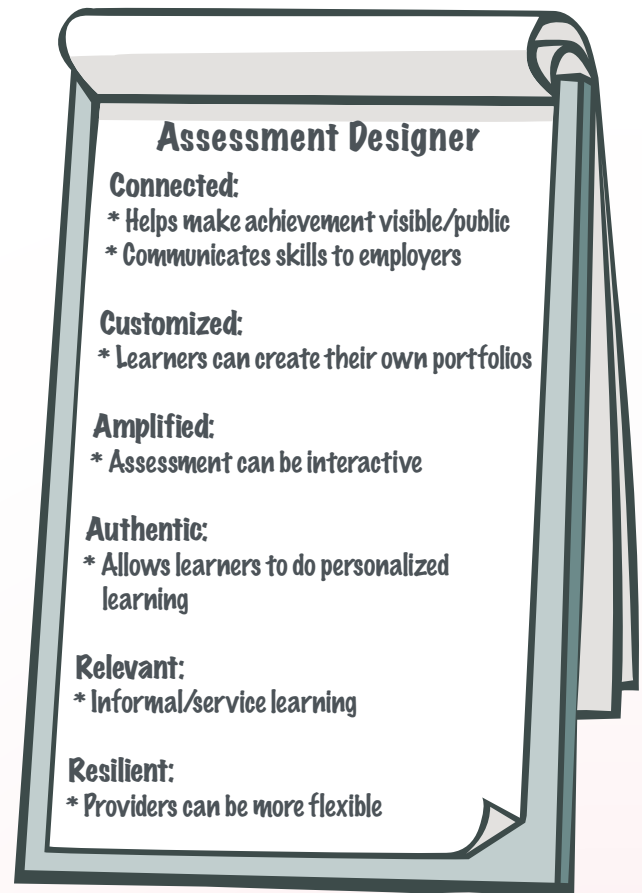
### Activity 1a: Imagine a New World of Learning

1. Listen to the world of learning video material. It will help you think about what learning could look like by the year 2025.
  - a. As you listen, **jot down words or phrases** that capture your interest or stimulate your thinking about the future world of learning.
2. Use the discussion questions below to share your first impressions about the future of learning with the other participants at your table. (15 minutes)
  - a. Which attributes resonate the most with you and why?
  - b. What shifts in teaching and learning do these attributes suggest?
  - c. What implications do these attributes suggest for organizing the learning system?
  - d. What possibilities do they begin to suggest for learning, learners, and learning professionals?

## Participant Instructions

### Activity 1b: Imagine New Roles and Relationships

1. Listen to the five learning agent videos. (10 minutes)
2. Your table should have a stack of world of learning attribute cards and copies of one learning agent dossier. Place the stack of attribute cards face down in the center of the table. Read your learning agent dossier silently. (5 minutes)
3. Title your blank flipchart with the learning agent role that you are discussing. You will use the flipchart to record highlights of your discussion, writing each attribute you are discussing as a sub-title on the flipchart as shown below.

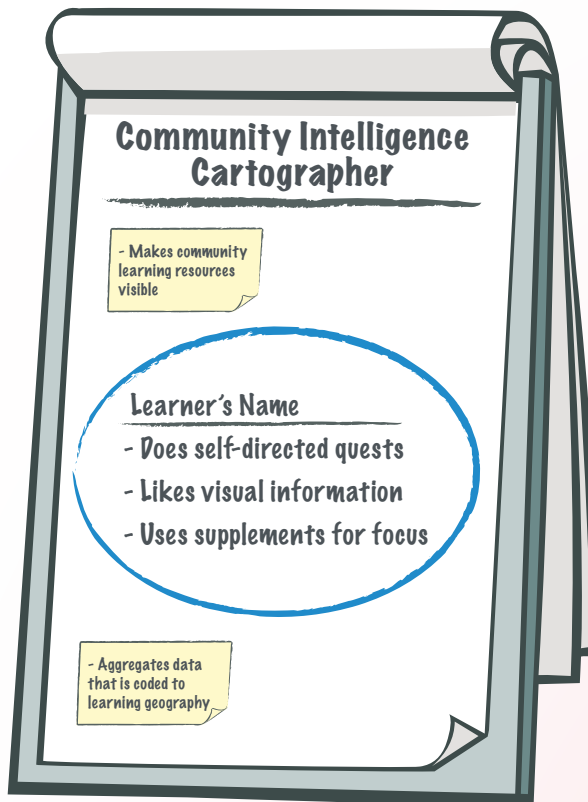


4. For the next 20 minutes, use the world of learning attribute cards to discuss your group's learning agent and to capture your ideas on the flipchart. Follow the steps below:
  - a. Go around your table with each person taking a turn picking an attribute card and explaining how the learning agent exemplifies the attribute. For example, how does an assessment designer help make learning "customized," "connected," amplified," "authentic," "relevant," or "resilient"?
  - b. Go around the table until all the attribute cards have been turned over and discussed.
  - c. If you have more participants than attribute cards, mix up the cards and begin again until each participant has had a turn.
5. Take 5 minutes to identify three key insights about your learning agent. Pick someone at your table to share your insights with the large group.

## Participant Instructions

### Activity 2a: Discover Ways to Address Learners' Needs

1. Listen to all of the selected learner personas' audio clips. (10 minutes)
2. Using the copies of your learner persona dossier at your table, read silently for more detail about your learner's background and learning profile. (5 minutes)
3. Write your learning agent role at the top of your Addressing Learner Needs flipchart and then write the name of your learner persona at the top of the circle in the center of your flipchart (as shown below).



*Addressing Learner Needs Flipchart Template*

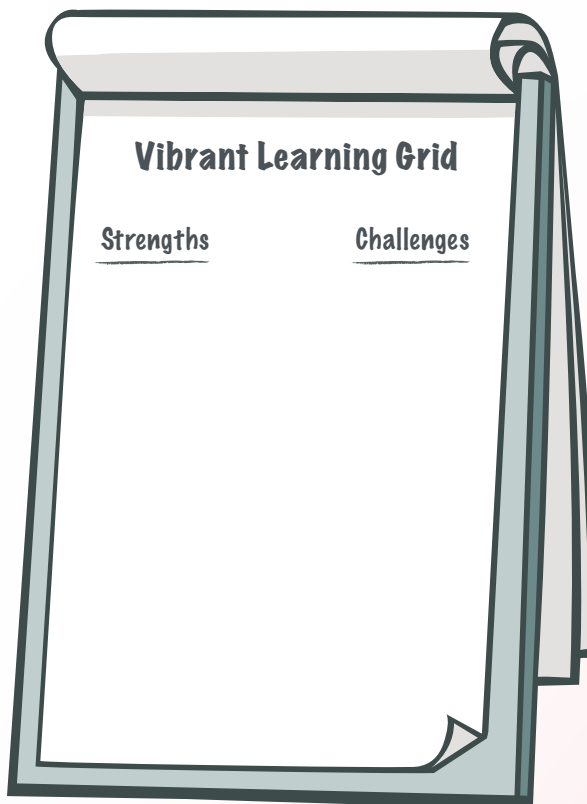
4. Discuss your learner persona's learning challenges, preferences, and needs and list them in the circle in the center of your flipchart. (10 minutes)
5. Using your insights about the world of learning and learning agents from IMAGINE, discuss and list how your learning agent could help support your learner persona's needs. (20 minutes)
  - a. Write your ideas on Post-It notes and place them on the flipchart around the learner's needs as shown in the example above.
  - b. Think about how your learning agent could have an impact at the learning provider, community, and/or state levels.
  - c. As time permits, provide examples of how your learner could benefit from this learning agent's work.
6. As a group, decide on the three most significant ways in which your learning agent could help address your persona's learning needs at the learning provider, community, and/or state levels. Pick someone to share with the whole group the three most significant ways in which your learning agent could help address your learner's needs. (5 minutes)



## Participant Instructions

### Activity 2b: Create Adaptable and Learning-Centered Organizations

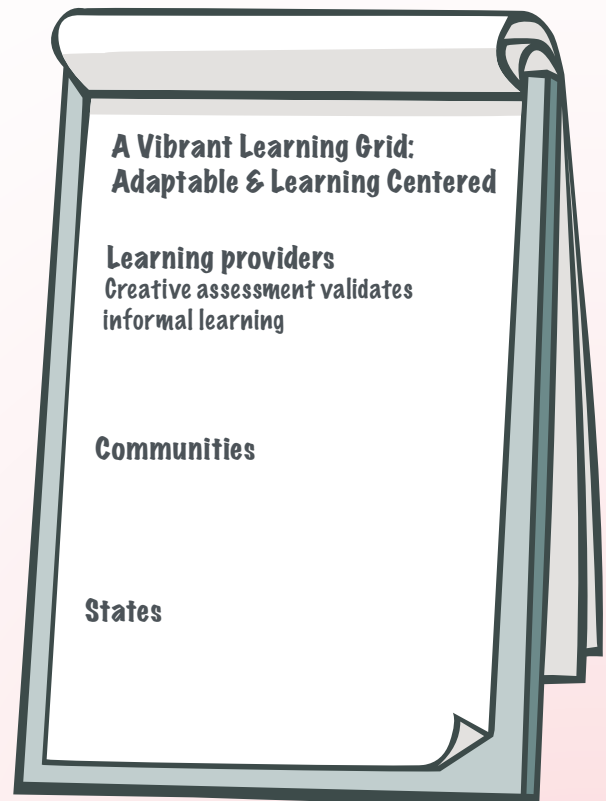
1. Listen to the presentation about the learning system scenarios. (10 minutes)
2. At your table, read more about your assigned scenario. (5 minutes)
3. Title your Scenario – Strengths and Challenges flipchart with the name of your scenario as shown below.



*Scenario – Strengths and Challenges  
Flipchart Template*

4. In your small group, discuss the strengths of learning providers, communities, and states in your scenario and the challenges that they might face. (15 minutes)
  - a. As you discuss, record highlights of your discussion by writing strengths and challenges in the corresponding columns of your flipchart.
  - b. Use a different colored pen for strengths and challenges.

5. Take about 5 minutes and silently read your learning artifact description.
6. Using your insights about learning agents from IMAGINE and your new ideas about learning artifacts, work together to identify ways in which your scenario could be more adaptable and learning centered. (20 minutes)
  - a. Consider how learning providers, communities, and states could act in new ways to leverage the strengths, and address challenges of, your scenario.
  - b. Write your ideas on Post-It notes and place them on the Scenario – Learning Centered flipchart in the learning provider, community, or state categories. For example, a Post-It note stating, “Creative assessment validates informal learning,” might go in the learning provider section.



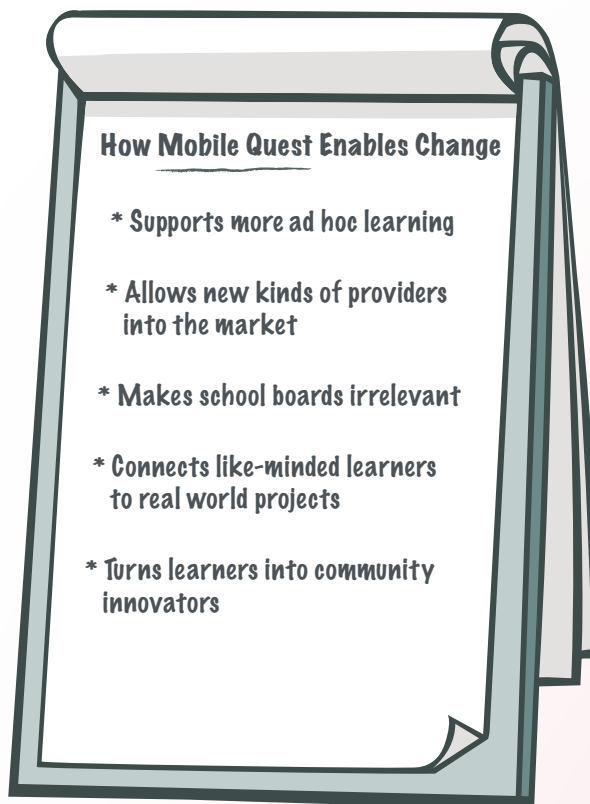
*Scenario – Learning Centered Flipchart Template*

7. If your facilitator directs you to stay in your small group conversation, discuss what themes you heard in your discussion about how learning providers, communities, and states could become more adaptable and learning-centered. (10 minutes)

## Participant Instructions

### Activity 2c: Create Stories of Breakthrough Change in Learning

1. Listen to the brief descriptions of the five learning artifacts. You will be using one of them, along with your previous insights about the world of learning and learning agents, to create a news headline story about breakthrough change in learning. (5 minutes)
2. Read your learning artifact description silently at your table. Then add the name of your learning artifact to your Breakthrough Change flipchart as shown below. (5 minutes)



*Breakthrough Change Flipchart Template*

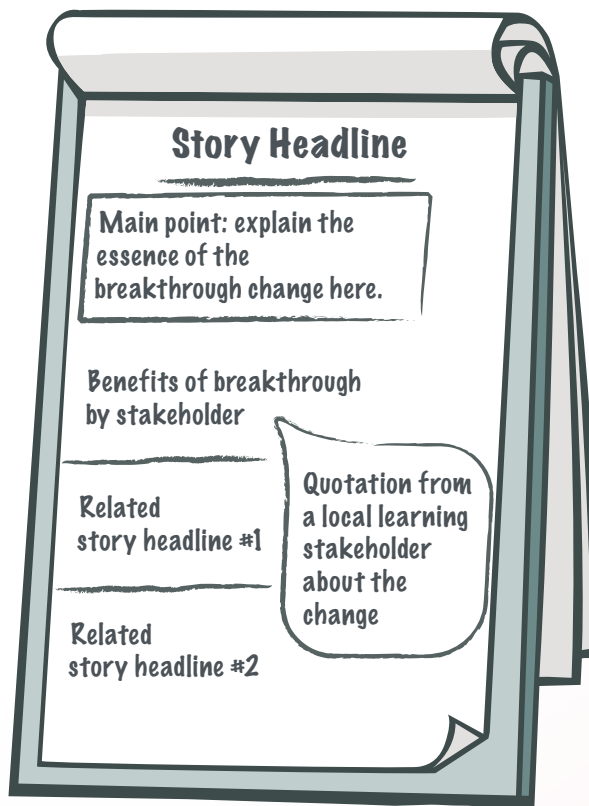
3. Use the questions below to generate ideas about how your learning artifact might disrupt the status quo and make new kinds of learning experiences possible at learning provider, community, or state level. Record your ideas on the Breakthrough Change flipchart as shown above. (15 minutes)

- a. What could your learning artifact make possible that was not possible before?
- b. What new patterns or practices could your learning artifact produce?

4. Still working in your small group, vote on the single most important breakthrough change that your group identified. You can vote by each participant placing a check mark by his or her top choice. Count the votes and circle the change with the most votes so that everyone in your small group can see it. This top choice will be the focus of your news headline story about breakthrough change in learning. (5 minutes)

5. In your small group, use the News Headline Story flipchart to document your story about change, making sure to include the components listed below. (20 minutes)

- A main story headline (e.g., Google Provides Learning Agent Certification)
- 1-2 sentence text explaining the main point of the story
- 1-2 sentence text explaining the benefits of the breakthrough for different stakeholders
- 1-2 secondary story headlines illustrating related developments that support the main headline (e.g., how your learning agent or learning artifact offers new possibilities for learning)
- A quotation from a local learning stakeholder about the change (e.g., a learner, parent, learning agent, or local stakeholder.)



*News Headline Story Flipchart Template*

6. Pick a person to present your news story headline to the large group.

## Participant Instructions

### Activity 3a: Design Solutions to Create a New Niche

1. Take five minutes to review silently the final flipchart outputs from your previous work and to consider the implications for your own organization (or for your collective group if it represents several organizations).
2. Your facilitator will give you a question to consider depending on which activity you last completed. Based on your new ideas and insights about the world of learning, what could your organization do to respond to this question? What possible solutions could your organization explore?

*A solution can be a new product, service, program, tool, or partnership that helps address the question or solve a problem related to the question while helping your organization become more adaptable and relevant in the new world of learning.*

4. As you consider the above question, individually write your solution ideas on Post-It notes, with one idea per Post-It note. Pick one participant in your small group to help facilitate by gathering and posting ideas on the Solution Ideas flipchart. (15 minutes total with step 3)

*Be provocative and generate many possible solutions. Good ideas come from being open to nontraditional ways of thinking, building off other ideas, and reserving judgment.*

5. Cluster like solutions, label each cluster, and vote on the most exciting cluster by having each person in your group put a check mark by the cluster on which they want to work in more detail. (10 minutes)
6. Develop your group's top solution in more detail using the prototyping materials at your table. Use the questions below as a guide in creating a prototype (or model) of your solution. If desired, you can also use a flipchart to organize your ideas, or you can use a drawing, a diagram, a skit, or any other creative way of sharing your solution idea. (20 minutes)
  - a. What is your solution called? Give it a title and create a sentence "tagline" description of what it is or does.
  - b. How does it work?
  - c. Who is involved?
  - d. What benefits does it create and for whom?
  - e. How does it stretch your organization's boundaries or create a new niche for your organization in the world of learning?

7. Pick someone to share your new solution with the whole group. (Each group will have 3 minutes to share.)

## Participant Instructions

### Activity 3b: Generate Stretch Goals for Creating a More Adaptable and Learning-Centered Organization

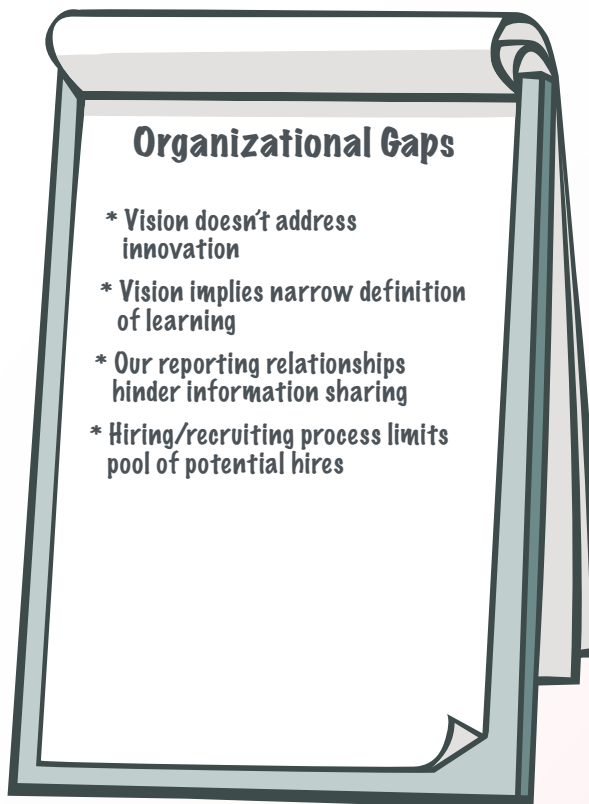
1. Use your final flipchart output from IMAGINE and LEARN to discuss and identify gaps in how your own organization supports learning and is prepared to adapt to the world of learning. Specifically, consider the questions below, focusing on whichever area(s) resonate most with you. (15 minutes)
  - a. To what extent does your organizational vision

seem appropriate to the world of learning? Where might it be falling short?

b. To what extent are your organization's primary activities supportive of a world of learning? Where might they be inconsistent with it?

c. Are there other places where you see shortfalls?

2. As you consider the questions above, have one participant in your small group record the gaps on the Organizational Gaps flipchart.



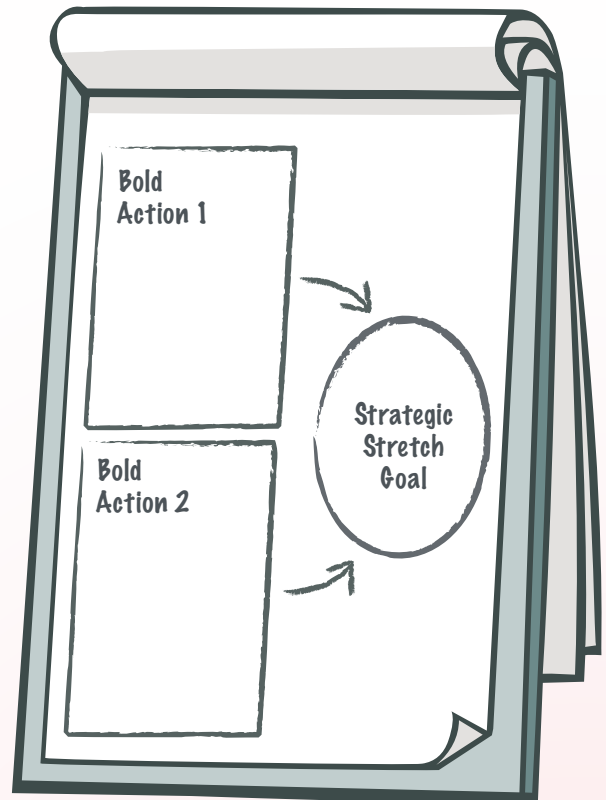
#### *Organizational Gaps Flipchart Template*

2. Pick one gap on which to focus on by having each participant vote on his or her top choice. (If a few gaps are similar, they can be clustered before voting.) (5 minutes)

3. Look at your top gap and re-state this organizational gap as a strategic stretch goal. A stretch goal is one that pushes your organizational boundaries and requires your organization to operate in a different way than "business as usual." The goal should be provocative yet strategic in helping your organization become more adaptable and learning centered. (An example might be making a signifi-

cant change to one of your organization's primary activities or adding a new area of activity to support the organization's vision while moving toward a world of learning.) (5 minutes)

4. Write your goal on the Strategic Stretch Goal flipchart whose template is shown below.



#### *Strategic Stretch Goal Flipchart Template*

5. Discuss what bold actions your organization might take to reach this stretch goal. A bold action is an action step that departs from business as usual and which may seem risky or experimental. Such actions might include, but not be limited to, developing new roles, creating new processes (or abandoning an existing process), redesigning structures, or creating new partnerships. Use the process detailed below to help your small group identify two bold actions. (20 minutes)

a. With everyone writing on Post-It notes, spend two or three minutes jotting down provocative actions for addressing the strategic stretch goal, with one idea per Post-It note, and sticking the notes on a blank flipchart sheet.

- b. After about 10 minutes, cluster the actions.
- c. In the remaining 10 minutes, review your ideas, add any final bold actions, and pick the top two. Make sure that you write your top two actions in the Strategic Stretch Goal flipchart.

## Participant Instructions

### Activity 3c: Create Pathways for Change in Your Organization

1. Begin by individually jotting down ideas about the questions below. Think back to your insights from previous activities, but do not be limited by previous conversations. (5 minutes)
  - a. Thinking about your organizational vision, mission, and/or strategies, where do you see opportunities for your organization to lead breakthrough change in learning?
  - b. What existing resources and connections could your organization draw upon in leading breakthrough change in learning?
  - c. Where would your organization need additional resources or support to bolster its capacity to lead breakthrough change in learning?
  - d. How might you contribute to your organization's leading breakthrough change in learning?
2. Taking turns in your small group, share your individual ideas about how your organization could lead breakthrough change in learning. Make sure that everybody gets a chance to share ideas. Designate one person in your group to record the highlights of the groups' ideas on a flipchart. (20 minutes)

## Participant Instructions

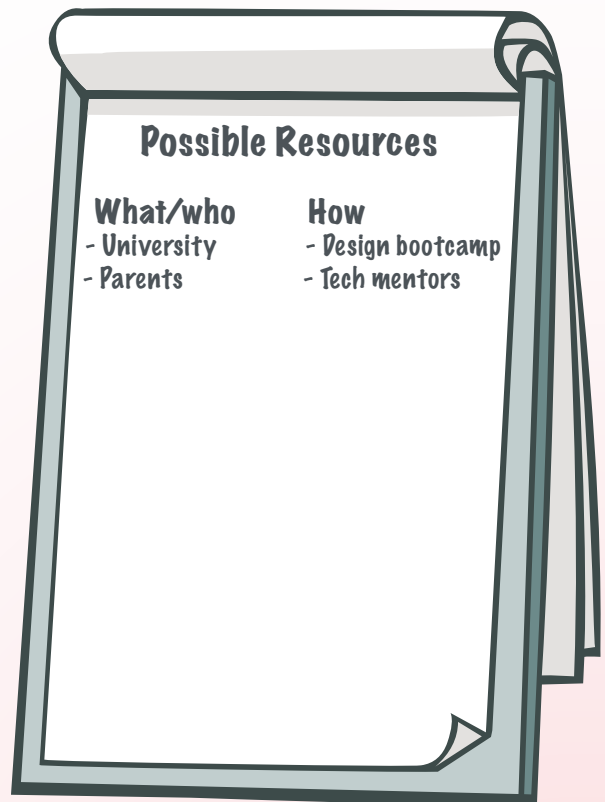
### Activity 4a: Create a Professional Development Agenda

1. Silently review the outcomes of your most recent activity and think about the new kinds of skills and practices that the people in your organization will need to develop in order to realize the new solutions, programs, relationships, or breakthroughs you identified earlier. As you review, write the skills and practices that you identify on Post-It notes, with one skill or practice per note. (5 minutes)
2. Pick two of your ideas to share with other participants with your small group. Take turns reading your Post-It notes so that everyone can hear. As you share, place your Post-It notes on a blank flip-

chart or in the center of your table, clustering them by theme. Also make sure to build on one another's ideas by sharing related thoughts as you go along. (30 minutes)

3. Continue your small group discussion using the prompts below. Make sure to record the highlights of your conversation on the Possible Resources flipchart. (15 minutes)

- a. What/who are possible resources (inside and outside your organization) that could help you cultivate the new skills and practices listed in these clusters?
- b. How can you begin to work with these resources to cultivate these skills and practices?



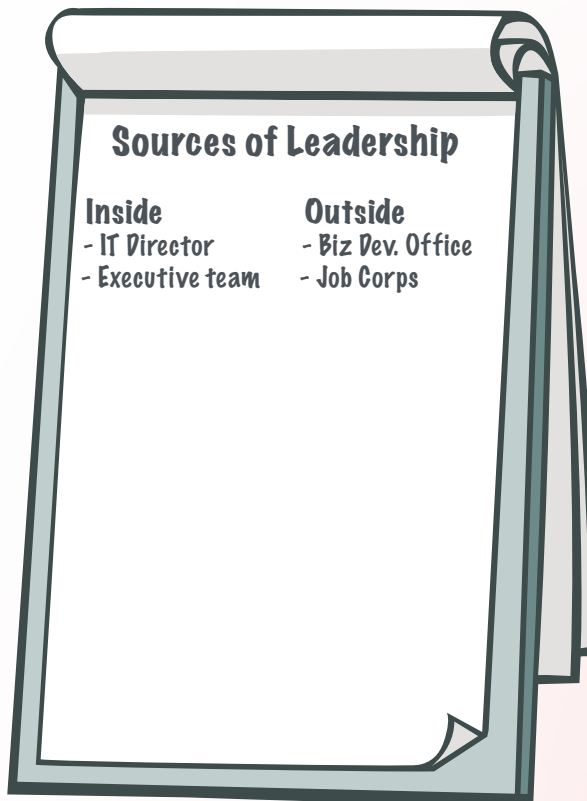
*Possible Resources Flipchart Template*



## Participant Instructions

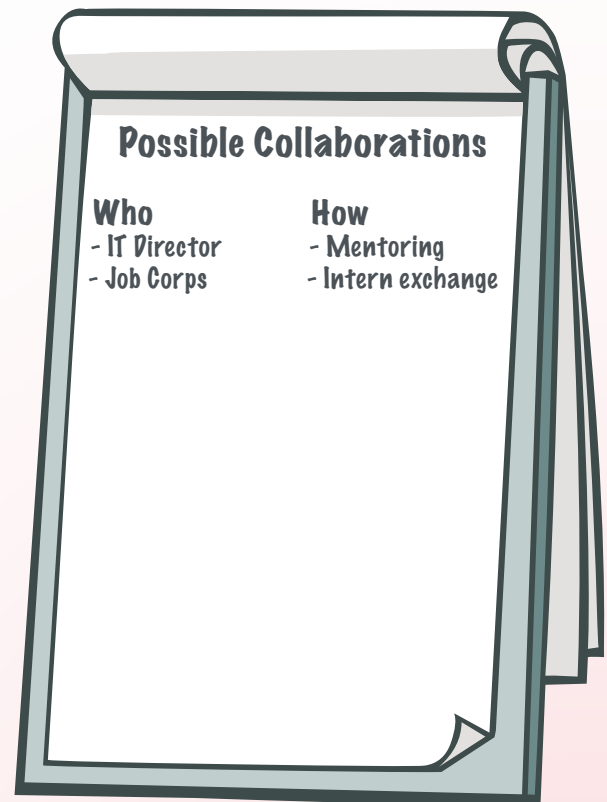
### Activity 4b: Identify Sources of Leadership

1. Silently review the outcomes of your most recent activity and think about the leaders and leadership that will be necessary for your organization to realize the new solutions, programs, relationships, or breakthroughs identified earlier. As you reflect, write your observations about the topics below on Post-It notes. (5 minutes)
  - a. Issues and actions related to your new ideas that will require leadership
  - b. The kinds of leadership that will help enable change
2. Share your ideas about leadership with your small group, with one person taking the lead in clustering the corresponding Post-It notes on a flipchart. (15 minutes)
3. Discuss which individuals in your organization could provide leadership and in what ways, listing your ideas in the “Inside” column of the Leadership: Inside and Outside flipchart. (10 minutes)



*Leadership: Inside and Outside Flipchart Template*

4. Identify which individuals or organizations in your community, at the state level, or in other relevant locations could play leadership roles and discuss how those individuals or organizations would do so. List these ideas in the “Outside” column of the Leadership: Inside and Outside flipchart. (10 minutes)
5. Vote on the two sources of leadership (inside or outside your organization) that you think could provide the greatest potential for change. (5 minutes)
6. Discuss how you could collaborate with these individuals or organizations and record your ideas on the Possible Collaborations flipchart. (10 minutes).



*Possible Collaborations Flipchart Template*



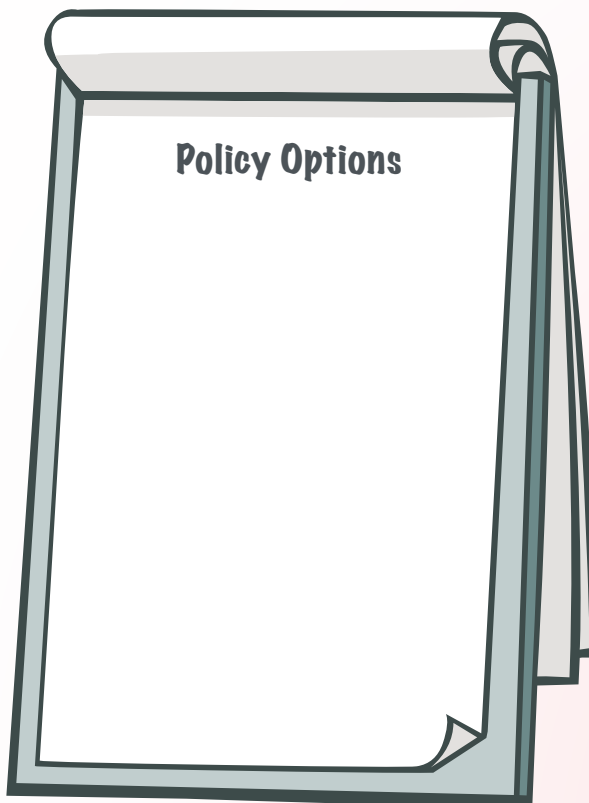
## Participant Instructions

### Activity 4c: Develop a Policy Agenda to Facilitate Change

1. Silently review the outcomes of your most recent activity and think about the ways in which policy changes at various levels (organization, learning provider, community, and/or state) could accelerate the realization of the new solutions, programs, relationships, or breakthroughs identified earlier. As you review, write ideas in response to the question below on Post-It notes, with one idea per note. (5 minutes)
  - a. What new policies or policy changes would you advocate for within your organization, among learning providers, or in your community or state in order to accelerate the ideas that your group developed?
2. Share and discuss your ideas about new policies or policy changes with others in your small group, placing the Post-It notes on the Policy Options flipchart. (15 minutes)

4. Discuss what actions you or your organization could take to increase awareness of the need for policy change and to influence policy makers to bring about change. Record your ideas on the Policy Actions Steps flipchart. (15 minutes)

Policy Action Steps Flipchart Template



*Policy Options Flipchart Template*