STORYBOARD FOR: Washington State University Day 2　　　　　　**DATE + TIME: April 14, 15, 16**

Purpose: Day 2 exists in order to deepen everyone's practice by familiarizing them with new structures and more purposefully sharing field stories about how particular structures have been applied to specific situations or challenges.

Learning focus:
- Hearing stories from the field
- Continuing to develop familiarity with LS and build a repertoire
- Clarifying purpose

Timing: Friday April 14 (12:30-4:00 pm, 3.5 hrs), Saturday April 15 (10:00 am- 4:00 pm, 6 hrs), Sunday April 16 (10:00 am-1:00 pm, 3 hrs)
https://gradschool.wsu.edu/pdi/event/learning-liberate-liberated-learning/

Agenda Item	Goal	Method/LS	Structured Invitation, Organizing Question(s) +Key Content	Timing & Facilitator
Modulating Inwards	**Calmly reflect on experience and prepare for the work ahead**	**Spiral Journal**	• *In my efforts to liberate learning, I've noticed & observed…* • *Based on that experience, so what seems important about liberating learning is…* • *Now, what I can do next without needing additional permission, resources, or authority to liberate MORE learning is…* • *When all is said and done, liberating learning is important to me because…*	**15 mins** **Louise Parker & Jane Lanigan** **10:00 - 10:15**
Modulating Outwards	**Launch into a social evening with confusiastic vigor - finding an ending that is dynamically incomplete**	**Mad Tea Party**	*Lorem Ipsum*	**15 mins** **Fisher & Lucia** **10:15 - 10:30**
Structural Analysis	**Notice how each structure played off each other**	**Debrief**	• **What was the structure of Spiral Journal & Mad Tea Party?** • **What was liberating about those structures?** • **How did they play off each other?**	**10 mins** **10:30 - 10:40**
Storyteller Maestro	**Hear how a Liberated Professor imagines using & spreading LSS**	**Celebrity Interview**	• **Celebrity Interview with Arvind**	**20 mins**

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				Barb & Davi 10:40 - 11:00
Structural Analysis	**Review the structure of Celebrity Interview and what it made possible**	**Debrief**	● **What was the structure?** ● **What did it make possible?**	5 mins 11:05
LS Immersion	**Rapidly learn a variety of LS**	**TRIZ**	Introduce structure, purpose 1-2-4-All: generate a list Whole group harvest to individual reflection: anyting you are doing in your current practice? ● **What are you going to stop doing?** ● **What triggers that behavior in the first place?** ● **What do you need from people around you to help you successfully stop it?** In pairs or fours: share responses to reflection. *What is everything you could to do guarantee that learning in your community was flattened, monocultural, static, and passive?*	30 mins Lauren, Vanessa, and Lucia 11:05 - 11:35
Structural Analysis	**Reflect on the structure of TRIZ**	**Debrief**	● **What was the sequence of steps & Structure of TRIZ** ● **What was Liberating about TRIZ?** ● **Examples of other invitations for TRIZ** ● **Where & when could you use it?** ● **STOP IT Video**	10 mins 11:35 - 11:45
Stories from the Field	**Provide participants with an opportunity to hear stories about how others have used LS in the classroom, lab, and administration to unflatten learning**	**Shift & Share**	Invite LS maestros to share stories of using LS to unflatten learning. Possible topics: ● *A Liberated Professor Listens* - Arvind ● *KaosPilots Forming a New Class Organization* - Keith ● *Co-authored learning begins, NOW* - Lucia In learning pods, debrief the Shift & Share stories. ● *What did you notice or observe about the different stories you just heard?*	S + S: 45 mins Fisher Lead 11:45 - 12:30 Those sharing: Arvind Lucia Keith Davi

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			• *So, what seems important about how people are applying LS?* • *Now, what ideas do you have? Now, what questions do you have?*	Fisher
Structural Analysis	Review the structure of S&S	Debrief	What was the structure of S&S? What was liberating about it? How else could you use it?	5 mins 12:30 - 12:35
Getting Started & Building Momentum	Hear stories of how people are unflattening learning with LS	Matchmaking & Design	*What is a situation you want to apply LS to - and develop a small string?*	25 mins Fisher & Nicky 12:30 - 1:00
		Lunch 30 mins 12:30 - 1:00		
Connecting	Use nonverbal communication to engage everyone in making sense of their own experiences	Drawing Together Impromptu Networking	*Draw the learning journey you've been on over the past few years. (could be at WSU, could be within the community, could be within a relationship, organization, research, career, etc.)* *Share drawings in pairs and interpret the other person's experience*	Drawing Together: 20 mins Impromptu Networking: 15 mins Davi, Kakali, and Rochelle 1:00 - 1:35
Structural Analysis	Review the sequence of structures and what it made possible	Debrief	• **What did Drawing Together make possible? What was liberating about it?** • **What was the structure?** • **When and how might you use it?** • **For developmental evaluation: Show video:** • **https://drive.google.com/file/d/0B1aVFte keimweW5tSTZIMzhEaE0/view?usp=sharin g**	10 mins 1:35 - 1:45

Energy Modulation & Fluid Adjustment	Provide a physical respite and punctuation for the afternoon doldrums	Flocking Liquid Courage Fluid Adjustment	*Lorem Ipsum*	15 mins 2:10 - 2:25
LS Immersion	**Rapidly learn a variety of LS**	Spiral Journal 9 Whys	Spiral Journal ● *Who has made a difference in your development? Who unflattened your learning?* ● *What did they do?* ● *What is everything you do to create an engaging, dynamic, inclusive, unflattened, liberating learning environment on campus?* ● *For your partner to record insights & fragments of a purpose* *Why, why, why are those things important to you personally and the wider student/campus/professional community?* *Generate a personal purpose statement. Liberating Learning exists in order to... (Try using nine words only. It can help focus on what you will stop or end in the world. For example: I exist to unflatten learning in classrooms and workgroups.)*	25 mins Lucia & Lauren 2:25 - 2:50
Structural Analysis	**Focus on what 9 Whys makes possible**	Debrief	● **What was the structure of 9 Whys?** ● **What did that make possible?** ● **What would you do after clarifying purpose?**	10 mins 2:50 - 3:00
LS Immersion	**Rapidly learn a variety of LS**	DaAD	Form groups of 5 with 1 person designated as facilitator and 1 person designated as Butterfly Catcher. 1. **How do you know when learning is being flattened?**	35 mins Barb, Arvind & Fisher 3:00 - 3:35

			2. How do you contribute effectively to unflatten learning? 3. What prevents you from doing this or taking these actions all the time? 4. Do you know anybody who is able to frequently unflatten learning and overcome barriers? What behaviors or practices made their success possible? 5. Do you have any ideas? 6. What needs to be done to make it happen? Any volunteers? 7. Who else needs to be involved? **Debrief in groups of 5 with Butterfly Catcher sharing key insights.**	
Structural Analysis	Notice how DaAD was organized and explore how and when it might be useful	**Debrief**	**Harvest responses to Q4 primarily.** ● **What's another situation or chronic challenge where DaAD could be used?** ● **What was the structure? How would you need to adapt that structure?** ● **What did you notice about the role of the leader-facilitator and butterfly catcher?** ● **What was liberating about DaAD?** ● **Stories and anecdotes**	**10 mins** **3:35 - 3:45**
Closing	Invite everyone into a final reflection about their experience	**Positive Gossip**	● *Who is someone in your life that has positively impacted your development and invited you to unflatten your own learning?* *(Nicky will invite them into the reflection)* *(Davi will read prompt)*	**10 mins** **Davi & Nicky** **3:45 - 4:00**
Total time = 6 hours				

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