

title methodology or tool

How to explore existing challenges and opportunities?



in which phase of the learning communities?

(Indicate below)

- Session introduction: icebreakers, getting to know each other –group division
- Topic elaboration – idea generation
- Topic prioritising and selection
- Analysis of challenges and opportunities
- Session exits: exits slips and session evaluation
- Action development-implementation-evaluation
- Background info on educational and social introduction
- Background info on learning communities

instructions

This method informs about challenges and opportunities regarding a specific topic as perceived by the participants.

Each small group receives **a template with an image of the topic** that needs to be discussed in the middle of it. The template is **divided in two parts**: in the upper part ‘opportunities’ are captured, while the lower part presents ‘challenges’.

First, participants **reflect individually** on which challenges and opportunities they experience and/or perceive with respect to the topic under analysis. They write down their ideas on post-it notes; **one idea per post-it** (15 minutes). Next, in a **small group setting**, participants present and **discuss** their notes. Post-it notes that mention **similar challenges are grouped together** and are stuck on the lower part of the template (similarly for opportunities). At this point, each small group ends up with a template on which several (grouped) post-it notes are presented reflecting several categories of challenges and opportunities (45 minutes). When working with several small groups, each small group can **present its template to the other groups** (+/- 7 minutes per group).

After the session, the facilitator brings together all templates. S/he distinguishes between the mentioned categories (e.g. teacher relationships, school policy), notes down which factors reflect these categories (e.g. trust, learning support for teacher relationships), and counts the number of post-it notes for each category of challenges/opportunities. **The categories with the highest counts reflect what participants perceive and experience as the most important challenges/opportunities.**

The same approach can be used to capture ‘what is positive/negative’ for a selected topic.

objectives

Reflect and discuss in small groups about existing **challenges and opportunities** with respect to a specific topic, context or situation (e.g. *the school, the community, parent-teacher interaction ...*)

target group

Students, parents, teachers, ...

number of participants

Small group activity (3 to 6 persons)
Maximum 4 small groups

duration

- 60 minutes (without large group presentation)
- 120 minutes (large group presentation included)
- + 60-120 minutes desk top work afterwards

material

- Templates ‘Analysis of challenges and opportunities’
- Post-it notes

tips & tricks

The facilitator starts the session with describing the topic, context or situation that will get analysed. S/he stimulates an open, critical, and holistic way of reflecting among the participants.

hyperlink

See document “Analysis of challenges and opportunities_template toolbox”

project partners



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