Day 1

How did you learn a skill, such as riding a bike or driving a car or writing your name? Each person should remember one experience and describe the process graphically (such as a flow chart or concept map). It should be concrete, not conceptual.

Students are given 5 minutes to do this.

Short presentations:

- Riding a bike – more of a physical description
- Snowboarding – start with instruction and previous knowledge, physical experimentation, learning to not use some of the previous knowledge, first moment of success, moving on to greater mastery
- Reading a map
- Riding a bike (as an adult) – visualizing, watching others do it
- Learning Language – focusing more on how he felt during the process. Feeling alone, struggles with self-worth, but also moments of elation and overcoming challenges. Learning curve is slow at first, rapid for awhile, then a kind of plateau. Gradual incorporation into society, sense of accomplishment and self-worth due to learning this skill.
- Driving a car – didn't have a car, so contracted out for lessons, and then could get car and practice.
- Rock climbing – understanding the challenge, watching other people, learning the rules and equipment with guidance. Need to change perspective – the goal is how to climb, looking for each hold, not to get to the top.
- Integration into a focus group (ongoing) – new ideas, then integration into your mindset
- Typing – comfortable environment, pick out a concrete skill, build up to harder skills
- Navigating the T
- Skiing – fear experienced by self, confidence gained by teaching others

Most cases began with instruction. We generally assimilate the instruction into whatever assumptions we already have – we don't receive the instructions in a pure way. Also, the role of mistakes is important, as is the role of success. That sets the stage for a new level of learning.

It's interesting how some people focus on context (social, physical, emotional). Different levels of abstraction as well.

Think about your experience in describing this learning experience. Making tacit knowledge explicit (by explaining to others).

Day 2

This group has one shared experience, of yesterday. Name for yourself the most critical moments of the day. Events, opportunities, insights that made a difference in how you engaged in or thought about what was going on. They can be positive, negative, or neutral. Sometimes you have things that are negative at the time, and

you can go back and make into a positive. We want you to stay with how it was at the time. List as many of these as you can.

On a small piece of paper (one for each critical moment):
Name of critical moment / positive, negative, or neutral / your name / time

Time is relative to a time line on the board, where 0 is before class starts and 7 is after class ends. The rest of the time line is as follows:

1) overview
2) presentation
3) break
4) exercise (individual)
5) exercise presentation
6) closure

The students are asked to place their sheets on the board – positive moments above the timeline, negative below.

General perception: many sheets above the line, with some concentration during the exercise (both individual and presentation). There are fewer sheets below the line, heavily concentrated during the individual exercise.

Day 3

The idea is to create groups and analyze some of these ways of knowledge generation. All of you have had contact with many of these forms of knowledge generation. Separate in groups of four and choose one that is of interest (scientific method, design, modeling…).

What if we create groups based on what people are interested in discussing?

Written on the board: Design, Modeling, SECI (either one component or the cycle), Scientific Method

The task will be to discuss, or come up with reflection?

Describe its main characteristics, in which cases it may apply, in which cases I cannot apply this method. For people who work in developing countries, requirements for using the method is very important.

How can you think about reframing without thinking of conceptual innovation?

I can reframe while using the same concepts I'm working with.

(Reframing and Conceptual Innovation are also written on the board as topics of interest.)

Instructions:

1) Choose concrete example and describe

2) Analyze the method based on concrete case. What were the strengths? What were the limitations? Whose power was amplified or minimized because of the choice of method?
3) In which situations is this method useful?
4) In which situations is this method NOT useful?
5) Other observations about the method?

Students organize into three groups, discussing reframing, design, and SECI.

Day 4

[Students were given a handout with data about youth crime rates and race.]

You have been given a concrete problem. Each person has five minutes to individually conceive of a solution. Then we will form groups, and each group will decide on one solution.

The main information is the graphic. You don't need to consider the other components in the text.

In groups: find a common definition of the problem, and strategies for tackling the problem.

Day 5

The mental models we use do not need to be sophisticated, but we should understand how we are using them. After the break, we will do an exercise in two groups. One person in each group will be a volunteer in constructing a model, and the others will help them go forward. I would suggest something that is spatial, not very abstract. Being able to think about something in space makes it easier to think about the functions.

The method should be going from the task to the components, since the task helps to identify the function, and the function helps to identify the components. The mental model should be highly effective and robust – can be used for many different things – and simple, not too complex.

Day 6

The participants were asked to write down the underlying problem on an index card, and to tape the card to the blackboard near cards focusing on similar topics. Further discussion was used to refine the placement of cards, grouping ones that had a similar focus.

Can we define one problem statement for each group?

Yes, but this will be the work of groups. At this phase of the process, we have a vague image of the situation. In the group, you may decide that your idea is not so similar to the others, so you may want to change from one group to the other.

We have three groups. Here are your tasks:

1) Define the problem.
2) Why is it a problem? (This is about your reasoning in defining the problem.)
3) What are the factors that contribute to the problem? We can talk here about causes, context, conditions that allow the problem to exist.
4) What do you see as the impact of the problem? Most people are concerned about a problem because they predict certain consequences.
5) Analyze for consistency and completeness.

The cards were grouped as follows:

Group A

- Organized community structure/leadership within immigrant community: civic competency
- Immigrant community lacks decision-making power to effectively participate in the physical and economic development of their changing community.
- Limitations of a system for organizing political decision-making
- Both groups should have been involved in the planning process to reduce resistance to change. Communications, leadership, and design plan.

Group B

- The conflicting perspectives on redevelopment developed by different ethnic communities
- The struggle to define whose town it is – longstanding predominantly white population on north side versus predominantly immigrant populations on south side.
- Framingham and its business allies are imposing a plan that ignores and harms its Brazilian community.
- The problem is who has the power in a community revitalization process and what is the contribution of immigrants to economic development.

Group C

- The underlying problem in Framingham is a failure on the part of the multiple stakeholders to engage in productive dialogue and negotiation regarding the differences and similarities in their viewpoints regarding Framingham's current and future cultural and economic identities.
- Weak relationship between stakeholders. Different view about reality.
- The underlying problem is change. Lack of a common vision for the community.
- Different conceptions of "value" between respective parties.

Day 7

In the same groups as yesterday, students were asked to answer the following questions:

Values

1) Why do you think that is a problem?
2) Why are you concerned with the impact?

Assumptions

1) Why do you think that the problem will generate the impact that you expect?
2) Why do you believe that these factors are causing the problem? Analyze each separately.

Day 8

We're going through these three steps, looking at the relations between the components. We will work on the third frame, which said that the problem was a lack of organizing structure. You may draw components from the other frames.

Steps for identifying assumptions:

1) Deconstruct your frame to identify the main components of your frame. In yesterday's exercise, the components of the frame that you constructed were: problem, impact/scenario, factors that contribute to problem, contextual conditions.
2) Depict your frame graphically.
3) Analyze the relationships between the components to verify assumptions.

Instructions: Assume that organized community happens after you affect change. In other words, imagine that you live in a world in which organized community is not a condition for affecting change, but rather a result of affecting change. How would you frame the problem in Framingham in this world?

Students were asked to restate the problem on small papers that were taped to the wall.

- *Brazilian community is not integrated into town decision-making.*
- *Disagreement about how to manage growth and development.* This is stated clearly as a problem.
- *Power balance, stratification, cultural barriers, conflict.* This is a lot of different problems, grouped together. I need a bit more precision. The author should define which one is the problem for him or her.
- *The Brazilian and Anglo communities are not connected.*

Are we trying to solve the development problem, or trying to solve everything about Framingham, in this reframing exercise? Is the redevelopment what we are trying to solve, or is that a symptom of something deeper?

These are different ways for framing the problem. It is necessary to define the frontiers of the problem. The problem should be related to the development. Secondly, at what level should I formulate the problem? For our purpose, let's maintain it at the level of the story Caesar presented, without analyzing different levels of causes.

We heard a story of a situation. How do you perceive the problem, now that you have heard that?

- *The process of community change is being determined by one set of society, city government and developers.* Great. This is a situation I want to change; now we have a problem.
- *Town can't cover operating costs.* This is formulated at a deeper level than other ones.
- *Ethnic groups are not integrated or acknowledged.*
- *Framingham is undergoing change in its social, physical, economic, and demographic structure, and it is unclear what the future of the city and its residents will be.*
- *The Brazilian and Anglo communities inter-relate poorly.*
- *Commercial redevelopment will displace pre-existing Brazilian business.* This is a statement about the future. I can take this as a problem, but I don't know what is going on at this moment.

Now we want to select two of these. Some of these problems seem to be still under the previous frame. Try to vote for two formulations that incorporate the new way of understanding the situation, that have nothing to do with organization as a pre-condition.

Day 9

We would like to make a brief exercise of modeling concepts. You will select the concept you would prefer to create a model for: reflective practice, reframing, assumptions, mental model, theories of action, conceptual learning, reflection.

Reframing was chosen by vote.

What ideas come to mind when you think about reframing or how you use reframing? What ideas come up in your mind that you think are meaningful? Also, for what kinds of uses is this concept useful? Not a long list, but the main uses.

Let's begin with the main features.

- *It forces you to analyze the problem and be more specific.*
- *New parameters or limits.*
- *Identifying different levels of analysis.*
- *Exploring alternative dimensions.*
- *An individual and/or collaborative process.*
- *Make tacit assumptions explicit.*
- *Disturbing.*
- *A critical way to redo the process without changing the concept.*
- *Removing all pre-conceived thoughts and barriers.*
- *Releasing personal perspective to make way for a new perspective of the problem.*
- *To facilitate and listen to the strengths and contributions of a community.*

Concepts are not simple; they are a synthesis of many features integrated into one idea. They can work with many different situations – that's why they are so powerful.

If you wanted to know the role of this concept in your thinking, an additional question to ask is how has the use of this concept impacted your thinking?

What surprised you about the roles of concepts in our thinking? We would like to discuss this. Then we will have a few minutes of discussing what you learned from the exercise of modeling concepts.

Day 10

Students were asked to come up with a question about something they would like to understand better for applying reflective practice in the future. Think about the challenges of reflective practice, what you already know, and what you are less clear about.

- *How to make reflective practice more practical?*
- *How can I best engage a community in learning from their organizing work?*
- *How can I use the reflective practice skills to develop a closer relationship with the groups that I'm involved in?*
- *How can you apply reflective practice to community development?*
- *How can I apply reflective practice to issues of democracy?*
- *What are the areas in which the group had the hardest time doing successfully and why? How can we merge frames better? How can we become more aware of our tacit assumptions?*
- *I was trying to figure out how to take this knowledge about reflective practice and apply it on a larger scale, with communities or organizations.*
- *What steps are necessary to make reflective practice a habit?*
- *I would reiterate the comment about how to integrate this into organizations you work with.*
- *How can I use reflective practice to include people with disabilities?*

Now we need to select one of these. Are there any of these that can be combined?

I think maybe making reflective practice a habit and making them practical are similar.

We are looking for phrases – how would we overlap these?

How can we engage communities in the use of reflective practice for their development?

How can we make reflective practice a common practice to make it more natural?

How can we use reflective practice on a larger scale?

Now, try to remember the course, and try to recover your critical moments – moments that you see as important, because they were meaningful in a positive or negative way. We are looking for critical moments relating to your learning about reflective practice, over the last two weeks.

Select the four that were most important to your learning process, if you have more than four.