

<b>WORKING SESSION #1 THURSDAY AUG. 5</b>	
<b>10:00 - 10:20 EST</b> / 3:00 - 3:20 BST (20 minutes)	Instructions for <b>Mapping a Wicked Problem</b>
<b>10:20 - 11:20 EST</b> / 3:20 - 4:20 BST (60 minutes)	Teams work in Miro on <b>Mapping a Wicked Problem</b>
<b>11:30 - 11:30 EST</b> / 4:20 - 4:30 BST (10 minutes)	BREAK
<b>11:30 - 11:50 EST</b> / 4:30 - 4:50 BST (20 minutes)	Instructions for <b>Mapping Stakeholder Relations</b>
<b>11:50 - 12:40 EST</b> / 4:50 - 5:40 BST (50 minutes)	Teams work in Miro on <b>Mapping Stakeholder Relations</b>
<b>12:40 - 1:00 EST</b> / 5:40 - 6:00 BST (20 minutes)	Concluding discussion/Q&A
<b>TOTAL TIME: 3 HOURS</b>	

**Figure 10.2. A**  
 Typical Timetable for  
 a Workshop Session  
 Within a Multi-day  
 Transition Design  
 Workshop. Manual  
 and Workshop  
 Design: Terry Irwin  
 and Gideon Kossoff.

The sessions shown above usually begin with a brief lecture/overview of the exercise that participants will undertake with their team in Miro. At the conclusion of lectures there is a brief Q & A session, after which participants join their team in a Zoom breakout room to work with the templates.

### **Instructor/Participant Interaction During Workshop Sessions**

During the working sessions in which participant teams are interacting with the Miro templates, there are a variety of ways in which instructors/facilitators engage with them. Workshops of under 40 people are usually run with two instructors and PhD students in Transition Design are enlisted to assist in larger workshops.

The primary mode of interaction during work sessions involved instructors leaving “comments” on the templates while participants are working. The Miro “comment bubble” was placed near a post-it or on a connecting line by the instructors to provide feedback, deliver instructions, or ask questions. Participants could discuss these comments in the Zoom breakout room and mark them as resolved or respond to them. We also used either Slack or WhatsApp with some groups to provide feedback that applies to all groups and to pro-

vide them with timechecks. However, as Zoom continues to improve its chat options with breakout rooms, we are now using the aforementioned two technologies less frequently. During the work sessions, the instructors and PhD students remained in the group Zoom space but periodically circulated in the breakout rooms to answer questions and provide feedback. Conversely, participants used Slack/Zoom Chat/WhatsApp to invite instructors into their breakout rooms when they needed help.

### **The Workshop Templates**

Both educational and research workshops used the same set of Miro templates, which correspond to the six steps previously outlined in the Transition Design approach. These templates are highly visual and include instructions for participants, but are designed to be completed using simply Miro functions: post-its, typing in shapes, and drawing connecting lines. All graphic elements were locked to the board prior to workshops, and participants are instructed to set their cursors to the Miro “track pad” to avoid clicking to navigate, which can cause them to inadvertently unlock elements on the board. The highly visual nature of the templates provided boundaries for participants and when finished, created a finished canvas that can be easily exported for analysis/synthesis. *Figures 11.1 and 11.2* show how team workspaces in Miro are configured.

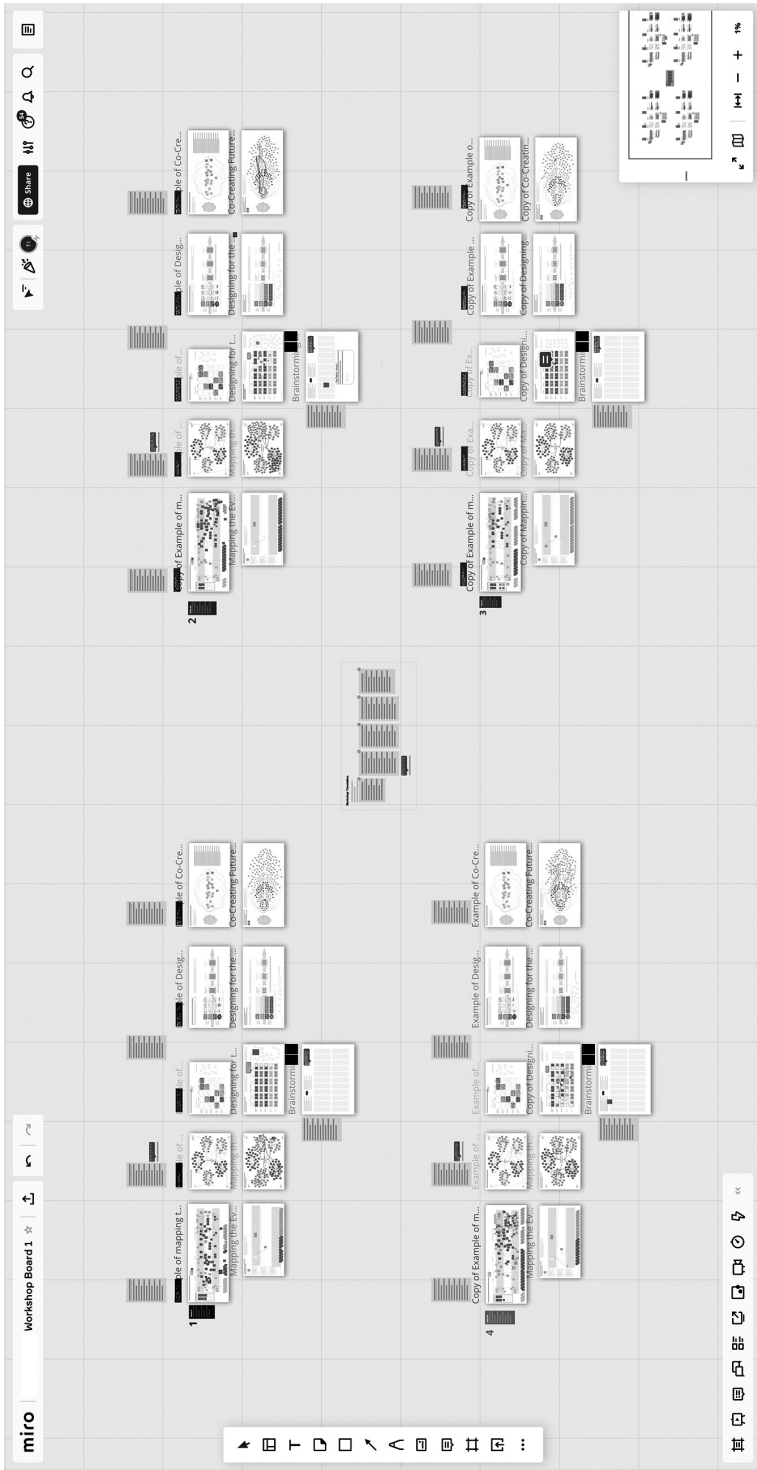


Figure 11.1. A Workshop Miro Board in Which Four Team Workspaces Have Been Configured. Workshop and Template Design: Terry Irwin and Gideon Kossoff.

In the figure, timetables for each session have been placed above that day's templates and timetables for the entire week have been placed in the center of the board.

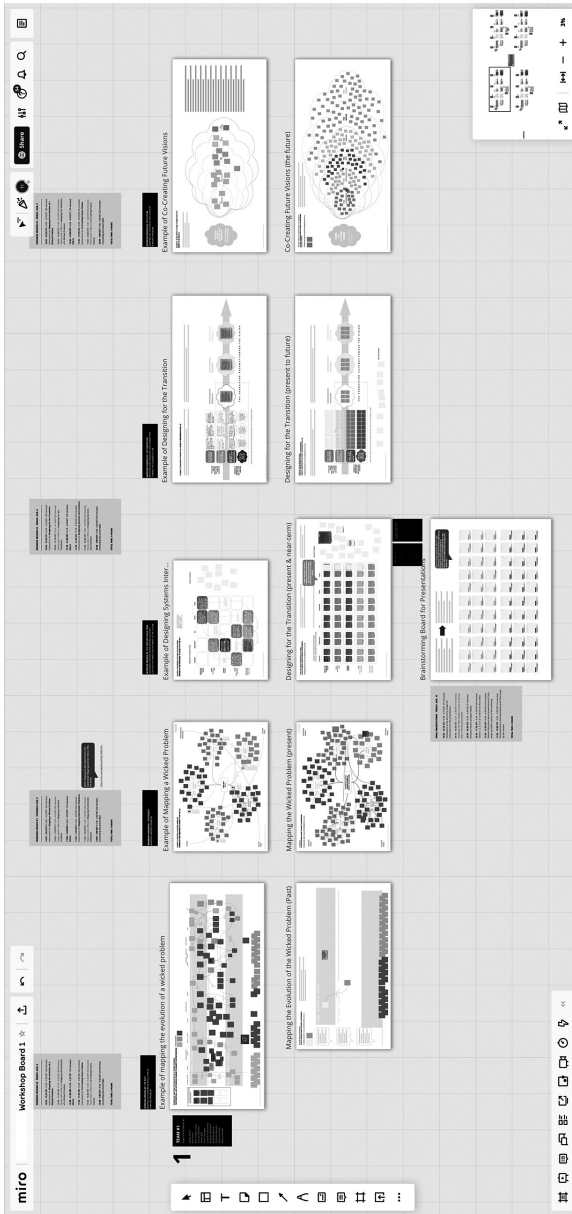


Figure 11.2. A Close-up of a Single Team Workspace in Miro. Template and Workshop Design: Terry Irwin and Gideon Kossoff.

Each team works with six templates, usually over the course of three working sessions, with two steps/exercises each. The example above was a research workshop with actual stakeholder groups, which undertook the second step –mapping stakeholder relations (template not shown).

The individual templates, which correspond to the six steps in the Transition Design approach, were arranged in chronological order from past to present to future. A partially populated template for the wicked problem of COVID-19 was directly above each of the empty templates that participants used in the workshop. The example templates are shown in *Figures 12.1 to 12.6*.