Teaching the In Your Shoes™ Methodology

A Prototype for Cultivating Student Dialogue Facilitators

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INTRODUCTION

In Your Shoes™ (IYS) is a performance and dialogue methodology developed by Dr. Derek Goldman at the Georgetown University Laboratory For Global Performance & Politics (the Lab). The methodology seeks to build deep interpersonal connections between individuals and communities and elicit transformative social change by engaging participants in the process of "performing one another."

Until now, IYS facilitators have been selected on an ad-hoc basis and trained informally. However, as interest grows in adopting IYS methodologies in courses, university exchanges, and special events, a clear pathway for training student facilitators has become — and will continue to be — increasingly necessary.

In this document, I describe a prototype for a **paid six-week intensive summer institute** to train students in facilitating the IYS method. This model presented is an aspirational "blue-sky" vision for what this type of training could look like. The Lab will then be able to select which aspects of the model will remain in the final design for the training.

Client

For the duration of this project, I have largely worked with two staff members at the Lab:

- **Rabbi Rachel Gartner**, Associate Director of the In Your Shoes Research and Practice Center at the Laboratory for Global Performance and Politics

- **Ijeoma Njaka**, Senior Learning Designer for Transformational and Inclusive Initiatives at the Red House and Laboratory for Global Performance and Politics

As Lab faculty and staff are still in the process of documenting and "finalizing" the IYS methodology itself, this prototype will help inform that documentation process. Below are some additional guiding questions co-created with the client during these initial needs-assessment conversations.

- **How do we equip students to facilitate an IYS dialogue?** What do they need to know about dialogue, performance, and community-building? How can we ensure students can facilitate across locations and modes (e.g. in-person, virtual, hybrid)?

- **How do we know when a student is ready to facilitate?** What does evaluation look like in this facilitation space? What does feedback look like?

- **How many times must a student "encounter" IYS methodologies before they can facilitate?** Should encountering IYS at a one-time event be accounted for the same as encountering IYS repeatedly in a semester-long class?

- **Should this student training be one-time or ongoing?** If one-time, how long should the engagement be? What might ongoing training look like, and should it be required?

- **Can we somehow accommodate a student's previous facilitation experience?** If so, what might this look like? How can we encourage students to bring their whole selves and experiences to this facilitation space?

While some of the questions are considered more deliberately than others in this prototype, all of these questions will remain important as the design for this training evolves.

Learners

Given the sensitivity and vulnerability required to both participate in and facilitate an IYS dialogue, students should have had at least one exposure to IYS in order to be eligible for the facilitator training. Examples of past exposure include:

- **Courses** like [Bearing Witness – The Legacy of Jan Karski Today](#), [Performance & Narratives of Pandemics — Staging Care](#), and [The Power of Dialogue: Bridging the Rural-Urban Divide](#)

- **Collaborations** including the ongoing [Georgetown–Patrick Henry College](#) collaboration and the [U.S.–China Dialogue through Performance](#)

- **Open Sessions** during the Fall 2023 semester for select community members who have expressed sustained interest in the IYS program

By synthesizing input from the Lab and brief conversations with students previously involved with IYS, I generated an empathy map of prospective IYS student facilitators (Figure 1). Here are the takeaways from this exercise:

- *Who* **are we empathizing with?** Along with having previous IYS experience, the Lab is looking to work with students who are community activators and organizers. Academically, these students may be involved in the fields of conflict resolution, justice and peace studies, performance studies, or culture and politics.

- **What do they *need* to do?** These students need to receive training, mentorship, and ongoing support, as well as compensation for both their training and subsequent facilitations. These students also need to access the tools and hone the skills necessary to build trust among diverse communities.

- **What do they *hear* and *see*?** These students are hearing a significant amount of apathy, discouragement, and distrust among their peers. They are also seeing dehumanizing violence at local, national, and global levels.

- **What do they *say* and *do*?** A recent graduate involved with IYS cited this Toni Cade Bambara quote while reflecting on her work: "As a culture worker who belongs to an oppressed people my job is to make revolution irresistible." This quote highlights how IYS-oriented students are looking to transform and be transformed by work at the intersection of performance and change. These students actively seek out experiential learning opportunities, but they are selective with their extracurricular commitments.

- **What do they *think* and *feel*?** Potential IYS facilitators are frustrated by a lack of resources and mentorship to carry out the work they are doing. They are often activators and organizers who are plugged into student communities yet left unsupported by Georgetown as an institution. They hope they can use IYS as one of many tools in their toolkit for transformative social change.

Figure 1. Empathy Map of Prospective Learners.

Empathy Map Template: © 2017 Dave Gray, xplane.com
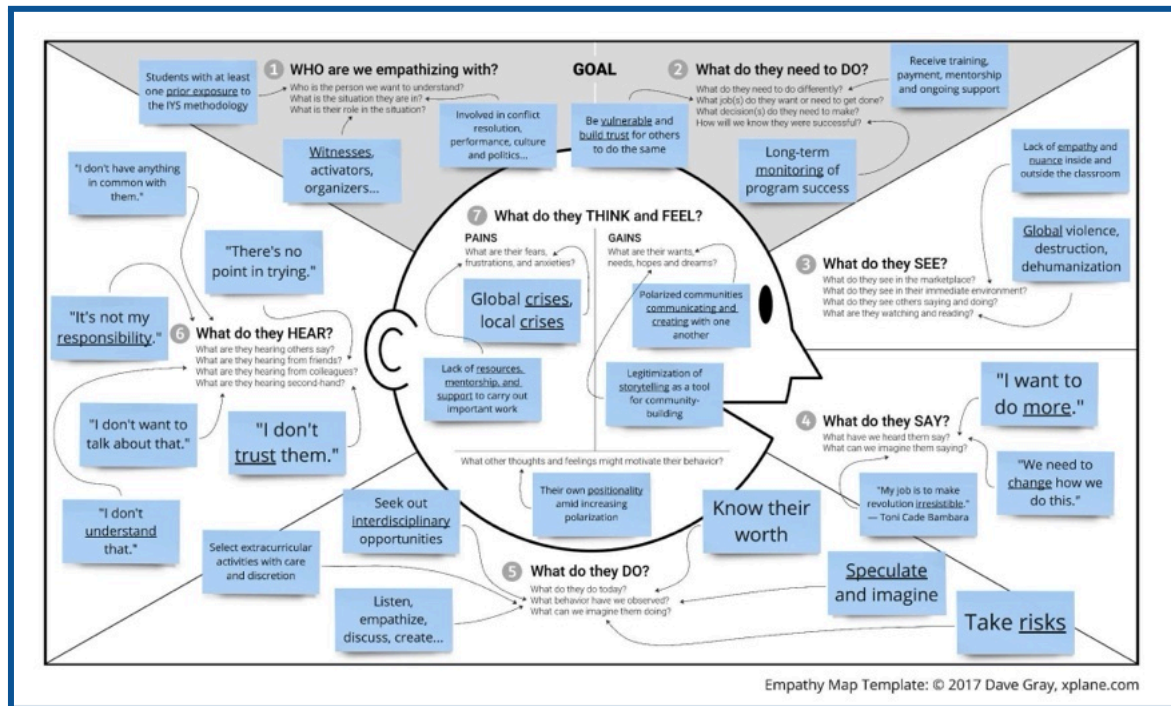
A live version of the empathy map depicted in Figure 1 is available on [Miro](#).

Learning Outcomes

When defining intended learning outcomes for this facilitator training, I turned to Chapter 4 of *Understanding by Design*: The Six Facets of Understanding (Wiggins and McTighe, 2005). These facets — explanation, interpretation, application, perspective, empathy, and self-knowledge — center on a learner's ability to *transfer* what they have learned to new contexts (Wiggins and McTighe, p. 84). When training students to become facilitators, this

ability to transfer is key, as facilitators must not only understand the content but also adapt it to suit different contexts.

Another reason these facets are compelling for this specific learning engagement is that both empathy and self-knowledge are integral to the IYS process itself. As a result, in order for IYS facilitators to internalize methods of cultivating empathy and effecting metacognition in IYS participants, they must also understand how these processes occur within themselves.

Figure 2 depicts the intended learning outcomes for an IYS facilitator training grouped with the facets they correspond to. A live version of the graphic depicted in Figure 2 is available on Miro.

Figure 2. Intended Learning Outcomes for Training Participants — Graphic.

Students will be able to...

EXPLAIN	INTERPRET	APPLY	HAVE PERSPECTIVE	EMPATHIZE	HAVE SELF-KNOWLEDGE
Share information about the history and development of the IYS method.	Recognize the elements of a well developed IYS performance.	Establish community guidelines and aspirations.	Acknowledge and respond to power dynamics present in the space.	Navigate difficult and sensitive topics with different communities.	Articulate how their own perspective will inform their facilitation.
Clearly articulate the four-part IYS method to different types of audiences.	Pinpoint the four beats of an IYS encounter in different contexts.	Hone in on different aspects of the IYS method depending on the audience.	Recognize and celebrate the uniqueness of each IYS participant.	Design participatory avenues for IYS participants who are shy or more reluctant to participate openly.	Consider how their own mind and body react to the IYS method.
Share feedback with different types of participants.	Notice how space and setting inform an IYS encounter.	Utilize a variety of trust-building methods to suit different audiences.			Recognize when they need to take a step back and rely on their co-facilitator(s).
		Develop discussion prompts that meet the needs of different audiences.			Determine the contexts best-suited to their facilitation styles.
		Curate performances that center meaningful collaborative exchange.			
		Utilize relevant digital and physical tools throughout the process.			

The facets of understanding utilized in the development of these learning goals was adapted from Chapter 4 of *Understanding by Design* (2005).
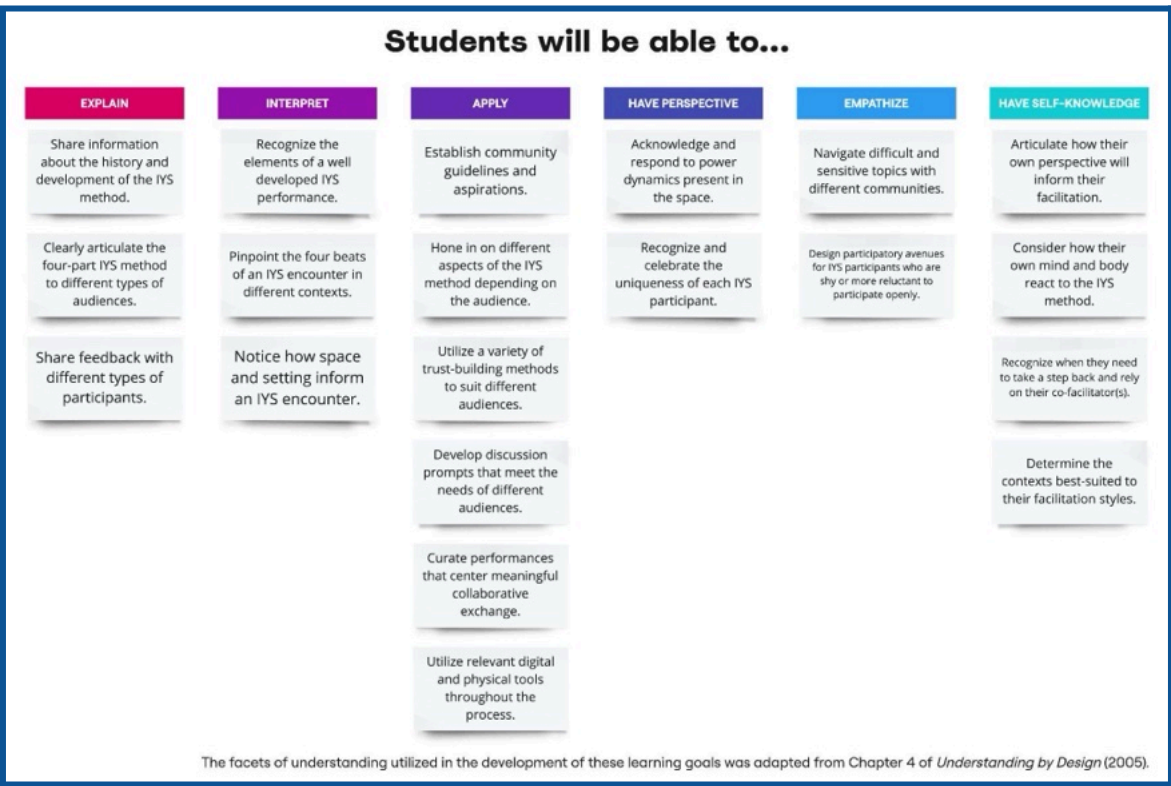
Table 1 provides numbers for these learning outcomes so they can be referenced throughout the next section.

Table 1. Intended Learning Outcomes for Training Participants — Numbered.

Facet	No.	Outcome
Explanation	1.1	Share information about the history and development of the IYS method.
	1.2	Clearly articulate the four-part IYS method to different types of audiences.
	1.3	Share feedback with different types of participants.
Interpretation	2.1	Recognize the elements of a well-developed IYS performance.
	2.2	Pinpoint the four beats of an IYS encounter in different contexts.
	2.3	Notice how space and setting inform an IYS encounter.
Application	3.1	Establish community guidelines and aspirations.
	3.2	Hone in on different aspects of the IYS method depending on the audience.
	3.3	Utilize a variety of trust-building methods to suit different audiences.
	3.4	Develop discussion prompts that meet the needs of different audiences.
	3.5	Curate performances that center meaningful collaborative exchange.
	3.6	Utilize relevant digital and physical tools throughout the process.
Perspective	4.1	Acknowledge and respond to power dynamics present in the space.
	4.2	Recognize and celebrate the uniqueness of each IYS participant.
Empathy	5.1	Navigate difficult and sensitive topics with different communities.
	5.2	Design participatory avenues for IYS participants who are shy or more reluctant to participate openly.
Self-Knowledge	6.1	Articulate how their own perspective will inform their facilitation.
	6.2	Consider how their own mind and body react to the IYS method.
	6.3	Recognize when they need to take a step back and rely on their co-facilitator(s).
	6.4	Determine the contexts best suited to their facilitation styles.

PROGRAM DESIGN

This IYS student facilitator training is designed as a **paid, intensive, six-week summer institute for ten students** selected by the Lab. A summer institute is one of many types of training the Lab is considering. Other proposals include a three-credit class, a yearlong experience with regular meetings, and a one-week full-time experience. I sought to design the most ambitious and intensive learning experience possible with the aim of allowing the Lab to ultimately decide which elements to include, condense, and adapt in the final design. This prototype is speculative and imaginative, much like the IYS process itself.

The schedule for the learning engagement contains three key "layers" — topic, location, and arc, which vary by week, day of the week, and day of the program respectively. All three of these layers are depicted in Figure 3, and a live version of the schedule depicted in Figure 3 is available on Miro.

Figure 3. Learning Engagement Schedule and Daily Guiding Questions.

The four key **topics** covered in the program correspond to the four "beats" of an IYS encounter — trust-building, pair-work, community-driven performance development, and a final performance. During weeks two through five of the program, students will explore these beats in depth. Meanwhile, the first week of the training will serve as a welcome and the last week of the training will serve as an opportunity for practice and peer feedback.

In terms of **location**, This is a hybrid program featuring three days of in-person training and two days of virtual training. Every Monday, students will meet in the Lab's space at the Fillmore School in Glover Park. This space will serve as a "home base" for the students for the duration of the program. Every Wednesday, students will meet in a space utilized by a

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Georgetown-based partner of the Lab, and every Friday, students will meet at a space belonging to an external community partner. Every Tuesday and Thursday, students will meet on Zoom to understand the nature of the digital spaces and to work with communities outside Washington, D.C. The intent behind varying the location is to expose students to the different types of settings, places, spaces, ideals, and people they may encounter as an IYS facilitator, as well as cultivate students as ambassadors of the Lab itself.

Finally, the **arc** layer is the most significant in terms of a student's development as a facilitator and is demonstrated through a series of daily guiding questions. It is important to note that students will start and end by considering the same guiding questions (Who are we? Why are we here? What are our aspirations), highlighting the fact that this training is only the beginning of a student's journey as a training facilitator. While it is important for a student to set their intentions at the start of this training, it is equally important for a student to revisit and reframe those intentions at the end of this training when they are ready to start facilitating. Over the course of the training, students will become more familiar with the history of IYS, the nature of an IYS encounter, and their strengths and limitations as a facilitator.

The following sections delve deeper into the design decisions behind these three layers.

Topic (The "What")

The first layer of this IYS facilitator training is the topic. For the majority of the engagement, these topics will correspond to the beats of an IYS engagement. As these students will have all had prior exposures to IYS, they already have an understanding of how IYS *looks*. Now, they will get to peel back the layers and understand how it *works*. This is an inquiry-based process in which students are active participants. Each week, students will experience the beat, closely examine how and why it contributes to the IYS process, and reflect on how they see themselves facilitating it.

This learning-by-doing process draws on constructivist learning theories. Ertmer & Newby (2013) discuss the relationship between context and constructivist design:

> The constructivist position assumes that transfer can be facilitated by involvement in authentic tasks anchored in meaningful contexts. ... One does not learn to use a set of tools simply by following a list of rules. Appropriate and effective use comes from engaging the learner in the actual use of the tools in real-world situations. Thus, the ultimate measure of learning is based on how effective the learner's knowledge structure is in facilitating thinking and performing in the system in which those tools are used. (pp. 56–57)

IYS facilitators cannot not be given a step-by-step manual on how to facilitate an IYS engagement, because there is no one-size-fits-all approach to the methodology. Rather, facilitators must be given a range of tools they can utilize throughout each of the beats, and they will need to learn the appropriate contexts in which to use them. This training seeks to produce the meaningful contexts necessary for that learning to take place.

Week 1: Welcome

During the first week of training, students will lay out their individual and community aspirations, reorient themselves toward the IYS method, and explore the fundamentals of dialogue and performance. Students will build the foundation upon which their learning will take place. During this week, students will also internalize that *consent is key* in IYS.

Week 2: Trust

The first beat of an IYS encounter involves building trust among the participants.

Participants typically stand or sit in a circle (Figure 4), introduce themselves, and engage in activities that reveal aspects of each individual's inner self. While this component forms a relatively small part of an IYS engagement, I propose having students spend one week on the topic to not only examine trust-building techniques in a comprehensive manner, but also to internalize trust itself as a value.

Figure 4. Trust-Building during an IYS Engagement.

Credit: *In Your Shoes Project*

During this second week of training, students will explore the importance of trust-building as well as experience and emulate trust-building techniques used by other IYS facilitators. These techniques often relate to an individual's own expertise and background. Emma Jaster, for example, is a performer and educator with a focus on expression, communication, empathy, and embodiment. Many of her trust-building exercises involve examining the ways we move, speak, and listen. Ashanee Kottage, whose background is in environmental storytelling, helps participants build trust by having them invoke the names of people, lands, and bodies of water that are significant to them. During this training, students will have the chance to devise and test their own trust-building techniques and carve their own niche.

Week 3: Dyad

During the second beat of an IYS engagement, participants enter dyads — or pairs — to have recorded conversations that respond to a question or prompt posed by the facilitators. These questions and prompts are designed to surface participants' personal stories. Afterwards, participants listen to and transcribe words spoken by their partner and, with permission, share them out to the collective. This pairwork process can be iterative. Some IYS engagements will involve one conversation, while others

Figure 5. Pair Shares Out During an IYS Engagement.

Credit: *In Your Shoes Project*

will involve multiple, with each share-out session surfacing additional questions.

During this IYS training, students will become comfortable with pairwork (inside and outside the IYS process). Similar to the case of trust-building, my intention is to create a space for students to internalize the value of pair-work on a deeper level. As students examine how pairwork functions during an IYS engagement, they will often do so in pairs themselves.

Week 4: Community

During the next IYS beat, participants draw on the words and insights of their peers to develop a script for a performance, thus embodying the practice of "performing one another." During this fourth week of training, student facilitators-in-training will explore how previous IYS performances have been developed. Examples include the development of the "After January 6th" performance with Patrick Henry college (Figure 6), the U.S.–China Dialogue and Performance project performance, and

Figure 6. The Development of "After January 6th."

Credit: The Lab via MailChimp

the in-progress "The Art of Care" project. Students will explore how to engage community members from all backgrounds and perspectives in the development of an IYS performance.

Week 5: Performance

While week four focuses a great deal on internal collaboration and narrative development, week five will touch on the role of the audience as well. During this penultimate week of training, students will explore performance as a tool for transformation — of both the performers and the witnesses. The idea of a "theater of witness" was coined by Teya Sepinuck (2013) who describes its intention to "give a voice to those who have been marginalized, forgotten, or are invisible in the larger society, and to invite audiences to bear witness to issues of suffering, redemption, and social justice" (p. 14). In an IYS performance, the audience is

Figure 7. Students Rehearse an IYS Performance.

Credit: In Your Shoes Project

invited to witness the humanity of the performers. Student facilitators will learn how to organize and produce such a performance.

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Week 6: Practice

During the final week of training, students will synthesize everything they have learned and practice facilitating IYS experience. Students will receive and offer peer feedback throughout the process. In addition to this, students will also learn how to debrief with participants after an IYS engagement. Ultimately, even if IYS participants do not create and perform a piece for an external audience during an engagement, they will still debrief other participants and the facilitators after the fact. During this training, students will practice leading participant debriefs as they facilitate their own IYS engagements with their peers.

Finally, during this week, students will also define concrete techniques, ideas, and philosophies they can use to take care of their own minds and bodies after a facilitation experience. In their book of compiled wisdom titled *Trauma Stewardship*, Laura van Dernoot Lipsky and Connie Burk (2009) define trauma stewardship as relating to "anyone who interacts with the suffering, pain, and crisis of others or our planet" (p. 11) and set the following intention:

> We choose our own path. We can make a difference without suffering; we can do meaningful work in a way that works for us and for those we serve. We can enjoy the world and set it straight. We can leave a legacy that embodies our deepest wisdom and greatest gifts instead of one that is burdened with our struggles and despair. (p. 8)

This final week of training will ultimately illuminate the network of care among IYS facilitators and create space for students to explicitly define the ways they will care for themselves after facilitating an IYS engagement.

Location (The "Where")

As discussed earlier, I sought to be intentional about varying the locations where this IYS facilitator training takes place. While the primary reason is to ensure students are comfortable facilitating in different spaces, the "site" of design is also a key part of the design justice movement. In their monograph on the subject, Dr. Sasha Costanza-Chock (2020) discusses the relationship between privilege and space:

> Neither subaltern design sites nor privileged design sites are utopias. Many, or most, of the power dynamics that we would like to critique and transform in the latter also often operate within the former. For example, an auto workshop may be a site for the development, expression, and sharing of socio-technological knowledge and skills between working-class men while simultaneously reproducing heteropatriarchal norms of gendered technical knowledge and skills that exclude women and femmes. Or it may be a site where those norms are challenged or transformed. (p. 142)

As they enter different locations (physical and digital), students will be asked to reflect on what they notice about the space — from the furniture and lighting, to the people present inside, to the way their own bodies respond to the space. They will also consider the circumstances under which the space might be considered a subaltern site or a privileged site for design and performance.

Monday: Laboratory For Global Performance & Politics

The Lab's space at 1801 35th St NW will serve as students' "home base" during the facilitator training (Figure 8). The Lab has been utilized for multiple IYS engagements in the past. Examples include the Spring 2023 U.S.-China Student Dialogue through Performance project and the Fall 2023 IYS Open Sessions.

Figure 8. A Past IYS Engagement at the Lab's Studio Space.

Credit: Global Georgetown via YouTube

Over the course of the training, students will ideally grow comfortable with the Lab space, as well as get to know the faculty, staff, and artists that use that space. It is a chance for them to be integrated more deeply into the Lab community and seek mentorship from the people whose facilitation styles they hope to emulate and build on.

Tuesday and Thursday: Zoom

As IYS engagements can take place both in person and online, it is important for student facilitators to be able to navigate both types of spaces. Students will need to be able to facilitate discussions virtually, as well as help participants develop scripts and *perform* virtually. Examples of previous virtual IYS engagements include "After January 6th," a collaboration with Patrick Henry College in Purcellville, Virginia, and aspects of "The Power of Dialogue: Bridging the Rural-Urban Divide," a collaborative course involving students from Georgetown University and Radford University in rural Appalachia.

As the digital space is still novel in many ways, students will need to pay particular attention to the ways their own bodies respond to it. How might it feel to experience conversations through this medium? How might someone respond to their surroundings differently in such an environment? What new opportunities does digital space create? What challenges does the digital space present? These are a few questions students will reflect on during these bi-weekly Zoom sessions. Figure 9 demonstrates a potential Zoom set-up for a student participating in this training.

Figure 9. Potential Zoom Set-Up for an IYS Facilitator-in-Training.

Credit: Chris Montgomery via Unsplash

Students will also have the chance to connect with partners external to D.C. during these Zoom sessions. Examples might include the previously mentioned Patrick Henry College and Radford University, as well as other partners like the International Theatre Institute, Shanghai Theater Academy, and La Mama Umbria.

Wednesday: Georgetown University Partners and Locations

Many departments, centers, institutes, and initiatives at Georgetown have limited convening spaces. For the purposes of this exercise, I have thought of partners in terms of the spaces that they often inhabit and that could be the setting for an IYS engagement. Table 2 includes some potential partners and locations for these in-person Wednesday sessions. (Partners with an asterisk are those already listed on the Lab website.)

Figure 10. The Calcagnini Center in Virginia.

Credit: Alan Karchmer via Architect Magazine

Table 2. Potential Georgetown University Partners and Locations.

Partner	Proposed Location	Rationale
Department of Performing Arts*	Devine Studio Theatre (Davis Performing Arts Center)	Introduce students to working in a black box theater. Introduce students to the concept of subaltern and privileged spaces.
Red House*	Common spaces at the Red House and Green House	Consider how the presence of design studio elements (whiteboard tables, modular furniture, etc.) can impact an IYS engagement.
Earth Commons*	Hoya Harvest Garden at Mid-Campus Terrace	Explore what IYS looks like outdoors — specifically in a space that was built by Georgetown community members.
Campus Ministry*	Calcagnini Contemplative Center (Figure 10)	Understand that Georgetown extends beyond D.C. and prepare students to conduct IYS facilitations at retreats like ESCAPE.
Department of Government*	Intercultural Center	Experience how IYS looks in a standard Georgetown classroom and work within the limitations of such a space.
The CALL	500 First Street	Build connections with the expanding downtown campus and introduce a human element to largely pre-professional programs.

Friday: D.C-Based Community Partners and Locations

The Lab has a number of existing external partnerships across D.C. and the world. Integrating these partners into the IYS program offers the Lab a chance to build new connections and strengthen existing ones. During this IYS training, students will get to know six of the Lab's D.C.-based partnerships. Similar to the Georgetown-specific spaces, students will reflect on themes of privilege, equity, and access with respect to partner spaces as well. Below are some potential partners as well as images of their spaces. I propose these partners because of their diversity in terms of (a) their physical location, (b) the ways in which the spaces are often used, and (c) the type of people who visit and use the spaces. (Partners

with an asterisk are those already listed on the Lab website.)

House of Sweden*

Figure 11. House of Sweden at the Georgetown Waterfront.

Credit: The Lab vis Instagram

John F. Kennedy Center for the Performing Arts*

Figure 13. The REACH Welcome Center.

Credit: Kennedy Center

Storytelling with Saris

Figure 15. Exhibit at the Nicholson Project.

Credit: Monica Jahan Bose

Anacostia Arts Center

Figure 12. Black Box Theater at the Anacostia Arts Center.
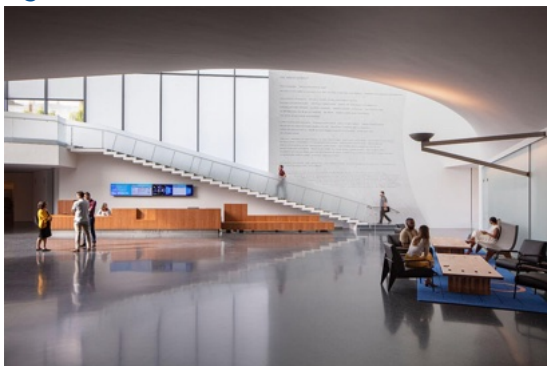
Credit: Anacostia Arts Center

Smithsonian National Museum of African Art*

Figure 14. Lecture Hall at the NMAA.

Credit: National Museum of African Art

**Building Bridges Across The River**

Figure 16. Anacostia Park.

Credit: NPS Photo

Arc (The "How")

The final layer of this learning engagement is the actual arc students will take as they become IYS facilitators. I envision this arc as a series of cycles that draw on Anderson & Krathwohl's (2001) revision of Bloom's Taxonomy — a revision that produces a taxonomy table combining types of knowledge with different cognitive processes (p. 28). While the taxonomy is presented hierarchically, I envision the learning of IYS facilitators-in-training to be cyclical. As they acquire and draw on more knowledge, they unlock more possibilities for future learning. Figure 17 reflects this learning cycle itself, while Table 3 breaks up the cycle into the elements corresponding to the revised learning taxonomy table.

Figure 17. Learning Cycle for IYS Student Facilitators-in-Training.
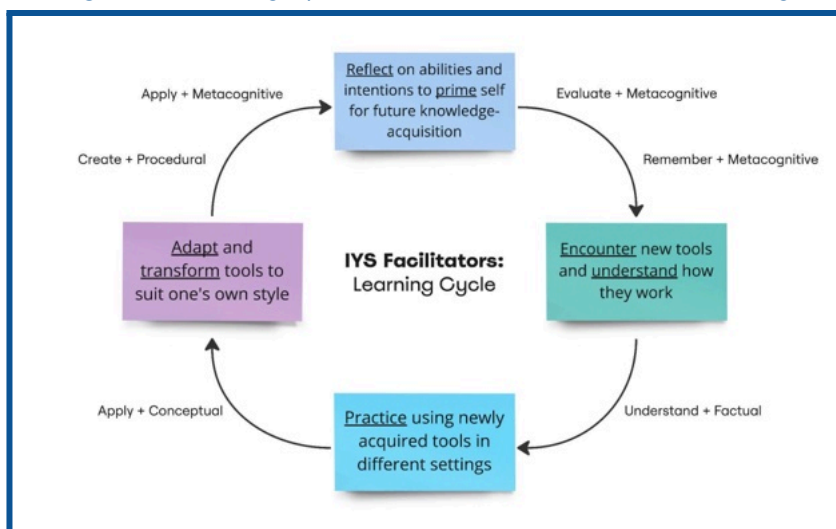
Table 3. Learning Taxonomy Table with Learning Cycle Components.

Knowledge Dimension	Cognitive Processes Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		(3) Understand how new tools work				
Conceptual			(4) Practice using new tools			
Procedural						(5) Adapt tools to different contexts
Meta-cognitive	(2) Prime self for knowledge acquisition		(6) Transform tools to suit own style		(1) Reflect on abilities and intentions	

It is particularly important to note that "understanding" here is defined much more narrowly than in the list of intended learning outcomes. Here, to understand is to "construct meaning from instructional messages, including oral, written, and graphic communication" (Anderson & Krathwohl, 2001, p. 31). In the learning goals, the conception of understanding derived from *Understanding by Design* is much broader and considers understanding as a sort of umbrella for a number of cognitive processes.

This learning cycle will occur on multiple levels. The largest cycle will occur throughout the entire program and involve student's command of the IYS methodology as a whole. The smallest cycles will occur over the course of individual activities in which students will gain familiarity and expertise with the very specific tools and strategies.

A series of guiding questions will take students through these learning cycles. While these questions were included in an earlier graphic (Figure 3), I have included them again below for accessibility and readability:

- Day 1: Who are we? Why are we here? What are our aspirations?
- Day 2: What is IYS and where has it been utilized? Who has been transformed by IYS?
- Day 3: How does IYS look in different contexts? What contexts benefit from IYS?
- Day 4: How do space, movement, and performance intersect in the digital world?
- Day 5: How do space, movement, and performance intersect in the physical world?
- Day 6: What is trust? Why is it important? How do we cultivate it?
- Day 7: How does trust intersect with digital technology? How does trust intersect with physical separation?
- Day 8: How does trust-building look between individuals? Between communities? Between institutions?
- Day 9: How can I use my own strengths, experiences, and perspectives to design trust-building exercises online?
- Day 10: How can I use my own strengths, experiences, and perspectives to design trust-building exercises in person?
- Day 11: How can we facilitate connections between two individuals?
- Day 12: What does dialogue look like in performance?
- Day 13: How can two people perform one another with empathy and awareness?
- Day 14: How does dialogue look online? How does performing another person look online?
- Day 15: How does dialogue look in person? How does performing another person look in person?
- Day 16: What does creation look like in community? How can we create a whole from disparate parts?
- Day 17: What tools can we use to transcribe and transform conversations?
- Day 18: What does deep listening look like? How does it connect to the creative process?
- Day 19: What is my role in developing a community-created performance online?
- Day 20: What is my role in developing a community-created performance in person?

- Day 21: What is performance? What is storytelling? Why is it important?

- Day 22: What have past IYS performances looked like? How do I relate to those performances?

- Day 23: What are the steps involved in an IYS performance from start to finish?

- Day 24: What is my role in the performing of a digital IYS performance?

- Day 25: What is my role in the performing of an in-person IYS performance?

- Days 26–29: How does it look when I facilitate an IYS encounter? When my peers facilitate?

- Day 30: Who are we? Why are we here? What are our aspirations?

For each set of guiding questions, students will participate in activities that tie to different intended learning outcomes, and each activity will typically serve multiple learning outcomes. The following section will present tentative outlines for six days in the program and discusses a few proposed activities in detail.

ACTIVITY DEEP-DIVES

While the previous section detailed the three key layers of this IYS facilitator training (the what, the where, and the how), this section demonstrates what synthesizing them looks like over the course of the engagement. I present a series of activities for a small subset of the days, and each activity is annotated with the learning outcomes it serves, as well as with the elements of the *Understanding by Design* WHERETO framework it corresponds to:

W—Ensure that students understand WHERE the unit is headed, and WHY.

H—HOOK students in the beginning and HOLD their attention throughout.

E1—EQUIP students with necessary experiences, tools, knowledge, and know-how to meet performance goals.

R—Provide students with numerous opportunities to RETHINK big ideas, REFLECT on progress, and REVISE their work.

E2—Build in opportunities for students to EVALUATE progress and self-assess.

T—Be TAILORED to reflect individual talents, interests, styles, and needs.

O—Be ORGANIZED to optimize deep understanding as opposed to superficial coverage.

(Wiggins & McTighe, 2005, pp. 197–98)

As I was determining the days I wanted to explore in depth, I selected seven that are diverse in their representation of the three layers.

Day 1

Overview

Topic: Welcome
Location: The Lab (1801 35th St NW)
Guiding Questions: Who are we? Why are we here? What are our aspirations?

Table 4. Annotated Activities for Day 1 of IYS Facilitator Training.

No.	Activity	Learning Outcomes	WHERETO
1.1	Opening: Students are greeted by Lab faculty and staff. They are each given a water bottle, journal, and pen.		H, E1
1.2	Introductions: Students practice movement and introduce themselves to one another.	3.3, 4.2	E1, T
1.3	Community Guidelines: A faculty member shares the schedule for the entire training, explains the rationale behind switching up the location, and offers up community guidelines/aspirations.	3.1	W, O

1.4	Affinity Mapping: Students respond/add to the community guidelines on sticky notes and try to find overlaps between their individual notes.	3.1	R, T, O
1.5	Lunch: RASA catering.		
1.6	Understanding Space: Students take a tour of the Lab space and take turns sharing *different* things they notice about the space.	2.3	E1, R
1.7	Spectrum: Students participate in a spectrum activity where they move toward one side of a space depending on the extent to which they agree with a specific statement. This is followed by a debrief.	6.1	R, T
1.8	Letter to the Future: Students write their future selves a letter explaining why they want to be an IYS facilitator.	6.1, 6.2	R, E2, T

Resources and Notes

Activity 1.1: I specifically recommend providing students with a **water bottle**, **journal**, and **pen**, because they will be able to use all of them over the course of the engagement.

Activity 1.2: I included limited details about the introduction activity, because I anticipated it would be led by a Lab staff of faculty members who may already have an activity that they typically use for this purpose.

Figure 18. Markers and Sticky Notes — Only Required Materials for Activity 1.4.

Credit: Kelly Sikkema via Unsplash

Activity 1.3: Students should be given a handout with the schedule, dates and other information.

Activity 1.4: Required materials include **markers** and **sticky notes** (Figure 18).

Activity 1.6: This activity is designed such that students must listen closely to what their peers are sharing. The idea is that, as they explore the Lab space, they will each share something they notice about it. However, each student must share something a previous student has *not* already shared. The individual leading this activity should take notes on students' responses. Questions to guide student's exploration include:

- How many rooms are there?

- What type of furniture is there?

- What materials do you notice in the construction?

- What do you notice about the lighting in the space?

- What do you notice about the smells, sounds, and textures in the space?

- How many stories are there? How do people move between them?

- What types of people enter and move through this space?

- How does your body feel in this space?

This activity will be repeated throughout the learning engagement with the aim of helping students pick up on small details and nuances within a space and recognize that there is *always* something more to notice — within a space and within oneself. In addition, students should be able to recognize the intersection between privilege and space.

Activity 1.7: This activity will allow students to reflect on their comfort and familiarity with the IYS method. After each prompt, a few students will elaborate on the position they chose along the spectrum. Potential prompts include:

Figure 19. Room Layout for Activity 1.7.

- I could explain the IYS methodology to a newcomer.

- I have previous facilitation experience.

- I feel comfortable performing in front of audiences.

- IYS connects to my academic journey at Georgetown.

- There are aspects of IYS that I do not completely understand.
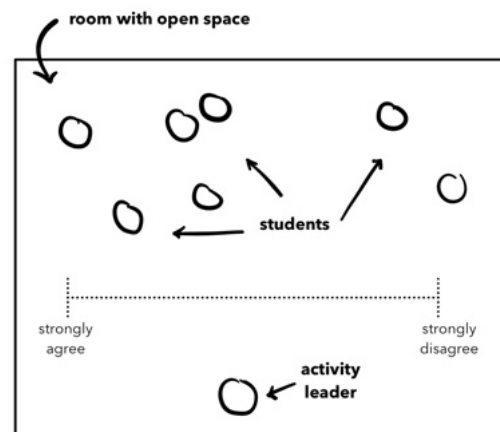
Activity 1.8: Students will revisit the letter drafted on their final day of training.

Day 10

Overview

Topic: Trust
Location: Anacostia Arts Center
Guiding Questions: How can I use my own strengths, experiences, and perspectives to design trust-building exercises in person?

Table 5. Annotated Activities for Day 10 of IYS Facilitator Training.

No.	Activity	Learning Outcomes	WHERETO
10.1	Journal: As students enter the space, they reflect in their journals on	2.3, 4.1	E1

	how they traveled to the Anacostia Arts Center.		
10.2	Introductions: Students engage in a trust-building exercise. This time, the exercise is followed by a debrief.	3.3, 6.2	E1, R, E2
10.3	Partner Institution: A staff member at the partner institution shares information about the space, its history, and the events that happen there. Students have the opportunity to ask questions.	5.1, 6.4	E1
10.4	Understanding Space: Students take a tour of the center and take turns sharing *different* things they notice about the space.	2.3, 4.1, 6.4	E1, R
10.5	Lunch: ELife Vegan Restaurant.		
10.6	Design Studio: Students devise trust-building exercises that are specific to the space they are currently in. They take turns leading these activities with the other students. Students offer one another feedback on their designed exercises and take notes on the feedback they receive.	1.3, 2.2, 3.3, 6.1	W, E1, R, E2, T
10.7	Holistic Check-In: Students write briefly about how their bodies feel in this space and about how trust intersects with space.	2.3, 6.2	R, W
10.8	Cool-Down: Students explore the Anacostia Arts Center further and engage with local artists and entrepreneurs.	2.3	E1

Resources and Notes

Activity 10.1: Transit, poverty, and land in D.C. are deeply intertwined. During this activity, students are called to reflect on those intersections and on the human experiences of those who live, work, and create in Southeast D.C.

Activity 10.2: Call and response is an integral part of trust-building and performance. During this activity, students will engage in call-and-response by stating what they call themselves. These are the directions to be provided to the students:

> In alphabetical order by first name, we will each state the following:
>
> "I call myself _____."
> *(You can share your name, a nickname, or a word you use to describe yourself!)*
>
> "You can call me _____."
> *(Share the name you would like your peers to call in the space.)*
>
> After each sentence, the rest of the group will repeat after you.
>
> Example:
> Call: "I call myself Hoya."   Response: "I call myself Hoya."
> Call: "You can call me John."   Response: "You can call me John."

After the activity, students will discuss the following questions:

- **How did it feel to hear other people call themselves by your name?** What thoughts or sensations did you notice in your body during that experience?

- **How did it feel to call yourself by someone else's name?** What thoughts or sensations did you notice in your body during that experience? How did space and location inform this experience for you?

- **How would you feel about leading an activity like this?** Would it feel natural? Unnatural? Comfortable? Uncomfortable? In what spaces or situations might you seek to lead this activity?

Activity 10.4: This activity is the same as activity 1.6. The repetition of these activities is intentional, encouraging students to apply the same tools and strategies to different situations to see what they notice.

Activity 10.5: ELife Restaurant is located inside the Anacostia Arts Center.

Activity 10.6: During this activity, students will reflect on their responses to Activity 10.2 to devise and test their own trust-building exercises. Students are encouraged to make use of the space they are in to develop location-specific exercises, as well as more universal ones.

Students will offer one another peer feedback. This process of peers offering one another feedback has historically improved students' own learning outcomes (Patchan & Schunn, 2015).

Activity 10.7: After designing, practicing, and receiving feedback, students are invited to check in with themselves again, grounding themselves in the physical space they occupy. Students are encouraged to reflect on trust — of their peers, of their institutions, of themselves.

Activity 10.8: I recommend leaving a little time at the end of this day for students to explore the Anacostia Arts Center. There is a bookstore and a vintage store located within the center.

Day 12

Overview

Topic: Dyad
Location: Zoom
Guiding Questions: What does dialogue look like in performance?

Table 6. Annotated Activities for Day 12 of IYS Facilitator Training.

| No.	Activity	Learning Outcomes	WHERETO
12.1	Whiteboard: As students enter the Zoom room, they are created by a Zoom Whiteboard with a prompt (about performance and	2.1, 2.2, 3.2, 3.6, 6.1	H, T, O

	dialogue) which they will respond to with sticky notes.		
12.2	Overview: Students are given an overview of what the day will look like, including breaks.		W
12.3	Breakout Rooms: Students are given five minutes to find a physical object based on a prompt and return to the Zoom. They will then record conversations in pairs discussing these objects. Each conversion will generate prompts for the next round of the activity.	2.2, 2.3, 3.2, 4.2	E1
12.4	Break: Lunch.		
12.5	Listening Back: Students return the conversations recorded in Activity 12.3 and trace the ways they unfolded. The full group reconvenes to debrief.	6.2	E2, O
12.6	Dialogue and Performance: Students watch or listen to the dialogues students shared in Activity 12.1. Similar to the previous activity, students will reflect on what specifically becomes illuminated when two people speak to one another.	1.2, 2.1, 2.2, 4.1	E1, T
12.7	Prompt Design: Students will close by writing down a few prompts they think might be worth exploring during an IYS engagement.	2.2, 3.4, 6.1, 6.4	E1, R, T

Resources and Notes

Activity 12.1: This activity both maximizes the use of the digital space and solicits input from students that will be relevant in a later activity. Students can share their thoughts using sticky notes or by embedding content directly into the Zoom Whiteboard (Figure 20).

Figure 20. Zoom Whiteboard with Option to Embed Content.
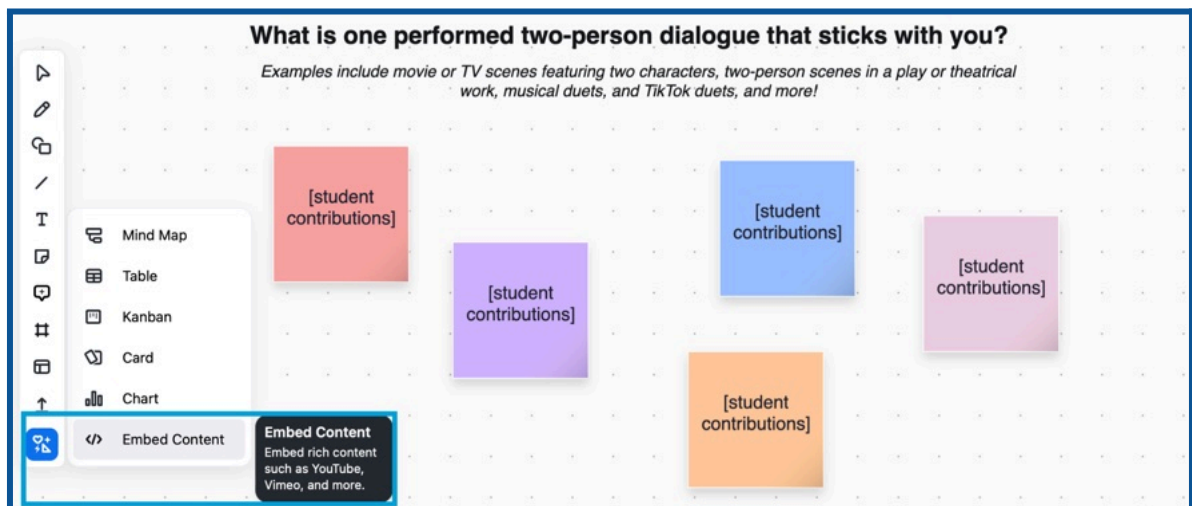
Activity 12.3: The activity also has multiple goals. The first is to move beyond the notion that digital communication requires humans to be sedentary. The second is to explicitly demonstrate how, in a conversation between two people, each person's contributions can influence what the other person says and does next. Here is the flow of the activity:

- The activity will begin with a prompt like the following: Find an object around you that brings you comfort.

- Once students find their objects, they will enter breakout rooms and discuss why they chose their selected objects. They will record their conversation using the **voice memos** application (or something similar).

- Afterwards, students will return to the main room. They will then be asked to find an object that relates to something their *partner* said or did during their conversation.

- For example, suppose one student (Student A) shared about a candle, while Student B shared about a stuffed toy gifted to them by a family member. For the following round, Student B might seek to present a candle of their own, while Student A might present a gift they received from one of their family members.

- This activity will continue for three rounds total. Afterwards, students will re-enter the large group and share the final object they discussed with their partner with the larger group.

This activity will be followed by a lunch break during which students are encouraged to continue thinking about this activity and the ways their partners influenced what they said and did next — and the elements of their own stories and histories that their partner's words and actions surfaced.

Activity 12.5: During this activity, students will return to their recordings of the conversations they had in Activity 12.3. While listening, students are asked to transcribe (including any pauses and filler words) the exact words that prompted their selection of the different objects they found during the activity. Afterwards, they will debrief with the larger group about the experience. The leader for this activity should share that, in the past, multiple IYS participants have talked about how, during their pairwork conversations, the words spoken by their partner influenced what they chose to share as well. This activity traces that process of exchange through physical objects.

Activity 12.6: During the break, the activity leader should have compiled some of the student contributions in Activity 12.1. The activity leader should aim for a diverse selection. Examples of dialogues might include:

- **Gabriella Montez and Troy Bolton:** "Gotta Go My Own Way" from *High School Musical 2*

- **Miles Morales and Gwen Stacy:** Scene from in *Across the Spider-Verse*

- **Sterling K. Brown and Sean Evans:** "Sterling K. Brown Performs Shakespeare While Eating Spicy Wings" on *Hot Ones*

During this activity, the activity leader will share their screen (with audio) and play some of the dialogues contributed by students. After each contribution, students will engage in a

process of "tracing" the dialogue (similar to what they did in Activity 12.5). Questions to guide the discussion include:

- What do you notice about their body language?

- What do you notice about the space they occupy?

- What is surfacing about each of these people through their exchange?

- Where are moments where you see one person directly responding to what another person said?

Activity 12.7: Taking what they have learned about dialogue (both in the conversations they had and the scenes they watched), students will spend the final part of the day drafting potential open-ended prompts that they might envision posing to participants during an IYS engagement. Students should identify the contexts in which their prompts would be suitable. These prompts will be revisited on Day 13.

Day 18

Overview

Topic: Community
Location: ICC Classroom
Guiding Questions: What does deep listening look like? How does it connect to the creative process?

Table 7. Annotated Activities for Day 18 of IYS Facilitator Training.

No.	Activity	Learning Outcomes	WHERETO
18.1	Listening Game: Students play a variation on the game Telephone utilizing voice-recording software on their phones.	3.6, 4.2	H, E1
18.2	Partner Institution: A faculty member at the Department of Government shares a brief presentation on how IYS has been utilized in the department's Conflict Resolution program. Students have the opportunity to ask questions.	1.1	E1
18.3	Understanding Space: Students take a tour of the center and take turns sharing *different* things they notice about the space.	2.3, 4.1, 6.4	E1, R
18.4	Lunch: Sit-down meal at Mai Thai.		
18.5	Silent Game: Each student chooses a different location in the ICC and listens to all the sounds they hear for ten minutes. After ten minutes they will record a voice memo talking about the sounds they heard.	2.3, 6.2	R, T

18.6	Audio Collage: Students regroup to share their recordings and debrief the experience of listening. In pairs, they will exchange their recordings and select excerpts of their partner's recordings to transcribe. Then, the group will convene to decide how to creatively organize the excerpts.	2.1, 2.3, 3.2, 3.5, 3.6, 4.2	E1, R, E2, O
18.7	Performing Space: Students present their creative work to the activity leaders and representatives from the partner institution.	2.3, 3.5, 5.2, 6.2, 6.4	E1, R, E2
18.8	Journal: Students reflect about the process of producing a creative work in community with their co-facilitators-in-training.	6.1, 6.2, 6.3, 6.4	R, E2

Resources and Notes

Activity 18.1: Unlike in Telephone, which often demonstrates how quickly incorrect information can spread, this game is centered on *preserving* speech. An important aspect of the "performing one another" philosophy is authentically representing someone's words — including the way these words are spoken.

- During this activity, the activity leader should have a recording ready featuring two to three casually spoken sentences.

- The recording should ideally include pauses, filler words, and other indicators of a person's unique speech.

- The first student will listen to this recording and record themselves speaking the same words.

- The student may want to transcribe the audio before repeating it back.

- The second student will listen to the first student's recording (not the original audio) and repeat the exercise until every student has recorded their own voice.

- The activity will conclude with each student playing their recording in order first to last, followed by a replaying of the original recording.

In many ways this activity throws students into the "deep end" of deep listening and performance. After a brief discussion on how it felt to participate in this activity, the activity leader should lay out the plan for the rest of the day.

Activity 18.2: I felt it was important to bring a mix of existing partners and new partners into this IYS facilitator training. For this activity, I selected an existing partner who could speak to how IYS has been utilized in different settings, as well as demonstrate how IYS has evolved since its inception.

Activity 18.3: I specifically chose the ICC for the site of this learning engagement because its classrooms are widely regarded as an "ugly" building by students. At the same time, hundreds of classes take place in the building each week, and it will be important for students to work with limitations and facilitate IYS engagements in different types of classrooms.

Overall, This raises a number of design justice-related questions about what makes a space one worth considering for an IYS engagement — and if there are any spaces *not* worth considering.

Figure 21. Example of an ICC Classroom.

Credit: Georgetown Provost via Twitter.com

Activity 18.5: This activity also helps students hone their ability to listen. I recommend allowing each student to select where in the building they would like to conduct this activity; however, no two students should select the same exact location. When students are responding to the sounds they hear (voices, HVAC systems, footsteps, etc.), encourage them to try to replicate the sounds with their voices, as wells describe them with words. They may also want to talk about any memories or experiences these sounds evoke.

Activity 18.6: This activity directly follows from activity 18.5. The first part of the activity returns to the previous week's topic of dyads and has students once again working in pairs to listen to and transcribe one another's voices.

The second part of the activity builds on that and brings students together in collaborative creation. Explain that the students can decide how they would like to represent the excerpts they have compiled. They are not restricted to the creation of a performance. They are also welcome to draft a written piece, develop a physical work of art, or even create a song. What is important is that the creation of the work is guided by the students themselves.

Activity 18.7: After developing their creative work, students will determine how to present it to the activity leaders and partner institution representatives. Once again, there are no restrictions on how this presentation looks, but students must explain the design decision they made during the creative process.

Activity 18.8: Since the bulk of the day involved collaborative work, I decided it would be important for students to take the final moments of the day to reflect briefly in their journals on the experience of performing space using the words of their peers. Below are some questions to guide their reflection:

- Did today's activities alter the way you feel about this space? If so, how?

- What sensations did you notice in your body when your words were performed by your peers? What sensations did you notice in your body when you performed the words of your peers?

- Did you encounter any roadblocks or struggles during the creative process? If so, what were they? How might you respond to these challenges (or similar ones) while

facilitating an IYS engagement?

Day 22

Overview

Topic: Performance
Location: Zoom
Guiding Questions: What have past IYS performances looked like? How do I relate to those performances?

Table 8. Annotated Activities for Day 22 of IYS Facilitator Training.

No.	Activity	Learning Outcomes	WHERETO
22.1	Introductions: This session should be attended by IYS alumni from Georgetown and beyond. All participants are led through a community-building activity.	2.2, 3.3	H
22.2	Past Performance: Students watch videos from previous IYS engagements and take notes on anything they would like to ask the IYS alumni about.	2.2, 3.2, 4.1, 5.1	E1, R
22.3	Panel Discussion: The IYS alumni share their experiences working in the IYS space and discuss how IYS has impacted them today.	1.1, 6.4	E1
22.4	Alumni Exchange: In rotating breakout sessions, students have the opportunity to ask additional questions that arose during the panel discussion.	5.1, 6.1	E1, R
22.5	Break: Lunch.		
22.6	Past Performance: Students watch videos from another past IYS engagements and take notes on anything they would like to ask the IYS alumni about.	2.2, 3.2, 4.1, 5.1	E1, R
22.7	Panel Discussion: The IYS alumni share their experiences working in the IYS space and discuss how IYS has impacted them today.	1.1, 6.4	E1
22.8	Alumni Exchange: In rotating breakout sessions, students have the opportunity to ask additional questions that arose during the panel discussion.	5.1, 6.1	E1, R
22.9	Journal: Students reflect on the experience of watching past IYS engagements and hearing from past IYS facilitators and participants.	6.1, 6.2, 6.4	R, E2

Resources and Notes

Activity 22.1: If there are any IYS facilitator alumni in attendance, I recommend having one of them lead the trust-building exercise to explicitly connect students to the broader IYS community.

Activities 22.2 and 22.6: I recommend sharing media about IYS engagements that touch on sensitive topics to demonstrate to students what that looks like in practice.

Activities 22.3 and 22.7: The questions for these panels should be pre-written since students will have the opportunity to ask their own questions in the following activity.

Activities 22.4 and 22.8: Breakout sessions open with one of the panel members in each session. Students have the opportunity to remain in one breakout session throughout the entire discussion or move between them to ask different panelists questions. Encourage students to ask even the difficult questions, because it will help them prepare for difficult situations that may arise in the future.

Activity 22.9: Some questions that might guide students' reflections include the following:

- What did you learn about IYS performances?

- How do IYS performances look?

- How did these panel sessions inform how you might facilitate the development of IYS performances?

- Were you surprised by anything the panelists said? If so, what?

- Do you have any lingering questions after hearing from these IYS program alumni?

Day 26

Overview

Topic: Practice
Location: The Lab
Guiding Questions: How does it look when I facilitate an IYS encounter? When my peers facilitate?

Table 9. Annotated Activities for Day 26 of IYS Facilitator Training.

No.	Activity	Learning Outcomes	WHERETO
26.1	Setting the Stage: Lab faculty and staff congratulate students on their work over the past five weeks and explain the layout of the final week of training.		W, O

26.2	Practice Session: Two students lead an entire IYS engagement from start to finish.	1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 5.2	E1, R, E2, T
26.3	Debrief and Feedback: Students debrief about the experiences and share what they learned, as well as offer feedback to the pair who facilitated the engagement.	1.3, 6.1, 6.2, 6.4	R, E2
26.4	Lunch: Catering from Chaia Tacos.		
26.5	Practice Session: Two students lead an entire IYS engagement from start to finish.	1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 5.2	E1, R, E2, T
26.6	Debrief and Feedback: Students debrief about the experiences and share what they learned, as well as offer feedback to the pair who facilitated the engagement.	1.3, 6.1, 6.2, 6.4	R, E2
26.7	Journal: Students facilitators write about the experience of facilitating an IYS engagement. Peers write about what they learned about facilitation through the process of offering feedback.	6.1, 6.2, 6.3, 6.4	R, E2

Resources and Notes

Activity 26.1: Activity leaders will explain that, over this final week, students in pairs will practice facilitating IYS engagements and receive peer (and facilitator) feedback. Students have the opportunity to ask any questions before proceeding.

Activities 26.2 and 26.5: Students have full creative control of the IYS engagement they facilitate — from the trust-building exercises and discussion prompts, to the type of creative work produced and the debrief questions they ask.

Activities 26.3 and 26.6: This activity begins with the student facilitators asking participants reflection questions to debrief their experience with this IYS engagement. The activity closes with participants sharing any peer feedback with the student facilitators.

Activity 26.7: The four students who facilitated engagements will respond to different reflection questions than those who only participated and provided feedback. Questions to guide the reflections of the student facilitators include:

- What do you think went well about your facilitation? What would you do differently?

- Did any sensitive topics arise? If so, how did you address them? Would you address them differently in the future?

- Did you ever feel like you needed to take a step back? If so, would you feel comfortable relying on your co-facilitator to step in?

- How did your own body feel while you were facilitating this engagement?

- Was there any peer feedback that particularly struck you?

Below are questions to guide the reflection of the peers offering feedback:

- How did it feel to experience an IYS facilitation after having examined the IYS methodology and practice over the past five weeks?

- Was there anything you saw that you might want to adopt into your own facilitation?

- Do you have any lingering questions before you facilitate your own IYS engagement?

Toward the end of this reflection time, Lab faculty and staff should meet one-on-one with the four students who facilitated IYS engagements to go over the students' lingering concerns and offer their own feedback.

Day 30

Overview

Topic: Practice
Location: House of Sweden
Guiding Questions: Who are we? Why are we here? What are our aspirations?

Table 10. Annotated Activities for Day 30 of IYS Facilitator Training.

No.	Activity	Learning Outcomes	WHERETO
30.1	Welcome Reception: Students are greeted by Lab faculty and staff, House of Sweden partners, and IYS program alumni. There is ample time provided to mingle.		H
30.2	Partner Institution: Students listen to a presentation about the relationship between IYS and the House of Sweden. They have an opportunity to ask questions.	1.1, 6.1, 6.4	E1, R
30.3	Understanding Space: Students take a tour of the House of Sweden and take turns sharing *different* things they notice about the space.	2.3, 4.1, 6.4	E1, R
30.4	Affinity Mapping: Students participate in another affinity mapping activity oriented toward their post-training IYS aspirations.	6.1, 6.3, 6.4	R, E2
30.4	Lunch: Sit-down lunch at Farmers, Fishers, Bakers.		
30.5	Think-Pair-Share: Individually, students reread their journal entries and recall the journey that brought them to the current moment. In pairs, they share some of the most notable inflection points in their journeys. Then, they regroup as a collective to share out.	6.1, 6.2, 6.4	R, E2
30.6	Mentor Meetings: Each facilitator meets one-on-one with a Lab	1.1, 1.2, 5.1,	T

	faculty or staff member to ask any final questions or clarify any lingering misconceptions. Then, the student will work with this faculty/staff member to develop a short statement they will share at the closing reception.	5.2, 6.1, 6.3, 6.4	
30.7	Closing Reception: Students once again mingle with Lab faculty and staff, House of Sweden partners, and IYS program alumni. Light refreshments are served.		E1
30.8	Final Intentions: During the closing reception, each student shares a brief reflection with the collective responding to the questions "Who am I?" and "Why am I here?"	6.1, 6.3, 6.4	R, E2

Resources and Notes

Activity 30.1: This welcome reception to set the tone that this is a celebratory event.

Activity 30.2: I selected the House of Sweden for this event, because this is where the Lab launched the In Your Shoes Research & Practice Center in September 2023. This presentation provides students with another opportunity to learn about the history of IYS and interact with those involved in the creation of that history.

Figure 22. Room Layout for Activity 30.2.

Credit: *House of Sweden*

Activity 30.3: This is the final iteration of this activity. Activity leaders should take note of how students' observations now differ from their observations from Day 1.

Activity 30.5: Once again, this activity will require **markers** and **sticky notes**.

Activity 30.6: During this activity, mentors should also present students with the **letters** they drafted to their future selves and discuss the extent to which their reasons for wanting to be an IYS facilitator have changed or stayed the same.

Activity 30.8: This activity marks the closing of the overarching learning cycle loop. Students now have a number of tools they can use to facilitate an IYS engagement. By setting their intentions before their peers and community, they are priming themselves for their experiences as an IYS facilitator.

EVALUATION

In order to determine the best ways to ensure a student is prepared to facilitate, I spoke with **Hannah Gray** (Interpersonal Violence Education and Training Specialist at Health Education Services and coordinator of the Bringing in the Bystander program) and **Nicole Sandonato** (ESCAPE Program Director at Mission and Ministry). Both suggested I make space for students to practice and offer each other peer feedback but reiterated that the only way to genuinely know if a student is ready to facilitate is to allow them to just try. Thus, while there are a number of interventions during the learning engagement to evaluate its efficacy, the most important evaluation of the program takes place afterwards, once students begin facilitating on their own.

During the Training

Peer Feedback

The first intervention mechanism is peer feedback. As discussed earlier, when students offer peer feedback, they can actually improve their own learning (Patchan & Schunn, 2015). At the same time, those training the students can also examine the type of feedback students are providing each other to ensure they, themselves, are on the right track. While the majority of peer feedback will be offered during the last week of the training, there are other opportunities for students to offer one another feedback as well (e.g. Activity 10.6).

Instructor Feedback

While peer feedback is largely built into the structure of the training, I intended for instructor feedback to be provided on a more ad-hoc basis, aside from scheduled check-ins during the final week of training after students have practiced facilitating a full IYS engagement. This is in part, because this learning engagement is largely designed to be a student-driven process of discovery. This space was designed for students to misstep and make mistakes. That said, if instructors notice any recurring issues, they are encouraged to check-in individually with students or address the entire group if they deem the intervention beneficial to all students. Because the learning engagement is relatively long, students will also have the opportunity to build relationships with instructors, ideally making it easier for them to receive instructor feedback.

Self-Reflection

Finally, students will be asked to reflect on and assess their own learning nearly every day of the engagement. During these reflections, the guiding questions themselves orient students toward the mindset of an IYS facilitator while still allowing them space to grow. During the last week of training, this self-reflection component becomes very important as students will take what they have learned from these reflections to set a formal intention as they become full-fledged IYS facilitators.

After a Facilitation Experience

Debrief

The most important evaluative intervention after a facilitation is a debrief with a staff member. During this debrief, a facilitator has a chance to state for themselves what went well, what could have gone better, and what they intend to do differently next time. Questions the staff member might ask include the following:

- In one sentence, how do you think this engagement went? (Follow-Up: Would you be able to share a bit more about why?)

- How did you feel before, during, and after the engagement? Did you feel prepared to facilitate this IYS engagement? Was there anything unexpected?

- Did anything arise during the session you would like to address now? (Follow-Up: Is there anything you would like to schedule a meeting to discuss later?)

- Is there anything you think went really well that you want to see again next time? Is there anything you would like to see done differently?

- Is there anything else you would like to share now?

These questions should illuminate any gaps in a student's understanding, as well as indicate areas that might need improvement for future IYS facilitator trainings.

Participant Survey

After an IYS engagement, participants often fill out a brief survey regarding their experience. For participants attending a facilitator's first IYS engagement, there is an opportunity to add a few questions to this survey that allow a participant to reflect more deeply on a student's facilitation. Figure 23 includes examples of questions this participant survey might contain. The results of this survey can inform any immediate interventions that need to take place and any changes made to future iterations of this IYS student facilitator training.

Figure 23. Sample Questions for Post-Facilitation Participant Survey.

Annual Convening

While Rabbi Rachel Gartner and I were brainstorming ideas for program evaluation techniques, we found the idea of an annual convening of IYS facilitators particularly compelling. During this convening, all current IYS facilitators would be able to participate in workshops for continued learning and feedback sessions to surface any recurring trends or issues that seemed to arise in IYS engagements over the past year. This annual convening would likely take place in early spring and would be the final place to check-in with first-year facilitators about their preparation before finalizing the training for the upcoming summer.

CONCLUSIONS

This IYS student facilitator training is still very much a work in progress. Some of the ideas included in this prototype would be very easy to implement in a finalized version of a training. Other ideas are probably cost-prohibitive. Ultimately, I hope the framework I have designed can be condensed, stretched, edited, and transformed into something the Lab can use to inform both the process of documenting the IYS methodology and designing a learning engagement for students who would like to train in IYS facilitation.

ANNOTATED BIBLIOGRAPHY

Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing : A Revision of Bloom's Taxonomy of Educational Objectives* (Complete ed.). Longman.

> In this 2001 article, Anderson and Krathwohl present a revised version of Benjamin Bloom's taxonomy for learning from 1956. While the levels in the original taxonomy were Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation, the revised taxonomy separates Knowledge out into its own dimension and reworks the other elements as facets of the "Cognitive Processes Dimension." The result of this separation is a matrix that allows learning designers and instructors to define learning objectives according to one component of the knowledge dimension and one component of the cognitive processes dimension. This matrix heavily informed the way I thought about the "arc" of the learners participating in this engagement. However, while Anderson and Krathwohl present this taxonomy as a two-dimensional matrix, I ultimately constructed the learners' arc as a cycle.

Costanza-Chock, S. (2020). *Design Justice: Community-Led Practices to Build the Worlds We Need*. United States: MIT Press. https://doi.org/10.7551/mitpress/12255.001.0001.

> Sasha Costanza-Chock's monograph on Design Justice encourages designers to entirely rethink the design process in a way that decenters the power of the designer and recenters the power of the users. Costanza-Chock takes readers through a justice-oriented approach to design values, practices, narratives, sites, and pedagogies before offering insights into the future of design. The book relies a great deal on case studies, and while the majority of these case studies seem to tire most directly to the field of digital technology, the section on design sites included a compelling commentary on the intersection between space and privilege that tied directly to the space component of my learning engagement.

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective. *Performance Improvement Quarterly*, 26(2), 43–71. https://doi.org/10.1002/piq.21143.

> Ertmer and Newby synthesize existing literature to illuminate the key differences between the learning paradigms of Behaviorism, Cognitivism, and Constructivism as they relate to instructional design. My own learning engagement was influenced most directly by the Constructivism paradigm, which the authors distinguish from others by its assumption that there is no objective reality. Rather, each individual has their own interpretation of reality shaped by their experiences and perspectives. This assumption melds well with the IYS methodology's focus on surfacing an individual's perception of reality through their personal stories. When it comes to learning, Constructivism indicates that the best learning is performed in realistic settings through tasks that meaningfully relate to the setting. To me, this spoke to the idea of "learning by doing," a philosophy I explicitly integrated into my learning design.

Lipsky, L. van Dernoot., & Burk, C. (2009). *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others* (1st ed.). Berrett-Koehler Publishers.

> In their self-care guide, Lipsky and Burk synthesize existing wisdom on caring for the self and consider the ways this wisdom can help individuals involved with trauma stewardship. They define trauma stewardship broadly, and the most important aspect seems to be the act of

bearing witness to the trauma of individuals, communities, and the world. In the facilitation space (and particularly in facilitation spaces where people discuss sensitive issues), it is incredibly important for facilitators to be able to ground themselves in practices that allow them to process the act of facilitation itself. I introduced *Trauma Stewardship to* my learning engagement as a resource for instructors to draw on when helping facilitators-in-training find the self-care practices that they might use when they begin facilitating IYS engagements.

Njaka, I., Gartner, R., Goldman, D., Brumberg, D., Millner Gillers, R., & Jaster, E. (2023). *TLISI 2023: In Your Shoes: Engaging Dialogue Across the Curriculum* [online video]. Retrieved from http://hdl.handle.net/10822/1084869.

In this recording of a breakout session from TLISI 2023, six individuals involved with In Your Shoes projects (including two I worked with to design this learning engagement), briefly discuss what the IYS method is and how it has been implemented across different settings. During the Q&A portion, the panelists discuss how IYS has helped participants build strength through vulnerability, feel empowered to make social change, and rediscover themselves. Since there is no official written documentation describing the IYS methodology, this video provided me with the foundation I needed to determine the "topics" layer of my learning engagement.

Patchan, M. M., & Schunn, C. D. (2015). Understanding the Benefits of Providing Peer Feedback: How Students Respond to Peers' Texts of Varying Quality. *Instructional Science*, 43(5), 591–614. https://doi.org/10.1007/s11251-015-9353-x.

Patchan and Schunn recognize in this article that students often learn as they provide peer feedback and share the results of a study to explore why that might be the case. Ultimately, they propose that it is the act of finding, diagnosing, and solving problems that makes peer-feedback such a valuable tool in the learning process. I heavily incorporated peer feedback across my learning engagement, and it is particularly important in the final week as students practice facilitating entire IYS engagements. By providing peer feedback after these practice sessions, students can find and diagnose issues that might appear in their own facilitations — and respond before that happens.

Sepinuck, T. (2013). *Theatre of Witness: Finding the Medicine in Stories of Suffering, Transformation and Peace*. Jessica Kingsley Publishers.

Sepinuck developed Theater of Witness as a type of performance that allows individuals to share their personal stories of hardship and transformation to an audience of witnesses who, in return, can be transformed themselves. This intentional act of "bearing witness" is what sets Theater of Witness apart from modes of performance in which the audience is a passive recipient rather than an active participant. Rabbi Rachel Gartner (Associate Director, In Your Shoes Research and Practice Center) has a background in Theater of Witness that has informed her work with IYS. I turned the Theater of Witness as a framework to define what makes a community-developed IYS performance compelling.

Wiggins, G. P., McTighe, J. (2005). *Understanding by Design* (2nd ed.). Association for Supervision and Curriculum Development.

In *Understanding by Design*, Wiggins and McTighe discuss in detail the logic of "backward design," a model for learning design that considers learning goals *before* determining the appropriate learning activities to help learners meet them. There were two key elements from

this book that informed my learning engagement. The first was a discussion of the six facets of understanding. These facets, which center on a learner's ability to transfer learning to different contexts, provided me with the language I needed to construct the learning goals for my learning engagement. The second key element was the WHERETO framework, which presents some key considerations to ensure the learning process is engaging and effective. I utilized this framework to annotate a series of activities designed to further my desired learning outcomes.