



ERASMUS+



2014-1-BE02-KA201-000432

**Protocol Reference Number: 103**

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**Title**

microlab

**Sources**

<http://schoolreforminitiative.org/doc/microlabs.pdf>

**Purpose of the protocol**

To realise a specific structured discussion in small groups with a specific sequence of questions:

- One question leads to another question;
- Each question becomes more specific and challenging and support a colleague to optimize his/her practice.

To find all the opportunities to reflect on the own practice.

**Materials**

Serie(s) of three questions on a paper, stopwatch (mobile phone)

**Time**

9 minutes each question — this works best with series of 3 questions.

**Roles**

- The facilitator of the whole group who develops a sequence of questions and who introduces the protocol.

After the introduction of the protocol, the group works in triads.

- Each triad appoints a facilitator and a timekeeper.

**Process**

**Getting Ready**

The facilitator of the whole group spends time developing a sequence of questions that are appropriate to the purpose or focus of the conversation. The questions and their sequence are important. Consider how one question leads to another and increases reflection and risk.

e.g. 1:

- What action did you do to optimize your practice?
- How did you inquire critically your own practice in order to optimize your practice?
- How did colleagues help you to optimize your practice?



e.g. 2:

- What is your question and which data did you collect?
- What were the challenges you had during the data collection?
- What are the results of your data collection at this moment?

The facilitator of the whole group:

- asks the participants to make triads;
- asks to appoint a facilitator and a timekeeper in the group (both participate in the process);
- says that series of questions will guide the discussion:
  - Each participant will have two minutes of preparation time;
  - Each participant will have two minutes to respond to the question when it is his/her turn;
  - While the participant is speaking, the other two in the group will simply listen; When the time is up, the next person speaks, and so on;
  - The timekeeper will let them know when it is time to switch. (It may be helpful to have an audible signal.)
- Emphasizes the importance of honouring time: both bringing responses to a close when time is called and allowing for silence when a responder does not fill his/her time.

### The process

- The facilitator numbers the participants off within their triad #1, 2, and 3;
- The facilitator reads the first question aloud twice; (1 min.)
- The facilitator offers two minutes of “think time” to think and/or write in preparation; (2 min.)
- The participants take turns and answer the first question. One person answers, the others listen: 2 – 3 – 1. (6 min.)
  
- The facilitator reads the second question aloud twice; (1 min.)
- The facilitator offers two minutes of “think time” to think and/or write in preparation; (2 min.)
- The participants take turns and answer the second question. One person answers, the others listen: 3 – 1 – 2. (6 min.)
  
- The facilitator reads the third question aloud twice; (1 min.)
- The facilitator offers two minutes of “think time” to think and/or write in preparation; (2 min.)
- The participants take turns and answer the third question. One person answers, the others listen: 1 – 2 – 3. (6 min.)



- ...

Debrief in the triads or in the whole group:

- What did you hear that was significant?
- What key ideas or insights were shared?
- How did this go for you?
- What worked well, and what was difficult? Why?
- How might your conversations have been different if we had not used this protocol?
- What are the advantages/disadvantages of using this protocol? When would you use this protocol?
- What would you want to keep in mind as someone facilitating this activity?

#### References

#### Exemplification