key concepts - questioning stories

Learning-for-living (L4L), funded by the EU Leonardo programme, is based with the KPC group in the Netherlands. The project uses Bill Law’s three-scene storyboarding to support mentoring by well-established teachers and advisers.

These helpers are encouraged to draw on their other-than-professional background - sharing their own experience of how careers move on.

In many parts of Europe changing economic conditions are prolonging educationists’ careers. This work is one of the ways in which such accomplished people can support young people, by examining the value of reflecting on experience. In these ways students are offered more lines of communication with their helpers. And they learn abilities which are critical in an increasingly demanding and changing world.

Three-scene storyboarding is a method linking reflective talk to real-life experience. The project task is to determine how its methods can be usefully transferred between cultures.

This paper has been prepared for the second project event - attended by professionals from Finland, Italy, Netherlands, Romania and the UK - scheduled for May 2011.

The UK project is based at iCeGS, working in close cooperation with a developing community of practice.

more information:

| three-scene storyboarding in current practice: | http://www.hihohiho.com/storyboarding/sbstockroom.html |
| a draft journal article: | http://www.hihohiho.com/information/sbjournalarticle.pdf |
making useful sense of storyboards

Storyboarding enables reflection on experience. The endpoint of that process is establishing a basis for sustainable action. However, the words-and-graphics of a storyboard does not - by itself - complete that reflection or enable that action. That storyboarded ‘remembering-showing-futuring’ process is a basis for conversation - which may be in a classroom or in a consulting room. In both cases it is driven by asking questions. The person and helper work together on why the scenes have been set out as they are. It is the answers to those questions which become the basis for action. Remembering, showing and futuring are not a basis for action until they have been questioned.

This material sets out three stages in that questioning...

Few professions are better equipped than advisers and teachers usefully to pose questions like these. The questions are most useful when they engage a person in a learning response - this is active-learning talk that makes a difference. The part-of-speech which speaks of action is the verb - and this process is driven by ‘learning verbs’ - words for active-learning questioning.
questions for storyboards - a first look

these questions review a session in which you have talked with a person about their use of a storyboarding
make the review by comparing the questions you asked with the questions set out here
where you find a question similar to one of your own, tick it - where you find one it would have been useful to ask, but you didn’t, cross it
all of the questions are addressed to the person you talked with

- might you have missed out something? ✓ ✗
- why have you put in this ‘who-what-where-when’? ✓ ✗
- what does it say about what you will do? ✓ ✗

- what was the hardest bit of this to do? ✓ ✗
- is there a surprise here? ✓ ✗
- how do you know this is a good idea? ✓ ✗

- does doing this give you new ideas? ✓ ✗
- would somebody else tell it differently? ✓ ✗
- if this were about a friend what would you say? ✓ ✗

- do you feel more hopeful now? ✓ ✗
- how can you make this work for you? ✓ ✗
- what can you do about this? ✓ ✗
for reach - how far can your question take people

which do you find the most useful question to ask?
this shows how questions can be useful in the eliciting-finding-establishing sequence
as your ticks move across the chart they show how your questions help with each part of the sequence
where your crosses come shows where you mean to improve your questioning of those parts of the sequence

eliciting story

might you have missed out something?
what was the hardest bit of this to do?
does doing this give you new ideas?
do you feel more hopeful now?

finding meaning

why have you put in this ‘who-what-where-when’?
is there a surprise here?
would somebody else tell it differently?
how can you make this work for you?

establishing purpose

do you feel more hopeful now?
how do you know this is a good idea?
if this were about a friend what would you say?
what can you do about this?

The Career-learning CAFÉ

www.hihohiho.com
questions for storyboards - a second look

this also reviews a session in which you have talked with a person about their use of storyboarding
this could be the same session - or another one
tick and cross as before

what is going on here? ✔️ ✗

is there enough here for people to understand you? ✔️ ✗

what does it say about what you will do?  ✔️ ✗

why do you choose this episode?  ✔️ ✗

is any of the ‘who-what-where-when’ important to you?  ✔️ ✗

what are the pros-and-cons for what you have in mind?  ✔️ ✗

does any of it make you think hard?  ✔️ ✗

do you think about any of this a lot?  ✔️ ✗

does this have to work for anybody else in your life?  ✔️ ✗

would it help to go over it again?  ✔️ ✗

has it changed your mind?  ✔️ ✗

how do you make this work?  ✔️ ✗
for grasp - taking hold of learning-for-life

this shows how the questions you ask appear on another dimension
as your ticks and crosses move down the chart they show where you work in ways listed on the left
your ticks show how far you help a person to take hold of the story
your crosses show where you mean to improve how far you help a person take this hold on their story

sensing
asking about - looking / meeting / listening / saying

what is going on here?
is there enough here for people to understand you?
what does it say about what you will do?

sifting
asking about - noticing / comparing / contrasting / patternning

why do you choose this episode?
is any of the ‘who-what-where-when’ important to you?
what are the pros-and-cons for what you have in mind?

focusing
asking about - targeting / pinpointing / concentrating / probing

does any of it make you think hard?
do you think about any of this a lot?
does this have to work for anybody else in your life?

understanding
asking about - explaining / anticipating / trialing / adapting

would it help to go over it again?
has it changed your mind?
how do you make this work?
The reach and grasp of learning verbs

There are two basic ideas here: reach and grasp. With reflective practice they become a natural part of how you work. They are essential for both classroom and consulting work. In both, the learning is progressive - what is learned later cannot be achieved until enough has been done on what must be learned earlier.

<table>
<thead>
<tr>
<th>REACH</th>
<th>GRASP</th>
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<tbody>
<tr>
<td>sensing</td>
<td>sensing</td>
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<tr>
<td>looking / meeting</td>
<td>noticing / comparing /</td>
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<td>listening / saying</td>
<td>contrasting / patterning</td>
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<td>focusing</td>
<td>focusing</td>
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<td>targeting / pin-pointing/</td>
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<td>concentrating / probing</td>
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<td>understanding</td>
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<td>explaining / anticipating /</td>
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<tr>
<td>trialing / adapting</td>
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In response to your questions people ‘sense’, ‘sift’, ‘focus’, and ‘understand’ what is going on, so that they can ‘elicit’, ‘probe’ and ‘find’ what they will do about it. They learn from your example - you show them how to take command of these learning verbs.
making progress with the learning verbs

Good storyboard interrogation rests on these two sets of ideas - reach and grasp.

*you can do see where your own questions belong by adding up the ticks and crosses on pages 3 and 5.*

<table>
<thead>
<tr>
<th>columns and rows with ✓ and ✗s</th>
<th>column 1</th>
<th>column 2</th>
<th>column 3</th>
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</thead>
<tbody>
<tr>
<td>row 1 eliciting</td>
<td></td>
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<td>row 2 finding</td>
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<td>row 3 establishing</td>
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<td>row 4 understanding</td>
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<tr>
<th>useful questions use now</th>
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<th>useful questions I will use in the future</th>
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There are many more questions - but all link to this simple analysis. Once in your head, and with practice, these and other useful questions flow readily into mind - you know what to ask and when to ask it. And that's how your students and clients learn to do it for themselves.
the outcomes of storyboarding in learning-for-living

The questioning of storyboarding has value. That value can be expressed in three ways. Each expression of value appeals to its own audience...

**students** - speaking of in what ways storyboarding brings individual satisfaction  
**colleagues** - speaking of evidence for its professional usefulness  
**organisations** - speaking of the support for organisational commitments

What is the value of what people gain from storyboarding?

<table>
<thead>
<tr>
<th>students</th>
<th>colleagues</th>
<th>organisation</th>
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</thead>
<tbody>
<tr>
<td>students are enabled to <strong>question experience</strong> as a basis for learning</td>
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<tr>
<td>they learn to do this for <strong>other people's stories</strong> and <strong>their own</strong></td>
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<tr>
<td>they learn to apply this in <strong>personal contact</strong> and <strong>on-line</strong></td>
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<tr>
<td>they are enabled to <strong>speak</strong> for what <strong>experience can teach</strong></td>
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<tr>
<td>they transform <strong>interrogated experience</strong> into bases for <strong>sustainable action</strong></td>
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<tr>
<td>students are enabled in <strong>critical-thinking skills</strong></td>
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<tr>
<td>they <strong>widen their horizons</strong></td>
<td></td>
<td></td>
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<tr>
<td>and bring <strong>new and unforeseen purpose</strong> into view</td>
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<tr>
<td>students are able to <strong>explain</strong> and <strong>anticipate the consequences</strong> of action</td>
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<tr>
<td>they can <strong>plan and rehearse</strong> that action</td>
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<td>students develop their own <strong>distinctive voice</strong> for <strong>recruitment</strong> and <strong>selection</strong></td>
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<td>they develop <strong>independence of mind</strong></td>
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<td>they <strong>transfer learning</strong> into life</td>
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<tr>
<td>they learn to apply learning <strong>life-wide</strong></td>
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<tr>
<td>they embed learning for <strong>life-long use</strong></td>
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You can use this framework to see which of these criteria must be made clear to which of your own audiences.
more information

the process is based on career-learning theory
www.hihohiho.com/newthinking/crlrnupdate.pdf

career-learning theory is part of a broader analysis of L4L objectives

that analysis has been applied to storyboarding
www.hihohiho.com/storyboarding/sboverview.pdf

this presentation
www.hihohiho.com/storyboarding/sbquestioning.ppt

this support material
www.hihohiho.com/storyboarding/sbquestioning.pdf

background support
www.hihohiho.com/storyboarding/sbstockroom.html

L4L project updates
www.hihohiho.com/activeprojects/L4L/KPCstockroom.html

hiho alerts
e-mail ‘yes’ to bill@hihohiho.com

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