



The unConference Toolkit



Acknowledgements

All the Digital Opportunity Trust (DOT) Interns who enthusiastically embraced our first DOT Digital Youth and Learning unConference

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This toolkit is available in multiple formats.

Available from http://education.ok.ubc.ca/research/innovative-learning-centre/The_unConference_Toolkit.html

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About this toolkit

The unConference Toolkit was developed in preparation for the inaugural Digital Youth & Learning unConference hosted by Digital Opportunity Trust (DOT; dotrust.org) in Nairobi, Kenya in May 2013.

We believed an unConference approach could disrupt traditional perceptions of what happens at a knowledge exchange. It is thought that blending research, theory, practice, and policy discourses can lead to more participatory knowledge creation as well as more research savvy organizations, such as DOT's. Knowledge exchanges are seen as one way to accomplish this goal. However, this can be challenging to achieve. And so, with this challenge in mind, DOT set out to conceptualize and deliver a more innovative approach to such exchanges and knowledge mobilization, particularly within a global context: an unConference.

Drawing on leading-edge research (focused on ICT, youth, gender, learning and pedagogy, and entrepreneurship) as a catalyst, DOT hosted an unConference focused on changing the way researchers, youth beneficiaries, practitioners, and policy makers interact with knowledge and building a network of like-minded individuals to create economic, education, and entrepreneurial opportunities in East Africa.

Although unConferences have been around for several decades, they are only now finding their way into more research-informed knowledge sharing events. As we, and our colleagues in East Africa, embarked on this unConference project we struggled to find relevant resources to help us design this event. This toolkit reflects an amalgam of resources we both found and innovated. We hope it will be helpful to others considering a more organic and participatory approach to sharing and mobilizing knowledge.

Further information about the DOT Digital Youth & Learning Unconference can be found on the DOT unConference website (<http://dotrust.org/unconference>).

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Using this toolkit

We began our work on the unConference by establishing underlying principles of participation to guide our interpretation of this approach. It became clear that an unConference is not something you *go to*. Instead it is something you *make happen*. Participation in this event was designed to create opportunities for stakeholders to dialogue outside more traditional roles of expert-novice. In an unConference, expertise is distributed: participants dialogue in a variety of configurations and new modes of collaboration are fostered.

These principles became fashioned into “rules” that framed the ethos of this event and guided the design, development, and implementation decisions. We shared these basic rules in advance with participants as most were not familiar with an unConference design. We also wanted to help address potential power relations. For example, the mixture of youth, senior academics, and industry participants could potentially create a power differential that would limit or restrict democratic participation. Also we feared, the presence of North American academics and DOT administration might constrain African voice.

We prefaced our toolkit by articulating the following rules:

For an unConference to be successful ALL participants need to be mindful and supportive of the following basic rules:

1. Everyone is a participant
2. All participants must actively engage in activities
3. Everyone has a role to play in making the event successful
4. There are a variety of session types and formats in which to participate. Find the one that fits well with your style but be willing to explore other options. You will be a participant in many different ways throughout this event!
5. Maintaining the schedule and being mindful of time is a sign of respect for participants and their contributions, so we all need to be thoughtful timekeepers.

Intended to disrupt traditional practices of a conference, the DOT unConference focused on dialogue more akin to interaction on the web rather than speaker-audience modes of delivery. We therefore attempted to articulate what participation in this event might look like (and thus avoid the notion of a passive audience). We defined several different modes of participation:

- Lead Participant: people leading the discussion (also called presenters although we tried to stay away from the word “presenter” as much as possible)
- Facilitators: people who have been selected as session facilitators, moderators, and discussants
- Participants: people in the room who will be joining in the discussion

That said, the design of this unConference still retained a few of the more familiar touchpoints of a traditional conference environment. In our case this was necessary to ensure that participants would not be entirely alienated by the proposed process. Although this was perhaps not a true unConference in which everything (content, formats, and participation) is organic and emergent, using this term was a powerful signifier that things could be done differently. And so, it worked effectively to capture attention and prompt more critical re-thinking of participation and outcomes.

The toolkit unfolds in six sections. Please note that although we have edited the Toolkit to be less specific to our event, it is still very much tied to that particular context. We invite you to use, adapt, and add to the resources in this toolkit.

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Welcome

Welcome to the Digital Opportunity Trust (DOT) unConference – a knowledge exchange linking research, policy, and everyday work and learning practices. Drawing on leading-edge research (focused on ICT, youth, gender, learning and pedagogy, and entrepreneurship) as a catalyst, this event focuses on changing the way researchers, youth beneficiaries, practitioners, and policy makers interact with knowledge and build a network of like-minded individuals to create economic, education, and entrepreneurial opportunities in East Africa.

What's an unConference and what is the DOT version of an unConference? Around since the 1980s, unConferences are a favorite meeting design for technology and design folks. They are meant to be an alternative to conventional conferences by adopting designs to both encourage and require participant involvement. Central to the unConference design is a focus on active participation; emergent sessions, topics, and ideas; and the collection of rich digital and physical artifacts. For more on unConferences, please check out http://en.wikipedia.org/wiki/Unconference#Styles_of_facilitation



unConference rules

For an unConference to be successful ALL participants need to be mindful and supportive of a few basic rules:

- 1. Everyone is a participant**
- 2. All participants must actively engage in activities**
- 3. Everyone has a role to play in making the event successful**
- 4. There are a variety of session types and formats in which to participate. Find the one that fits well with your style but be willing to explore other options. You will be a participant in many different ways throughout this event!**
- 5. Maintaining the schedule and being mindful of time is a sign of respect for participants and their contributions, so we all need to be thoughtful timekeepers.**

As everyone in the unConference is a participant, participation in different session events may be different. There are several different modes of participation:

- Lead Participant: people leading the discussion (also called presenters)
- Facilitators: people who have been selected as session facilitators, moderators, and discussants
- Participants: people in the room who will be joining in the discussion

1 section



UnConference session descriptions

Who does what in the different unConference sessions?
The DOT unConference features a variety of different session formats, each of which will facilitate interactions in different ways. Because the formats and possibilities might be new to you, please refer to unConference Session Descriptions. There is also a Tip Sheet available for each unConference session type that summarizes the format, roles and responsibilities of various participants, and tips for success.



2 section



Big question roundtable

What is it?

A highly interactive format in which participants sit at “round tables” and the lead participant (DOT Intern) will lead a discussion around the big questions raised in the participants’ Unconference papers. Similar to Birds of a Feather groupings

(http://en.wikipedia.org/wiki/Birds_of_a_Feather_%28computing%29)

Youth-Led Sessions

Who would like it?	Participants who want to lead an extended exploration of an issue, discuss ideas with others, and generate recommendations. Participants who enjoy lively discussions among participants interested in the similar issues.	
Roles and Responsibilities	<p>Lead Participants</p> <ul style="list-style-type: none"> • Prepare paper in advance and identify questions they want to explore with the group • Lead the discussion and ensure everyone has an opportunity to offer ideas; pause occasionally to synthesize the key points and redirect the discussion • May start the round table with a brief (max 5 min) synopsis of their paper • May appoint a recorder at the table to help keep track of the conversation 	<p>Session Facilitator</p> <ul style="list-style-type: none"> • Introduce the round tables lead participants at the outset • Circulate throughout the discussions and participate where necessary to enhance table discussions • Facilitate the round table switch after the 1st 25 mins. • Lead a debrief
Format (75 minutes total)	10 mins.	Intro: Facilitator introduces Round Table Lead Participants and explains format
	2 rounds @ 25 mins.	Discussion: after the 1st 25 mins. slot participants may move to another Round Table if they wish
	15 mins.	Debrief: led by facilitator
Materials Needed?	None	
Room Set Up	Breakout room with 6 round tables and 7 chairs at each table	
Expected Outcome	<ul style="list-style-type: none"> • Rich discussion • Feedback for authors of the individual papers 	



Paper symposium

What is it?

Participants give a short timed presentation summarizing the key points of their unConference paper. Several related papers will be presented in each symposium. A facilitator will facilitate a discussion between the presenters and the audience in order to explore common themes from the papers. A discussant will also be appointed to the symposium to provide commentary on the papers.

Who would like it?	Well suited for participants who have strong presentation skills and a paper that can be nicely summarized as well as generate questions to inspire discussion.		
Roles and Responsibilities	Lead Participants (paper presenters) <ul style="list-style-type: none"> Summarize key points of paper in advance, recognizing there is NOT time to read the entire paper. Prepare visuals, such as PowerPoint, to help illustrate key points 	Session Facilitator <ul style="list-style-type: none"> Serve as host for the session Introduce the lead participants and discussant at the outset Serve as time keeper Welcome questions from the audience and lead a discussion after the presentations 	Discussant <ul style="list-style-type: none"> Read the symposium papers in advance Build on the key points of each of the papers within the symposium and offer further insights into the issues raised by drawing on theoretical concepts, research findings, or practical experience Highlight unifying and divergent questions and issues across the papers
Format (75 minutes total assuming 3 presenters)	5 mins.	Intro: facilitator introduces Lead Participants and Discussant and explains format	
	30 mins.	Each Lead Participant will be given 10 mins. to present their paper (if 4 participants, each will given 7 minutes; if 5 participants each will be given 7 minutes and the discussion time will be decreased by 5 mins.)	
	10 mins.	Discussant	
	20 mins	Discussion led by facilitator	
Materials Needed?	Cards (4 mins.; 1 min; STOP)		
Room Set Up	Breakout room with head table (4 - 6 chairs depending on number of participants) and audience chairs in rows. Facilitator sits in front row so that presenters can see the time cards when held up. Will stand at the front of the room during discussion.		
Expected Outcome	<ul style="list-style-type: none"> Papers Discussants' summarizing comments 		



Poster mosaic

What is it?

Participants share the ideas in their papers to others using a combination of visuals and text: as a poster mosaic. Poster sessions allow the Intern presenter (lead participant) to speak more informally with interested viewers, facilitating a rich exchange of ideas and networking opportunities.

Youth-Led Sessions

Who would like it?	Poster sessions are ideal for presenters who want the opportunity for conversations with an array of conference participants.		
Roles and Responsibilities	Lead Participant / Poster Mosaic Presenter <ul style="list-style-type: none"> • Prepare poster mosaics in advance following the poster guidelines 	Session Facilitator & Host <ul style="list-style-type: none"> • Introduce the lead participants • Circulate throughout the poster presentation area and discussions; participate where necessary to enhance discussions • Lead debrief at conclusion 	Participant Audience <ul style="list-style-type: none"> • View the posters and offer constructive feedback and interesting questions about the work
Format (45 minutes total)	10 mins.	Intro: facilitator and host introduces the Poster Mosaic presenters and explains the session format	
	30 mins.	Poster Viewing and Informal Discussions	
	5 mins.	Debrief: led by facilitator	
Materials Needed?	Poster format: Interns will need to arrive with 6 sheets of paper (each approximately 11"x17") which they can assemble into the mosaic; digital supplements if desired Require a space to mount poster mosaics and tape/tacks		
Room Set Up	Room large enough to accommodate all the posters as well as refreshments. Use of wall space and/or rolling bulletin boards to mount posters.		
Expected Outcome	<ul style="list-style-type: none"> • Posters • Feedback for presenters 		



Performance

What is it?

In this creative and unique format, Interns can draw on artistic genres to present their unConference papers. This includes spoken word poetry or narratives, oral storytelling, digital multimedia presentations, or other art forms (including paintings, drawings, sculpture, etc.).

Who would like it?	This format is well suited for participants who are comfortable with artistic and creative performance and for papers that might be more powerful if presented without much written text.		
Roles and Responsibilities	Lead Participants <ul style="list-style-type: none"> • Prepare presentation, keeping in mind the audiences' gender / cultural sensitivities 	Session Facilitator <ul style="list-style-type: none"> • Serve as host for the session and manages presentation sequence • Serve as time keeper • Welcome questions from the audience and lead a discussion after the presentations 	Discussant <ul style="list-style-type: none"> • Build on the key points of each of the papers and offer further insights into the issues raised by drawing on theoretical concepts, research findings, or practical experience • Highlight unifying and divergent questions and issues across the papers
Format (75 minutes total)	In our Unconference, the performance presentations will be integrated into the Symposium slots		
Materials Needed?	Laptop, projector, and screen Presenter to bring other materials as required for performance Time keeping reminder cards (4 mins.; 1 min; STOP)		
Room Set Up	Breakout room with stage at the front. Audience chairs in rows. Facilitator sits in front row so that presenters can see the time cards when held up. Will stand at the front of the room during discussion.		
Expected Outcome	<ul style="list-style-type: none"> • Arts based presentation 		



Make a session

What is it?

Exactly what the title suggests! At some point in the conference, a participant (or group of participants) may decide that a particular session is needed. They come up with a title, brief description, list of lead participants, proposed facilitator/discussant and post it on the “Make a Session” board.

Youth-Led Sessions

Who would like it?	This format is available to ANY Unconference participant. There is currently 3 slots available: 3 sessions @ 25 mins. long can be accommodated.
Roles and Responsibilities	<p>To be determined based on the sessions proposed:</p> <ul style="list-style-type: none"> • Once participants post their suggested session, check back for confirmation of when/where it is scheduled and who has been appointed as the facilitator/moderator. • Once their session has been scheduled the participants leading the session are responsible for promoting it. • unConference organizers should designate a small team of 2-3 people to monitor the board, schedule the proposed sessions, and find an appropriate facilitator/monitor. They may also need to follow up with the person/group who proposed the session to seek further details.
Format (75 minutes total)	TBD based on the sessions proposed
Materials Needed?	<p>A “make a session” board positioned in a public place so participants can post their session ideas</p> <p>May want to develop a standard form for session makers to use</p>
Room Set Up	<p>A “make a session” board positioned in a public place so participants can post their session ideas</p> <p>May want to develop a standard form for session makers to use</p>



Interview panel

What is it?

In this session, participants will divide into interviewers and panel members. The interviewers identify the main topic to be explored and collaborate to interview the panel members. A discussant will also be appointed to the symposium to provide commentary on the papers.

Who would like it?	Ideal format to explore issues where expert input and experience is desired.	
Roles and Responsibilities	<p>Lead Participants (Interviewers and Panel)</p> <ul style="list-style-type: none"> • Decide who will comprise the interview team and who will be on the panel (this can switch part way through if desired!) • Interview team to work in advance to identify overall session objectives and questions that will help achieve those goals • Youth participants will be given time to provide a brief synopsis of their paper and explain their interest in this topic (max 3 mins. each) 	<p>Session Facilitator</p> <ul style="list-style-type: none"> • Serve as host for the session • Serve as time keeper • Welcome questions from the audience and lead a discussion after the interview • Also lead a debrief of interviews
Format (75 minutes total)	10 mins.	Intro: Facilitator introduces Lead Participants and explains format
	10 mins.	Synopsis: each Intern participant may give a 3 min overview of their paper and interest in the topic
	30 mins.	Interview
	25 mins	25mins Discussion and Debrief: led by facilitator
Room Set Up	Breakout room with 2 groupings at the front of the room: 1 for interviewers and 1 for panel members. Audience chairs in rows. Facilitator sits in front row so that presenters can see the time cards when held up.	





Home room

What is it?

These sessions enable ALL participants to mix and connect with one another in smaller group discussions by sharing their responses to the ideas and discussions emerging in the plenary and breakout sessions. These smaller focused discussions enable participants to hear and share multiple perspectives and to critically reflect on what they are learning and questions that they are thinking about.

Who would like it?	All participants as it creates a base for interaction and a safe “connected” space to ask questions and think through ideas.		
Roles and Responsibilities	<p>All Participants</p> <ul style="list-style-type: none"> Come to the homeroom and establish it as their unConference home base 	<p>Home Room Moderator</p> <ul style="list-style-type: none"> Facilitate Homeroom activities; explain its purpose, support participants, lead construction of group’s PechaKucha graphics on Gallery Wall. 	<p>Scholars, invited guests, and DOT staff</p> <ul style="list-style-type: none"> May be asked to assist the facilitator. Should model active participation.
Format (Timing varies)	<p>Home Room session A2 & C2 will focus on discussion; D1 will focus on creation of the group’s PechaKucha report back.</p> <p>Participants to be divided into 4 groups prior to the unConference. Use colored dots on name tags to indicate which group people are in. Also post signs at registration area listing who is in which Home Room Group and where they will be meeting.</p>		
Materials Needed?	<p>Flipchart Laptop for creating PechaKucha Signage indicating who is in which Home Room group and where each group is meeting</p>		
Room Set Up	<p>4 rooms each with a large circle of 20 chairs.</p> <p>Participants to be divided into 4 groups prior to the unConference. Use colored dots on name tags to indicate which group people are in. Also post signs at registration area listing who is in which Home Room Group and where they will be meeting.</p>		
Expected Outcome	<ul style="list-style-type: none"> Vibrant community Closing session PechaKucha 		



Speed geeking

What is it?

This format enables participants to engage with experts in a number of diverse, short, focused conversations, specifically directed to address the participant's ideas and questions on their topic. The "geeks" are arranged in a large circle in the centre of the room on chairs facing outwards and well-spaced out. There are 2-3 chairs in front of each geek chair. Participants sit on the empty chairs and have a 7-minute conversation with the "geek" in front of them. The geeks serve as intellectual resources, asking the Intern participants to talk about their topic/paper. Using an expansive questioning technique the geeks will then invite the Interns to further explore the topic based on their area of expertise. At the end of the 5 minutes, the facilitator rings a bell. Each participant pair then moves over to the geek to their left and the next 7-minute conversations starts.

Who would like it?	Participants who are good conversationalists and who are naturally curious and open to new ideas and constructive feedback		
Roles and Responsibilities	Participants <ul style="list-style-type: none"> Formulate your ideas / questions in advance. Make sure they are phrased concisely and clearly. 	Geeks (scholars, invited guests, DOT staff) <ul style="list-style-type: none"> Review the references on asking open ended – work hard to extend the participants' thinking without lecturing Be familiar with the conference themes and papers written by the Interns and think how your area of expertise could help inform the issues and questions being addressed by the youth topic champions 	Session Facilitator <ul style="list-style-type: none"> Introduce the "geeks" and explain the session formats Sound the timer at the end of each 7-minute round and ensure everyone moves one geek to the left Lead a debrief
Format (75 minutes total)	10 mins.	Intro: facilitator introduces the geeks and explains the session format	
	40 mins.	Intro: facilitator introduces the geeks and explains the session format	
	20 mins.	Debrief: led by facilitator	
Room Set Up	The 6-7 "geeks" are arranged in a large circle in the centre of the room on chairs facing outwards and well-spaced out. There are 2-3 chairs in front of each geek chair. Participants sit on the empty chairs and have a 7 minute conversation with the "geek" in front of them		
Expected Outcome	<ul style="list-style-type: none"> Extended conversations / expanded thinking Infusion of research and theoretical thinking into the conversations Critical thinking and reflection 		



Conversation cafés

What is it?

Conversation Cafés enables collaborative dialogue, knowledge sharing, problem solving, and action planning through a “whole group interaction method”. People sit at one of four conversation areas. Each conversation area has a host who will share a few thoughts and questions to generate discussion. Ideas are documented. Conversations will unfold in rounds. Each conversation area will be handled by a host, graphic facilitator, and 2 Intern participants.

The first round lasts 10 minutes. The conversation host team will stay in the conversation area, while other participants travel to another conversation area. The next round commences with the host highlighting the main points of the first conversation and then builds on it by adding a few more thoughts. This next round of conversation ensues with the newcomers relating any conversational threads they are carrying – and the conversation continues, deepening as the round progresses. Repeat process for a third round. Throughout the conversations, the graphic facilitator will record the conversations visually.

Who would like it?	Participants who enjoy extending conversations and exploring options. Participants interested in visualizing their thinking.	
Roles and Responsibilities	<p>In each conversation area, there will be a team of 4 people:</p> <ul style="list-style-type: none"> • Lead Participant / Host: scholar who acts as the host – generates questions, promotes conversation • 2 youth participants to support the host and be mentored in this approach • Graphic facilitator who documents the evolving conversations (the role of the graphic facilitator is elaborated in Section 5 of the toolkit) 	<p>Session Facilitator</p> <ul style="list-style-type: none"> • Introduce the hosts of each conversation café area and explain format • Circulate throughout the discussions and participate where necessary to enhance discussions • Facilitate the conversation areas: 1st round is 10 mins., 2nd round is 15 mins., 3rd round is 20 mins. • NO debrief – to be done in the Home Room Groups
Format This format will be used for session C1 (opening plenary on the 2nd day). (60 minutes total)	10 mins	Intro: facilitator introduces Conversation Cafes host teams and explains format
	10 mins	Round 1
	15 mins	Round 2
	20 mins	Round 3
Materials Needed?	Each conversation area: roll of paper/flipcards, tape, markers laptop, data projector, and screen One conversation café will require another laptop with an Internet connection (and web cam) for virtual lead participant/host	
Room Set Up	Plenary room divided into four conversation areas (can also use breakout rooms if needed, although this is not ideal as moving unfettered throughout the space of one room creates the best flow for these kinds of conversations). Each conversation area to have chair at front with projection screen. 20 chairs arranged in semi-circular rows.	
Expected Outcome	<ul style="list-style-type: none"> • Visual documentation of an extended conversation 	



Pechakucha

What is it?

Think Twitter meets PowerPoint! Presenters show 20 slides for a maximum of 20 seconds each (400 seconds or just over six minutes in total). The format keeps presentations concise and fast-paced and is useful when wanting to highlight key points, pose questions, and present evocative solutions. Well suited for those who think visually!

Who would like it?	This format will be used by presenters during the opening plenary AND by the Home Room Teams for their report back.
Roles and Responsibilities	PowerPoint slide shows should be set to advance slides automatically at 20 sec intervals
Format (as determined by session)	Maximum 400 seconds per PechaKucha presentation! Speakers will be cut off at the 400 second mark.
Materials Needed?	Access to collection of unConference images Digital cameras (tablets, phones, etc.) to gather images Laptop with PowerPoint to construct slide show
Expected Outcome	PechaKucha in proper format for unConference sharing



Gallery tours

What is it?

Opportunities to walk around and look at documentation of conversations throughout the unConference. Gallery tours will be done in the afternoon of the last day. Each Home Room Group will also be given a space on the Gallery Wall to add their thoughts (Session D1)

Artefacts can include: visuals from Café discussions, images from the event, posters from poster presentation, comments from participants and a digital presence.

Who would like it?	Participants who are curious about others' work and enjoy visual presentations
Roles and Responsibilities	Participants need to make time to do the Gallery Tour
Format (75 minutes total)	Viewing during break on afternoon of last day.
Materials Needed?	Gallery Artefacts A wall covered with white paper for writing Laptop, projector, and screen Tape and Post It Notes
Room Set Up	To be assembled throughout the Unconference. Viewing during break on afternoon of last day.
Expected Outcomes	<ul style="list-style-type: none"> • Sharing of information • Post it comments



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Voices panel

What is it?

The purpose of this panel is to capture key insights from the Unconference from multiple perspectives. At either the end of day 1 or first thing on day 2, one representative from each of the main stakeholder groups will be invited to the afternoon panel: 1 scholar, 1 external stakeholder, 1 DOT East African country staff person, 1 DOT global staff person, and 2 youth participants. They will be asked to each give a 3-4 minute talk on the key themes that they have seen emerging from the unConference and suggestions ways of moving forward

Who would like it?	Individuals who have the capability to listen well, synthesize and honor the ideas of others, and speak in a motivational and inspiring manner.
Roles and Responsibilities	<ul style="list-style-type: none"> • Listen, validate, and synthesize the unConference activities • Discuss with colleagues and thoughtfully consider the way forward that is reflective of constituent group's needs and goals • Ideally each panel member should offer 5 key insights synthesized from the event from the perspective of their stakeholder group and offer 3 do-able next steps (immediate, mid-term, long-term)
Format	<p>The Voices Panel will follow the Home Room Group PechaKucha presentations. Each panel member will be given 3 mins. to present. This will be followed by a moderated plenary discussion.</p> <p>Panel members to have a private lunch on the 2nd day to review and discuss their presentations.</p>
Materials Needed	<p>Laptop, projector, screen</p> <p>Panel members may wish to share digital images</p>
Expected Outcomes	<ul style="list-style-type: none"> • Closing plenary 3 mins. talk • PowerPoint slides (approximately 3 slides @ panel member)



Opening mixer

What is it?

This comprised two activities designed to start off the unConference by getting people out of their chairs and moving around the room to meet others.

The first was “New Kind of Name Tag”:

- Each participant is given 2 sticky name tags
- On one they write 2-3 areas of expertise they had that was relevant to this event (and stick this on the right side of their body); on the other they identify 2-3 things they want to learn more about (stick this on the left side of their body)

Once everyone completes their name tags, the second activity began ... The unConference Networking Quest:

- Each participant is given the Quest handout—a one-page document with 30 squares, each identifying a particular accomplishment, characteristic, or fact that might be true about a person
- The goal is to stand up and meet as many people as you can and in the process try to get signatures for each of the 30 boxes (a different person for each signature)
- As they meet others, they can then take a look at their sticky name tags and see if they might have common interests
- Prizes are given to participants who manage to get signature for all their boxes

Format (For a group of approximately 100 people allow about 40 minutes)	15 mins	to pass out and complete name tags
	20 mins	to complete Quest
	5 mins	to settle back in seats and pass out prizes
Materials Needed?	1 copy / participant of the Unconference Quest page 2 kinds of sticky name tags (each a different color) – one/participant lots of sharpies for people to write on their name tags 2 or 3 prizes	



Section 3: **TIP [think – inspire – prepare] sheets**

These TIP sheets are designed to help support you as you prepare for your session. They are offered as guidelines—a starting point for thinking about what you will do. We suggest unConference organizers prepare a facilitators' package.

The TIP worksheet is best reviewed with the facilitators prior to their activities, and the TIP sheet is the content for that review session.



3 section



Youth participants presenting their paper

Session type: symposium

Tips for success

- Papers have a clear focus
- Participants understand how to summarize key points rather than “read” the paper
- Use visuals, such as PowerPoint, to help you make your key points visually
- Practice your presentation in advance several times to ensure it fits within the allotted time and that you have said what you want to say clearly and concisely
- Discussant is able to summarize the key points of each of the papers within the symposium and offer further insights into the issue. Discussant will also highlight unifying and divergent questions and issues across the papers
- Skilled facilitator to engage all participants in the room in discussion. Must be vigilant with time keeping.

TIP Sheet for unConference Participants

Description

Participants give a short timed presentation summarizing the key points of their unConference paper. Each presentation will be given 7-10 minutes (exact time to be confirmed during the Symposium Online Discussion Forum). Several related papers will be presented in each symposium. A discussant will also be appointed to the symposium to provide commentary on the papers. A facilitator will facilitate a discussion between the presenters and the audience in order to explore common themes from the papers.

Roles and Responsibilities

Lead Participants (paper presenters)

- Summarize key points of paper in advance, recognizing there is NOT time to read the entire paper.
- Prepare visuals, such as PowerPoint, to help illustrate key points

Session Facilitator

- Serve as host for the session
- Introduce the lead participants and discussant at the outset
- Serve as timekeeper – make sure you have a digital timer of some sort (mobile phone, etc.)
- Welcome questions from the audience and lead a discussion after the presentations
- Create opportunities for everyone in the room to participate

Discussant

- Read the symposium papers in advance
- Build on the key points of each of the papers within the symposium and offer further insights into the issues raised by drawing on theoretical concepts, research findings, or practical experience
- Highlight unifying and divergent themes across the papers as well as deeper questions that this collection of papers raises

Youth participants presenting their paper

Session type: big question round table

Description

A highly interactive format in which participants sit at “round tables” and the lead participant (DOT Intern) will lead a discussion around the big questions raised in the participants’ Unconference papers. Similar to Birds of a Feather groupings ([http://en.wikipedia.org/wiki/Birds_of_a_Feather_\(computing\)](http://en.wikipedia.org/wiki/Birds_of_a_Feather_(computing))). The first round will be 25 minutes; at that time, participants can stay in the same round table or move to another.

Roles and Responsibilities

Lead Participants (paper presenters)

- Prepare paper in advance and identify questions they want to explore with the group
- Lead the discussion and ensure everyone has an opportunity to offer ideas; pause occasionally to synthesize the key points and redirect the discussion
- May start the round table with a brief (max 5 min) synopsis of their paper. Appoint a timekeeper.
- May appoint a recorder at the table to help keep track of the conversation

Session Facilitator

- Introduce the round tables lead participants at the outset
- Circulate throughout the discussions and participate where necessary to enhance table discussions
- Facilitate the round table switch after the 1st 25 minutes. Use a digital device to help you manage the timekeeping role
- Lead a debrief
- Highlight unifying and divergent themes across the papers as well as deeper questions that this collection of papers raises



Tips for success

- Well written paper proposals on an engaging topic (this helps you organize your thoughts in advance)
- A 5 minute summary of the main ideas in your paper – practice in advance to ensure it fits within the allotted time and that you have said what you want to say clearly and concisely
- Identify questions that are “big” and open enough to promote and encourage lively discussions
- Respectful discussions that include everyone’s voice and point of view



Youth participants presenting their paper

Session type: poster mosaic

Tips for success

- Posters are well organized, visually attractive, easy to follow: they show, not just tell
- Think of your poster as a mosaic – ideally 6 main sections. Posters should be designed in such a way that the individual sections of the poster can be printed on the largest size paper available on your printer or photocopier (6 sheets at 11” x 17” would be ideal for the compiled mosaic). The sections can then be grouped together like puzzle pieces to make a larger “mosaic” or poster. You might enjoy cutting the individual papers into interesting shapes or puzzle pieces.
- Content for the individual sections of the poster include: (1) a title; (2) presenter’s biographical information (name, location, work, interests, etc.); (3) background context for your topic; (4) the main points you want to bring forward (text and/or images); (5) supporting research or data for those ideas; (5) questions you wish to raise about this topic.
- Just an idea: Imagine your sections cut out and arranged in shapes like those on the right.

Tips on poster design:

<http://colinpurrington.com/tips/academic/posterdesign>
<http://www.ncsu.edu/project/posters/>

Description

Participants share the ideas in their papers using a combination of visuals and text, creating a poster mosaic. Poster sessions allow presenters (lead participant) to speak more informally with interested viewers, facilitating a rich exchange of ideas and networking opportunities.

Roles and Responsibilities

Lead Participants (paper presenters)

- Participants prepare poster mosaics in advance following the poster guidelines
- During the poster session stand by your poster and both answer and ask questions to people that come to view it

Session Facilitator

- Introduce the lead participants
- Circulate throughout the poster presentation area and discussions; participate where necessary to enhance discussions
- Lead debrief at conclusion

Participant audience

- View the posters and offer constructive feedback and interesting questions about the work



Youth participants presenting their paper

Session type: interview panel

Description

In this session, participants will organize themselves into interviewers and panel members. The interviewers identify the main topic to be explored and collaborate to interview the panel members.

Roles and Responsibilities

Lead Participants (paper presenters)

- Decide who will comprise the interview team and who will be on the panel (this can switch part way through if desired!)
- Interview team to work in advance to identify overall session objectives and questions that will help achieve those goals
- Intern participants will be given time to provide a brief synopsis of their paper and explain their interest in this topic (max 3 minutes each)

Session Facilitator

- Serve as host for the session
- Serve as timekeeper (make sure you have a digital device – mobile phone, etc.)
- Welcome questions from the audience and lead a discussion after the interview
- Also lead a debrief of the interview format



Tips for success

- Spend time to agree on the interview objectives and questions; make these decisions at least 2 weeks prior to the event
- Be respectful of the skills and expertise of the group and collaboratively develop questions that promote expertise and information sharing
- Facilitator needs to be able to read the audience and direct good questions to the right panel members and/or interviewers to keep the session lively
- Youth participants – practice your 3-minute synopsis in advance to ensure it fits within the allotted time and that you can say what you want to say clearly and concisely



Specifically scholars and invited guests

Session type: conversation cafes

Description

Conversation Cafés enables collaborative dialogue, knowledge sharing, problem solving, and action planning through a “whole group interaction method”. Unconference delegates will sit at one of four conversation areas. Each conversation area has a lead host and 2 youth hosts who will share a few thoughts and questions to generate discussion. Ideas are documented. Conversations will unfold in rounds. Each conversation area will be handled by a lead host, graphic facilitator, and 2 youth hosts.

The first round lasts 10 minutes. The host team will stay in the conversation area, while other participants travel to another conversation area. The next round commences with the host highlighting the main points of the first conversation and then building on it by adding a few more thoughts.

This next round of conversation ensues with the newcomers relating any conversational threads they are carrying – and the conversation continues, deepening as the round progresses. Repeat process for a third round. Throughout the conversations, the graphic facilitator will record the conversations visually.

Room Set Up

Plenary room divided into four conversation areas (we can also use breakout rooms if needed, although that is not ideal). Each conversation area needs to have chair at front with projection screen and 20 chairs arranged in semi-circular row.

Roles and Responsibilities

In each conversation area, there will be a team of 4 people:

- *Lead Participant / Host* is a scholar who acts as the lead host to generate questions & promote conversation
- *2 youth hosts* will support the host and be mentored in this approach
- *Graphic facilitator* documents the evolving conversations. See Section 5 for more details about graphic facilitation.
- *Session Facilitator*
 - Introduce the hosts of each conversation café area and explain format
 - Circulate throughout the discussions and participate where necessary to enhance discussions
 - Facilitate the conversation areas: 1st round is 10 min., 2nd round is 15 min., 3rd round is 20 min.
 - NO debrief – to be done in the Home Room Groups



Tips for success

- Start with a clear question or problem to be solved
- Ensure all participants have an opportunity to contribute
- Ensure the richness of the conversation is captured through documentation (digital, visual, combination of approaches) that allows the next group to easily see what was said.
- Resource http://en.wikipedia.org/wiki/Knowledge_Cafe

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Specifically scholars and invited guests

Session type: speed geeking

Description

This format enables participants to engage with experts in a number of diverse, short, focused conversations, specifically directed to address the participant's ideas and questions on their topic. The geeks are arranged in a large circle in the centre of the room on chairs facing outwards. There are 2-3 chairs in front of each geek chair. Participants sit on the empty chairs and have a 7-minute conversation with the geek in front of them. The geeks serve as intellectual and strategic resources, inviting the Intern participants to talk about their topic/paper. Using an expansive questioning technique, the geeks will then invite the Interns to further explore the topic by offering insights from their area of expertise. At the end of the 7 minutes, the facilitator rings a bell. Each participant pair then moves over to the geek to their left and the next 7 minute conversations starts.

Roles and Responsibilities

Participants: Formulate your ideas / questions in advance. Make sure they are phrased concisely and clearly.

Geeks (Scholars and Invited Guests (policy makers, practioners))

- Review the references on asking open ended questions; work hard to extend the participants' thinking without lecturing
- Be familiar with the conference themes and papers written by the Interns and think how your area of expertise could help inform the issues and questions being addressed by the youth topic champions

Session Facilitator

- Introduce the geeks and explain the session formats
- Sound the timer at the end of each 7 minute round and ensure everyone moves one geek to the left
- Lead a debrief and large group discussion



Tips for success

- Participants formulate a quick sound bite off their ideas or questions that they can articulate clearly to the geek
- Geeks are able to formulate open-ended questions that extend the conversations and help participants see their ideas / questions in new ways. Refer to <http://www.meade.k12.sd.us/PASS/Pass%20Adobe%20Files/March%202007/oomsTaxonomyQuestionStems.pdf> for tips in forming open-ended questions.
- Resource http://en.wikipedia.org/wiki/Speed_Geeking



Specifically scholars and invited guests

Session type: voices panel

Tips for success

- Listen well to ongoing conversations
- Active participation in sessions and conversations
- Do member checking with other participants to see if you are capturing the group thinking well
- Respectfully reflect your groups' thinking but feel free to offer your own point view as well
- Be concise and clear; the do-able next steps are an important part of this panel's work

Description

The purpose of this panel is to capture key insights from the unConference from multiple perspectives. At either the end of day 1 one representative from each of the main stakeholder groups will be invited to the afternoon panel: 1 scholar, 1 external stakeholder, 1 DOT country staff person, 1 DOT global staff person, and 2 Interns. The panel members will be asked to each give a 3-4 minute talk on the key themes that they have seen emerging from the unConference and suggestions ways of moving forward.

Roles and Responsibilities

Stakeholder panel member

- Listen, validate, and synthesize the unConference activities
- Discuss with colleagues and thoughtfully consider the way forward that is reflective of constituent group's needs and goals
- Try to identify 5 key insights synthesized from the event from the perspective of their stakeholder group and offer 3 do-able next steps (immediate, mid-term, long-term)
- Stay on time and be prepared and engaging

Moderator

- Introduce the panel members
- Manage the time
- Keep the session on track and on time



For all participants

Session type: home room groups

Description

These sessions enable ALL participants to mix and connect with one another in smaller group discussion by sharing their responses to the ideas and discussions emerging in the plenary and breakout sessions. These smaller focused discussions enable participants to hear and share multiple perspectives and to critically reflect on what they are learning and questions that they are thinking about. The Home Room groups will also lead the closing unConference plenary so it is critically important that all participants work together and actively participate in all Home Room sessions.

Roles and Responsibilities

All participants have a Home Room and are expected to establish it as their unConference home base.

Home Room Moderator

- Facilitate Home Room activities
- Explain its purpose
- Support participants
- Lead construction of group's PechaKucha report back and Gallery Wall (see TIP sheet on PechaKucha)
- Home Room session A2 & C2 will focus on discussion; D1 will focus on creation of the group's PechaKucha report back.

Interns

- Be on time to Home Room sessions
- Actively participate in Home Room activities
- Contribute photos and content for the group PechaKucha

Scholars, invited guests, and DOT staff

- Assist the moderator
- Model active participation
- Contribute photos and content for the group PechaKucha



Tips for success

- Home Room moderators ensure all participants feel welcome and safe in the home room
- Home Room moderators ensure conversations are meaningful and lively
- Participants commit to engage in Home Room activities
- Study and adopt tips suggested in the PechaKucha Tip Sheet for the closing activity



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“I am amazed by the energy in all of the interactions over the last two days of the unConference. New ideas are created when we move out of our comfort zones, and I know this is what it took for everyone to organize and participate in such a tremendously successful event.”

- Digital Opportunity Trust President & CEO Janet Longmore’s closing remarks, May 17, 2013.



For all participants

Session type: pechakucha
(Applies to opening panel)



Tips for success

- Make sure you have a clear theme or idea – this needs to be agreed upon by the Home Room group.
- Once the theme is determined, collect images to support the theme
- Identify a Home Room participant who has good Power Point skills and an eye for graphic design
- Create work groups, for example, have three people leading the activity:
 - One leading a smaller group to elaborate the theme
 - One leading a smaller group to collect, edit, and crop, etc. the images
 - One leading a smaller group to prepare the PowerPoint

Resources

http://en.wikipedia.org/wiki/Pecha_Kucha

http://en.wikipedia.org/wiki/Ignite_%28event%29

<http://www.presentationzen.com/presentationzen/2009/06/felix-jungs-pecha-kucha-presentation-tips.html>

Description

Think Twitter meets PowerPoint! Presenters show 20 slides for a maximum of 20 seconds each (400 seconds or just over six minutes in total). The format keeps presentations concise and fast-paced. It allows presenters to highlight key points, pose questions, and present evocative solutions.

Roles and Responsibilities

- Home Room participants collectively create a PowerPoint slide show that is set to advance slides automatically at 20 sec intervals. Everyone is encouraged to contribute images for the presentation and help in design and development of the slide show.

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de développement



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For all participants

Session Type: Make a Session

Tips for success

- Articulate what issue you want to explore and how
- Find others to lead the session with you. Try to invite participants from other stakeholder groups (either Interns, scholars, private sector or government leaders, DOT staff). Ask members of the Programming Committee to help you connect with other stakeholder groups.

Description

Exactly what the title suggests! At some point in the conference, a participant (or group of participants) may decide that a particular session is needed. They come up with a title, brief description, list of lead participants, proposed facilitator/discussant and post it on the Make a Session board. The Programming Committee will review the board throughout the event and then slot these sessions into the schedule.

Roles and Responsibilities

This format is available to ANY Unconference participant. There are three slots – one in each round of breakout sessions.

Once you post your suggested session, check back for confirmation of when/where it is scheduled and who has been appointed as the facilitator/moderator. And start promoting it!

The unConference organizers have designated a small Make a Session team to monitor the board, schedule the proposed sessions, and find an appropriate facilitator/monitor. They may also follow up with you to seek further details.



unConference facilitators by session type

This is a more detailed sheet that outlines how facilitators will manage the specific flow of the different sessions.

Big Question Round Table (75 minutes total)

- Introductions: Facilitator introduces Round Table Lead Participants and explains format (10 minutes)
- Discussion: After the 1st 25 minutes time slot, participants may move to another Round Table if they wish (2 rounds @ 25 minutes for each round)
- Debrief: Led by facilitator (15 minutes)
- Room Set Up: In a breakout room with 6 round tables and 7 chairs at each table

Symposium (75 minutes total)

- Introductions: Facilitator introduces Lead Participants and Discussant and explains format (5 minutes)
- Presentations: Each Lead Participant will be given 10 minutes to present their paper (if there are 3 presenters) or 7 minutes (if there are 4 or 5 presenters) (30 minutes)
- Discussant Commentary (10 minutes)
- Group Discussion: Led by facilitator (20 minutes shorten this to 15 minutes if there are 5 presenters in the symposium)

NOTE: The presentations could be a performance, rather than a traditional paper presentation. However, make sure performers / presenters know they need to be all their own materials / equipment.

Room Set Up: In a breakout room with head table (4 - 6 chairs depending on number of participants) and audience chairs in rows. Facilitator sits in front row so that presenters can see the time cards when held up (4 minutes – 1 min – STOP) and will stand at the front of the room during discussion. Laptop, projector, and screen will be provided as well as the time cards.

Poster Mosaic (75 minutes total)

- Introductions Facilitator and host introduces the Poster presenters and explains the session format (10 minutes)
- Room Set Up: Room needs to be large enough to accommodate all the posters as well as refreshments or held in a covered outdoor space if the weather permits. Use existing wall space and/or rolling bulletin boards to mount poster mosaics. Interns will arrive with 6 sheets of paper (each approximately 11"x 17") that they can assemble into the mosaic; digital supplements if desired. Tape and / or tacks or other wall adhesive need to be provided by the organizers.



“It’s not social media if there are people who can’t access it.”

-Linnet Oyola
May 17, 2013



unConference **facilitators by session type**

This is a more detailed sheet that outlines how facilitators will manage the specific flow of the different sessions.

Interview Panel (75 minutes total)

- Facilitator introduces Lead Participants and explains format (10 minutes)
- Synopsis: Each Intern participant may give a 3 min. overview of their paper and interest in the topic.
- Interview: Interns interview each other, changing roles at the appointed time. (10 minutes per interview)
- Discussion and Debrief: Led by facilitator (25 minutes)
- Room Set Up: Breakout room with 2 groupings at the front of the room: 1 for interviewers and 1 for panel members. Audience chairs in rows. Facilitator sits in front row so that presenters can see the time cards when held up. Laptop, projector, and screen will be provided as well as the time cards.

Speed Geeking (75 minutes total)

- Introductions: Facilitator introduces the geeks and explains the session format (10 minutes)
- Geeking: Interns will move one geek to the left at the end of each round (5 rounds @ 7 minutes)
- Discussion & Debrief: Led by facilitator (20 minutes)
- Room Set Up: The 6-7 Geeks are arranged in a large circle in the centre of the room on chairs facing outwards and well-spaced out. There are 2-3 chairs in front of each geek chair. Participants sit on the empty chairs and have a 7 minute conversation with the geek in front of them. Each round will last for 7 minutes.



CRITICAL LINK BETWEEN YOUTH ENTREPRENEURSHIP & ICT AGRIBUSINESS & ICT

Name: Mark Githugema Temu
Location: Mombasa and South Coast
Work: DDT

Interest: Am interested in this topic because it touches on the experience I have and the professional knowledge I have gained academically. It also addresses major issues that affects the youth and am one of them.



- Water
- Health
- Market
- Finance
- Extension
- Farm yields
- Young farmers market
- Rural extension

Questions

1. Should mobile service providers reduce internet bundles via mobile phones?
2. Are web based mobile services affordable in rural areas?



“If not now, then when?
If not the youth, who?”

-Nadia Waber
May 17, 2013



Sample unConference schedule

Day 1

Time	Activities	
8:15 – 8:45	Poster mosaics set up	
9:00 – 9:45	Opening Plenary <ul style="list-style-type: none">• Greeting• Opening Mixer	Session A1
9:45-10:45	Introduction to Conference <ul style="list-style-type: none">• Introduction to unConference Sponsor/Host• What's an unConference?	
10:15-10:45	Break	
10:45 – 11:30	Opening Panel <ul style="list-style-type: none">• 5 Individual PechaKucha Presentations• Directions to Home Room Groups	
11:30 – 12:15	Home Room Groups #1	Session A2
12:15-1:30	Lunch	
1:30-2:45	Break Out Sessions 1 <ul style="list-style-type: none">• Symposium (ICT & Digital Literacies)• Round Tables (6)• Speed Geeking (6 geeks)• Make a Session	Session B1
2:45-3:00	Transition	
3:00 – 4:15	Break Out Sessions 2 <ul style="list-style-type: none">• Symposium (Gender)• Interview Panel• Speed Geeking (7 geeks / 1 joining virtually)• Make a Session	Session B2
4:15-5:00	Poster Mosaic Presentation and Afternoon Tea	Session B3

4 section

Day 2

Time	Activities	
8:30 – 9:30	Plenary <ul style="list-style-type: none">• Conversation Cafes (4 Cafes) Directions to Home Room Groups	Session C1
9:30 – 10:15	Home Room Groups #2	Session C2
10:15-10:45	Break	
10:45 – 12:00	Break Out Session 3 <ul style="list-style-type: none">• Symposium (Youth & Change)• Round Tables (6)• Speed Geeking (7 geeks)• Make a Session	Session C3
12:00-1:30	Lunch	
1:30-2:30	Home Room Groups #3	Session D1
2:30-3:00	Break	
3:00- 4:30	Closing Plenary <ul style="list-style-type: none">• PechaKucha (Home Room Groups)• Voices Panel• Moderated Discussion• Closing Remarks by unConference Sponsor / Host• Thank You's and Safe Travels	Session D2



What is graphic facilitation?

Graphic facilitation combines the skills of organizing and leading a discussion while recording the content and tone of the discussion through a combination of drawn images and written words. The graphic facilitator helps the speaker to organize the flow of her/his presentation and then capture the key points using a combination of pictures and words.

Graphic facilitators typically work in front of the group and beside the speaker. They listen carefully to the presentation and discussion, and then they record the key points on a large sheet of paper. They use a combination of font types and sizes to capture concepts and ideas. Where possible, they use images drawn in various colours to illustrate those points. Their approach draws on a form of visual grammar that will be shared later in this section.

Research into graphic facilitation suggests that many of us prefer to process our information visually. Some quick and fun facts from Amanda Sibley (<http://blog.hubspot.com/blog/tabid/6307/bid/33423/19-Reasons-You-Should-Include-Visual-Content-in-Your-Marketing-Data.aspx>) suggest:

- 90% of information transmitted to the brain is visual, and visuals are processed 60,000X faster in the brain than text (<http://www.billiondollargraphics.com/infographics.html>)
- 40% of people will respond better to visual information than plain text (<http://www.webmarketinggroup.co.uk/why-every-seo-strategy-needs-infographics/>)
- Visual content drives engagement (<http://simplymeasured.com/blog/2012/03/27/the-impact-of-facebook-timeline-for-brands-study/>)
- On Facebook, photos perform best for likes, comments, and shares as compared to text, video, and links (<http://danzarella.com/infographic-how-to-get-more-likes-comments-and-shares-on-facebook.html>)

Further, research and experience (Aora, 2014) suggests graphic facilitation helps to

- Make meetings more fun, productive and efficient
- Encourage collaboration and an inclusive meeting process
- Boost thought connectivity & idea exchange
- Increases individual and group participation
- Honor participant voice by allowing contributors to see their contributions
- Increase the overall retention of information
- Inspire deeper insights and 'fresh' mental connections
- The graphic record of the discussion provides a lasting artifact that groups can use to illustrate meeting outcomes and discussions. It provides a good tool for reflection and reference as well as a prompt for goal setting and next steps.



dot digital opportunity trust

aspects from youth on employment

Handwritten notes on a lined notebook page, including the word "aspects" and "youth".

Handwritten notes on a lined notebook page, including the words "employment" and "trust".

What is graphic facilitation?

There is a recognized grammar / syntax for graphic facilitation and graphic recording. While the grammar / syntax is the same, the two roles are actually different. A graphic facilitator takes an active role in leading the group. S/he might prepare a visual agenda in advance of the group activities, and then use that agenda to guide the discussion. S/he continues to draw out the discussion and record it visually. A graphic recorder typically does not verbally engage in the discussion. S/he records in pictures and works what either a speaker or the speaker and the group say.

Graphic recording / facilitation is perfect within an unConference setting as it helps to change up the traditional ways of presenting information. For the reasons mention previously, using graphics encourages participants to see what they have said and to add more power to their words. It does appear to encourage participant voice as it tends to invite more interaction and contributions. Further, it provides a rich recording of the interactions and a lovely artifact that can be shared or use a form of infographic – a graphic presentation of data or knowledge (<http://en.wikipedia.org/wiki/Infographic>).

Other examples can be drawn from clip art, Google image bank, and web resources on drawing, lettering (<http://www.thinklinkgraphics.com/>). Font styles, font size, colour all impact the power of the words used to facilitate the conversation.

Often a professional graphic facilitator / recorder is hired for conferences or meetings. However, at the unConference, we wanted to introduce the art and skill of graphic work to our student interns, thinking this might be a career area that might interest them. To do this we offered a graphic facilitation workshop the day before the unConference started. Interns had to sign up in advance for the session, and we told them no previous art or graphics skills were required – only a willingness to learn, take risks, and have fun was needed.



Figure 1 is an example of Visual Agenda.



Figure 2 is an example of a graphically recorded presentation that was given as a keynote talk.



MUNGYO PASTELS

Crayola
MASTERS
MARKERS
Original

Waterfront

EC KINGS

2013

Learning

DEMO





Places to explore

Agencies / companies doing graphic facilitation and recording:

<http://getthepicture.ca/>

<http://www.thinklinkgraphics.com/>

Endless Icons

<http://www.endlessicons.co>

Infographics

<http://en.wikipedia.org/wiki/Infographic>

Rachel Smith's Digital Facilitation Blog -

<http://digitalfacilitation.net>

Sparkol Video Scribe

www.sparkol.com

The Noun Project

<http://thenounproject.co>

Visual dictionary

<http://visual.merriam-webster.com/>

Visuwords

<http://www.visuwords.com/>





Section 6: Integrating web and mobile technologies

One distinguishing feature of this unConference was the extensive use of web and mobile technologies prior to, during, and post event. The use of technology was purposeful and designed to disrupt troublesome inequities in more traditional conceptions of knowledge exchange. The intent was to intensify and extend opportunities for various stakeholders to interact and dialogue and also to create alternative channels for such communications through text, images, and video. The use of technology aligned with the overall approach of this unConference to:

- Disrupt notions of expertise
- Emphasize knowledge contributions (not just consumption)
- Work across boundaries (youth – scholars – practitioners)
- Extend the reach of the event to those not able to attend in-person
- Provide a public, open, and persistent documentation of the event and curation of digital artefacts
- Model appropriate uses of social media for all participants, recognizing the diversity of ages, stages of ICT adoption, access, and socio-economic status.



The design of the unConference
integrated web and mobile
technologies in five main ways:





Five ways to integrate

1. Online forums in the two weeks leading up to the face-to-face (F2F) event.

DOT Interns who were selected to present papers and/or facilitate sessions at the event engaged in a series of online Workshop Forums. The mentors for the forums were a mix of scholars, DOT staff, and other stakeholders. Each forum was focused around one of the session formats in which the youth participants would be lead participants. These online forums were designed to:

- Enable youth participants to work with Session Mentors to think through their papers and event participation more deeply
- Broaden ideas, engage with current thinking and research around their topic of choice, and think critically about their approach
- Explore linkages with other papers being presented in their session.

2. A series of three online hot seat discussions (each one-week long) six months after participants returned home from the unConference event in Nairobi.

These hot seat discussions were designed to re-engage with the topics that surfaced during unConference. The online discussions were facilitated by members of the scholar network and DOT staff. DOT moderators also helped to facilitate the online conversations throughout each week. Hot seat discussants were expected to:

- Kick off the conversation
- Introduce some of the ideas that they were exploring in an academic paper they were collaborating on for publication about the unConference and their specific areas of expertise
- Pose questions
- Follow the online conversations and provide comments, and
- Offer closing thoughts

3. The inclusion of two scholars in the unConference virtually (via Skype)

4. Livecasting of several unConference sessions

5. Blogging and tweeting throughout the event – by both the designated rapporteurs and other participants.

A social media team was created to engage with various technologies during the event. For example, during the sessions that were being webcasted live:

- one social media team member blogged and tweeted about what was going on in the session they were observing;
- the other social media participant monitored and responded to online participation in the chat room, and shared any virtual questions to the room on behalf of virtual participants.

Recordings were made available immediately after the sessions concluded. Virtual participants could therefore watch the live or recorded sessions and interact in a chat room for each session. Social media team members participating in a particular session met immediately after that session to assemble a blog post about the session: selected photos, highlighted virtual participation and tweets, summarized the sessions, and posted to the public unConference site.



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Development Canada

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et Développement Canada

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This toolkit is available in multiple formats.

Available from http://education.ok.ubc.ca/research/innovative-learning-centre/The_unConference_Toolkit.html

Thompson, T. L. & Crichton, S. (2014) The unConference Toolkit, Ottawa, ON; Digital Opportunity Trust

Version 1 August 2014