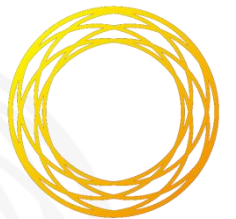


RENKEI

**Collaborating Across Cultures: The 2013
RENKEI Researcher Development School in
Bristol and Kyoto**

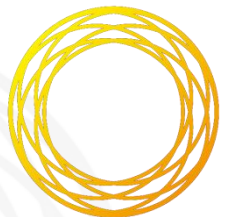
Dr Alison Leggett
Dr Robin Humphrey
Jane Nolan MBE



RENKEI

Welcome

- Welcome to the RENKEI School
- Overview of the School in Bristol and Kyoto
- Introducing the facilitation team
- What to expect from the programme
- The learning environment
- Setting objectives



RENKEI

RENKEI School Aims

- Develop future research leaders with the skills to lead collaborations between different disciplines and cultures (in the broadest sense of the word, also to include academia vs. industry cultures)
- Facilitate the formation of active collaborations between participants to achieve a tangible outcome
- Develop a sustainable network of researchers across Japan and the UK



The RENKEI Journey

Exploration

Discovery

Idea generation
and opportunity
finding

Unlocking
collaborative
potential

Working across
cultures,
disciplines and
domains

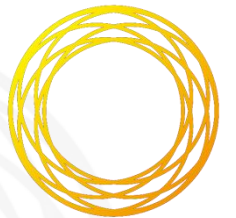
RENKEI – Collaborating Across Cultures



RENKEI

Facilitation team

- Alison, Robin, Jane
- Other facilitators
- Speakers
- Guests



Introduction to participants

- Briefly tell us:
 - Your name
 - Institution
 - Discipline
 - What do you like doing in your spare time?



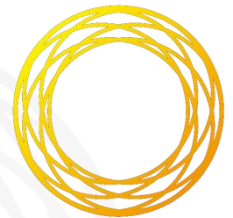
The RENKEI Journey

Exploration

- **Day 1:** The journey begins! Who are we travelling with, where are we starting from and where is our destination? Facing the Grand Challenge of Urban Sustainability and Resilience, what do we need to know? What are the big questions?

Discovery

- **Days 2 and 3:** Discovering more about yourselves and cultural boundaries, using drama and performance to build confidence in communication and develop practical skills for understanding and interacting with people from other cultures.
- **Day 4:** Communicating and presenting ideas effectively across disciplines and domains.
- **Day 5:** Creativity, making meaning and creating change in response to grand challenges, and exploring the entrepreneurial mindset.
- **Day 6:** Creating value in differing cultural domains and making a difference with research in response to grand challenges: enterprises in the private, public and voluntary sectors share experience and useful tools.



RENKEI

The RENKEI Journey

Idea generation and opportunity finding

- **Day 7:** Creativity World Café: generating ideas to address the Grand Challenge of Urban Sustainability and Resilience. Interdisciplinary, cross-cultural teams will form to take the ideas forward and explore the opportunities.

Unlocking collaborative potential

- **Day 8:** Discover more about your team, how the different members like to take in information, make decisions, and interact with others using the Myers Briggs Type Indicator tool as a lens. Explore your similarities and complementary differences.
- **Day 9:** Preparing for the next stage: developing and communicating your vision and intentions as a team. What is the idea you consider could make a difference and how will you research it? What are your reflections on the journey so far – what has been learned?



RENKEI

The RENKEI Journey

Working across cultures, disciplines and domains

- **Day 10:** Sharing your map and your plans for interdisciplinary collaborative working as a team during the continuing journey in readiness for the Kyoto part of the School.



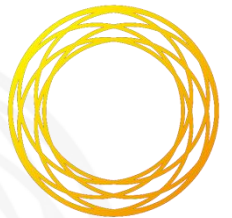
RENKEI

The learning environment

- Safe space to explore
- Healthy exchange of ideas
- Everyone needs to feel respected and valued

What will help you to engage in this way?

- Discuss on your tables and write some ideas on post-its (individually or as a group)
- Stick post-its on board and we will collate



Setting objectives

- What do you want to get from this programme?
- Write 3 objectives on post-it notes (write clearly!)
- Hand them on when asked
- Share the objectives and we will keep them for reference
- We will review them at key points



Finding the key questions

- Please record your questions and insights throughout the programme as we hear and think about the theme of Urban Sustainability and Resilience
- We will be addressing these key questions through idea generation activities next week
- Use post its
- We will keep them and we will review them together



Learning agreement

Creating a Safe Learning Environment

- All ideas are valuable
 - Express them without fear
 - Listen to them with respect
- Awareness in discussion
 - Don't talk over people
 - Equal contribution – don't dominate
 - Try not to be shy!



Creating a Safe Learning Environment (2)

- Appreciate differences
 - Points of view
 - Sensitivity to Cultural differences
- Creating supportive learning community
 - Do raise questions for clarification
 - Don't be shy to talk about cultural difficulties
 - Do provide constructive feedback (challenge idea, not person)



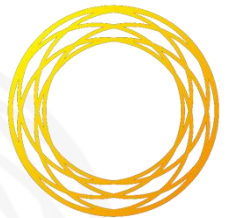
Creating a Safe Learning Environment (3)

- When speaking
 - Speak slowly, clearly and loudly
 - Maintain eye contact
- Team working
 - Awareness of strengths and weaknesses
 - Making sure everyone knows what they are doing
- Commitment to the Group
 - Engage with all the sessions (including evening activities)
 - Be on time!
 - Be present!
 - Positive attitude
 - Take care of each other



Speed Networking

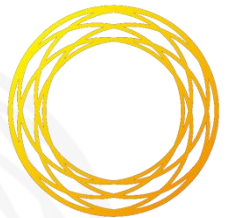
- Please introduce yourselves to each other using your poster – you each have two minutes
- The time keeper will blow the whistle every two minutes
- We will move the chairs and guide your moves
- There is water to keep you refreshed
- There will be a break in the middle



Starting Places

- 1-11 move, 12-22 stay still

1	2	3	4	5	6	7	8	9	10	11
12	13	14	15	16	17	18	19	20	21	22



Move 1

- 1-6 move, 7-11 stay still
- 12-17 move, 18-22 stay still

1	2	3	4	5	6
7	8	9	10	11	

12	13	14	15	16	17
18	19	20	21	22	



Move 2 – 1-3, 7-9, 12-14,18-20 move,
others stay still

1	2	3
4	5	6

7	8	9
10	11	

12	13	14
15	16	17

18	19	20
21	22	



Finally – groups of 2 or 3

1	2	3
4	5	6
7	8	9
10	11	
12	13	14
15	16	17
18	19	20
21	22	



Reflection

- Reflecting on reflection
- Starting off your reflective diaries



Reflection

" a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to a new understanding and appreciation" Boud *et al.* (1985)

OR a chance to think clearly about what you are doing and about the experience you are having

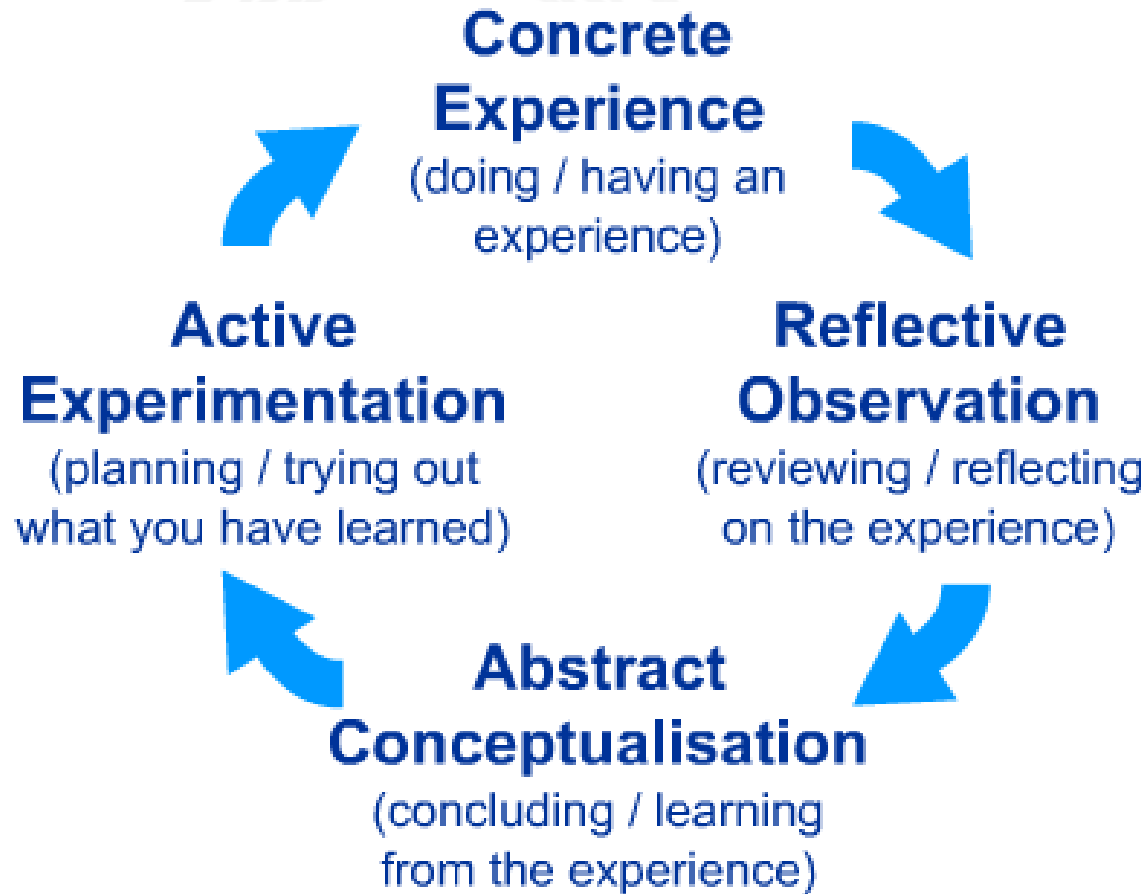


Reflection

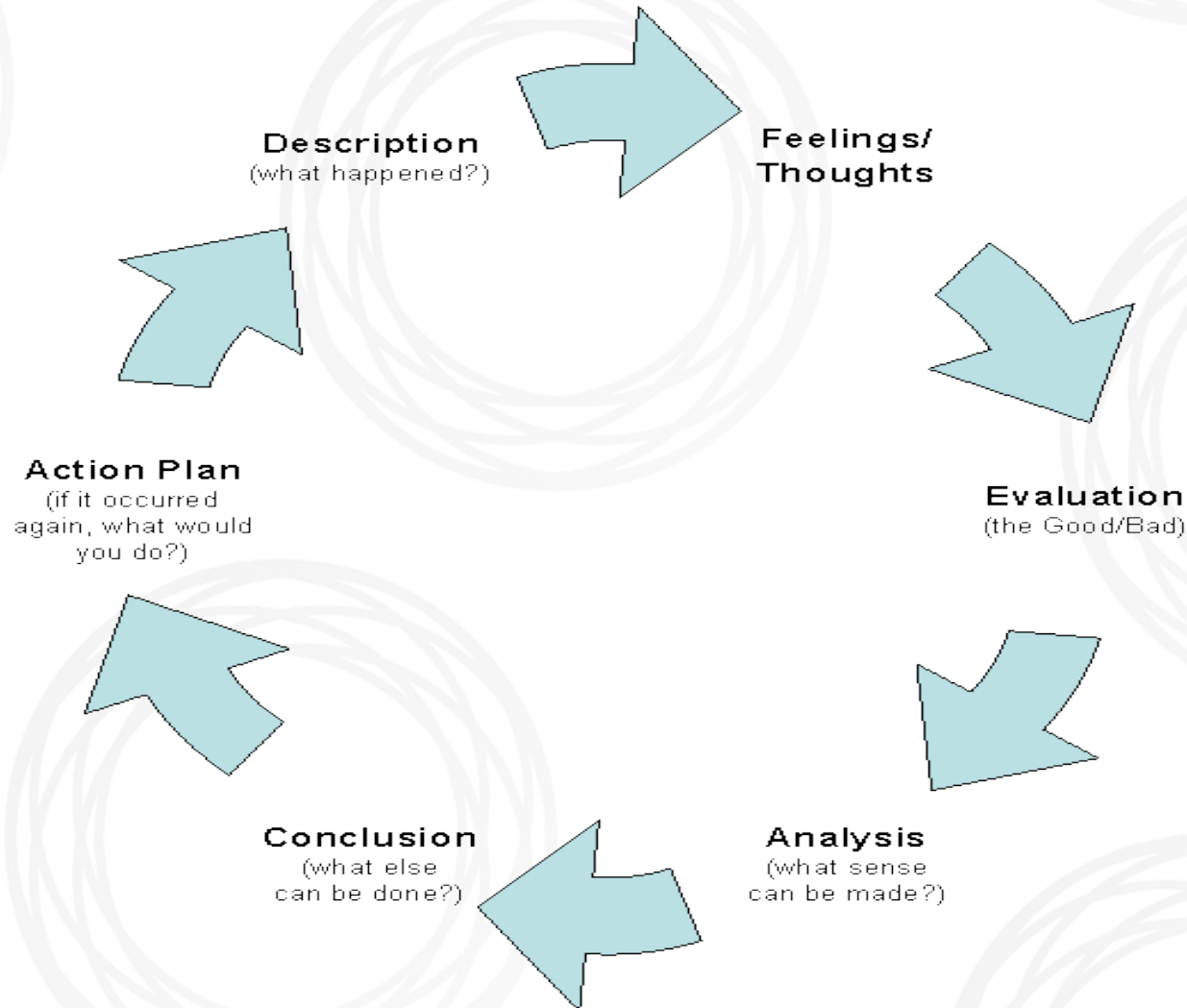
- Why it is helpful to be reflective?
- Reflection aids and deepens learning
- What are you learning in terms of knowledge, skills and about yourself?
- What might this mean for you in the long term?
- Can also help with creativity – making associations, finding new ideas and ways of thinking



Kolb's Reflective Cycle (1984)



Gibbs Reflective Cycle (1988)



Reflection

- Be honest – this is for you, and you alone.
- Be thorough – thoughts, ideas, questions, impressions, frustrations, insights, feelings
- Include hopes, intentions, goals
- What have you learned?
- Be explicit – details and descriptions (don't edit them), 'talk to your self' approach



Reflection

- What have you enjoyed?
- What has surprised you?
- What has inspired you?
- What is the most valuable thing you have learned from each session and activity?
- What kind of knowledge and skills did you learn and use?



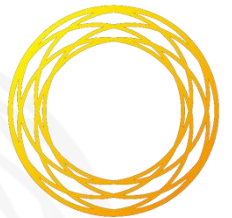
Reflection

- What has challenged you?
- What might you do differently next time?
- Use examples
- Think about the relevance of what you are learning to your personal development and your future



Becoming a Reflective Practitioner

- one that learns from their experiences by
 - critically reviewing their actions
 - considering the impact of those actions and
 - planning what they would do in similar situations in the future.



Reflective Questions

- In your workbook, today and for every day, there are suggested questions
- Please reflect on any aspect of your experience
- Please take time to engage in reflection every day to get the most value from your experience

