Institutional Learning Lab outline

A supported inquiry around a question the institution needs to understand.

Frame the inquiry

Agree the purpose, intended participants, affected perspectives and a bounded question. Clarify which decisions the group can influence and which people must be involved. Discuss confidentiality, access and language before choosing methods.

Work through a shared situation

Begin with individual accounts, compare what each includes and excludes, and build a shared record of relationships and disagreements. Use a fictional teaching case for preparation where useful. A shared account need not erase conflicting interests.

Explore a responsible next step

Examine possible responses, constraints, unintended effects and assumptions. Choose a proportionate experiment or further inquiry rather than presenting a map as a blueprint. Name responsibilities and observations that would trigger revision.

Retain and review learning

Possible artefacts include maps, questions, assumptions and an action-learning record. Agree a starting reflection, end-of-session review and optional follow-up. A planning range of 6-20 participants may suit small-group work; schedule, facilitation and mode must be adapted and agreed, not treated as a fixed package.

Reuse and inclusion

Offer paper, text and spoken alternatives, supported participation and sufficient time. Agree facilitation notes and permitted reuse. Do not assume that third-party materials may be redistributed. Confirm costs, data responsibilities and an internal continuation owner.