**Invitation to participate in workshop + research project focus group.**

**FAQ information sheet:**

**What is this?**

*This is an invitation to ask if you would like to participate in a workshop, plus an optional research project focus group after it, at Falmouth university. If, once you have read the info below, you would like to participate, I am asking you to contact me now via email, to let me know that you are interested.*

*Then after we have gathered together a group of potential participants, I will find a time that is suitable for the workshop and focus group, during the next few months, for as many of the group as I can to attend.*

*My contact details are:*

***Andy Peisley,*** *SL & Course Co-ordinator PGCHE/MA in Creative Education, FTI, Falmouth University*

*Email:* [*andy.peisley@falmouth.ac.uk*](mailto:andy.peisley@falmouth.ac.uk)

***01236 254 452*** *(Ext: 4452)*

**What is the workshop called?**

*‘Learning to manage diversity in personality preferences, using masks and sociodrama.*

**What is the research project called?**

*‘Developing masks as pedagogy, for learning to manage diversity in personality preferences, when leading and working with others.’*

**Workshop:**

**What is the workshop about?**

* *Exploring different personality ‘types’, based on Jungian Psychology and the Insights personality model derived from that.*
* *Exploring, through action, how these play out in our lives and work, in ourselves and our interactions with others (e.g. when leading and working with work colleagues, supporting student learning, with family and friends, etc).*
* *Trying out different strategies for how we might manage these more effectively, and reflecting on our learning from that.*
* *Using a set of theatrical masks (see photos and links at the end of this doc), based on basic Jungian personality ‘types’, + sociodrama techniques, as a vehicle to help us do this, in an experiential and embodied way*

**Why are we doing this? What are the potential benefits? What’s in it for me?**

* *Development of our abilities to manage different sets of personality preferences, through practice and action, in a safe and supportive environment. Each of us have different sets of personality preferences, that can sometimes be challenging to manage, when we interact in our lives and work with other people who express different different personality preferences from ourselves (e.g. fellow work colleagues, students, family and friends, etc).*
* *Development of our understanding of psychological personality preferences, and how these might be playing out in our interactions with others in our work and lives, then practicing and experimenting with different strategies for how we might deal with these, to make our working and personal lives and relationships easier, more harmonious, effective and productive.*
* *Development of our abilities in an engaging, enjoyable, experiential way, in a supportive and safe workshop environment, with like-minded staff colleagues.*
* *First-hand experience, of how using masks and sociodrama techniques might be used in different ways, as a pedagogical approach to support learning, for different groups of learners.*
* *An opportunity to reflect on and share, with other colleagues, ideas for how we could use masks and this kind of pedagogical approach, to help support learning in your own teaching and learning practice.*

**What will I be asked to do?**

*You will be invited to attend a 1.5 hour workshop where you voluntarily engage in each of the workshop activities. These will consist of you:*

* *looking at and handling the masks and learning the meaning of these in terms of Jungian personality characteristics and the Insights model*
* *reflecting on how these might relate to yourself and/or other people you know*
* *putting on, moving as, and interacting with other participants in these masks, to explore and gain empathetic understanding of the characteristics of these personality ‘types’*
* *playing with different strategies for interacting with the personality ‘types’ that you might find most challenging to interact with, by creating and exploring example scenarios, using the masks and sociodrama to help us do this*
* *Reflection on and discussing what you have learnt from this, that you can take forward to help you in your lives and work*

*Participation in any/all of these workshop activities is entirely voluntarily (and should be enjoyable and engaging for you, based on all the previous times I have run this workshop, with diverse groups of learners). You do not have to do any of these workshop activities, during the workshop, if you feel uncomfortable with any of them at any time during the workshop.*

**Research project focus group**

**What is the research project about?**

*This is a research project that has developed out of ‘masks as pedagogy’ I have been using in my teaching, and as part of a research project, that I started doing with staff and students in the University of Westminster Business School. There I was drawing on my experience as an actor and actor trainer working with masks + my work as a psychologist working in leadership development in different industries and on business management courses in HE, to develop the use of masks + sociodrama in teaching and learning in different (non-theatre) contexts. I am now wanting to develop this research further, as the final part of my MA in Higher Education degree, at the University of Westminster.*

*We will be trying to find out:*

* ***What is valuable about this masks + sociodrama approach for teaching and learning?***
* *(For us as learners, as teaching and learning practitioners, for different potential groups of learners in different teaching and learning contexts, etc)*
* ***What could be done to build in even more of what is valuable about this, into the design and delivery of this workshop and pedagogical approach?***

*We will be doing this through a methodology called Appreciative Inquiry (AI), during a 1.5 hour long focus group. This focus group will (ideally) follow immediately after the workshop, with some/all of the participant volunteers who have attended the workshop, and who are also willing to take part in the focus group, as part of this research project.*

**What is Appreciative Inquiry (AI)?**

*Appreciative Inquiry (AI) is a research method and a positive, strengths-based approach to bringing about change. It arose with the positive psychology movement and has gained increasing popularity and traction since it was initially developed by Cooperrider & Srivasta (1987) in the early 1980’s. It has now been applied in many different societal, work and research contexts worldwide, in order to bring about positive change.*

*It is unusual, in that AI aims to overcome some of the limitations of the more usual ‘deficit model’ research and change methodologies, where we assume, and try to identify, and focus on ‘the problems’, and try to ‘fix’ these, to make things better.*

*Instead, in AI, we deliberately keep the focus primarily on what is best about, and already working well, in any human ‘system’, and then use AI principles, process and methods, to build on that ‘positive core’ to make that ‘system’ even better. We focus on ‘what is giving life here’ and what is most positive, nurturing and life-enhancing about this ‘system’, and how to get more of this into the ‘system’ to make it even better.*

*While there is variety of approach and terminology amongst AI practitioners, generally we seek to do the above through the AI four stages of ‘Discovery’, ‘Dream’, ‘Design’ & ‘Delivery/Destiny’, and the AI principles: Constructionist, Poetic, Simultaneity, Anticipatory, Positive, Wholeness. (see links at end of doc for follow up link, if interested, to more info about AI)*

**Why are we doing this research project and focus group? What are the potential benefits? What’s in it for me?**

* *We will discover what is most valuable for us, as participants and learning and teaching practitioners, in this particular ‘masks + sociodrama pedagogy’. We will discover how we could adapt this pedagogical approach in the future, in order to enhance its’ value for ourselves and other practitioners.*
* *We will deepen our understanding, through experience, of AI as a unique research method and a change methodology, and how it can be applied to: 1) research projects, 2) develop curriculum and our teaching and learning practice, and 3) bring about positive changes in our workplaces and lives.*
* *These outcomes above offer potential benefits for: students and staff colleagues here at Falmouth and in other universities, the wider research community, other organisations with which we work, and our families and friends.*

**What will I be asked to do?**

*You will be invited to voluntarily attend a 1.5 hour AI focus group (no more than 10 people), made up of colleagues who have also attended the previous workshop with you. In this you will engage in a (partial) AI research process, comprising of the AI stages of ‘Discovery’, ‘Dream’ & (some aspects of) ‘Design’.*

*This will consist of you:*

* *Reading and signing the Participant Information and Consent Form, to give your informed consent to take part in this research project (see attached doc)*
* *Listening to some information about the AI process and principles we will be following in the focus group*
* *Answering questions asking us to focus on what we find is valuable and working well here in this masks as pedagogy approach (AI ‘Discovery’ stage).*
* *Generating ideas for how we might improve the design and delivery of this approach (AI ‘Dream’ and some ‘Design’ stages). Generating ideas 1) generally for ourselves and how we might develop what is working well in this approach for our own and others’ pedagogical practice, and 2) specifically ideas for the next version of this workshop, which will take place later in this academic year, with a group of staff at the University of Westminster.*

*I, as lead researcher, will then use the outputs from this 1st focus group to finalise a revised design of the workshop, which I will share with workshop and focus group participants, just in case anyone would like an opportunity to see this design at this stage and/or to offer further additional input. Then the revised workshop + the AI focus group process (AI Delivery, Dream, Design stages), will be done with staff at the University of Westminster. The revised version of the workshop and other outputs generated from that, will then be made available to all participants from both Falmouth University and the University of Westminster involved in the project. The final research report will also be made available to all participants at the end of the project (after the end of August).*

*I hope all the above helps you with understanding this workshop and research project and helps you in deciding whether you would be interested in participating or not. Please feel free also to ask me any further questions via the email contact details at the start of this document.*

*If you are interested in participating in this, please contact me by email.*

*Best wishes*

*Andy*

**Further links and information:**

A couple of blog posts I have written about this work:

*A blog post for the Journal of Theatre, Dance & Performance Training blog (with some pictures of the masks):*

<http://theatredanceperformancetraining.org/2016/05/masks-for-leadership-development-in-a-business-school/>

*A blog post for the FTI blog:*

Actually this one hasn’t been released yet, but I can make available as soon as it does get released by FTI, and/or the text of this on request.

Mike Chase masks (we will be using some of Mike’s masks for the workshop):

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

Info and further links about Appreciative Inquiry (AI):

<https://appreciativeinquiry.case.edu/>