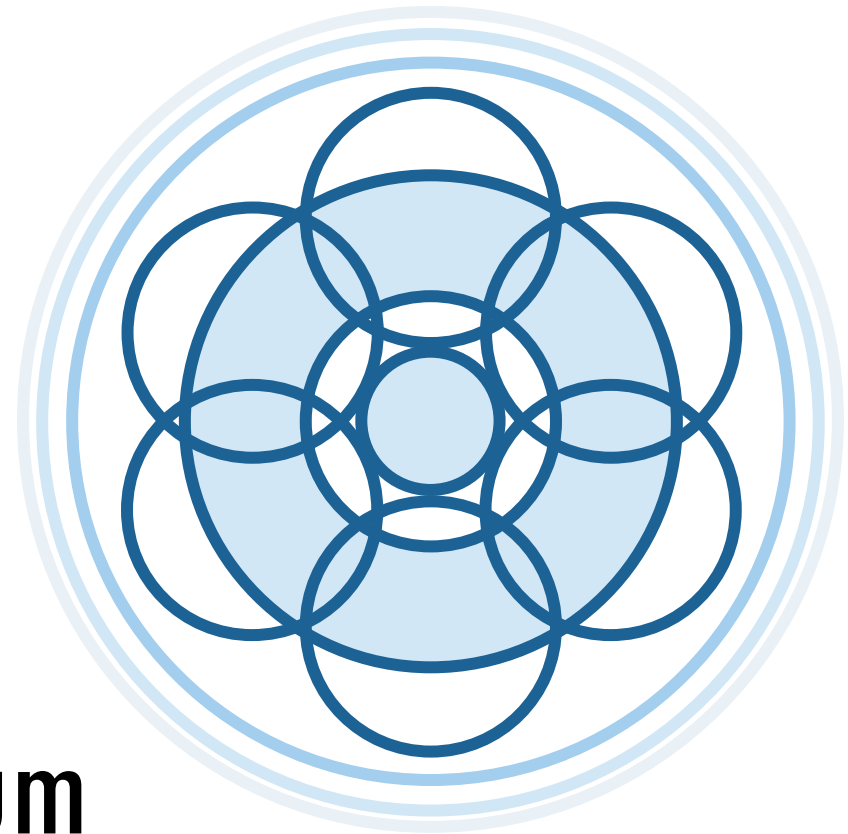


# INTRODUCTION TO THE PNI PRACTICUM

Level II

Larger-scale PNI



## PNI Practicum

A project-based course in participatory narrative inquiry

[cfkurtz.com/pnipracticum](https://cfkurtz.com/pnipracticum)

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# ABOUT YOU

Take a moment to introduce yourselves and (quickly) answer these questions:

**Where** are you,  
geographically  
speaking?

Where do you live?

**Why** are you  
here?

What brought you to  
this moment? What  
interested you in this  
course?

What do you want to  
**get out of this**  
course?

What would you like to  
have at the end of it that  
you don't have now?

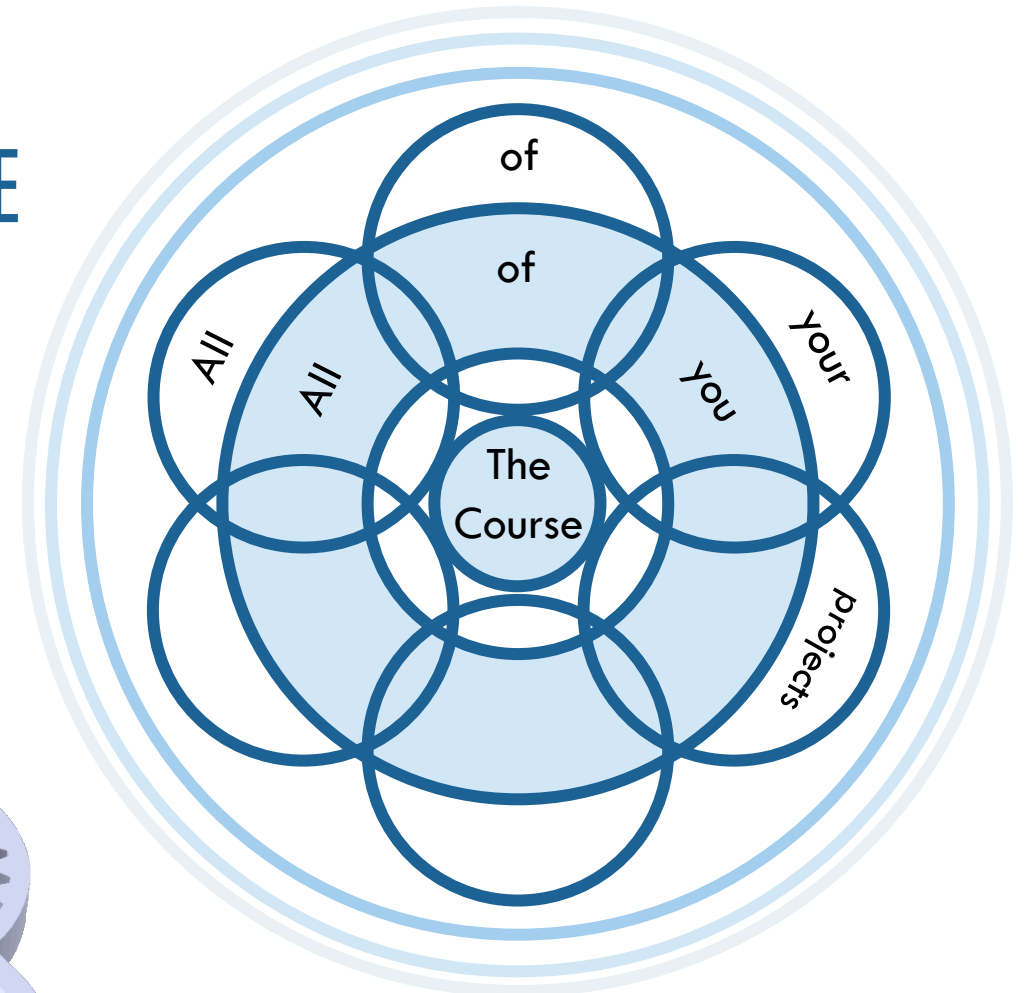
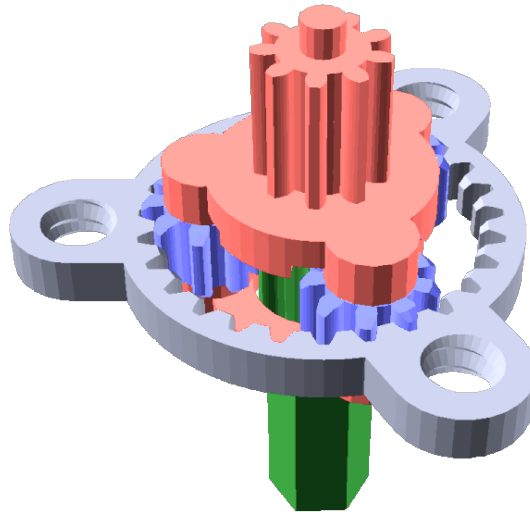
How much do you  
already **know** about  
PNI?

What about story work in  
general? Research?  
Facilitation? Anything else  
you'd like to mention?

# THIS IS A PROJECT-BASED COURSE

In the PNI Practicum, every student carries out a **real PNI project**, and everyone learns from every project.

The courses work like a **planetary gear set**, in which a large outer “ring” gear (PNI) is driven by the **connected energy** of a “sun” gear (the course) and a group of “planet” gears (you and your projects). Everyone benefits – you, your project participants, PNI, and a whole world of people trying to get along with each other and make decisions together.



All of PNI

All of everybody

# YOUR PROJECTS

For this project-based course to work, your projects must be:



## **Synchronized**

All project activities will take place on the same schedule, so you can talk about them as they happen.

## **Exploratory**

Projects should be small (24-72 stories) and adaptable. Large, ambitious projects will not fit into our time frame.

## **Not secret**

Everyone must be willing and able to talk about their projects, so you can learn from each other.

# ONLINE MEETINGS — SEMINAR

Your primary course meetings should begin on the first day of the course and repeat every other week. They should be **two hours** long. In each meeting, follow this rough schedule.

## Report in

Talk about what happened when you carried out the previous outside-of-class activity. Give everyone a chance to share their experiences.

## Discuss readings

Talk about the week's readings. What surprised you? What confused you? Did you disagree with any of what you read? What would you like to explore further?

## Plan out

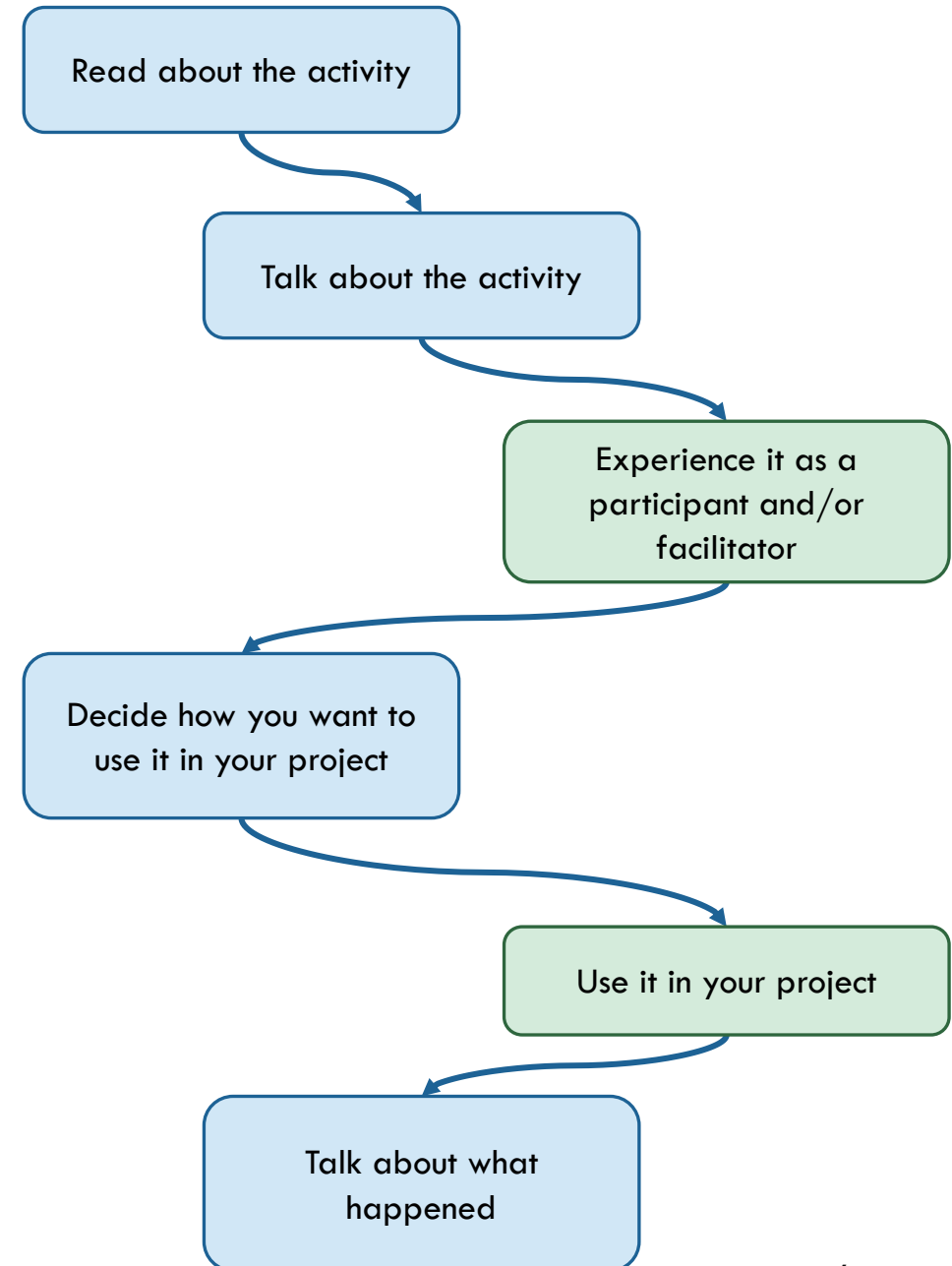
Describe your plans for the next outside-of-class activity. Give everyone a chance to present their plans and get feedback and advice.

# ONLINE MEETINGS – SANDBOX

**Sandbox** meetings should also happen **every other week**, but they should start the *second* week of the course and should alternate with the project progress meetings.

In each sandbox meeting, you will participate in an activity or exercise similar to the ones you will be facilitating in your own projects. After each activity, you can talk about how you intend to use it.

Because this is a self-running course, **someone will need to read the instructions** before each sandbox meeting in order to facilitate the session. One or two people can do this for the whole course, or you can all take turns doing it.



# GROUND RULES

## Before the online meetings

At least **skim the short readings**, so you are ready to discuss the relevant topics and activities.

If you have agreed to facilitate a sandbox session, familiarize yourself with those instructions beforehand.

## During the online meetings

Do **respect everyone's time** and attention. Don't dominate the discussion. Give everyone time to speak.



## In your project

Do put your time and energy into your project! You will learn about PNI in this course, but only if you actually **do a PNI project**.

## About other people's projects

**Be respectfully curious.** Ask useful questions. Don't insult or make fun of people, their projects, or their mistakes.

# YOUR COURSE MATERIALS

## Description

- This presentation, which describes the course.

## Syllabus

- What you will read and do in each week of the course.

## Activities

- What you will do in your project in each part of the course.

## Sandbox Instructions

- How to carry out the sandbox exercises.

## NarraFirma

- Software you can use to carry out and record your project.



# COURSE READINGS

In each part of the course, the syllabus lists readings that are:

## Short

20-40 pages from *WWS Simplified*

## Medium

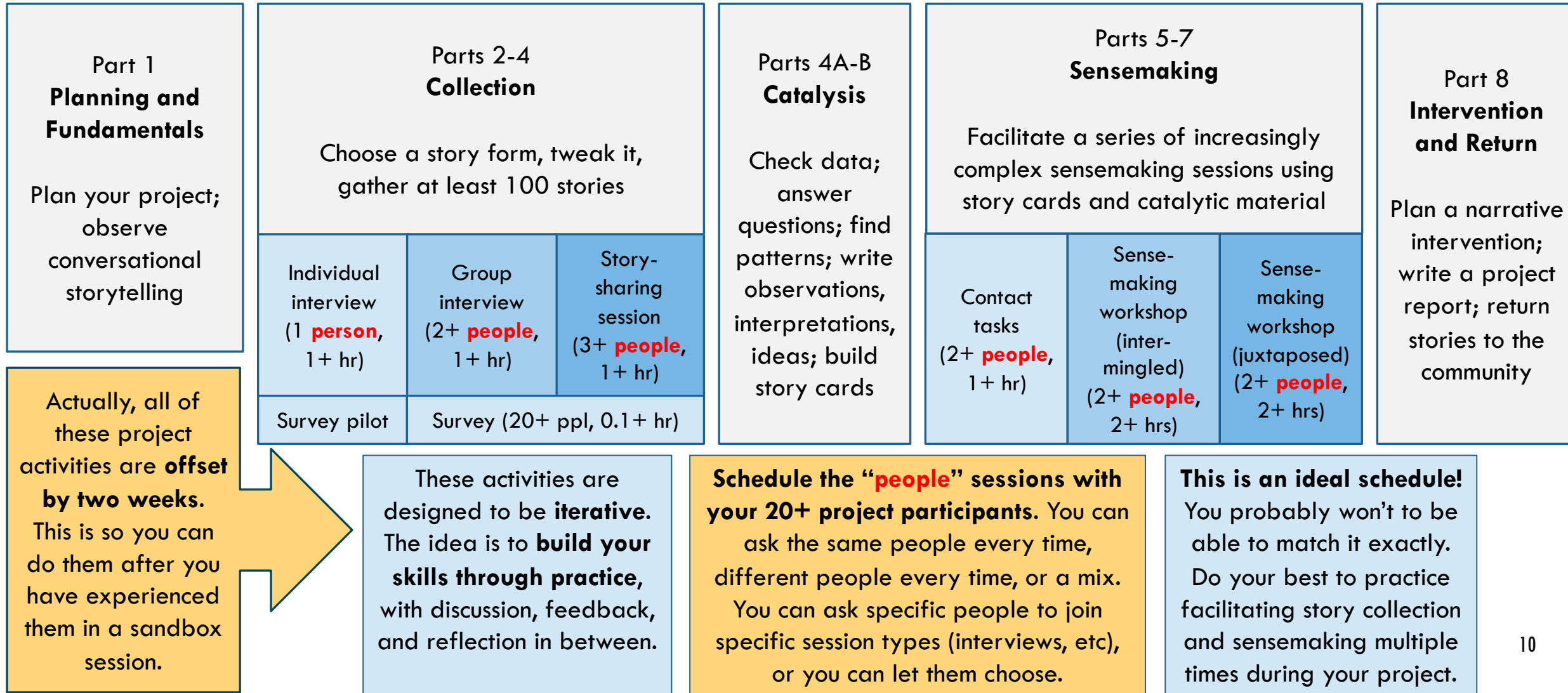
20-40 pages from *Working with Stories*

## Long

Selections from 1-2 other books on relevant topics

**Only the short readings are required.** Please read or skim them before the seminar meetings. You can also read the medium or long readings, dip into them briefly, or save them for later.

# ACTIVITIES — CARRYING YOUR PNI PROJECT



# TIME COMMITMENTS

Here are some **minimal time estimates** for each two-week part of the course. You may or may not need more time than this, depending on how ambitious you want to be.

Part	1	2	3	4	4A	4B	5	6	7	8
<b>TOTAL</b>	11 hrs	10 hrs	12 hrs	16 hrs	16 hrs	16 hrs	17 hrs	8 hrs	10 hrs	11 hrs
<b>Activities</b>	Get NarraFirma set up: 2 hrs	Plan project: 3 hrs	Choose and tweak story form: 2 hrs	Prepare for and conduct group interview: 2 hrs	Prepare for and conduct story-sharing session: 2 hrs	Check data integrity: 1 hr	Write observations: 4 hrs	Design sensemaking session: 1 hr	Design sensemaking session: 1 hr	Design sensemaking session: 1 hr
	Observe story sharing: 2 hrs		Prepare for and conduct individual interview: 2 hrs	Transcribe stories, enter into NF: 6 hrs	Transcribe stories, enter into NF: 6 hrs	Code qualitative question(s): 3 hrs	Write interpretations: 4 hrs	Conduct sensemaking session: 2 hrs	Conduct sensemaking session: 4 hrs	Conduct sensemaking workshop: 4 hrs
			Revise story form, enter into NF: 3 hrs	Write and send survey invitation: 1 hr	Write and send survey reminder: 1 hr	Review graphs, mark remarkable patterns: 5 hrs	Cluster elements, prepare materials, story cards: 2 hrs			
<b>Readings</b>	2 hrs	2 hrs	No readings	2 hrs	2 hrs	2 hrs	2 hrs	No readings	No readings	1 hr
<b>Meetings</b>	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs
<b>Note-taking</b>	1 hr	1 hr	1 hr	1 hr	1 hr	1 hr	1 hr	1 hr	1 hr	1 hr

# ABOUT YOUR PROJECT

Please take a moment to talk about your project plans.

Is there a **particular project** you plan to do in this course?

Can you briefly describe it?

If you don't have a particular project in mind, **what sort of project** are you interested in doing?

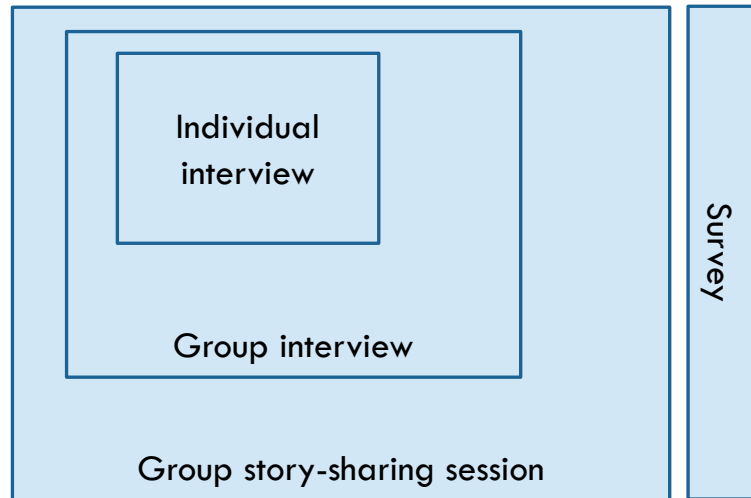
What are some topics you'd like to explore?

How do you feel about **collaborating on shared projects** with other students?

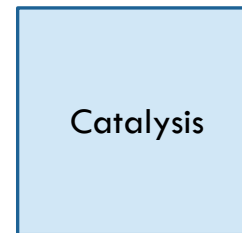
Does that seem appealing to you?  
Or would you rather work on your own project?

# IF YOU FALL BEHIND

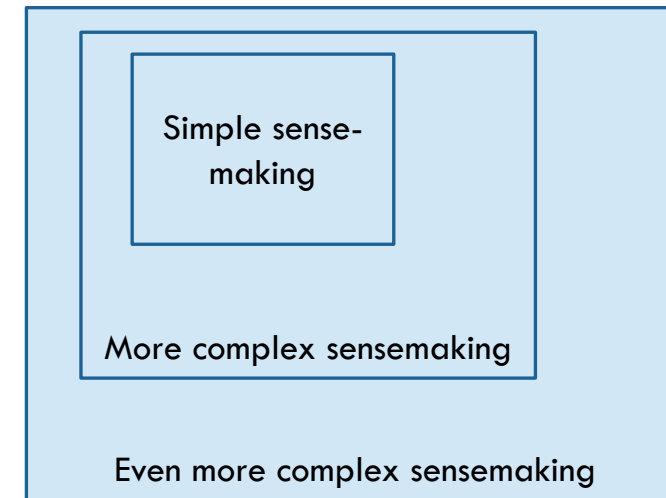
It might be hard to schedule all of your participatory sessions on your project schedule. People might be busy. They might say they'll come but not show up. Or you might get sick or have a busy month. *That's fine.* You will be practicing story collection and sensemaking **three times each**. So even if things get delayed, you should still be able to complete all of your course activities.



You should **gather at least 100 stories** during the three story-collection parts of the course, ideally with one activity every two weeks. However, you will have **six weeks** to do this. If you end up collecting all of your stories in the last week of the six (and in only one way), that's okay. It will be a busy week, but you can do it.



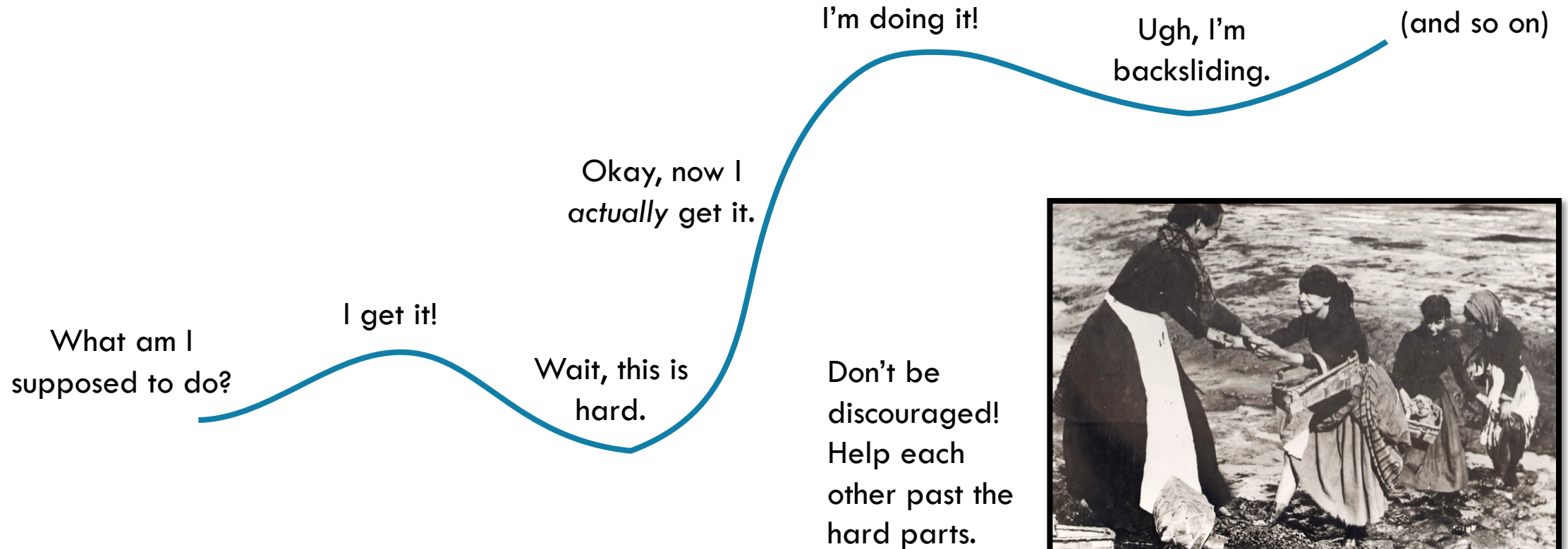
If you need to, you can trim the amount of time you put into the catalysis part of the course.



You should **hold three sensemaking sessions**, ideally one every two weeks. But again, you will have **six weeks** to do this. If you end up holding all three sessions in the same busy week – or even if you can only fit in two sessions – that's okay. It won't ruin the course for you.

# EXPERIENTIAL LEARNING

Because this course is all about learning by doing, you are likely to find that your **learning curve** looks something like this:



# LAST THING: IMAGINE THE END OF THE COURSE

Take a moment to discuss your expectations for the course. What does everyone think will happen? What does everyone want to happen? What can you do at the start of the course to help everyone get what they want and need?

Imagine that the course is over, and it went **much better** than you thought it would. What happened?

What do you think you can do to make that happen, individually and collectively?

Imagine that the course is over, and it was a **waste of your time**. What happened?

What do you think you can do to avoid that happening, individually and collectively?

# IMAGE CREDITS

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Synchronized rowing <https://commons.wikimedia.org/wiki/File:Achter.jpg>

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