

## Content analysis of harvesting in the World Café

— The combination training of nursery teacher and  
professors of training schools —

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### Abstract

This study was conducted to analyze the learning outcomes obtained from dialogue between professors and nursery staff who participated in “World Café”, demonstrated at the joint workshop for professors of school for nursery teachers and incumbent nursery teachers.

As a method of analysis, we used the content analysis of “harvest”, one of the outputs of “World Café”, which consists of reflective comments written by participants after dialogue sessions. By analyzing the contents of participant’s reflective comments, we can clarify what they found and what they learned through several dialogues. The questions for reflection are: “What you can do to pass the attractiveness and excellence in child care to the next generation?” and “What you want to do to pass the attractiveness and excellence in child care to the next generation?”

The result showed that the attractiveness or excellence in child care had been represented among the sentences regarding “child development” written by the participants of dialogue.

Also, many participants commonly pointed out what would be required to pass the attractiveness and excellence in child care to the next generation as follows; “to develop ourselves”, “to support student’s development”, “to support student (child) and to develop together“..

These results suggests that participants used various words and after all they had been shared awareness of “to develop together” through dialogues in “World Café”. This supports the assumption that “World Café” has a power to create col-

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lective knowledge.

Key Words ; World Café, content analysis, combination training

### — Introduction —

World Café (Brown and Isaacs, 2005) is a process to facilitate collaborative organizational conversation about things that really matter to the organization and its future. Based on the idea of café-style conversation (relaxed, intense, with changing members) it creates opportunities for small conversational groups to form and re-form around key topics, or questions, within a connected larger conversation. The café works to pattern of rounds of discussions. After each round one person remains seated as a host while the others form new groups for the next round. The tables have paper table clothes so notes of the conversation can be made as the discussion progress. Hosts act to link successive discussions, while travelers act to spread and connect different ideas.

The heart of World Café lies in well-crafted questions that attract energy and focus attention on what really counts. People attending the café are encouraged to : focus on what matters ; contribute their thinking ; speak their heart and mind ; listen to understand ; link and connect ideas ; listen together for insights and deeper questions ; and play, doodle, draw on the table cloths<sup>1)</sup>.

Despite the clear benefits of working, many organizations find this approach hard to adopt because they challenge the accepted ways of doing things (Lewis, 2010).

The purpose of this study was to adapt this approach for child care specialists including nursery teachers and professors of training schools, demonstrated at the Tohoku district meeting of JATSNT (the Japan Association of Training Schools for Nursery Teachers), Nov. 2010.

### — Procedure —

#### □ Settings of our World Café

World Café creates a positive, hospitable environment within which rich conversation can unfold.

1. Room Setup (Banquet hall of Morioka Grand Hotel, 600 m<sup>2</sup>)
  - 1) Small square tables that can seat 4 persons  
(21 tables × 4 persons =84 participants)

- 2) Tables spread in a slightly chaotic fashion, not in rows
  - 3) A large enough room so that participants can move comfortably among tables
  - 4) CDs of background music
2. Table Supplies
- 1) White tablecloths-size paper on each table  
(similar to in Café, where people often write on the tablecloths)
  - 2) “Post-its” sheets for harvesting and posting collective insights
  - 3) A variety of colored water-based markers
  - 4) Talking object (to pick up it when a participant ready to speak, and return it to the center of the table when she/he is done)
  - 5) One small vase with sprigs of fresh flowers on each table.
  - 6) Snacks and beverages.

#### ❑ Hosting conversations

Our World Café consisted of three sessions of progressive conversation lasting approximately thirty minutes each, followed by a reflection among the whole group.

When all participants were seated, they explained the purpose and the logistics of the Café. They told that they will be moving from table to table and that the end of a session may come when they are in the middle of an intense conversation.

They explained that when a session ends one person will remain behind as the host of that table, and the other people will move to new tables to sit with a different mix of people. The job of the individual table host is to engage in the conversation as a participant and steward, not as a formal facilitator.

The added role of this person is to share the essence of the conversation for the guests who arrive for the next round. Everyone at the table is responsible for supporting the host in taking notes, summarizing key ideas, and if so moved, making drawings that reflect interesting thoughts and insights as they unfold.

This “tablecloth drawings” helps the host do the best job possible in conveying to new members the key ideas that have emerged.

#### ❑ Making collective knowledge visible

In our World Café sessions, participants wrote or draw ideas on paper table cloths, enabling other Café participants literally to “see” what they mean.

A gallery tour of the tablecloths was conducted after conversations. Paper table cloths were placed on each table so that participants can see the other group’s ideas on a break as

a prelude to posting key insights. A result of analysis of these paper table cloths was presented at conferences of JAEP (The Japanese Association of Educational Psychology), on July 2011.

After a gallery tour of the tablecloths, all participants were asked to post their insights. Each participant wrote key insights on “Post it” sheets in answer to the questions (see below) and places it on the wall so that everyone can review the ideas.

Finally, participants took a gallery tour of the “Post it” wall and shared collective knowledge visible and actionable.



*World Café talk sessions (at Morioka Grand Hotel, on Nov.2010)*

*A gallery tour of the tablecloths and a paper table cloth*

## □ Our questions (theme of our World Café meeting)

### 1. Questions for table talk session

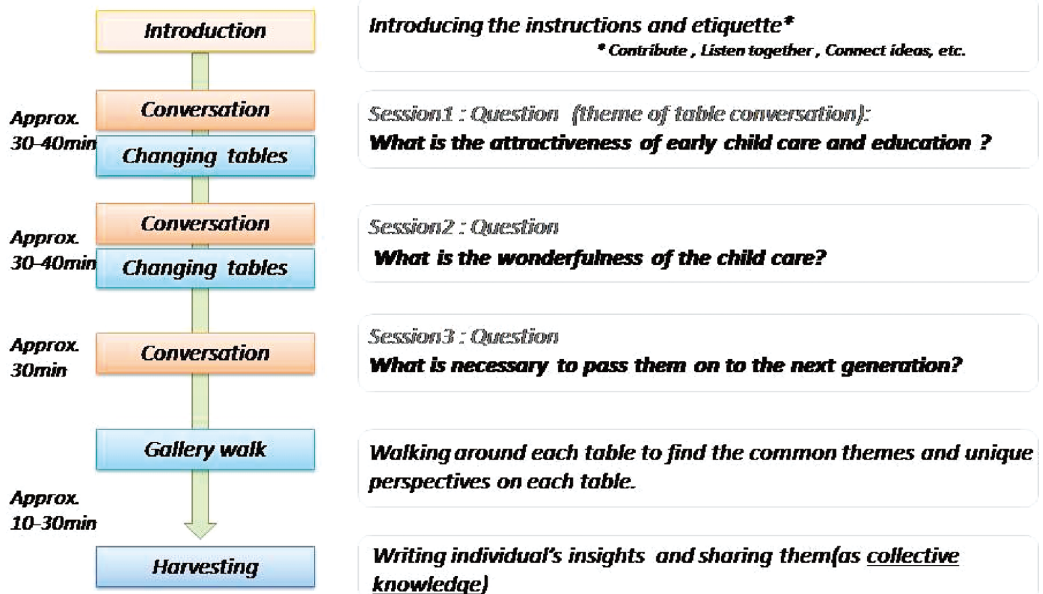
- 1) Session 1: What is “the attractiveness of early child care and education”?
- 2) Session 2: What is “the wonderfulness of the child care”?
- 3) Session 3: What is necessary to pass “the attractiveness early child care and education” and “the wonderfulness of the child care” on to the next generation?

Based on each of table conversation session and gallery walk, just mentioned, Harvesting was done.

### 2. Questions for Harvesting

- 1) What can you do now to pass “The attractiveness of early child care and education” and “The wonderfulness of the child care and education” on to the next generation?
- 2) What would you like to do to pass “The attractiveness of early child care and education” and “The wonderfulness of the child care and education” on to the next generation?

## Session timetable



**The Harvesting ("Post-its" descriptions written by each participant ) were used for analysis of this study.**

### — Method of this study —

1. Participants  
84 persons, nursery teachers and professors of training schools
2. Facilitator (Café host)  
The first author, Hiroki UEMURA
3. Procedure
  - 1) We conducted a World Café style meeting (see above).
  - 2) After table talk sessions and gallery walks, participants wrote down their insights on "Post it" sheets.. (Harvesting).
4. Analysis
  - 1) For the end of Harvesting session, each participant reflected back on the session, and write answers of two questions, just mentioned.
  - 2) To examine participant's learning and discovery from Table conversation sessions and Harvesting sessions, descriptions of participant's answers were subject to content analysis.

- 3) To make structure of participant's descriptions of answer to Harvesting session, a "Kj method" that is one of Qualitative method was used.

### — Results and Discussion —

We inquired in accordance with the above-mentioned analysis method. The results, we obtained some elements from participant's description.

1. What you can do now.

(What can you do now to pass "The attractiveness of early child care and education" and "The wonderfulness of the child care and education" on to the next generation?)

Description of answer to the question was consisted of five elements (Students, Foster my-self, Rearing, Children, Sending message).

- 1) Students

- ① support students
- ② empathize with student
- ③ convey to a message to a student
- ④ guide students
- ⑤ ask students some questions
- ⑥ come to understand students
- ⑦ betterment of class

- 2) Foster my-self

- ① my attitude toward working
- ② self-understanding\*
- ③ daily life\*
- ④ make a profound study
- ⑤ relationship
- ⑥ communication skill\*

- 3) Rearing

- ① provide students place and opportunity for growth
- ② lead a younger person
- ③ educate younger nursery teacher and younger kindergarten teacher
- ④ nursery teacher training schools and child welfare facilities work in cooperation with each other

- 4) Children

- ① relationship with child

- ② understand the child\*
- ③ empathize with parent\*

5) Sending message

- ① sending message to society

2. Wants to be going to do in the future.

(What would you like to do to pass “The attractiveness of early child care and education” and “The wonderfulness of the child care and education” on to the next generation?)

Description of answer to the question was consisted of five elements (Students, Their own growth, Rearing, Children, Information sending).

1) Students

- ① support students
- ② empathize with student
- ③ convey to a message to a student
- ④ guide students
- ⑤ ask students some questions
- ⑥ come to understand students
- ⑦ betterment of class

2) Their own growth

- ① my attitude toward working
- ② make profound study
- ③ relationship
- ④ I am aware of irreplaceable life\*
- ⑤ the number of experiences continue to grow\*
- ⑥ grow with children whom I take charge of\*

3) Rearing

- ① provide students place and opportunity for growth
- ② lead a younger person
- ③ educate younger nursery teacher and younger kindergarten teacher
- ④ nursery teacher training schools and child welfare facilities work in cooperation with each other
- ⑤ I would like to be a model teacher, support graduate\*

4) Children

- ① relationship with child

5) Information sending

- ① sending message to society

## ② enrich the education of preschooler\*

\* shows different item from results.

Results of structured by KJ method, in both of question – “What you can do now ?” and “What would you like to do?” – mentioned students, foster my-self, rearing, children, and sending message.

That is, teachers support their students so that they can grow themselves, fostering themselves, teachers support their students or children and teachers may grow up with them, teachers feel that they need to be engaged in educate/support younger nursery teacher and younger kindergarten teacher, sending message to society. These ideas were mentioned by so many participants as common awareness. So, participant had a conversation each with other, and through talked about “commitment to student’s and children’s growing”, they also talk about the attractiveness and wonderfulness of early child care and education.

The fruit of “World Cafe” was what participants referred to the attractiveness and wonderfulness of early child care and education was, through participants use various words to conversation and had a time that they draw into collaborative organizational conversation about “teachers and students and children grow up each other”.

Results are suggesting that “World cafe” has “Power to invent set wisdom.”.





## — Gratitude —

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