

NetVUE Conversation Cards Facilitation Guide



NetVUE Conversation Cards invite students and educators to reflect upon personal strengths and perspectives, professional aspirations, religious and ethical commitments, civic responsibilities, and the dispositions and habits that constitute a life well lived. The four decks were carefully designed to be used individually or together. This guide supports educators in using the decks in a variety of contexts: classroom activities and assignments; academic and career advising; team building and leadership development for students as well as campus professionals and community partners; and more.

SUGGESTIONS FOR USE

Vocational inquiry is a skill. Students grow in their capacities to consider more complex questions and to take greater risks as they reflect on their lives and the world in which they live. Context also impacts students' capacities for depth, complexity, and vulnerability. The questions are intended to take students beyond the superficial and therefore should be used with intention and care. Some vocation principles that are helpful to keep in mind when using this valuable resource:

VOCATIONAL INQUIRY REQUIRES TIME.

Slow down. Pause between questions. Allow for silence. If there is more than one question on a card, ask and process the first question before moving on to the second.

VOCATIONAL INQUIRY INVITES VULNERABILITY.

Some of the questions in these decks are deep and personal. Consider context through the eyes of the students. Invite them to choose from among several questions and allow them to opt in or out of an activity or a question, while still encouraging them to engage internally.

VOCATIONAL INQUIRY OPENS PATHWAYS.

The questions on the cards are simply a starting point. Go deeper if the conversation seems to call for it. Invite students to "say more" or to tell a story. Ask "Why?"

VOCATIONAL INQUIRY LOVES GOOD QUESTIONS.

Sometimes the richest conversations are not in response to the questions but about the questions themselves.

Each card in every deck has a designated level:

▲ Appropriate for icebreakers or for students new to vocational exploration.

▲▲ Effective for students deepening their vocational inquiry and for groups with a basic foundation of trust.

▲▲▲ Best for students experienced in vocational exploration and for groups or teams with a strong foundation of trust

ACTIVITIES

There are many ways to use the conversation cards, and leaders are encouraged to think creatively. Factors to consider in the design of activities:

- Size of the group;
- How well group members know one other;
- How much time the activity will take and how much time is available;
- Purposes for which the cards are being used—for example, self-reflection, skill development, or community building, to name only a few.



LARGE GROUPS

ICEBREAKER: Hand individuals on one side of the room one card each. Once distributed, ask everyone to stand up and invite everyone without a card to find someone with a card. Pairs then share their responses to the question with one another. The facilitator can circle the room and offer another card where needed.

TABLE CONVERSATION: Give a table of two to five people three cards. Ask them to consider the questions, decide which one they want to talk about, and then respond to their chosen question. If there is time, process the experience with the whole room, not by asking them to report out but instead to discuss why they chose the question they did—and possibly why they rejected other questions. This activity works well for those new to one another and those who know each other well. It also works well with all demographics, students, campus professionals, and community partners.



SMALL GROUPS

WARM UP: Start a class or a meeting by posing a question in lieu of asking, “how’s everyone doing?” Responses can build community or provide a more personal foundation for the topic or issue that is coming up for discussion.

CASUAL TEAMBUILDING: Supply a student group or team with a deck, some snacks, and a place to get comfortable, and let them take over from there. The stories that emerge will build connection, understanding, and trust among the group. And students are often willing and eager to explore questions without older adults listening in.

ANY SIZE GROUP

JOURNALING/FREEWRTING: Prompt individuals to journal in response to a question, either in or out of class.

THINK–PAIR–SHARE: Invite individuals to think or write about a question for a few minutes; then ask them to turn to a neighbor and exchange responses; and finally invite anyone who wants to share with the wider group to share.

QUESTION THE QUESTIONS: At any time, it can be fruitful to make the questions themselves the object of inquiry. This allows people to engage questions in a way that requires less vulnerability than responding to them. Probing the questions also builds capacity for vocational inquiry among not only students but also staff and faculty members. Ask: What sort of insights is this question drawing out? How does exploring this question contribute to your own vocational journey? Which questions really stirred your thinking—and which would you prefer not to consider?

QUESTIONS?

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