

# Visualizing the Evolution of a Workshop with Patterns

## The Case of CheriSharing Workshop

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### Abstract

In this paper, we present an approach to visualize the evolution of workshop design with patterns, exemplified by the CheriSharing Workshop we developed. The CheriSharing Workshop is designed for participants to find joy in cherishing their own community by engaging in dialogue about its positive aspects. This workshop was born out of numerous experiments and iterations. We trace its development from initial concepts to the refined current version, articulating each stage using patterns. This methodology enables a comprehensive understanding of the workshop's evolution over time, highlighted by the changes in these patterns.

## 1. Introduction

We developed the CheriSharing Workshop, a portmanteau of *Cherish* and *Share*, for participants to find joy in cherishing their own community by engaging in dialogue about its positive aspects (Shibata, 2024; Shibata *et al.*, 2023a). This workshop has gained considerable acclaim, having been conducted at EuroPLoP 2023 and PLoP 2023 (Shibata *et al.*, 2023b; 2023c).

In fact, the CheriSharing Workshop underwent numerous trials and errors. The version conducted at EuroPLoP and PLoP was the latest iteration, Version 6, evolving from its initial Version 1 through Version 5 before reaching at the latest version. Figure 1 shows the general changes across each version of the workshop. On the left side, photos symbolizing each version of the workshop are displayed, while on the right side, the major changes from the previous version are described.

There are several studies that have used patterns to describe workshop designs, explaining the functionalities of these designs (Coplien, 1999; Iba,2012; Akado *et al.*,2015). However, it is important that our approach not only describes the latest designs but also documents the intentions and hypotheses behind past designs that were not successful.

The design elements of CheriSharing Workshop include those that were consistent from the beginning, as well as those that were removed, newly added, or altered. By mapping these pattern changes, we aim to visualize the workshop's evolution from a design pattern perspective. In this paper, we specifically demonstrate the evolution of the CheriSharing Workshop.

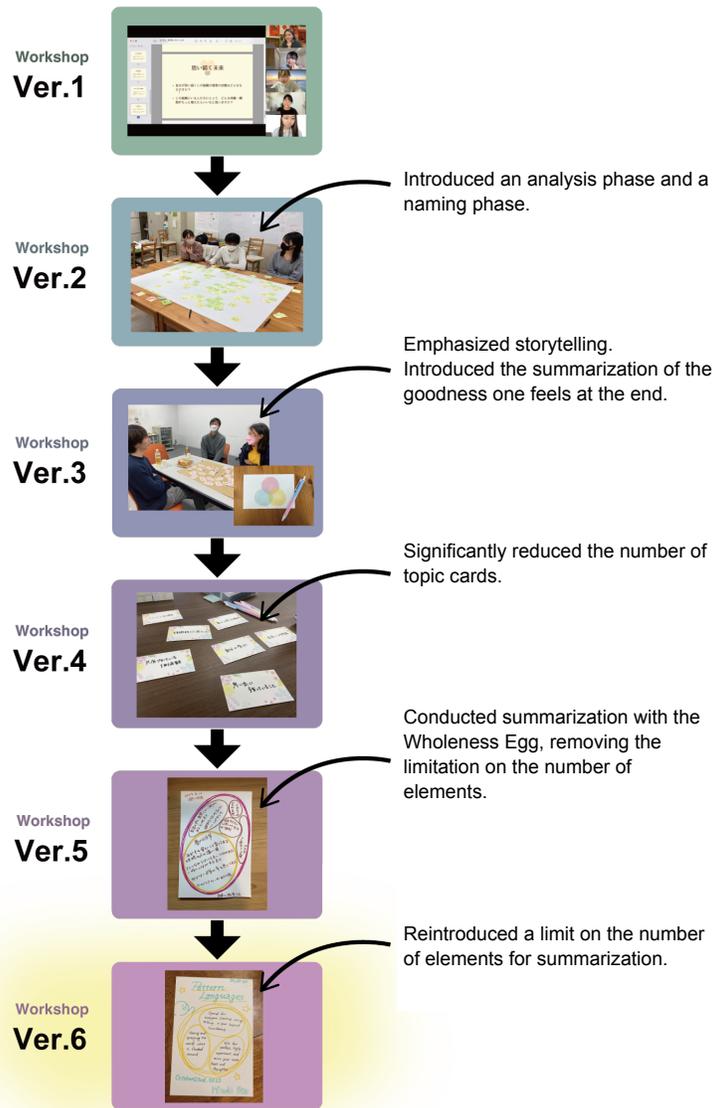


Figure 1: General Transition of the CheriSharing Workshop.

## 2. Overview of the Transition of CheriSharing Workshop Design Patterns

Figure 2 depicts the transition of CheriSharing Workshop Design Patterns, succinctly illustrating the evolution of the workshop. All descriptions of the patterns are in the appendix.

Pattern names are represented by text in white boxes. Continuations of patterns across versions are marked with elongated rectangular frames, while transitions to new patterns are indicated by arrows. Dotted arrows specifically illustrate patterns that were once discontinued and have re-emerged in subsequent versions. This visualization provides a clear overview of the pattern changes, enabling an understanding of the workshop's developmental progression. It becomes evident that, from Version 3 onwards, the modifications have been primarily fine-tuning, as can be seen in the subtle changes in the patterns.

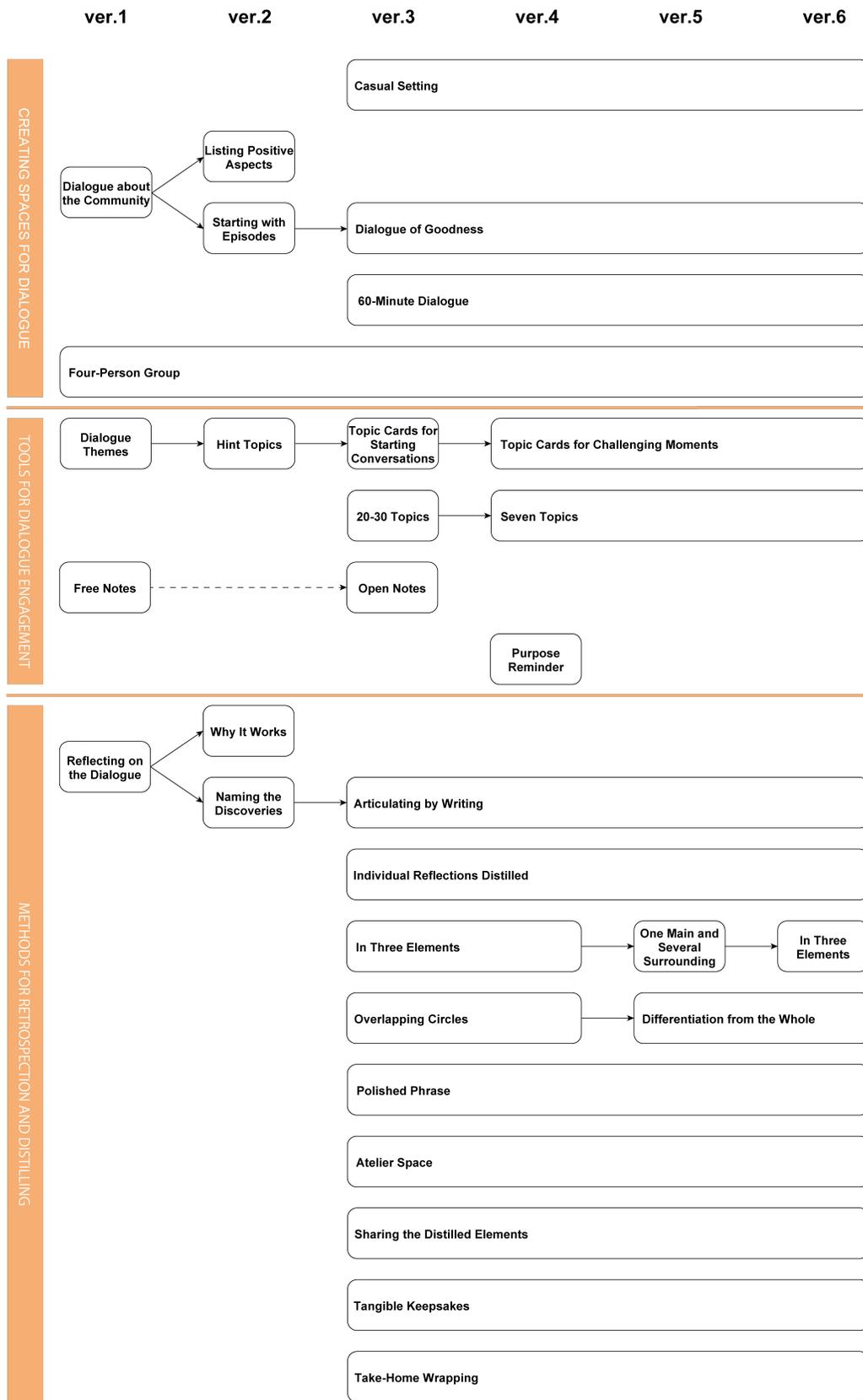


Figure 2: Transition of Workshop Design Patterns Demonstrating the Evolution of the Workshop.

### 3. An Example of Pattern

Let's examine some specific changes in the workshop, for instance, some patterns in the METHODS FOR RETROSPECTION AND DISTILLING phase (Figure 3). The patterns described here, introduced starting with version 3, serve as detailed methodologies for the *Articulating by Writing* activity. In this activity, participants are guided to write about what they like or consider positive aspects of their community, summarizing their thoughts on a single card at the workshop's conclusion.

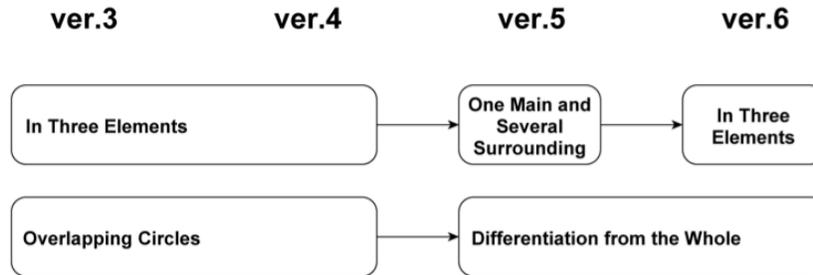


Figure 3: Examples of Pattern Transitions

In versions 3 and 4, this involved writing one positive aspect of the community on each of three overlapping circles like Figure 4 (*Overlapping Circles, In Three Elements*). However, there was a sense of disconnect in directly transcribing three aspects from the dialogue onto the card, without further distillation and personal reflection. Thus, Version 5 adopted the Wholeness Egg technique (Iba & Munakata, 2018) to encourage rethinking the elements that constitute the goodness of the community, prompting “differentiation from the whole” thinking (*Differentiation from the Whole*). Responding to feedback from workshop participants — with comments like “Why three?”, “Three is too few,” or “Three is too many” — led to an adaptation of the method. Participants were encouraged to focus on writing about one primary element while having the freedom to add any number of additional elements as they saw fit, thus allowing for a tailored reflection of what they value in their community (*One Main and Several Surrounding*) (Figure 5).

In practice, the *Differentiation from the Whole* technique allowed for a design that better reflected individuality. However, without a limit on the number of elements, many participants ended up focusing on writing as many positive aspects as they could think of, aiming to pack in everything they appreciated. This shifted the focus more towards quantity over quality. Reflecting on the desire for participants to write with more care and consideration for each aspect, we concluded that limiting the number of elements was indeed important, leading to the revival of the *In Three Elements* pattern (Figure 6).

The descriptions of the patterns *In Three Elements* and *Differentiation from the Whole* that were ultimately adopted are shown in Tables 1 and 2, respectively.



Figure 4: The summary card used in Versions 3 and 4 workshop.

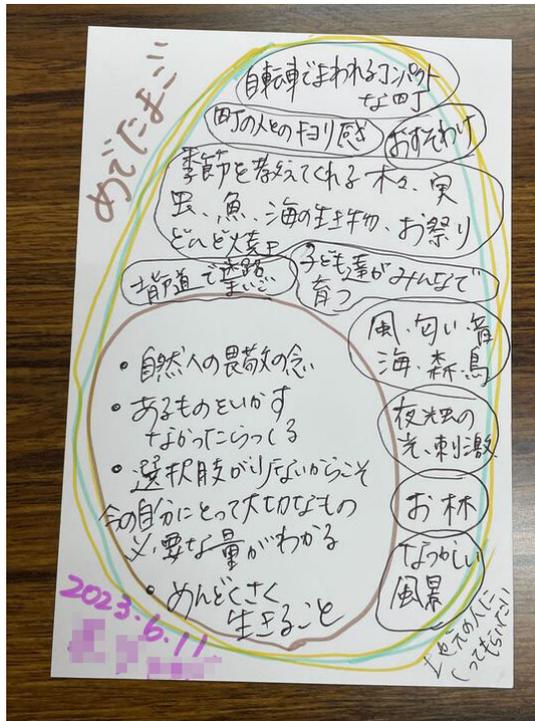


Figure 5: A summary card written during the Version 5 workshop.

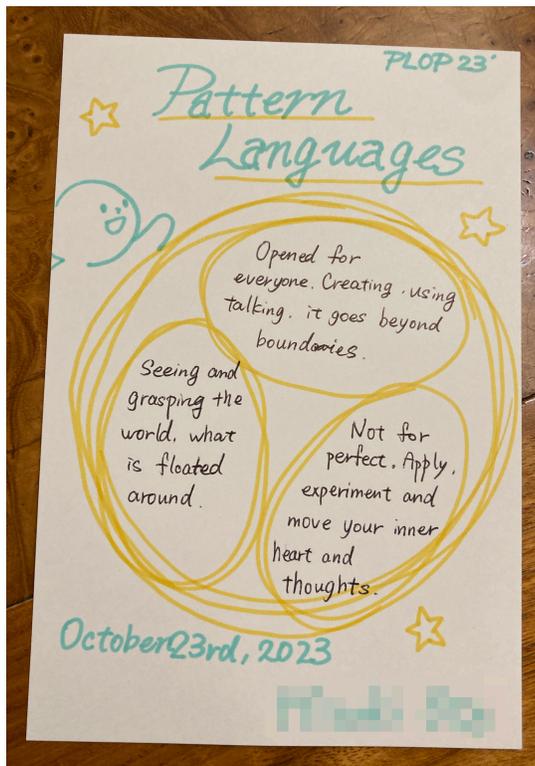


Figure 6: A summary card written during the Version 6 workshop.

Table 1: Pattern description of *In Three Elements*

Format	Pattern Description
Pattern Name	In Three Elements
Context	Participants are engaging in the <i>Articulating by Writing</i> activity.
Problem	If they are allowed to write about too many elements, the focus might shift to merely listing as many as possible. This can lead to an emphasis on comprehensiveness at the expense of depth, resulting in a superficial engagement with each element.
Solution	Limiting the number of elements to three encourages participants to consider multiple aspects while ensuring that each aspect is explored in depth. This constraint fosters a more focused and meaningful reflection on each element.

Table 2: Pattern description of *Differentiation from the Whole*

Format	Pattern Description
Pattern Name	Differentiation from the Whole
Context	Participants are attempting to summarize the perceived goodness <i>In Three Elements</i> .
Problem	Merely listing three elements can lead to a bottom-up approach of selecting topics from the discussed content, making it difficult to reconsider what goodness means on a larger scale personally.
Solution	Encourage participants to start by visualizing the entire goodness of the community as they feel it, represented by a circle, and within it, have them identify the key elements that make up this whole. This encourages thinking about goodness from a top-down perspective, maintaining awareness of the overall picture.

#### 4. Conclusion

This paper presented an approach for visualizing the evolution of workshop design through patterns. While patterns are typically used to describe the final form of a design, this research highlights the possibility of reflecting on the gradual changes that have taken place within the context of workshop development. By describing the designs of past workshop versions in pattern form, we can gain a comprehensive understanding of the trial-and-error process that leads to the latest design iteration.

Furthermore, the application of such visualization techniques is not confined to workshop design alone; they can also be extended to track changes in organizational rules and culture, policies, educational curricula, and beyond. Visualizing the evolution of these elements provides insights into the development of current designs and facilitates discussions on future changes by reflecting on past decisions and their consequences.

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## Appendix: Descriptions of CheriSharing Workshop Design Patterns

Pattern Name	Pattern Descriptions
Dialogue about the Community	You are spending your days in a community. In this context, it’s rare to reflect on the community itself or one’s past experiences there while simply going about regular activities. This lack of reflection can mean missing out on opportunities to savor the joy of being part of the community. <b>Therefore, share your experiences so far in the community and discuss what you feel as a member within it with your peers, so that you can deepen your understanding of the community by organizing your thoughts and receiving stimulation from others.</b>
Listing Positive Aspects	Participants are encouraged to delve deeper into each positive aspect of the community. In this context, without initially sharing what makes the community valuable, it’s impossible to reflect on these qualities. <b>Therefore, have them individualize the elements by first identifying the positive aspects present within the community and then writing each one on a yellow sticky note to attach to poster paper. This approach allows them to contemplate each aspect more profoundly.</b>
Starting with Episodes	Participants are trying to identify the goodness and uniqueness of the community. In this context, if listing these qualities becomes merely a “task” or “activity,” it won’t translate into a deep, immersive experience that allows them to truly feel and soak in the goodness. <b>Therefore, have them start by discussing the qualities they think of, intertwined with specific episodes, so that they can vividly imagine and collectively savor these aspects.</b>

Dialogue of Goodness	To cherish a community, it's essential to recognize the 'goodness' it embodies. In this context, merely listing the positive aspects can turn the activity into a mechanical task or chore, failing to provide a deep, immersive experience of truly feeling and savoring the goodness. <b>Therefore, engage community members in conversations about the virtues of their community, and through this interaction, they can recall and re-experience memories and sensations, deeply savoring the community's goodness.</b>
Casual Setting	You are preparing for a workshop. In this context, the venue or the ambiance of the workshop might give off a stiff and formal impression, which could hinder the natural flow of conversation. <b>Therefore, encourage participants to feel at ease and engage in conversation more freely, by creating a relaxed speaking environment by playing music similar to what you might hear in a café, providing snacks and drinks, and using tools or slides with vibrant and warm designs.</b>
60-Minute Dialogue	You want to deepen the conversation in the dialogue session. In this context, if the dialogue is too short, it may end up being just a superficial exchange of information without truly engaging each other. <b>Therefore, allocate about 60 minutes (or 40 minutes when time is limited) for the dialogue. This duration allows for a relaxed and ample conversation, enabling participants to delve into deeper and more meaningful discussions.</b>
Four-Person Group	You are considering the number of people for engaging in dialogue of goodness. In this context, when there are too many people in a conversation, participants may feel hesitant to speak, restrained, or as if they are in a public setting, making it difficult for them to express themselves freely. <b>Therefore, conducting the dialogue in small groups of 3 to 5 people can lower the barrier to speaking up and ensure that each person's contribution is heard and given due attention.</b>
Dialogue Themes	Participants want to savor the goodness of the community. In this context, trying to immediately list its positive or favorite aspects might leave them wondering where to begin, possibly leading to confusion. <b>Therefore, by preparing specific questions, they can gradually come to appreciate the goodness of the community as they answer them.</b>
Hint Topics	Participants are considering the goodness of the community and the factors that contribute to it. In this context, being suddenly asked to think about things they usually don't consider might leave them unsure of how to proceed, potentially causing confusion. <b>Therefore, by providing several topics as material for thought and making them visible to participants, facilitate the start of their contemplation using these topics as starting points.</b>
Topic Cards for Conversations	Participants are attempting to discuss the positive aspects of the community. In this context, being suddenly asked about what they like or find good might leave them unsure of where to start, potentially leading to confusion. <b>Therefore, facilitate dialogue by preparing cards with topics that can serve as conversation starters.</b>

Starting Topic Cards for Challenging Moments	Participants are trying to engage in a dialogue on the positive aspects of the community. In this context, it can be challenging to start talking about what's good or likable about something when asked on the spot, leading to uncertainty about where to begin. <b>Therefore, prepare cards inscribed with topics that can serve as conversation starters. These are intended to be used as tools to stimulate thought and dialogue whenever participants are stuck for ideas or find themselves at a loss for words.</b>
20-30 Topics	You are preparing topic cards. In this context, even though participants may find different topics easier to respond to, having predetermined topics might lead to spending time answering questions that don't particularly resonate with them. <b>Therefore, arrange about 20 to 30 topics, allowing them to freely choose the ones they find easiest to talk about.</b>
Seven Topics	You are preparing topic cards for use. In this context, having too many topics can lead to merely skimming the surface of each without fully developing or delving deeply into any single topic. This can prevent the conversation from reaching a level of appreciation and depth. <b>Therefore, limit the number of topics to about seven. This restriction helps to minimize their dominance, ensuring they don't overly dictate the direction of the conversation. It also positions the topic cards as a versatile support tool, providing multiple angles to assist when participants find themselves at a loss for words.</b>
Free Notes	Participants are discussing the positive aspects of the community. In this context, during lengthy conversations, they might come across words that catch their interest but end up forgetting them by the time they reflect back at the end. <b>Therefore, encourage them to keep notes of impressive keywords that emerge during the discussions, making it possible to review them later.</b>
Open Notes	Participants are engaged in a <i>60-Minute Dialogue</i> about the positive aspects of the community. In this context, during long conversations, they might forget which elements were mentioned. <b>Therefore, have them write down impressive keywords that emerge during the discussion on a single piece of poster paper, making it possible to review them later.</b>
Purpose Reminder	Participants are discussing using topic cards. In this context, merely talking about the content of the topic cards may not necessarily lead to the workshop's primary goal of "cherishing." <b>Therefore, by preparing a card inscribed with "Cherishing [Community Name]" and placing it on the table along with the topic cards, remind participants that the purpose is to cherish.</b>
Reflecting on the Dialogue	Everyone has finished speaking according to the provided <i>Dialogue Themes</i> . In this context, merely speaking on the topics can result in only sharing information without recognizing what was recalled or thought of as a result of what they shared. <b>Therefore, have them grasp what was significant by discussing and reflecting on the words that emerged and the feelings that were recalled during the speaking.</b>
Why It Works	Participants have listed some positive aspects to a certain extent. In this context, merely listing the positives does not allow for deeper contemplation of those

	<p>qualities. <b>Therefore, by having them consider “why these positives exist” and write it on green sticky notes to attach beneath the initial ones, introduce an analytical perspective towards understanding the positives.</b></p>
Naming the Discoveries	<p>Participants have listed the positive aspects of the community and the factors that sustain them. In this context, even if there are feelings or discoveries made during the workshop, without the opportunity to reflect on them, the activities might end ambiguously without a sense of achievement, and those discoveries may be forgotten over time. <b>Therefore, have them succinctly summarize what has been gained from the workshop by reflecting on what they’ve re-recognized as important during the workshop or newly noticed, and naming these insights.</b></p>
Articulating by Writing	<p>The dialogue session has concluded. In this context, merely speaking or listening during the dialogue may lead to scattered thoughts, and important points about the perceived goodness may not be fully grasped. <b>Therefore, taking time to summarize ‘the goodness of the community’ on a single card allows for a deliberate reflection on what makes the community special, enabling a clearer grasp of one’s feelings.</b></p>
Individual Reflections Distilled	<p>You are attempting to implement the <i>Articulating by Writing</i> approach. In this context, trying to create a group consensus as a summary can lead to focusing on finding common ground or merely organizing the key points of the discussion, which can detract from revisiting and deeply appreciating the perceived goodness. <b>Therefore, let each individual write about ‘the goodness of this community’ they feel, expressing themselves freely without coordinating with others and not being limited to the content discussed during the session.</b></p>
In Three Elements	<p>Participants are engaging in the <i>Articulating by Writing</i> activity. In this context, if they are allowed to write about too many elements, the focus might shift to merely listing as many as possible. This can lead to an emphasis on comprehensiveness at the expense of depth, resulting in a superficial engagement with each element. <b>Therefore, limit the number of elements to three to encourage participants to consider multiple aspects while ensuring that each aspect is explored in depth. This constraint fosters a more focused and meaningful reflection on each element.</b></p>
One Main and Several Surrounding	<p>You are considering the number of positive aspects to summarize. In this context, since the number of aspects that come to mind varies from person to person, having a fixed number could make it difficult for some participants to write. <b>Therefore, by ensuring that the most important element is explicitly stated, while allowing each individual to freely determine the number of other elements they write about, enable expressing the community’s positives in a number that is comfortable for each participant to summarize.</b></p>
In Three Elements	<p>Engaging in the <i>Articulating by Writing</i> activity. In this context, if participants are allowed to write about too many elements, the focus might shift to merely listing as many as possible. This can lead to an emphasis on comprehensiveness at the expense of depth, resulting in a superficial engagement with each element.</p>

	<p>Therefore, limiting the number of elements to three encourages participants to consider multiple aspects while ensuring that each aspect is explored in depth. This constraint fosters a more focused and meaningful reflection on each element.</p>
Overlapping Circles	<p>You are contemplating a template for the <i>In Three Elements</i>. In this context, using a bulleted list can feel bland and take away the joy of writing. <b>Therefore, design three overlapping circles to make it intuitively easy to understand where to write the three elements, and simply filling in the text adds a sense of elegance.</b></p>
Differentiation from the Whole	<p>Participants are attempting to summarize the perceived goodness <i>In Three Elements</i>. In this context, merely listing three elements can lead to a bottom-up approach of selecting topics from the discussed content, making it difficult to reconsider what goodness means on a larger scale personally. <b>Therefore, encourage participants to start by visualizing the entire goodness of the community as they feel it, represented by a circle, and within it, have them identify the key elements that make up this whole. This encourages thinking about goodness from a top-down perspective, maintaining awareness of the overall picture.</b></p>
Polished Phrase	<p>Participants are writing about each of the <i>In Three Elements</i>. In this context, no matter how wonderful the perceived goodness is, if it isn't effectively captured in the description, it becomes challenging to vividly retain that sentiment. <b>Therefore, encourage writing each element not merely as a word or two but as a carefully crafted phrase or sentence, creating a polished phrase that conveys the goodness felt upon reading.</b></p>
Atelier Space	<p>Participants are trying to write <i>Polished Phrases</i> for each of the <i>In Three Elements</i>. In this context, writing with a single-colored pen on plain note paper turns the task into a mundane, dry process, diminishing the intention to craft something thoughtfully. <b>Therefore, create an environment using postcards and colorful pens, allowing for enjoyment in design and decoration, and fostering a sense of crafting one's own 'artwork'.</b></p>
Sharing the Distilled Elements	<p>Everyone has completed their summary card as an artwork. In this context, ending the workshop without knowing how fellow members felt about the shared experience can leave a feeling of incompleteness. <b>Therefore, encourage participants to present the contents they've distilled to the group and engage in a further dialogue with what they've written, allowing everyone to collectively experience and savor the goodness each has identified.</b></p>
Tangible Keepsakes	<p>The workshop has concluded. In this context, collecting and disposing of the completed summary cards would prevent participants from revisiting and reminiscing about the workshop experience later. <b>Therefore, encourage participants to take their summary cards home as keepsakes from the day, so they can revisit and reflect on their experiences anytime, even after the workshop has ended.</b></p>

Take-Home Wrapping

The workshop has ended, and participants are about to take their summary cards home. In this context, even though the participants are taking their cards home, these may not feel special enough to be cherished and preserved. **Therefore, providing a transparent bag to carry the summary card enhances its value, fostering a greater sense of attachment to their own creation.**