

September 2022

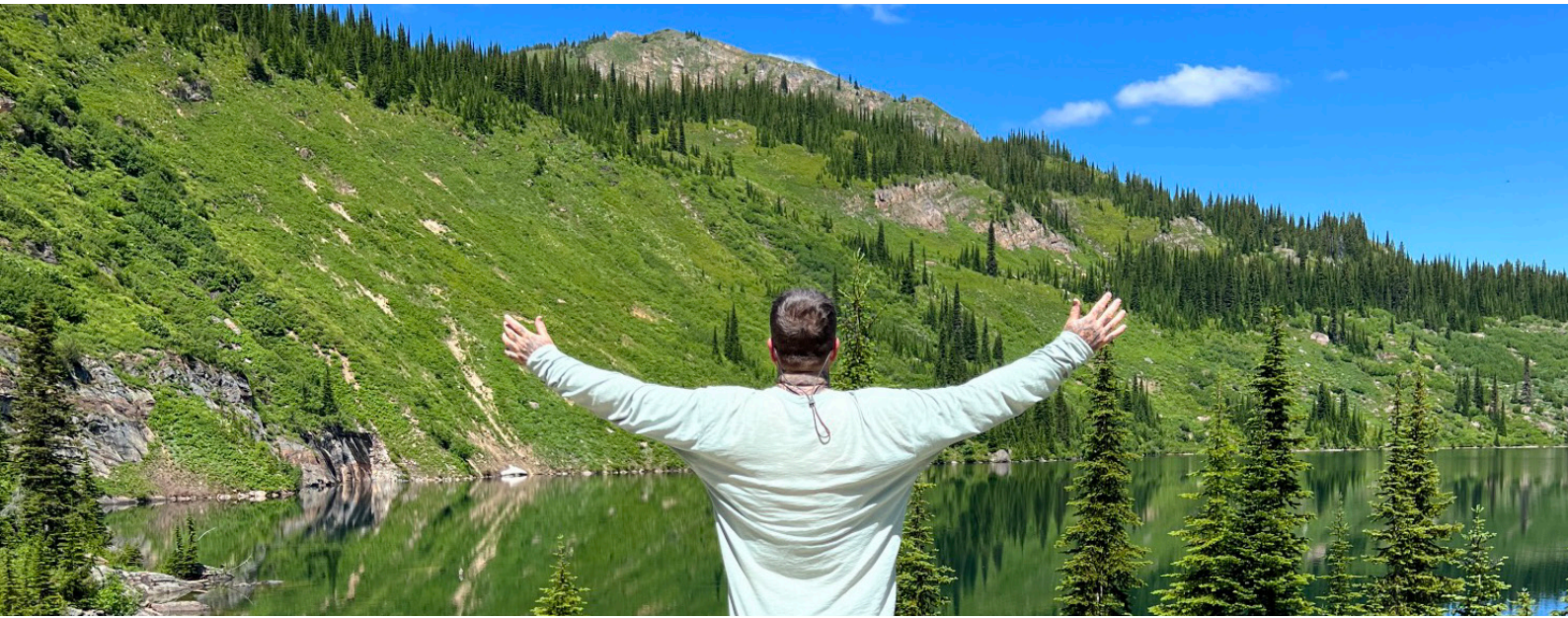
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AI Practitioner

International Journal of Appreciative Inquiry



The Open Issue, 2022

Edited by

Shelagh Aitken

Co-publishers

**The David L. Cooperrider Center for Appreciative Inquiry and
Kessels & Smit, The Learning Company**



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Shelagh Aitken

Shelagh Aitken, who started proofreading *AI Practitioner* over ten years ago, has been the managing editor since 2016. She is responsible for editing articles and laying out each issue.
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The Open Issue, 2022

The contributions in this year's Open issue of *AI Practitioner* range from first encounters with Appreciative Inquiry through the ripple effect of 'what's working' and 'what if' conversations in places where you might not expect to find AI to a report on global summits of varying sizes and reach devoted, in multiple languages, to sharing successful educational practices so that more and more children are able to grow and flourish – and become the complete person we all have the potential to be.

The Open Issue of *AI Practitioner* has become something of an annual tradition; this is the third. In it, rather than finding a central theme, we publish articles with an Appreciative Inquiry, strengths-based slant on topics that have piqued the curiosity of the contributors. This issue's contributions range from first encounters with AI through the ripple effect of "what's working right now" and "what if we engaged everyone" conversations to using AI in a variety of educational settings and how an Oxford philosopher's dinner conversation has the potential to inspire generative, glocal AI dialogues.

Voices from the Field and Appreciative Resources have been regular features of *AI Practitioner* for a number of years. I'd like to thank the editors, Keith Storace and Alexandra Arnold, for their ongoing enthusiasm and ability to find something new and interesting for each issue.

Keith has been helping to shine a light on the voices of AI practitioners for six years in Voices from the Field by providing the generative platform on which they share their stories. In this issue, he has brought to the metaphorical dinner-table a remarkable conversation within a family of two generations of AI practitioners, each of whom has their own ideas and opinions but who are aligned on shared values, principles and passions.

Alex's Appreciative Resources for this issue takes us to the realm of performance: she uses an interview with a student in an organizational design program to compare improvisational comedy and AI. The energy and excitement

Having someone to remind me of my strengths and help build my confidence.

One thing I liked about Pause and Reboot was finding the balance and equilibrium to finding my footing again at school and in my major and courses

[Read more about the Pause-Reboot-SOAR program at Champlain College on page 5](#)



[Read more about Tracy Scott Selsor's AI-inspired programs in a Californian prison on page 32](#)

both participants shared in that conversation shines through in Alex's writing. These columns add much to the ongoing conversation that is the *AI Practitioner*.

In this issue, the pandemic, still with us, is the background setting for three articles: Lauren Bruneau's on the program developed at Champlain College to help students on the verge of dismissal during the period when all courses at the college were virtual rather than in-person; the Research Review & Notes article by Traci Bellas and Denise Henning which studies how teachers-in-training coped during the pandemic; and Miriam Subirana's article, which expands on the presentation she gave at the 2022 AI Jam on the summits she has been involved in around the world over the course of the pandemic.

Kayleigh Barrett, who designs and delivers courses for the English National Health Service, talks about how her work with AI has changed her course design, and elicited enthusiastic responses from the future leaders taking them.

Two Nepali educators ask if the future of teaching mathematics in Nepal, currently taught in a traditional, rote manner, can evolve into a more appreciative model.

There have been articles about using Appreciative Inquiry in prison settings previously, but none quite like the one written by Tracy Scott Selsor, who shares his experience of setting up two grass-roots, strengths-based programs, with the support of the administration, the staff and the inmates of the prison he was serving time in.

Finally, two philosophical articles. In one, a millennial speaks up about the conflicts and challenges she sees her generation facing. Jana Kiprovska muses on the pressure she feels her generation is under, and what Appreciative Inquiry's place might be for the generations that follow hers. Akkie Okma explores Theodore Zeldin's dinner conversation philosophy and proposes how it could be applied to AI groups and gatherings.

Garbiñe Delgado-Raack's article shares her thoughts and discoveries about the relationship between her Basque language, culture and beliefs, and Appreciative Inquiry's Discovery phase.

Shelagh Aitken
September 2022

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- Provides cutting-edge educational offerings in AI and Positive Organizational Development,
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- Learning is at the heart of what they do: they aim to create and facilitate powerful learning processes.
- The professionals from Kessels & Smit want to be good company to each other and to people they work with: they believe the best solutions are developed in partnerships.
- They strive to be a learning organisation, constantly renewing their work processes, structures and approaches. The company is their “laboratory”, where they experiment and find answers for learning and development and organisational questions.

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