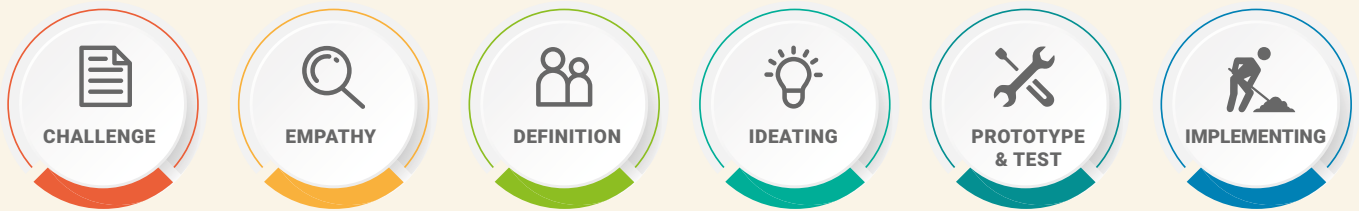


INCLUSIVE DESIGN THINKING: TASK LIST



O. PREPARATION OF A PROJECT

responsibility
for the task

- ☐ **Find a real sponsor (company / organisation / institution) with a challenge/problem/project they are currently facing**

professor

- Search for organisation for disabled people, older people, corporation, city representatives, etc. with one dedicated person responsible for communication with professors and students.

- ☐ **Brief the sponsor what your expectations are, how much time they will need, and are able to dedicate to your subject, what information to prepare and what is the expected output**

professor

- Important is to have the sponsor on the first and the last lesson when project is discussed, to give the challenge and to evaluate the results, during the project it is enough for sponsor to be available on emails, or video calls occasionally. With the challenge, sponsor should be prepared for status quo questions, history of the problem, what solutions were tried and why they fail, etc.

- ☐ **Formulate the challenge into one sentence, or help your sponsor to formulate a challenge/project for your students**

professor

- Organisations often give the challenge in their rhetoric, e.g.: "How to increase our profit, how to be the best on the market?" etc.
- But the challenge should be focused on the user, e.g.: "How can we help a visually impaired person navigate a new environment and get to different places via public transportation?", "How can the gastronomy industry enable people with specific food diets to eat outside their homes without fear for their health?" or "How can we help mothers in remote areas to get medical assistance for themselves and their children?" etc.

- ☐ **Create a teams of 3-7 students**

professor

- The more diverse team, the better. If it is possible different gender, nationality, personality.

- ☐ **Start with an introducing game in teams**

professor

- Try e.g. "One truth, two lies" - each team member says three information about themselves, one is true and two are lies. The rest of the team guesses, which one is true. "Desert island" - each team member shares 3 items, they would bring on a desert island and why.

- ☐ **Dive into the method with Design Thinking mini sprint exercise in teams**

professor

- Use Design Thinking mini sprint templates to guide students through design thinking process through their own experience.

INCLUSIVE DESIGN THINKING: TASK LIST



1. CHALLENGE

responsibility
for the task

<input type="checkbox"/>	Distribute printed challenge (the sentence) in teams <ul style="list-style-type: none"> ■ Use A4 or A3 format to print or write the challenge formulated or agreed with sponsor. 	professor
<input type="checkbox"/>	Dissect the challenge (the sentence) with students to get common understanding in the team and prepare questions for sponsor (at least 10 questions) <ul style="list-style-type: none"> ■ Team members should discuss each word of the challenge and formulate questions for the sponsor, if there is anything indefinite. Help students form open questions, so they can get as much information from the sponsor as possible. 	students in teams
<input type="checkbox"/>	Find out from your sponsor - the status quo of the challenge/project, what happened in the past, what worked and what did not and why, who are the target customers and information about them, what limitation there are (budget, personal, timewise,..)? <ul style="list-style-type: none"> ■ Help your students capture as much information as possible. Students should look for details, and if there is something missed, they can clarify it in the email afterwards, if the sponsor already left. 	students in teams
<input type="checkbox"/>	Define groups of users relevant for your challenge <ul style="list-style-type: none"> ■ In teams students should fill in users' groups in stakeholder map template and verify them with the sponsor. 	students in teams
<input type="checkbox"/>	Start with information available online regarding the challenge/project, what solutions are available on the market, what competitors/other organisations are doing/selling? <ul style="list-style-type: none"> ■ In teams students can start with checking the statistics, white papers, case studies, webinars, podcasts, blogs, discussion forums, success stories, fuck-up stories, etc. 	students in teams
<input type="checkbox"/>	From all online information try to form hypothesis about your users, about their daily life, their needs, frustrations, what they like/dislike, what are their habits, in what conditions they live, what are their expectations, their motivations, fears, etc. <ul style="list-style-type: none"> ■ Help your students to form 10 - 30 hypothesis about your users, that will serve as basis for the engagement with them. 	students in teams

INCLUSIVE DESIGN THINKING: TASK LIST



2. EMPATHY

responsibility
for the task

☐ **Get to know your user - based on your hypothesis decide in the team where, when and how will you learn all about your customer**

- In teams students should decide the place, time and participants. They can use filled-in Personas for inspiration, if they are relevant for the challenge. Help students use Research user matrix to set up the optimal research method for your users.

students
in teams

☐ **Observe your user - take your hypothesis with you and spend some time observing your customers in their "natural environment"**

- Brief students how to be invisible and to take extensive notes. The more information/details they capture, the more solid foundation for the innovative solution.

students
in teams

☐ **Become your user - try to live and act as your customer with their limitation (blindfolded, earplugs, using crutches, wearing artificial baby bump, etc.)**

- Write down your emotions and insights in details when going through the experience.

students
in teams

☐ **Listen to your user - create 40 - 60 open questions for your customers' interview, listen carefully what they have to say and write down all the answers with all possible details**

- Research script template will help your students. They can use also 5WHYs technique, if they feel appropriate and not to ask all 5Whys everytime, sometimes 2 or 3 is enough as long as it helps to understand users' motivations.

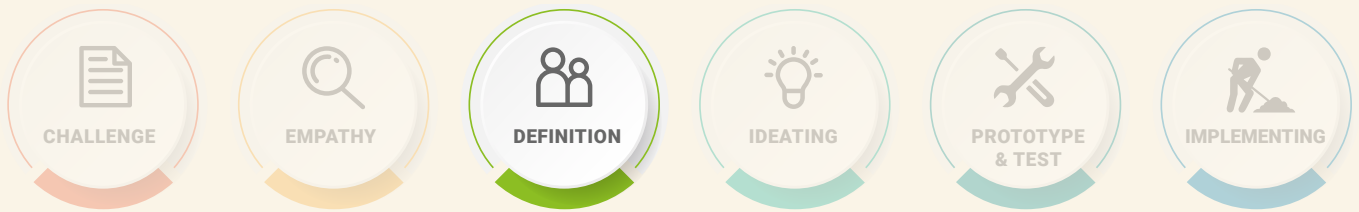
students
in teams

☐ **Share you insights about your user with the team and organise them**

- Help your students in teams to organise insights and information they have gathered in homogenous groups, divided by different users, different topics, or features.

students
in teams

INCLUSIVE DESIGN THINKING: TASK LIST



3. DEFINITION

responsibility
for the task



Describe and define your user. Create Persona & Impairment sheet for your typical user

- More personas may be created in teams, if the information about the users differ to much. It is more effective to have more Personas with different and detailed needs, frustrations, motivations, fears and other personal information, than to have one average Persona with very general information. The more specific persona, the more space for innovation.

students
in teams



Go through a typical experience for your user. Create Customer Journey for your typical user

- Each Persona can have different Customer Journey when going through "challenged" situation. The situation students are trying to invent a solution for. In teams they should try to be as detailed as possible in creating Customer Journey and not to forget to list opportunities in each step of the journey, where a weak spot can be found.

students
in teams



Divide the original challenge (sentence) into smaller/more detailed challenges according to your findings about your users

- Based on gained insights in the teams, help your students divide main challenge into smaller parts in form of "How might we" questions. Use "How might we" question template.

students
in teams

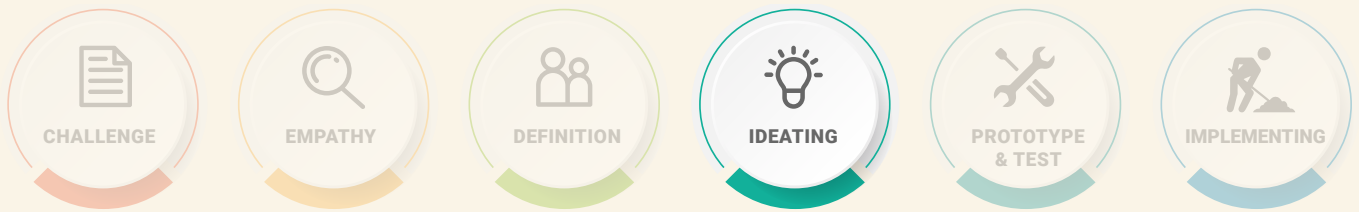


Prepare creative enviroment for ideas

- When offline - use post-its, flipcharts, colored markers, space, where people can get up from chairs. When online - use MIRO, MURAL or other online tool for creative colaboration.

students
in teams

INCLUSIVE DESIGN THINKING: TASK LIST



4. IDEATING

responsibility
for the task



Be creative, this is the time to come up with as many ideas possible for your innovative solution

- Lead your students through 3 - 4 brainstorming methods, but remember ideas should be relevant to "How might we" questions, or the main challenge. Students should come up with at least 50 ideas. Be supportive, this is the most difficult part regarding the trust in the teams. Use brainstorming golden rules.

students
in teams



Choose the most relevant / feasible / innovative ideas for further development

- Help your students to select the best ideas. Lead them through dot voting, criteria based evaluation, or impact / effort matrix.

students
in teams



Visualise chosen ideas, start elaborating them towards solution

- Introduce Idea Napkin template to your students. With visualisation, they can concentrate on details and further features, aspects of the solution. Remind teams to check if their solution covers needs, frustrations of their persona and answers the challenge.

students
in teams



Get in touch with your sponsor, to present thus far results and discuss the direction of the challenge/ project

- Remind your students, that they should keep the sponsor posted. Sponsor should be aware what were the findings in empathy phase and now they can see the approach of the teams regarding the solution.

students
in teams

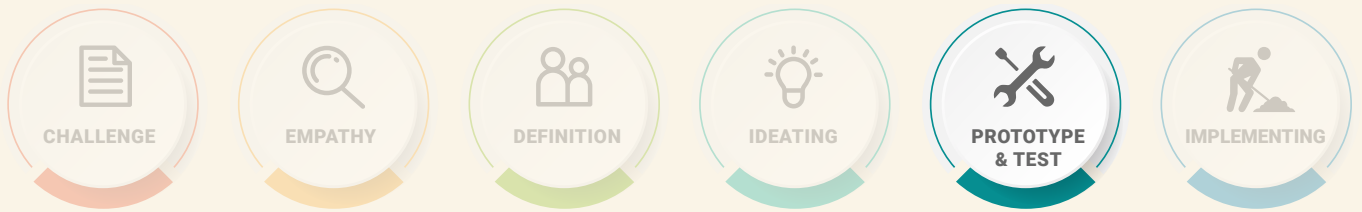


Materialize your visualised solution in a form that can be tested with the users

- Help your students make their solution more tangible. In teams they can prepare: paper/online prototype, wireframe, diorama, or try to prepare a storyboard, or roleplay.

students
in teams

INCLUSIVE DESIGN THINKING: TASK LIST



5. PROTOTYPE & TEST

responsibility
for the task

- | | |
|--|----------------------|
| <input type="checkbox"/> Prepare for testing <ul style="list-style-type: none"> ■ Help teams prepare testing scenario. In teams they should appoint a person who will conduct the testing and ask questions if necessary, a person that will take notes and observe. Students should arrange users to come to testing for at least 45 minutes, but ideally for 1 hour. | students
in teams |
| <input type="checkbox"/> Verify your prototype <ul style="list-style-type: none"> ■ Students should brief their tester, describe the situation and how to work with the prototype. Encourage them to be as brief as possible, prototype should be self-explanatory. | students
in teams |
| <input type="checkbox"/> Take detailed notes during testing <ul style="list-style-type: none"> ■ Present students Feedback grid for capturing their answers. Teams should document as many details as possible, about tested features, aspects and user's emotions and reactions. | students
in teams |
| <input type="checkbox"/> Fine-tune your prototype based on users' feedback <ul style="list-style-type: none"> ■ Help your students improve their prototype based on testers' reactions, questions and ideas | students
in teams |
| <input type="checkbox"/> Test your improved prototype <ul style="list-style-type: none"> ■ Teams should test again their fine-tuned prototype with users (others than in the first testing round) and adjust their prototype based on the results. They should do as many rounds of prototyping and testing as they see fit and have time for. | students
in teams |

INCLUSIVE DESIGN THINKING: TASK LIST



6. IMPLEMENTING

responsibility
for the task

- ☐ **Put your solution into effect**
 - Students can implement their solution into real life and help their users to have more fulfilling lives.
- ☐ **Never stop getting feedback and improve your solution constantly**
 - Environment is constantly changing and products, services, applications need to change with it.

students
in teams

students
in teams