eduIDT
Application of Inclusive Design Thinking in the Technically-Oriented Subjects at HEI

Verification of the Prepared Tasks

www.eduidt.eu

Co-funded by the European Union

Table of Contents

Introduction

This activity aims to support lecturers in applying Inclusive Design Thinking (IDT) in their technically-oriented subjects. In activity 3.6 we focused on verifying the set of practical tasks developed for students, ensuring they are understandable, usable, and supportive of using inclusive thinking and empathy in technical education.

The activity connects directly to the two main objectives of WP3:

Upskilling

Upskilling lecturers in IDT methodology through training and real-life application.

Tasks

Preparing tested and validated tasks that lecturers can use in their teaching.

Goals

This activity ensured that these 33 tasks are well-adapted for use in higher education institutions, clearly structured for both students and lecturers, and genuinely support the goals of the project: increasing inclusion, awareness, and design sensitivity in technical education.

Process of Task Development and Verification

The task preparation and verification was divided into 4steps and involved all partner HEIs and supported by Eggztra Innovations, EIAB, and Tallinn University as the leading institution for this activity.

Process in 4 steps

Step 1: Initial Task Development

Step 2: First Feedback round

Step 3: Task Refinement

Step 4: Second Round of Testing

Task Development and Verification

Step 1: Initial Task Development

- Based on the training received during IDT workshops with real inclusive challenges from underrepresented groups, lecturers began developing assignments.
- The initial version of tasks had extensive explanation to each task and was focused on covering the complete IDT process.
- These drafts were collected and compiled into an initial set of practical tasks intended for classroom use.

Step 2: First Feedback Round

Tasks were shared with both students and teaching staff from partner HEIs. Feedback was collected on clarity, relevance, workload, and alignment with inclusive design goals. Several common challenges emerged:

- Tasks included too vague explanation, making them difficult to navigate.
- It wasn't clear which parts of the task were for students vs. for lecturers
- Some students felt confused about how to begin the assignments independently.

Task Development and Verification

Step 3: Task Refinement

- Based on the feedback, tasks were revised and reorganized – more specific text was included, visuals were added for easier navigation through the process and headings contributed for better structure to make the purpose of each task more evident.

Step 4: Second Round of Testing

- Revised versions were tested again with mixed groups of students and lecturers, including participants from the Learning and Teaching activity organized by UPV. Eggztra Innovations supported the process, addressing questions and ensuring alignment with the IDT methodology.
- Feedback was largely positive – students found the tasks easier to follow and more engaging and lecturers appreciated the ready-to-use format and practical guidance.

Results and Outcomes

Results and Outcomes

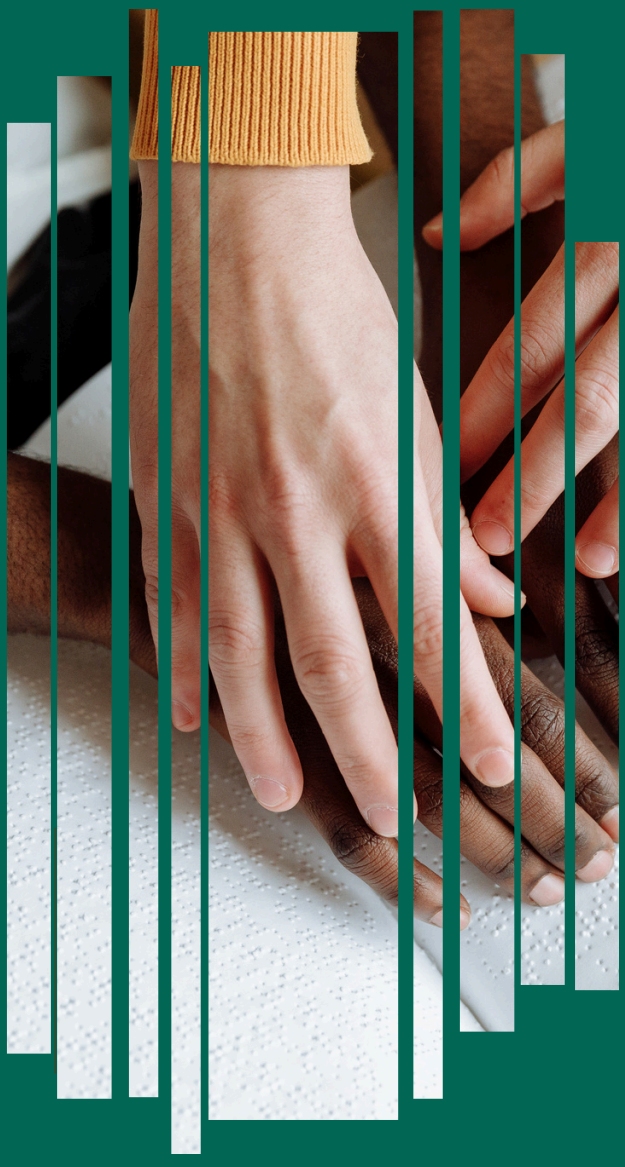
A total of **33** tasks were verified and finalized.

The revised tasks now meet the goal of being **self-explanatory** and practical.

Clear distinction between student and teacher instructions supports **smoother implementation.**

Contribution to Project Objectives

This activity directly contributes to the project's broader aims by:



Ensuring

that teachers are well-equipped for structured learning experience for students in problem solving for underrepresented groups.

Supporting

the sustainable integration of IDT into technical subjects by producing well-tested teaching materials.

Comments for Version 1

Comments

IDT Phases not visible

Indicate which phase of the Design Thinking process each task belongs to (e.g., Challenge, Empathy, Ideation, etc.). This will make the flow more intuitive. Header sections: Challenge, Empathy, Definition, Ideation, Prototyping & Testing, Implementation.

Visual hierarchy missing

Add formatting such as bold headers, bullets, or icons to visually group task categories.

Include Checkboxes

Each task could have a checkbox to help teams track progress.

Comments for Version 2

Comments

More specific content should be into single cells

Be more specific and add more details.

Unclear audience

Label which tasks are meant for lecturers and which for students. Some tasks could be misinterpreted. Clearly mark: Student / Lecturer / Both.

Appendices

1. Tasklist_version 1
2. Tasklist_version 2
3. Tasklist_final version

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Appendix 1
Tasklist_version 1

Phase	Name
1	Challenge
2	Empathy
3	Definition
4	Ideating
5	Prototype & Test
6	Implementing

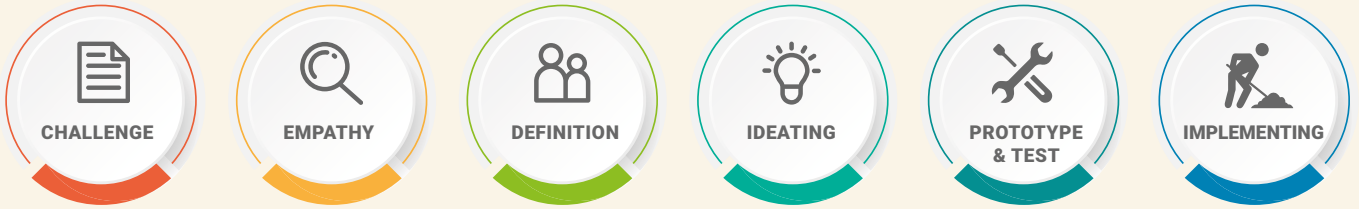
For professors:

No.	Phase	Tasks	Details	Done	What is missing and why?
1	0	Find a real sponsor (company / organisation / institution) with a challenge/problem/project they are currently facing	Search for organisation for disabled people, older people, corporation, city representatives, etc. with one dedicated person responsible for communication with professors and students		
2	0	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	Important is to have the sponsor on the first and the last lesson when project is dicussed, 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. Whith the challenge, sponsor shuld be prepared for stattus qou questions, history of the problem, what solutions were tried and why they fail, etc..		
3	0	Formulate the challenge into one sentence, or help your sponsor to formulate a challenge/project for your students.	Organisations often give the challenge in their rethoric, e.g.:"How to increase our profit, how to be the best on the market..." 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?" "How can we help mothers in remote areas to get medical assistance for themselves and their children?"		
4	0	Create a teams of 3-7 students	The more diverse team, the better. If it is possible different gender, nationality, personality		
5	0	Start with an introducing game in teams	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		
6	0	Dive into the method with Design Thinking mini sprint exercise in teams	Use Design Thinking mini sprint templates to guide students through design thinking process through their own experience		
7	1	Distribute printed challenge (the sentence) in teams	Use A4 or A3 formate to print or write the challenge formulated or agreed with sponsor		
		For students in teams:	**Recommendation for professors:**		
8	1	Dissect the challenge (the sentence) with students to get common understanding in the team and prepare questions for sponsor (at least 10 questions)	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		
9	1	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,..)?	Help your students capture as much information as possible. Students should look for details, and if there is something missed, they can clearify it in the email afterwards, if the sponsor already left		
10	1	Define groups of users relevant for your challenge	In teams students should fill in users' groups in stakeholder map template and verify them with the sponsor		
11	1	Start with information available online regarding the challenge/project, what solutions are available on the market, what competitors/other organisations are doing/selling?	In teams students can start with checking the statistics, white papers, case studies, webinars, podcasts, blogs, discussion forums, succes stories, fuck-up stories, etc...		
12	1	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..	Help your students to form 10 - 30 hypothesis about your users, that will serve as basis for the engagement with them		
13	2	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		

14	2	Observe your user - take your hypothesis with you and spend some time observing your customers in their "natural enviroment"	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		
15	2	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		
16	2	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		
17	2	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		
18	3	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		
19	3	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		
20	3	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		
21	3	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		
22	4	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		
23	4	Choose the most relevant / feasible / innovative ideas for further development	Help your students to select the best ieas. Lead them through dot voting, criteria based evaluation, or impact / effort matrix		
24	4	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		
25	4	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		
26	4	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		
27	5	Prepare for testing	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		
28	5	Verify your prototype	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		
29	5	Take detailed notes during testing	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		
30	5	Fine-tune your prototype based on users' feedback	Help your students improve their prototype based on testers' reactions, questions and ideas		
31	5	Test your improved prototype	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		
32	6	Put your solution into effect	Students can implement their solution into real life and help their users to have more fulfilling lives		
33	6	Never stop getting feedback and improve your solution constantly	Enviroment is constantly changing and products, services, applications need to change with it		

Appendix 2
Tasklist_version 2

INCLUSIVE DESIGN THINKING: TASK LIST



0. PREPARATION OF A PROJECT

- [ ] **Find a real sponsor (company / organisation / institution) with a challenge/problem/project they are currently facing.**
  - 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 are your expectations, how much time they will need, and are able to dedicate to your subject, what information to prepare and what is the expected output.**
  - Important is to have the sponsor on the first and the last lesson when project is dicussed, 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. Whith the challenge, sponsor shuld be prepared for stattus qou questions, history of the problem, what solutions were tried and why they fail, etc..their perspective and helps them to lead fulfilling lives.

- [ ] **Formulate the challenge into one sentence, or help your sponsor to formulate a challenge/project for your students.**
  - Organisations often give the challenge in their rethoric, e.g.: *"How to increase our profit, how to be the best on the market..."*.
  - 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?"*, or *"How can the gastronomy industry enable people with specific food diets to eat outside their homes without fear for their health?"*

- [ ] **Create a teams of 3-7 students**
  - The more diverse team, the better. If it is possible different gender, nationality, personality

- [ ] **Start with an introducing game in teams**
  - 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**
  - Use Design Thinking mini sprint templates to guide students through design thinking process through their own experience.

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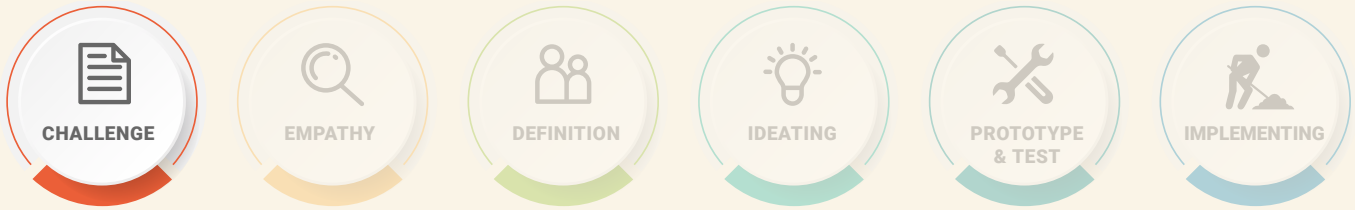

1. CHALLENGE

- [ ] **Distribute printed challenge (the sentence) in teams**
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  - Form 10 - 30 hypothesis about your users, that will serve as basis for your engagement with them

INCLUSIVE DESIGN THINKING: TASK LIST

2. EMPATHY

- [ ] **Get to know your user - based on your hypothesis decide in the team where, when and how will you learn all about your customer**
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  - Try to be invisible, take extensive notes, the more information/details you capture, the more solid foundation for your innovative solution.

- [ ] **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.

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  - Research script template will help you. You can use also 5WHYs technique, if you feel appropriate, you do not need to ask all 5Whys, sometimes 2 or 3 is enough as long as it helps you to understand users' motivations.

- [ ] **Share you insights about your user with the team and organise them**
  - Organise insights and information you gathered in homogenous groups, divided by different users, different topics, or features.

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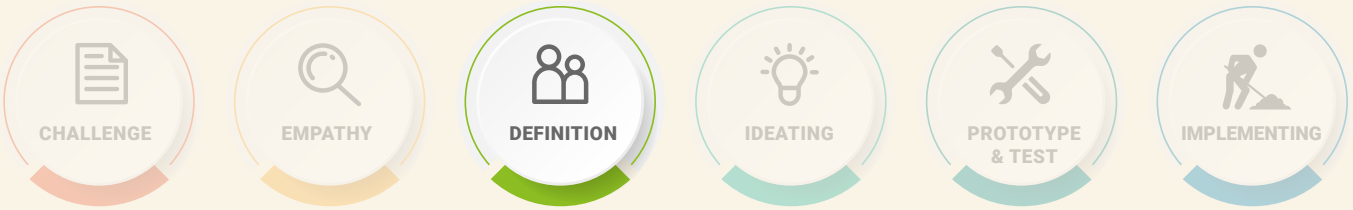

3. DEFINITION

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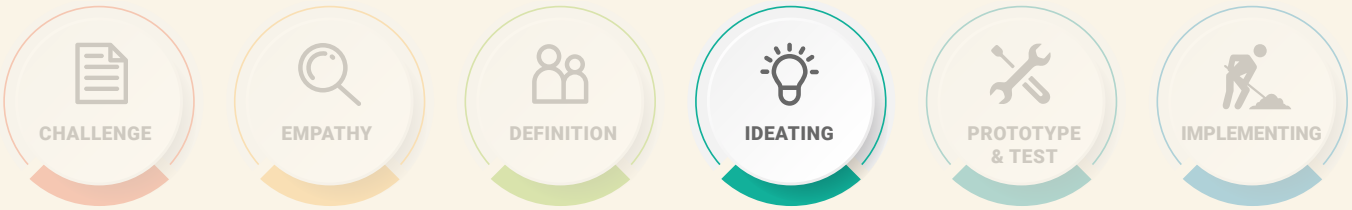

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  - Make your solution tangible. Create paper / online prototype, wireframe, diorama, or try to prepare a storyboard, or roleplay

INCLUSIVE DESIGN THINKING: TASK LIST

5. PROTOTYPE & TEST

- [ ] **Prepare for testing**
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INCLUSIVE DESIGN THINKING: TASK LIST

6. IMPLEMENTING

- [ ] **Put your solution into effect**
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Tasklist_final version

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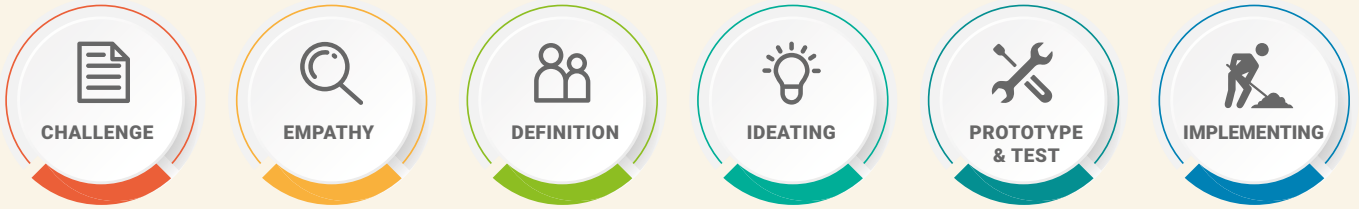

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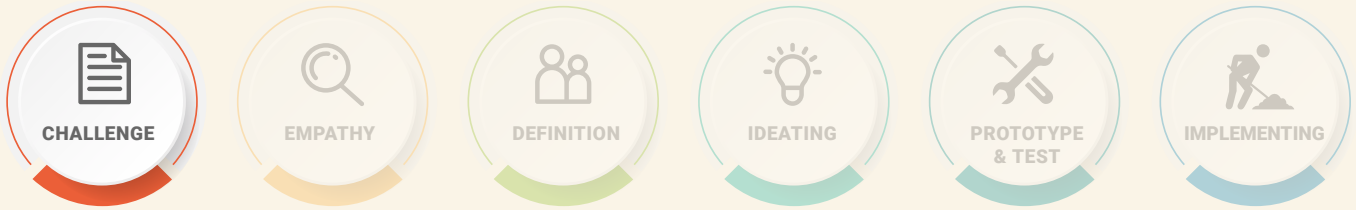

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INCLUSIVE DESIGN THINKING: TASK LIST

2. EMPATHY

responsibility for the task

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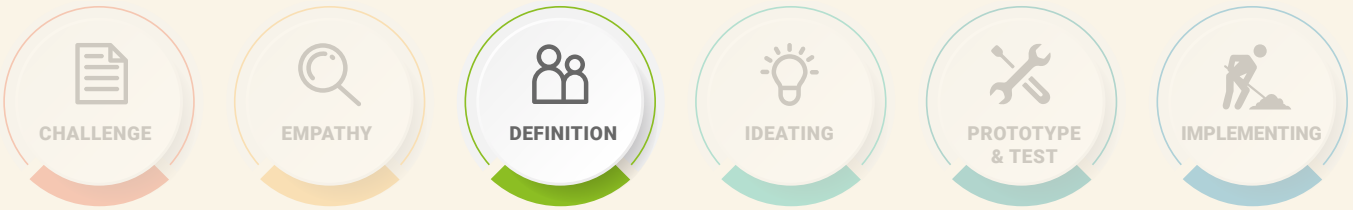
INCLUSIVE DESIGN THINKING: TASK LIST



3. DEFINITION

responsibility for the task

- [ ] **Describe and define your user. Create Persona & Impairment sheet for your typical user** — students in teams
  - 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.

- [ ] **Go through a typical experience for your user. Create Customer Journey for your typical user** — students in teams
  - 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.

- [ ] **Divide the original challenge (sentence) into smaller/more detailed challenges according to your findings about your users** — students in teams
  - 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.

- [ ] **Prepare creative enviroment for ideas** — students in teams
  - 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.

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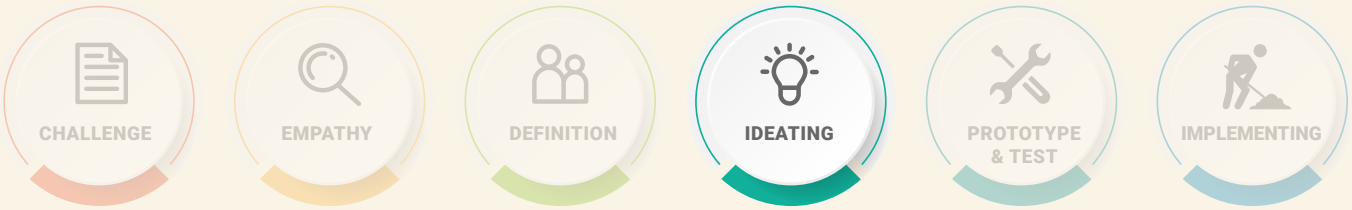

4. IDEATING

responsibility for the task

- [ ] **Be creative, this is the time to come up with as many ideas possible for your innovative solution** — students in teams
  - 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.

- [ ] **Choose the most relevant / feasible / innovative ideas for further development** — students in teams
  - Help your students to select the best ieas. Lead them through dot voting, criteria based evaluation, or impact / effort matrix.

- [ ] **Visualise chosen ideas, start elaborating them towards solution** — students in teams
  - 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.

- [ ] **Get in touch with your sponsor, to present thus far results and discuss the direction of the challenge/ project** — students in teams
  - 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.

- [ ] **Materialize your visualised solution in a form that can be tested with the users** — students in teams
  - 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.

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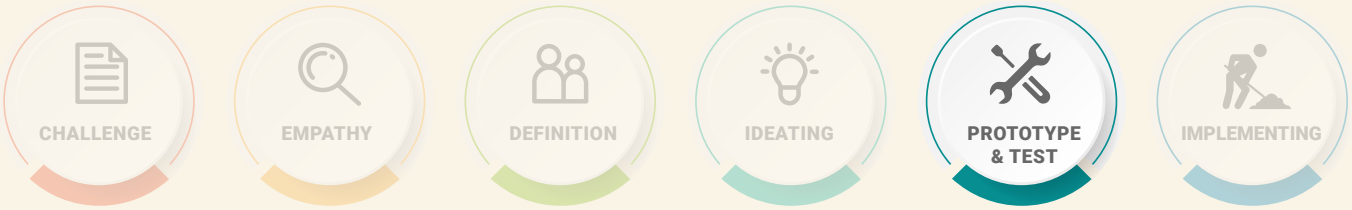

5. PROTOTYPE & TEST

responsibility for the task

- [ ] **Prepare for testing** — students in teams
  - 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.

- [ ] **Verify your prototype** — students in teams
  - 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.

- [ ] **Take detailed notes during testing** — students in teams
  - 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.

- [ ] **Fine-tune your prototype based on users' feedback** — students in teams
  - Help your students improve their prototype based on testers' reactions, questions and ideas

- [ ] **Test your improved prototype** — students in teams
  - 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.

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6. IMPLEMENTING

responsibility for the task

- [ ] **Put your solution into effect** — students in teams
  - 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** — students in teams
  - Enviroment is constantly changing and products, services, applications need to change with it.