



• **DT4HE** •

design thinking for Higher Education

**Workshop One – Discovery – University of Leeds**

# Agenda

- 11:00-11:15 – Welcome and Introduction
- 11:15-11:30 – Hopes and Fears
- 11:20-11:30 – Table Introductions
- 11:30-12:00 – Empathy Mapping
- 12:00-12:20 – Introduction to Design Thinking
- 12:20-13:05 – Networking Lunch
- 13:05-13:20 – Five Elements of DT
- 13:20-14:35 – Mapping DT to the PSF
- 14:35-15:00 – Table Playbacks, Call to Action and Close

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## Hopes



### What are your hopes for the DT4HE Workshops?

Engage with colleagues interested in design thinking and explore its application in HE

Engage with other colleagues who see the positive benefit DT can bring.

To share a safe and creative space with other DT minds. Where we explore the wide spectrum of current applications of DT, and to be part of something exciting for the sector.

Better understand DT and how it can apply to and support HE

to be amazed by great collaboration from some amazing new colleagues

Meet new people that can help inspire me on my journey

Explore ideas about how Design Thinking could be incorporated in a **scalable** way as part of an upcoming Learning and Teaching Strategy

To explore how design thinking approaches can support (or supercede) current **curriculum development** approaches

I'm interested in how we can support academic staff to **incorporate DT into their learning and teaching** to help develop creative graduates

Learn about Design Thinking and implement it into practice for HE applicants - ultimately improve applicant experience

Meet colleagues in a similar role as me (supporting HE fellowship applicants). Would be nice to share ideas as well as collaborate

Learn more about the links between DT and the PSF.

Gain clarity about the many different ways DT can have a positive impact on HE

To consider how DT in education can work for educating colleagues in how to approach work and decision making differently.

That in a digital age we can make DT a systematic process to include in our activities

That I will have something to contribute based on my understanding of the PSF and will leave with an understanding of how this can relate to design thinking

That we generate practical ideas for countering "can't" / "won't" narratives

hope we keep it simple, and keep it scrappy. Not much time, and want to be part of a group that creates something real.

Hope to learn more about how we can adapt design thinking to work for **busy academic staff and busy students** whilst still being able to 'immerse' into different stakeholders contexts.

Curious and excited to explore with peers how DT and SD principles may be applied and introduced for all stakeholders - achieving aspired outcomes as well as equipping people to gain new capabilities and to work more effectively together on strategy, projects and operations

That we can find a way to **scale HCD** in HE.

help understand what a non accredited course for SME could look like, how to gain empathy and how to go through the interaction of ideas with such a disparate group

That we identify opportunities for and criteria around students as partners approaches can be applied

Inspiration

## Fears



### What are your concerns about the DT4HE Workshops?

Lack of experience of Design Thinking may hold me back!

Lack of knowledge about design thinking may limit how much I can contribute

8 hours travel for 4 hours workshop - really keen that we work up some practical and practicable learning and identify ways to share and encourage others to take bold steps ... much is broken, but I totally aspire to set direction and then take achievable steps to turn things for the better

That there is too much to cover in relatively short space of time

how to find the time to do it, and do it well.

That we over intellectualise Design Thinking and make it less impactful in the process

That we don't get into practical examples that we can learn from and re-apply

Imposter syndrome as I still don't feel 'very academic-y'

Not being academic!

Not being an academic

That we don't find a way to scale HCD in HE

Hope the 3 workshops are not too focused on the UKPSF as a key mechanism for staff development

That we're too 'think-y' and not enough 'do-y'

Ditto the too think-y not enough do-y! If some of this is common sense how do we move this on into consistent practice?

Not being able to participate fully in all 3 workshops

Being a useful participant in the workshop

The topic of educating staff not fitting into the space or time.

University structures limit the applicability of DT to HE and the workshops become a frustration rather than inspiration

One of my concerns is not being able to put DT into practice as staff are so busy - after learning lots of wonderful ideas from these 3 workshops!

How much I will be able to apply skills/knowledge from these workshops into my role

Struggle to apply DT outside the workshops

Love this!

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# Table Introductions



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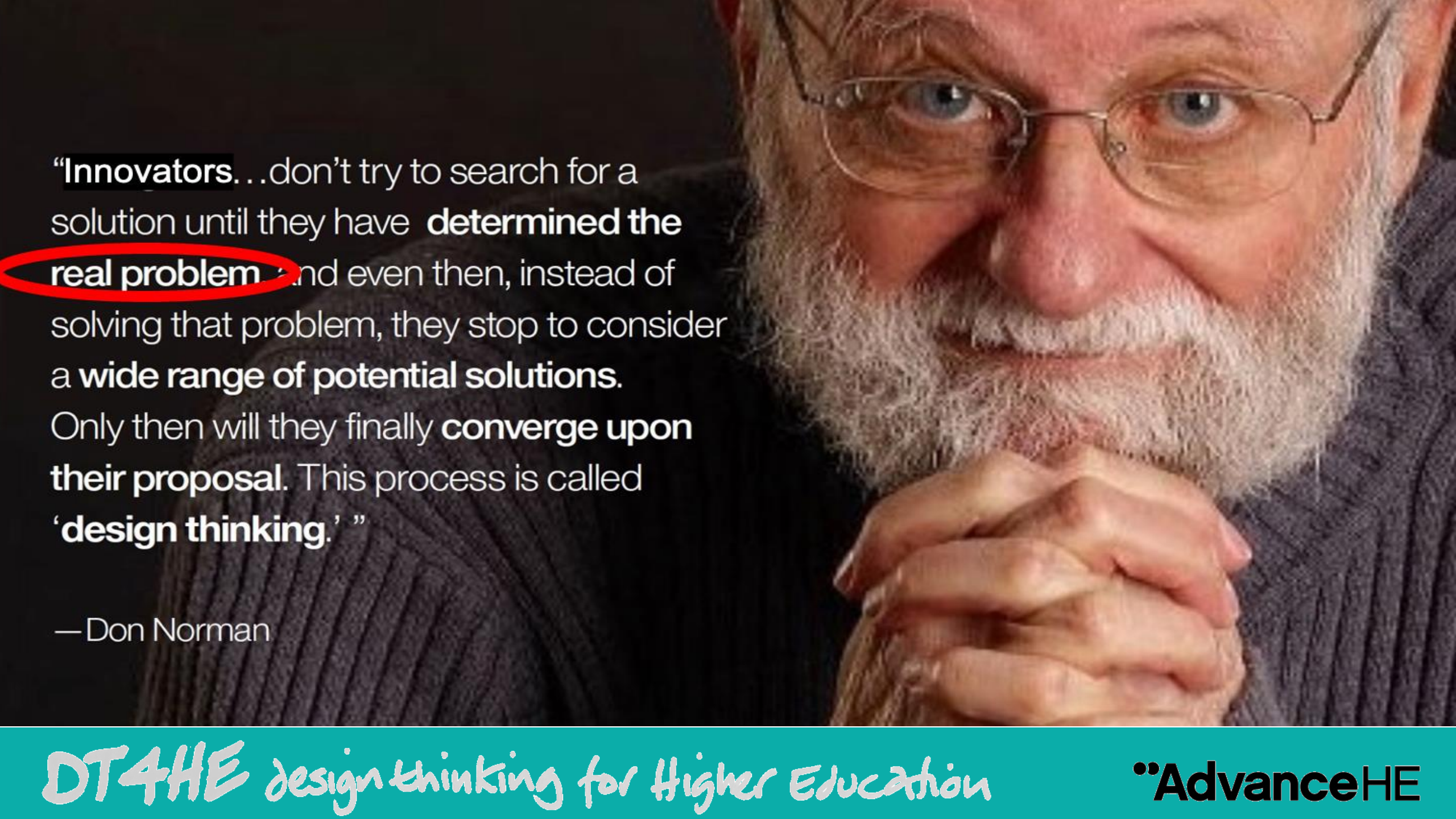
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Introduction to Design Thinking

*“Design thinking is a human-centered approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.”*

—TIM BROWN, EXECUTIVE CHAIR OF IDEO



“**Innovators**...don’t try to search for a solution until they have **determined the real problem** and even then, instead of solving that problem, they stop to consider a **wide range of potential solutions**. Only then will they finally **converge upon their proposal**. This process is called ‘**design thinking**.’ ”

—Don Norman

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**“AdvanceHE**

Empathy is key...

# EMPATHY

/ˈempəTHē/  
noun

the ability to understand and share the feelings of another.

Problem: Create detailed images of the inside of a child patient's body



# Solution: The MRI Scanner



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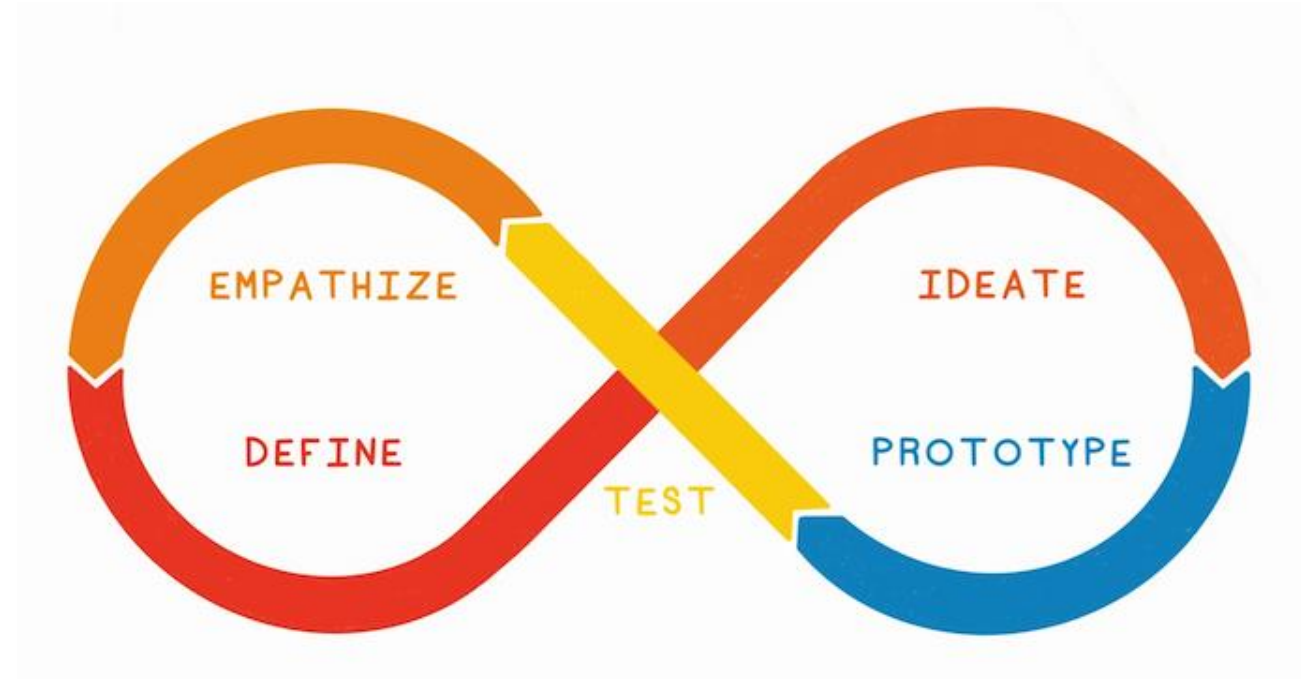
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# Solution: Redesigned with Empathy (using DT)





# Design Thinking Approaches



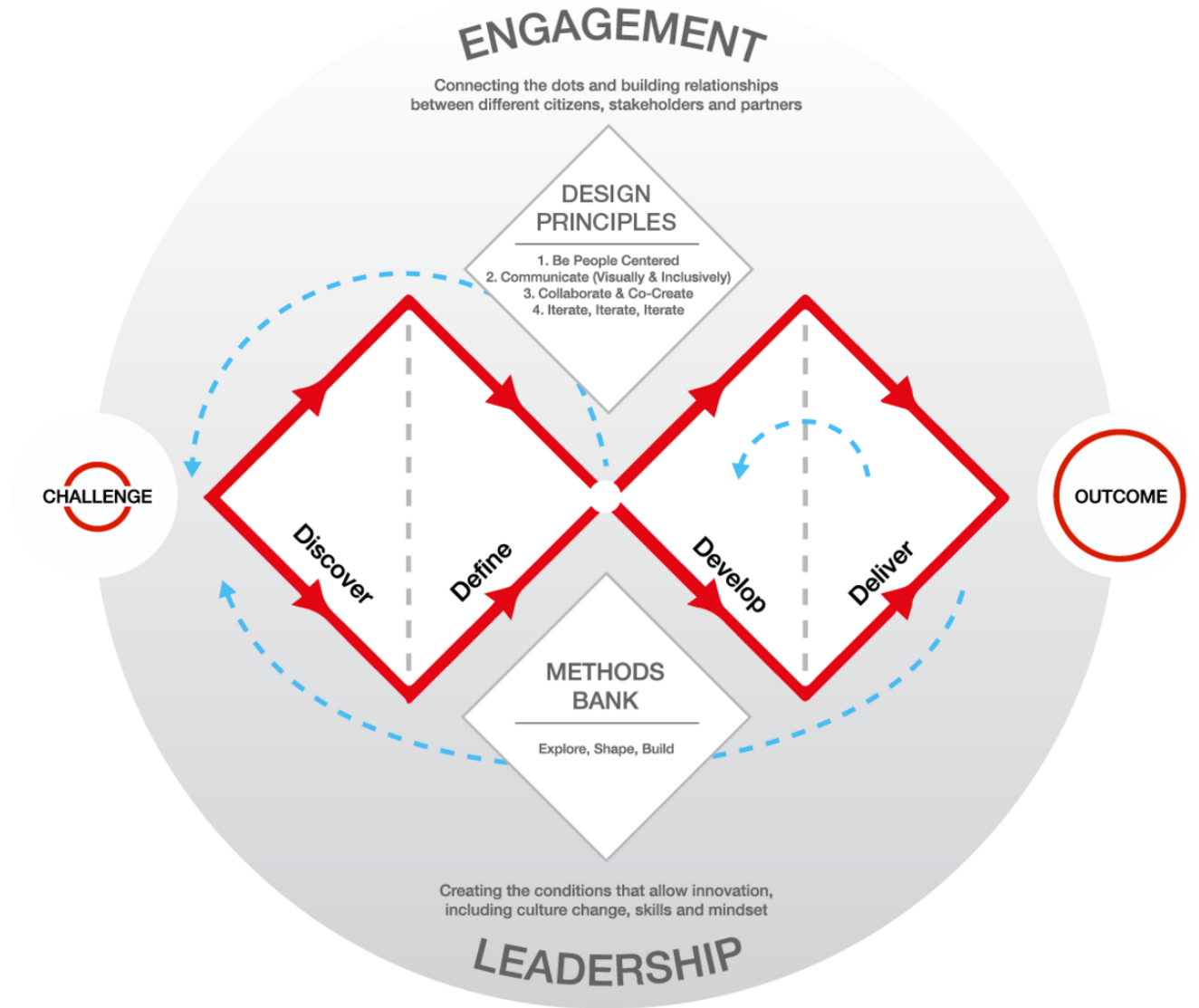
# Design Council

**Discover.** The first diamond helps people understand, rather than simply assume, what the problem is. It involves speaking to and spending time with people who are affected by the issues.

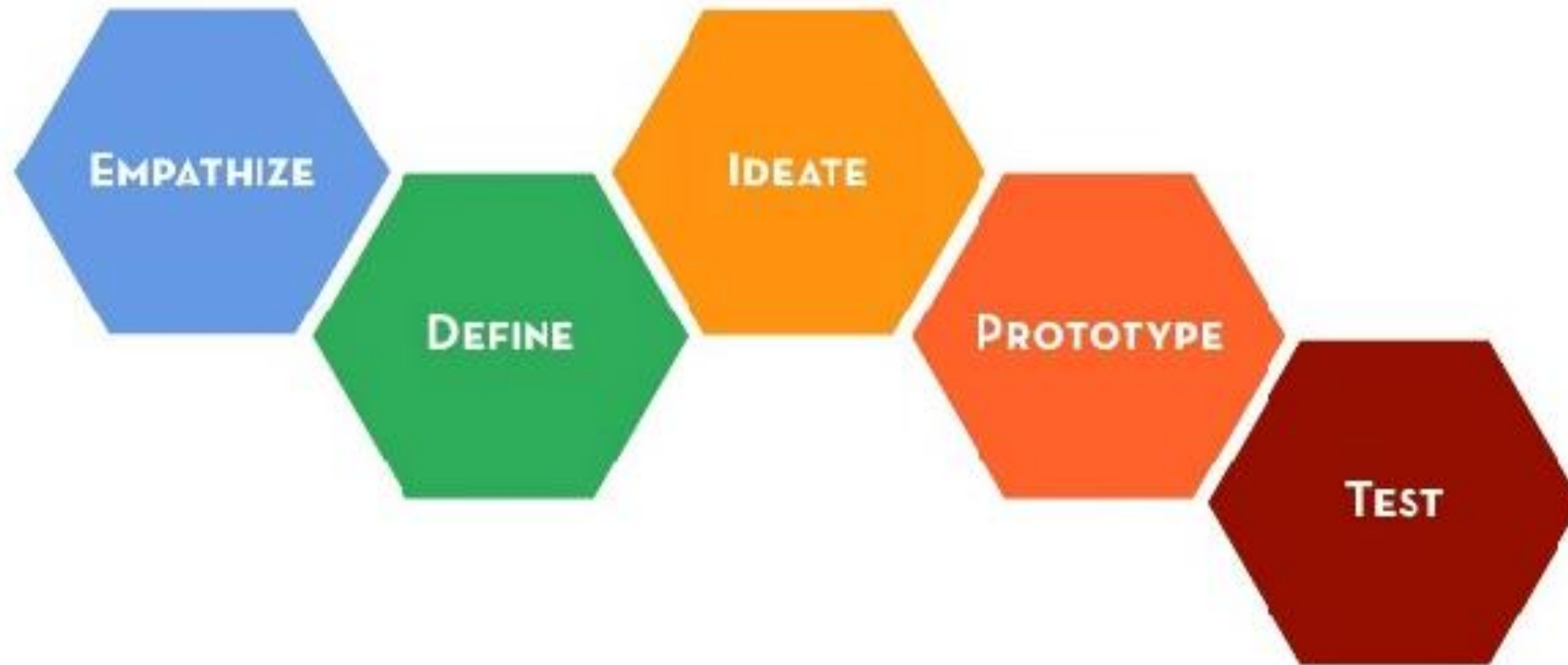
**Define.** The insight gathered from the discovery phase can help you to define the challenge in a different way.

**Develop.** The second diamond encourages people to give different answers to the clearly defined problem, seeking inspiration from elsewhere and co-designing with a range of different people.

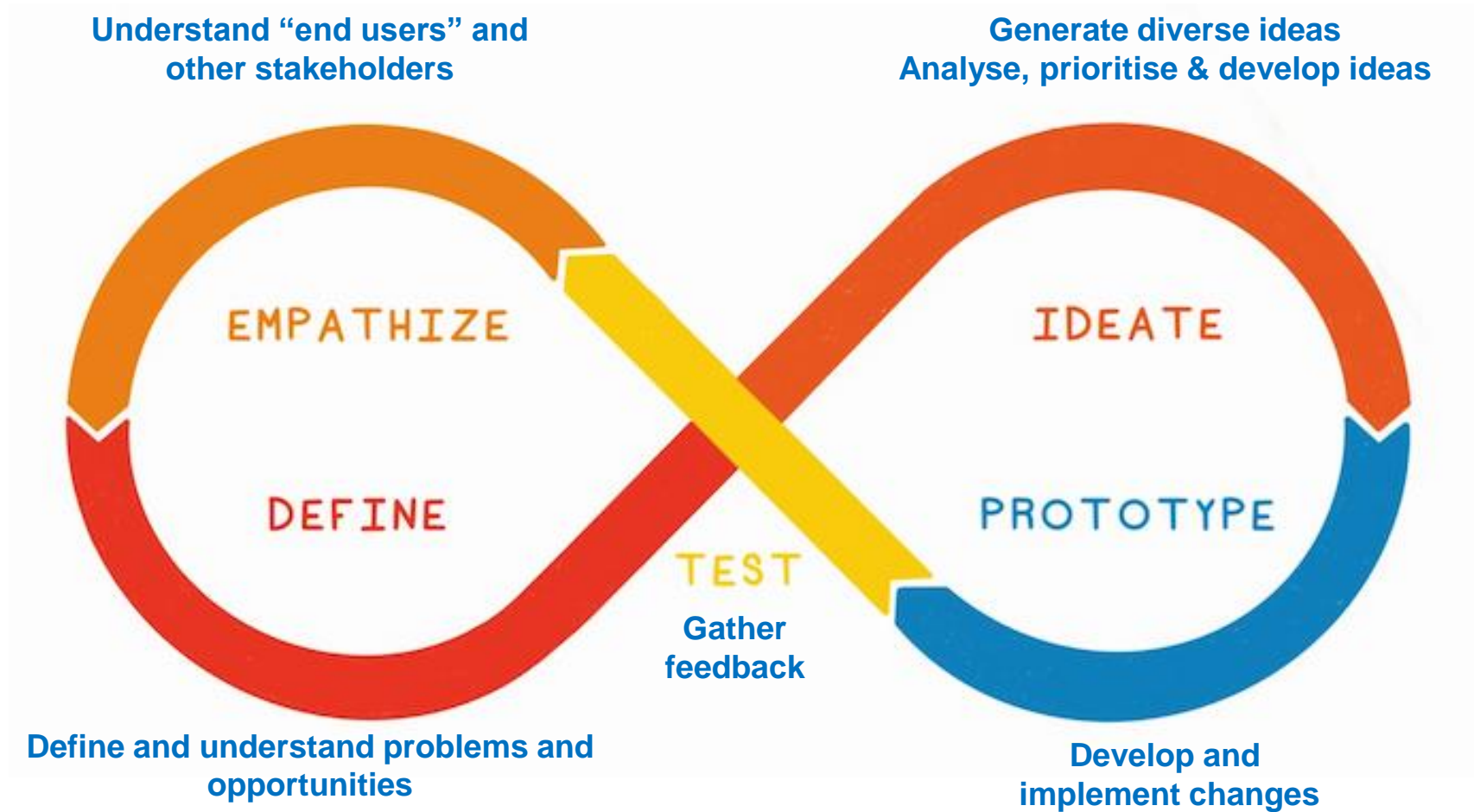
**Deliver.** Delivery involves testing out different solutions at small-scale, rejecting those that will not work and improving the ones that will.



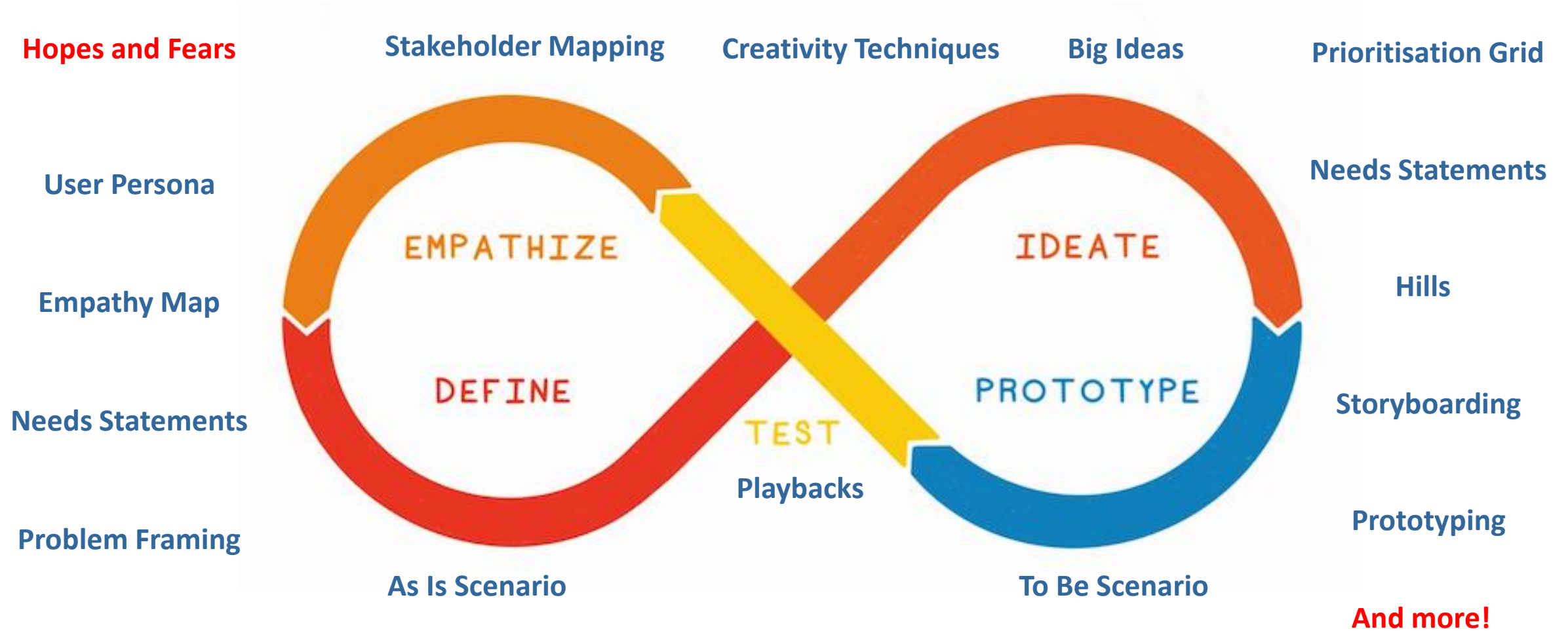
# Five Phases Model



# Design Thinking Activities

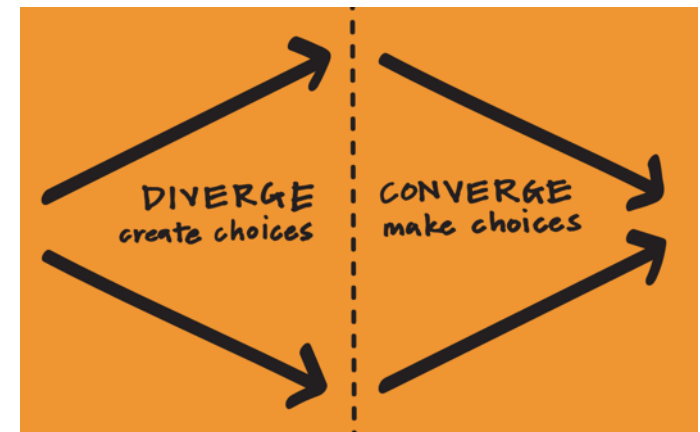


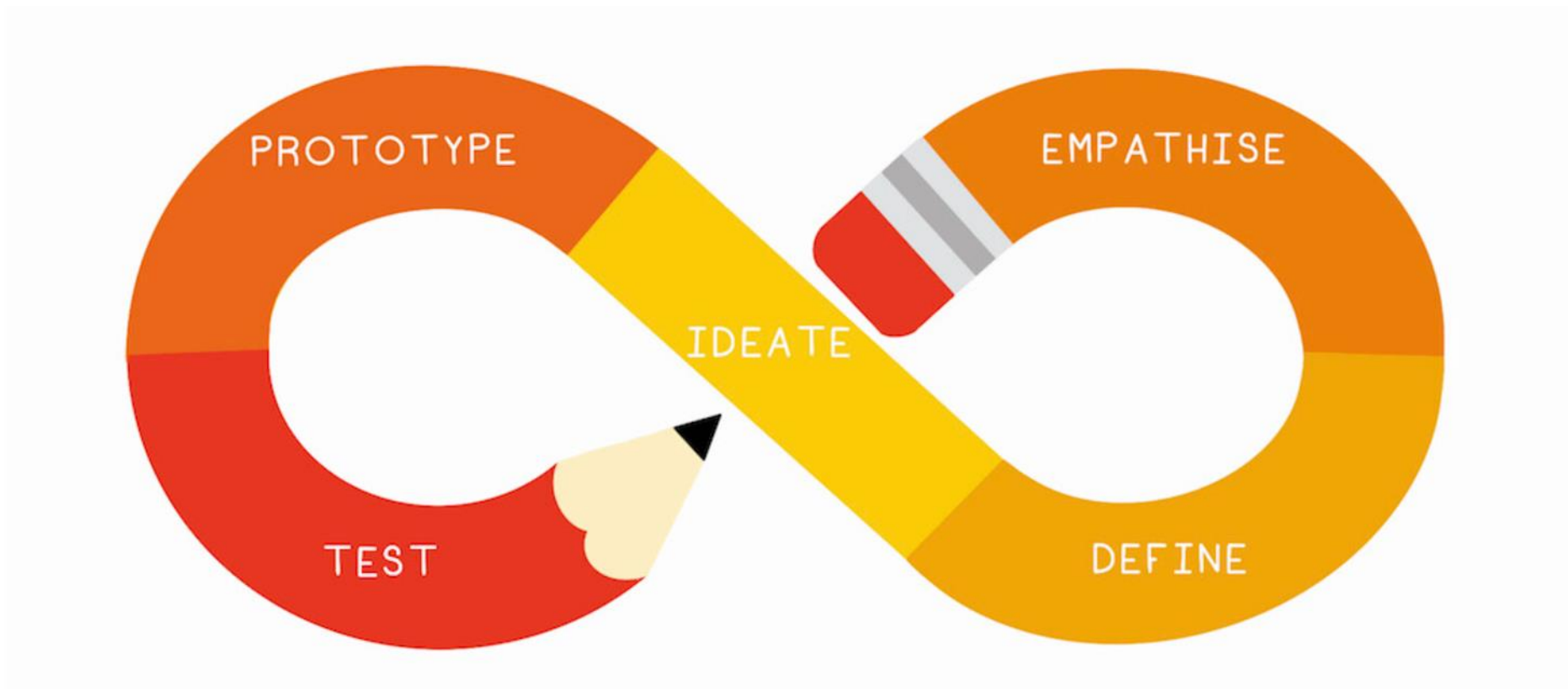
# Lots of Useful Techniques...



# Design Thinking Enablers

- **Diverse** teams generate wider thinking and ideas and create better results
- Design thinking enables engagement and inclusion by encouraging teams to **diverge** during certain activities and **converge** in others





## What's Design Thinking got to do with Higher Education?

# Good News!

- Many people already do elements of this naturally
- Awareness and ability to apply DT and other techniques should really help
- But... we need to make it easier to apply DT in HE – hence this project!





# Example - Activities for module improvement

- Define “problems” – e.g. areas for improving existing module (learning and skills outcomes, teaching activities and materials, assessment, etc)
- Identify and map “stakeholders” – e.g. students, teaching staff, wider programme teams, support teams (timetabling, assessment etc), etc
- Develop empathy for students and other stakeholders
- Identify student and teaching staff needs, pain points and opportunities
- Generate and prioritise improvement ideas
- Develop and communicate ideas
- Implement (“*prototype*”) ideas and changes in class, assessment, etc
- Gain feedback and iteratively improve



If you remember one thing...

**Fall in love with **the**  
**problem**, not the  
solution.**

Please Ask Questions and Network Over Lunch!



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Mapping DT to the PSF

# Instructions

Add only one idea on each post-it note.

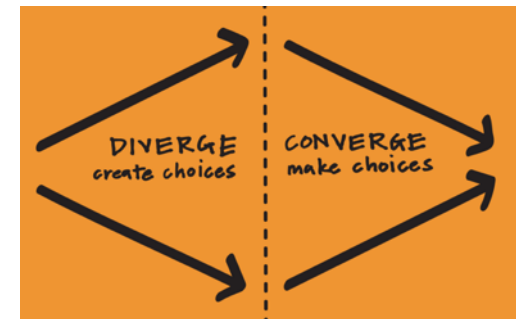
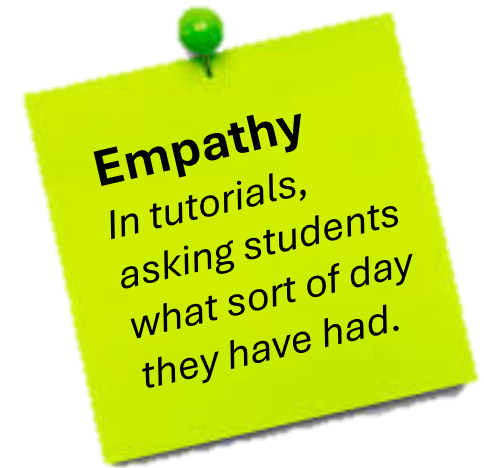
On each note add a title and some detail to explain the activity/action.

## Timings for each question

**Diverge** - Silent for 4 minutes – individual thoughts and inputs.

.....A chicken will squawk!

**Converge** - Discuss and add as you go for 10 minutes.





# What are you answering?

## *Inside the dotted line*

Capture **what you are already doing** that could be understood in terms of the ideas we have been talking about: **empathy, define, ideate, prototype or test.**

## *Outside the dotted line*

Capture **opportunities to enhance practice** in these areas: **empathy, define, ideate, prototype or test.**

Define or redefine a problem  
in human centered ways

Create multiple ideas and  
evaluate them, on your own or  
with others

**Define**

**Ideate**

*how could we use this more*

**Prototype**

*how do we use this already*

**Empathy**

Empathy  
Asking students  
what sort of day  
they have had  
in tutorials

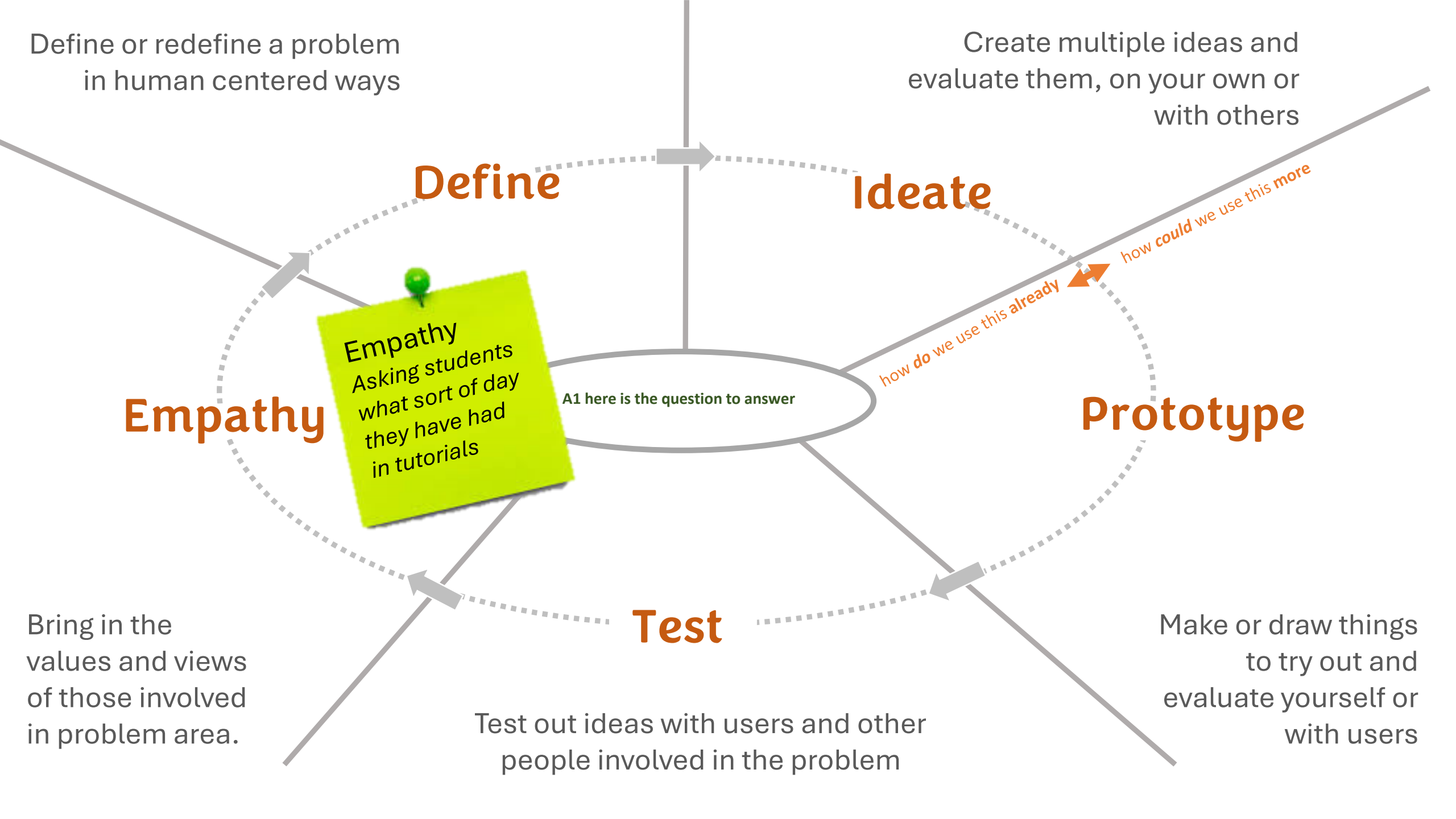
A1 here is the question to answer

**Test**

Bring in the  
values and views  
of those involved  
in problem area.

Test out ideas with users and other  
people involved in the problem

Make or draw things  
to try out and  
evaluate yourself or  
with users



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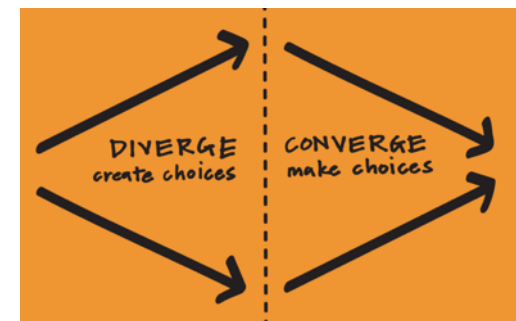
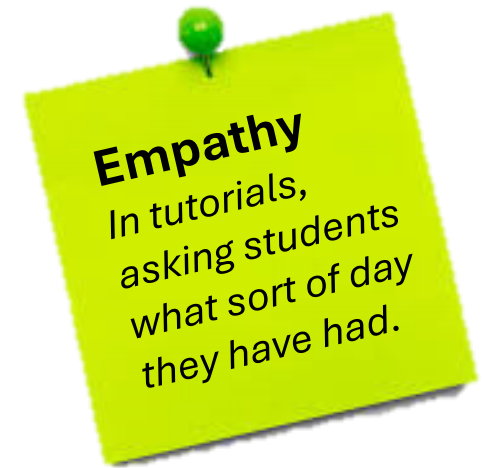
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# Table Playbacks





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**Call to Action and Close**