CREATIVE
cHANGE

HUMAN CENTERED DESIGN FOR ADULT EDUCATORS

PRACTICAL APPLICATION OF THE HUMAN CENTERED DESIGN APPROACH- METHODOLOGIES AND REAL-LIFE EXPERIENCES

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THIS SECOND PART OF THE GUIDE IS MORE PRACTICAL AND INVITES YOU TO EXPLORE CREATIVE METHODOLOGIES THAT CAN BRING MORE INNOVATION TO YOUR PROJECT WORKS AND PROJECT OUTCOMES. YOU WILL:

• Learn how to apply Human Centred Design practically in each phase of your EU-funded projects;

• Get to know different methods to implement each step of the Design Thinking process that can help you to make your projects more human-centred and innovative;

• Find practical tips and recommendations to apply those methods in your daily work;

• Learn from concrete examples and a case study which illustrates how principles of human centred design can be transferred and adapted to your own context.

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02 Practical application of the HCD approach - METHODOLOGIES AND REAL-LIFE EXPERIENCES

02 | PRACTICAL APPLICATION OF THE HCD APPROACH - METHODOLOGIES AND REAL-LIFE EXPERIENCES

Watch Creative Change team member Laurence explain why we created the Creative Change Guide at https://space.creative-change.eu/intro/

2.1   CREATIVE METHODOLOGIES

In the following pages you will find a selection of creative methodologies that can contribute to more innovation and creativity in your project management. All these methodologies follow the human centred approach and aim at the involvement and participation of the target group of the projects. These target groups are not only the end users and beneficiaries of the project itself – also the people working in your project team and those who contribute to the development of the project outcomes must be included.

As described in Part 1, we use design thinking to foster innovation in project management. We have selected two methods to illustrate each step of the design thinking process. For each step we have selected two methods. However, you can also use these methods outside the Design Thinking Process, according to your project's needs and to your own understanding. For each method, we give practical tips and recommend virtual tools to facilitate their application.

LEARNING BOX

As mentioned in the introduction to this guide, the **three pillars** of project management: **Project Design, Project Implementation, Project Evaluation** constitute the basis of our guide's and of our project's methodology. Design thinking steps can be applied in each of these three stages. You will find the note in the method boxes!

The methods described below are a short summary from a more comprehensive collection of creative and human-centred methods that you will be able to access on the **Creative Change Space** - our online platform to explore creative approaches to EU-project management. We consider the selection of methods presented here to be particularly suitable for promoting creativity and new ways of interaction and cooperation in projects. Some of them have been used in the implementation process of the Creative Change project. You can access the Creative Change Space under space.creative-change.eu

THE FIVE WHYS

Design thinking step:
Empathise

What is it?
The Five Whys is an iterative interrogative technique used to explore the deep motivations and assumptions that explain a person's behaviour. After starting with a broad question about the person's habits or behaviour, the interviewer invites him/her to go more in depth and ask five times "why" to get more clarifications and help them reflect about their answers.
Example: To a broad question such as: "How was your harvest this year?", the first "Why" could be "Why weren't you able to buy the fertilizer you needed").

Objectives:
The Five Whys can be used to get some essential answers about the human and emotional roots of a complicated problem.

Stage when to use this method:

- Project Implementation
- Project Evaluation

Time:
You should allow enough time to give confidence to the interviewee and allow them to answer openly.

Participants:
1 interviewer and 1 interviewee

Suggested Tools:
This method is better carried out face-to-face since it is important to pay attention to non-verbal language. No specific tools are required.

Follow this link to the learning space:
space.creative-change.eu/five-whys/

LEARNING BOX

Find out more about the focus group we carried out in the Creative Change project and the tools and methodologies we used to implement empathy.

FOCUS GROUPS

Design thinking step:
Empathise

What is it?
The focus groups are discussion groups that bring together different stakeholders. The moderator steers the discussion around a topic that has to be explored and facilitates the participation of the different stakeholders.

Objectives:
The feedback from the stakeholders helps the moderator to know more about the topic discussed, from different points of view and different experiences.

Stage when to use this method:

- Project Design
- Project Implementation

Time:
Focus Groups can be planned for a 2-3 hours session in face-to-face activities (with a break of 15 min) or for a 1-1:30 hours session in virtual activities

Participants:
6-12 maximum. Small groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:

- Virtual meetings (e.g. Zoom, Teams)
- Visualisation of ideas (e.g. Padlet)
- Quick feedback collector (e.g. mentimeter, polls)

Follow this link to the learning space:
space.creative-change.eu/focus-groups/

PRACTICAL APPLICATION IN THE CREATIVE CHANGE PROJECT

In part one of this guide we already highlighted the importance of **empathising.** When you are developing a project it is crucial to include the perspective of our potential target group from the very beginning. In Creative Change, we organised a transnational and interdisciplinary focus group to find out what EU-project actors expect from our project work. We invited participants from the field of adult education and from the creative business to find out: What and how do they want to learn about the topic of creative and innovative project management? The results and findings of the Focus Group formed the essential basis for the further development of the Intellectual Outputs in Project Creative Change. -> https://space.creative-change.eu/focus-group/

EMPATHY MAP

Design thinking step:
Define

What is it?
The Empathy Map is a collaborative visualization tool used to synthesize information about the users (what they say, do, think and feel). When there is a lot of field information, it is used to better concentrate on understanding the target audience.

Objectives:
The main objective is to create a shared understanding of the user needs and to aid in decision making. It helps to create empathy with the target group.

Stage when to use this method:

- Project Design
- Project Implementation

Time:
Empathy Mapping can be planned for a 1 hour session. Some preliminary preparation is needed.

Participants:
6-12 maximum. Small groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:

- Virtual meetings (e.g. Zoom, Teams)
- Visualisation of ideas (e.g. Miro, Mural, Jamboard)

Follow this link to the learning space:
space.creative-change.eu/empathy-map/

PERSONAS

Design thinking step:
Define

What is it?
The Personas method is a fictional archetyping process that represents the users' perspective and embodies the project's values. This method identifies all the potential users profiles in order to design tools that can be relevant to all these different types of users.

Objectives:
To create and design all the user types or profiles that make up your tools' target audience.

Stage when to use this method:

- Project Design
- Project Implementation

Time:
The Personas methodology can be planned for 1 hour session. Some preliminary preparation is needed.

Participants:
6-12 maximum. Small groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:

- Virtual meetings (e.g. Zoom, Teams)
- Visualisation of ideas (e.g. Padlet)

Follow this link to the learning space:
space.creative-change.eu/personas/

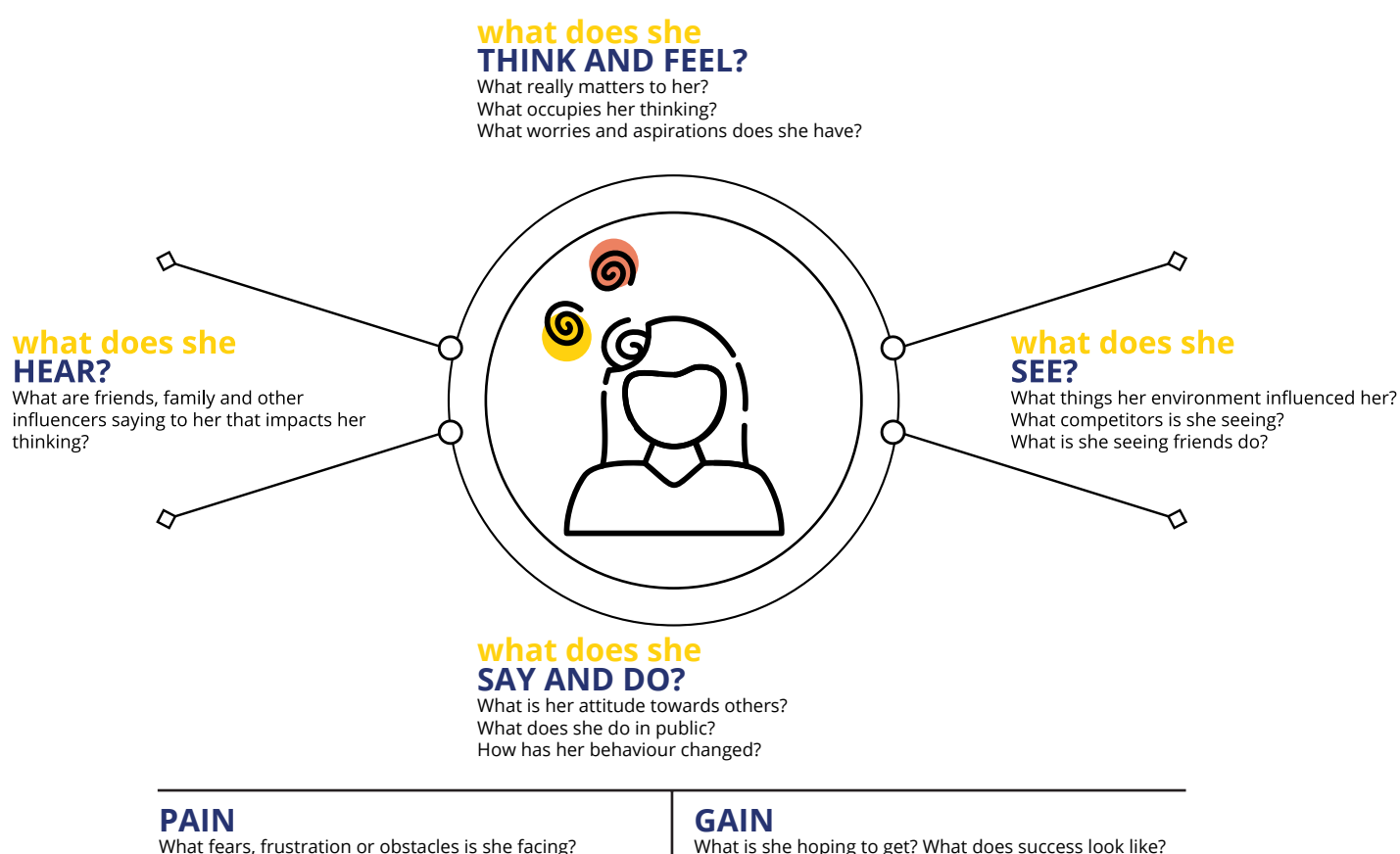# PRACTICAL APPLICATION IN THE CREATIVE CHANGE PROJECT

In the project Creative Change we want to foster the exchange and mutual learning between EU-project managers of the adult education sector and people from cultural and creative industries. These target groups have quite different backgrounds, but regarding their involvement in projects, they might have many things in common. But what are their real expectations, needs, wishes, and concerns regarding learning resources for human centred project management?

USING THE EMPATHY MAP AS A TOOL FOR OUR FOCUS GROUP:

In order to gain deep insight on the participants' perspectives, feelings and needs during the focus group, we used the idea of the empathy map. However, it is important to note that for each of our projects, the situation and audience is different, that is why we adapted the classic empathy map template to fit our needs better. Our goal was to collect feedback and meaningful expe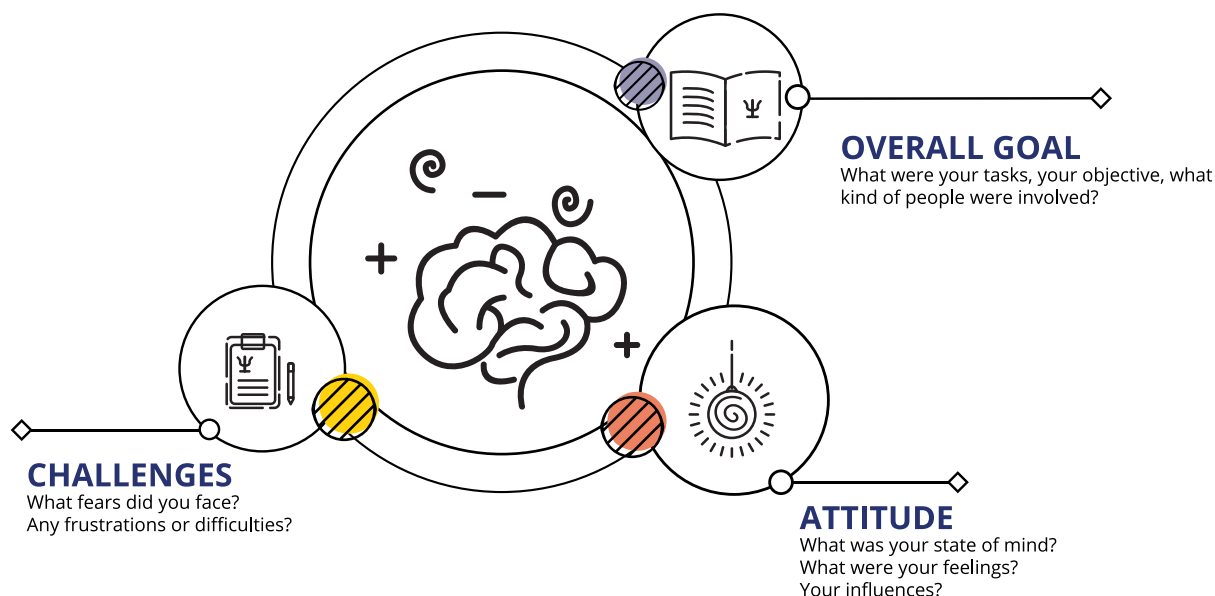riences from the participants in an innovative way through storytelling. We created a map guiding the participants via reflective questions. This gave them the opportunity to describe their own experiences regarding moments of succes, challenges or failure and wether they discovered something useful about project management, or innovative/creative methodologies. As you will see in the example below, we used the empathy map template to get inspiration, but it was essential for us to adapt it to our own context.

EMPATHY MAP TEMPLATE:

what does she THINK AND FEEL?
What really matters to her?
What occupies her thinking?
What worries and aspirations does she have?

what does she HEAR?
What are friends, family and other influencers saying to her that impacts her thinking?

what does she SEE?
What things her environment influenced her?
What competitors is she seeing?
What is she seeing friends do?

what does she SAY AND DO?
What is her attitude towards others?
What does she do in public?
How has her behaviour changed?

PAIN
What fears, frustration or obstacles is she facing?

GAIN
What is she hoping to get? What does success look like?

OUR ADAPTATION:

Think of a project that you have managed and reflect on the three points as listed below:

OVERALL GOAL
What were your tasks, your objective, what kind of people were involved?

CHALLENGES
What fears did you face?
Any frustrations or difficulties?

ATTITUDE
What was your state of mind?
What were your feelings?
Your influences?

REVERSE BRAINSTORMING

Design thinking step:
Ideate

What is it?
Reverse brainstorming is a technique that builds on our natural ability to see problems more easily than solutions. Instead of asking a group to brainstorm direct solutions to a problem, the group identifies ways that could cause or worsen a problem.

Objectives:
Reverse brainstorming helps finding robust solutions to complex problems.

Stage when to use this method:

- Project Design
- Project Implementation

Time:
Reverse brainstorming can be planned for a 30-45 minutes session in face-to-face or virtual activities.

Participants:
4-12 maximum. Small groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:

- Visualisation of ideas (e.g. Padlet)
- Collaborative platforms (e.g. Zumpad, Howspace)

Follow this link to the learning space:
space.creative-change.eu/reverse-brainstorming/

6 THINKING HATS

Design thinking step:
Ideate

What is it?
The 6 Thinking Hats is a brainstorming technique that can be used to explore problems through various perspectives in order to uncover options that otherwise might be overlooked

Objectives:
The 6 Thinking Hats technique can be used by individuals or groups to explore different ways of thinking and to refelct contructively about how to move forward.

Stage when to use this method:

- Project Design
- Project Implementation

Time:
The 6 Thinking Hats technique can be used in a face-to-face or online workshop of 30 minutes to 1 hour, but it can also be used as an individual technique for an unlimited duration.

Participants:
1 to 12 maximum. Smaller groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:

- Visualisation of ideas (e.g. Padlet)
- Collaboration platforms (e.g. Zumpad)

Follow this link to the learning space:
space.creative-change.eu/6thinkinghats/

PRACTICAL APPLICATION IN THE CREATIVE CHANGE PROJECT

In the starting phase of our project we did a number of brainstorming activities to define a clear goal in our project work, especially for the development of the Creative Change Space. We used brainstorming in different steps which are described here in more detail. -> link to the brainstorming video

ROLE PLAYING

Design thinking step:
Prototyping

What is it?
Role playing is a representation technique through which participants are invited to define roles and prepare a scenario or prototype that they will stage in front of an audience. The audience then has a chance to react to the performance.

Objectives:
Role playing can be used to test, build, plan and to improve substeps in a procedure, on the basis of the reaction of the audience but also of the actors.

Stage when to use this method:

*   Project Implementation

Time:
20 to 30 minutes (approximately) are necessary to stage a scene and have a discussion with the audience at the end.

Participants:
2 to 20 - However, smaller groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:
This method needs to be carried out offline and doesn't require any specific tool.

Follow this link to the learning space:
space.creative-change.eu/role-playing/

SKETCHNOTES

Design thinking step:
Prototyping

What is it?
Sketchnotes are visual notes created from a mix of drawings, handwriting, shapes and other visual elements.

Objectives:
Sketchnotes are a note taking technique which allows people to visualise the concepts they are trying to understand or learn. It relies on the fact that connecting images with information helps clarify ideas, fosters creativity and innovation and even helps memory retention.

Stage when to use this method:

* Project Implementation

Time:
Sketchnotes are created throughout a meeting, conference or event. The process takes the full duration of the activity, just like note taking.

Participants:
1 to 12 maximum. Smaller groups representing different areas work better - the dynamics allow more interaction and longer time for discussion.

Suggested Tools:

This method needs to be carried out offline. It requires:

* Pens, colour pens
* Paper or notebook

Follow this link to the learning space:
space.creative-change.eu/sketchnotes/

PRACTICAL APPLICATION IN THE CREATIVE CHANGE PROJECT

One participant of the Creative Change Focus Group is a professional sketch note artist, and she visualised the discussion process in the focus groups for us.
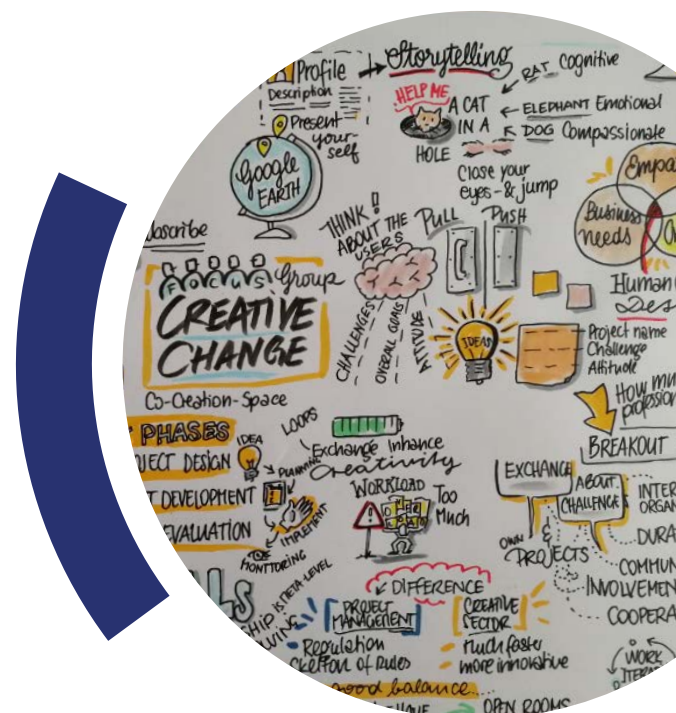
Of course this kind of doing sketchnotes requires some practice in drawing as well as some experience in visualising processes.

Sketchnotes can also be used to visualize ideas – for example the idea of Creative Change to combine input from project management with ideas from culture and arts to create new ways in doing projects.

EXTREMES AND MAINSTREAMS

Design thinking step:
Testing

What is it?
Now that your prototype is ready to share, it's time to present it to the potential users to get their feedback. There are many ways to do so, starting from interviews and group interviews. With the Extremes and Mainstreams method, you specifically recruit mainstream users but also those "extreme" users at both ends of the spectrum.

Objectives:
This method allows you to make sure your solution works for everyone and does not exclude the most extreme potential users. Moreover, exposing your work to extreme users can spark your creativity.

Stage when to use this method:

• Project Implementation
• Project Evaluation

Time:
30-60 minutes for an "Extreme and Mainstreams" interview or group interview.

Suggested Tools:

• Virtual meetings
• Collecting quick feedback
• Collaborative platforms

Follow this link to the learning space:
space.creative-change.eu/extremes/

FEEDBACK CAPTURE MATRIX

Design thinking step:
Testing

What is it?
The Feedback Capture Matrix can be used to collect users' feedback. The matrix arranges thoughts and ideas into four categories for easy and quick assessment: notable points, constructive criticism, questions raised, and new ideas. The matrix can be filled in either by the person giving feedback or the one receiving it.

Objectives:
Feedback Capture Matrix facilitates real-time capture of feedback in a clear and organised way. The existence of a given template helps users clarify their thoughts and express their opinion.

Stage when to use this method:

- Project Implementation
- Project Evaluation

Time:
30-60 minutes depending if the matrix is filled out by the user him/herself or in the framework of an interview.

Suggested Tools:

- Visualisation of ideas
- Virtual meetings

Follow this link to the learning space:
space.creative-change.eu/feedback-capture-matrix/

2.1.1 TOOLS THAT SUPPORT YOU IN APPLYING THESE METHODS IN ONLINE COLLABORATION

Working in transnational EU projects has always required virtual networking of the project partners. The COVID pandemic of the last 2 years has, however, brought the need for online cooperation into even sharper focus. All methods presented in the previous paragraph can be applied in face-to-face settings as well as in online settings. Supporting online tools are recommended in the descriptions and are summarized in the table below (Table 1). They are categorised in 5 different types. It is possible that you already know some of these applications. But in case you are not familiar with all of them, you can follow the links below to visit the websites of these applications to explore them.

TOOL CATEGORY	WHAT DO YOU WANT AND HOW THE TOOLS CAN HELP YOU	SUGGESTED ONLINE APPLICATIONS	ACCESS
VISUALISATION OF IDEAS	You want your partners or your stakeholders to contribute with ideas. A visualisation tool will help you to encourage interaction. Seeing ideas from others might originate new ideas from the rest.	• Padlet • Miro • Mural • Coggle • Sketchboard • Jamboard	• Free basic plan • Free basic plan • Free basic plan • Free basic plan • Paying • Free
COLLABORATIVE PLATFORMS	You want partners to work together and share views or work. A collaborative platform can help you share working documents or discuss ideas.	• Howspace • Microsoft Teams • Slack • Zumpad	• Paying • Paying • Free basic plan • Free
CREATIVE SPACES	You want partners to imagine new environments. A creative space will enable new approaches and encourage creativity.	• Arts Steps • Miro • Canva • Thinglink	• Free plan • Free basic plan • Free basic plan • Paid
COLLECTING QUICK FEEDBACK	You want to know what your partners, stakeholders or audience thinks. A collecting quick feedback tool will allow you to do that and to measure how they feel about your plans, ideas or outputs.	• Howspace • Mentimeter • Zoom/Team polls • Slido	• Paid • Free basic plan • Free basic plan •
VIRTUAL MEETINGS	You want to discuss things with your partners, stakeholders or audience, but you cannot physically meet. The virtual meetings will allow you to have a similar discussion but online.	• Zoom • Microsoft Teams • BigBlueButton • Jitsi • Webex	• Free basic plan • Free basic plan • Free • Free • Free basic plan

Table 1 Categorisation of tools

2.2. CASE STUDY: AN EXAMPLE OF GOOD PRACTICE USING A HUMAN CENTRED AND EMPATHETIC APPROACH IN THE MIGRANT COMMUNITY MEDIATORS PROJECT

In the section above we have learned different ways, tools and techniques that you can use to bring a human centered approach to project design, management and implementation. In this section, we will take a closer look at one project and learn how they have used an applied design thinking and human centred approach.

The primary objective of the MCM project was to create a dynamic participatory adult education initiative to upskill and empower representatives of migrant communities to become agents for advancement in migrant integration and social inclusion as Migrant Community Mediators.

Within this case study we share some insights on their approach to the first four steps of the design thinking process. For more details on the design thinking process please refer back to part 1.

HOW DID THE MCM PROJECT EMPATHISE?

The first stage of the design thinking process is to understand the target audience, customer, consumer or user to identify and address the issues and problems at hand. As we have seen in the previous sections of the guide, empathy is a key factor in a Human Centred Design. Empathy was imperative at every stage of the MCM project and was particularly important during the initial stages of the project. Empathy helped to fuel different creative ways of designing the project. For example, empathy was used to create a deep understanding of the target group, refugees and migrants. The project included staff who were empathetic and understood the issues of migrant integration and social inclusion.

Sanja Ivandic is an EU Project Manager and Intercultural expert working on the MCM project. A migrant community mediator herself having moved from Bosnia to Ireland and then to Germany. – She brings empathetic insights to MCM. She is co-founder of OUTSIDE multicultural magazine. In this video, Sanja gives us a tour of OUTSIDE Multicultural Magazine - YouTube

Sanja Ivandic

Empathy gave the project managers comprehension of the circumstances of migrants and enabled them to create a bottom up rather than top down programme to address their needs. This included identification of barriers, struggles and difficulties that a migrants might face. But how did the MCM project add empathy to their project design?

The MCM project started by creating a detailed needs analysis to identify what migrants or refugees needed out of the project.

Exercises such as mind maps, roleplay and different games all allowed partners to be creative and identify imaginative solutions whilst highlighting potential problems. Having this level of creativity with empathy allowed the members of the project to empathize with their end user, enabling them to create a successful product design.

CLICK TO VIEW

OUTSIDE Multicultural

OUTSIDE
multicultural magazine

Our Story
Sanja Ivandic, Co-Founder

0:01 / 16:53

EMPATHY BASED VISUALISATION ACTIVITY USED TO HELP CREATE EMPATHY AND UNDERSTANDING OF MIGRANT CHALLENGES.

In this video, from 8.08 to 13.24, Sanja leads a visualisation activity to help multiplier event participants to imagine and understand how it might feel to be a migrant in a new country. This simple exercise proved to be effective in the project design phases. Watch the video here: Migrant Community Mediators - MCM - YouTube

CLICK TO VIEW

lose your eyes!
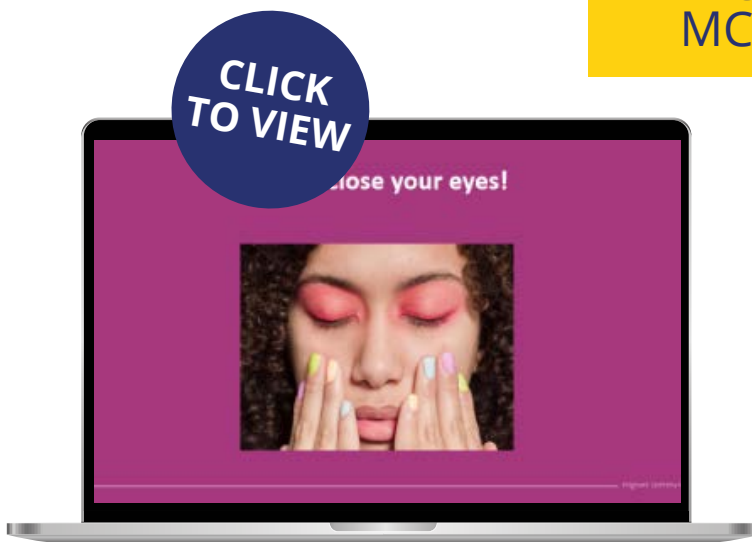
DEFINING THE MIGRANT COMMUNITY MEDIATORS PROBLEM

02 STEP

Through their work, the MCM partners recognised that top-down approaches have limited potential to reach long-lasting and innovative solutions for the settlement of migrants and refugees. The problem MCM wanted to solve was the need for new strategies to empower newcomers as agents of change in their own lives and in the communities they live in.

Creative questioning was a technique to define and delve deeper into the challenges the project sought to solve. Why does it work? Your brain is a goal seeking mechanism, so if you ask it a creative question you prompt it to find an answer. Creative questioning can provide a way of looking at a problem that provides solutions you hadn't thought about before.

For example, here is a creative questioning exercise used in the MCM project. You will recognise again the prevalence of empathy here:

HAVING EMPATHY TOWARDS ALL SIDES IN THE MEDIATION

Try imagining and answering these questions:

New communities' members

What are their circumstances?

Try to understand why did they come to this new community.
How did that happen?

What do you think - how did they feel at different stages of their process?

How would you feel?

| STEP | 03 | HOW MCM USED IDEATION AND A BOTTOM UP APPROACH |

Ideation occurs when the problems that need solving have been clearly defined. Regarding the concept of human-centred design (which is very much entwined with Design Thinking, see Section One), we experienced that it works best when it is "bottom up" and problems and solutions are defined and developed locally, not imposed from elsewhere.

The MCM project was very mindful of this and it came up with the idea of creating 4 Migrant Community Mediators Alliances at partner locations in Sweden, France, Ireland and the Netherlands. The MCM Alliances were designed to include educators, migrant representatives, social inclusion bodies, community leaders and

workers, public authorities and wider stakeholders and most importantly migrant community groups. The aim of each alliance was to promote the local active inclusion of migrants to fully participate in their new societies with tangible actions arising. You can learn more and replicate this approach by following <u>the MCM Guide for the creation of a regional alliance in the field EN - MIGRANT COMMUNITY MEDIATORS MCM (mcmproject.eu)</u>

As we have learned, HCD is iterative, measurable and results driven. The MCM project used a number of different iterations of prototyping to ensure it received the best results and high impact. The project championed and promoted project management tools like the impact effort matrix. The impact effort matrix is a very useful tool for root cause analysis and prioritising action.

The impact effort matrix was designed specifically for the purpose of deciding which solutions to implement. It is a simple but effective tool that categorises potential solutions into four categories. The exercise is included in the MCM Open Education Resources which seek to Open Education Resources - MIGRANT COMMUNITY MEDIATORS MCM (mcmproject.eu)

PRIORITISATION GRID

01 HIGH IMPACT/ LOW EFFORT

THE PRIORITISATION GRID BREAKS EVERY TASK INTO 4 POSSIBLE SECTIONS:
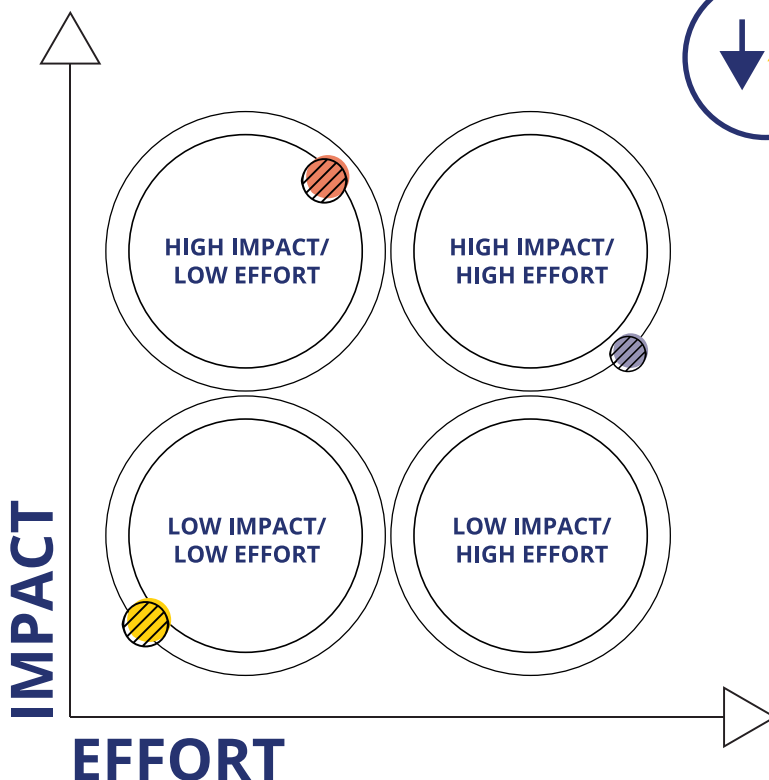
02 HIGH IMPACT/ HIGH EFFORT

03 LOW IMPACT/ LOW EFFORT

04 LOW IMPACT/ HIGH EFFORT

IMPACT

HIGH IMPACT/
LOW EFFORT

HIGH IMPACT/
HIGH EFFORT

LOW IMPACT/
LOW EFFORT

LOW IMPACT/
HIGH EFFORT

EFFORT

We have learned in this guide that testing and involving your end users is the most critical phase of the human centered design process. Without input from your end-user, you won't know if your solution is on target or not, and you won't know how to evolve your design. In the MCM project, the resources were tested by adult educators and migrant learners. The qualitative feedback below provides some insights into the impact and usefulness of the MCM resources. They also serve as proof that the HCD and design thinking approaches used by the project were successful.

SIMPLE

"All resources were perfect, it was vibrant, easy to look at and read and very useful"

MOTIVATING

"How well it was created, it looks wonderful, and is simple yet comprehensive at the same time"

COMPREHENSIVE

"I think your quote "The mediator between head and hands must be the heart!" is amazing. I was very impressed with the clarity. The Hooman's initiative 'New Faces' video is so inspiring also."

EASY TO FOLLOW

"The exercise "Community mapping activity" is a really good one"

PRACTICAL

"All videos and examples are very useful. It puts all text into contexts."
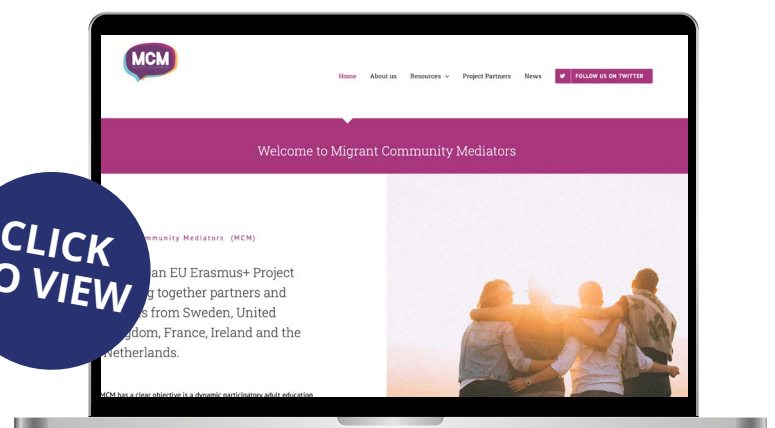
IT'S GREAT!

"The questions made me really have to think for myself, not just a text to read."

To find out more about the MCM project, you can click on this link to their website:

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