

DESIGNING TOGETHER:

Leveraging Collaborative Design Thinking
in Planning Educational Spaces

wkarch

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(2) WHY DESIGN THINKING?	>>
(3) WORKSHOP FRAMEWORK	>>
(4) OUTCOMES	>>
(5) BEST PRACTICES	>>

LEARNING OBJECTIVES

This session will give participants a first-hand experience of the **Empathy—Define—Ideate workshop** model. Participants can use it to solicit and collate information and ultimately create consensus among a large and diverse group of stakeholders.

After this session, participants will know how to **create an Empathy Map**, a simple and meaningful analog tool soliciting often-overlooked qualitative information from a large group of stakeholders to develop a shared understanding of end-user needs beyond a typical space-needs programming spreadsheet.

After this session, participants will know **how to navigate the steps necessary to prepare** for the Empathy—Define—Ideate workshop, from working with the project's administrators to identify key stakeholder groups to organizing and preparing the physical materials necessary to ensure the workshop's success.

After this session, participants will clearly **understand the value** of using the Empathy—Define—Ideate workshop model and will be **equipped to advocate for its importance** and role in the earliest phases of a project.

WHY IS EDUCATIONAL DESIGN SO CHALLENGING?



**DIVERSE
STAKEHOLDERS**

**COMPETING
PRIORITIES**

**LIMITED
BUDGETS**

**TIGHT
CONSTRUCTION
SCHEDULE**

TRADITIONAL APPROACHES

TOP-DOWN DECISIONS

Pros:

- Fast

Cons:

- Not really designing for the end user

SPREADSHEETS

Pros:

- Good for gathering quantitative data

Cons:

- Doesn't show priorities.
- Doesn't build consensus.

SURVEYS

Pros:

- Good for collecting data from different stakeholders.

Cons:

- Doesn't build consensus.
- Leaves too much up for interpretation.
- Does not include end user in design process.

DESIGN WORKSHOPS

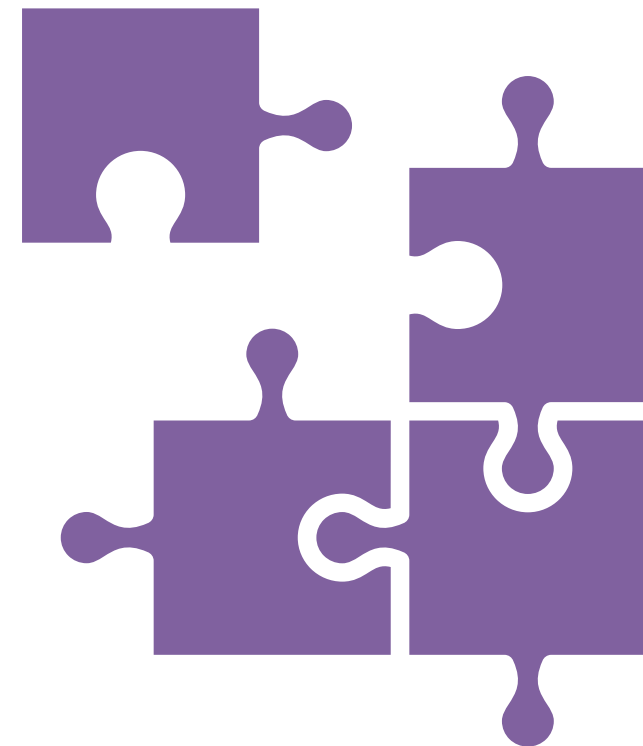
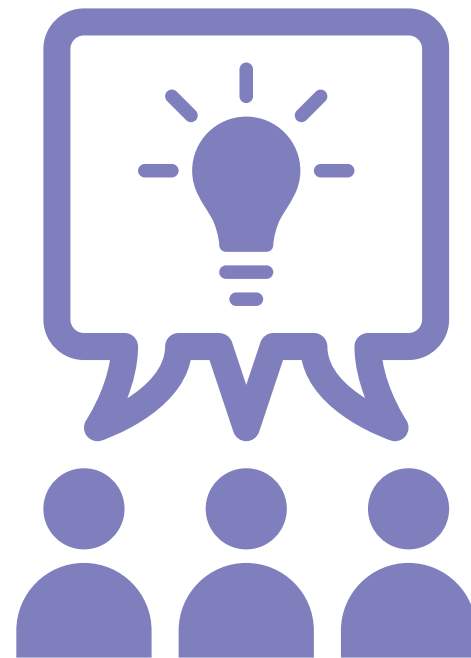
Pros:

- Includes end user/ stakeholders in the design process.

Cons:

- Doesn't build consensus
- Ends up on Bandaid/ superficial solutions.

COLLABORATIVE DESIGN THINKING



PRE-WORKSHOP PREP + LOGISTICS

PARTICIPANTS & GROUPS

- Are we representing all the stakeholders?
- Do we need sub-groups?
- What are the age ranges?
- Do they need supervision?
- How big should the groups be?

GROUP COMFORT & RESTRICTIONS

- What location would be most comfortable/convenient?
- Language
- What time of the day would be best?

RATIONAL & EXPERIENTIAL AIM

- Bring awareness?
- Define scope?
- What does the group need to experience during it?
- How do you want to feel when you come out of this workshop?

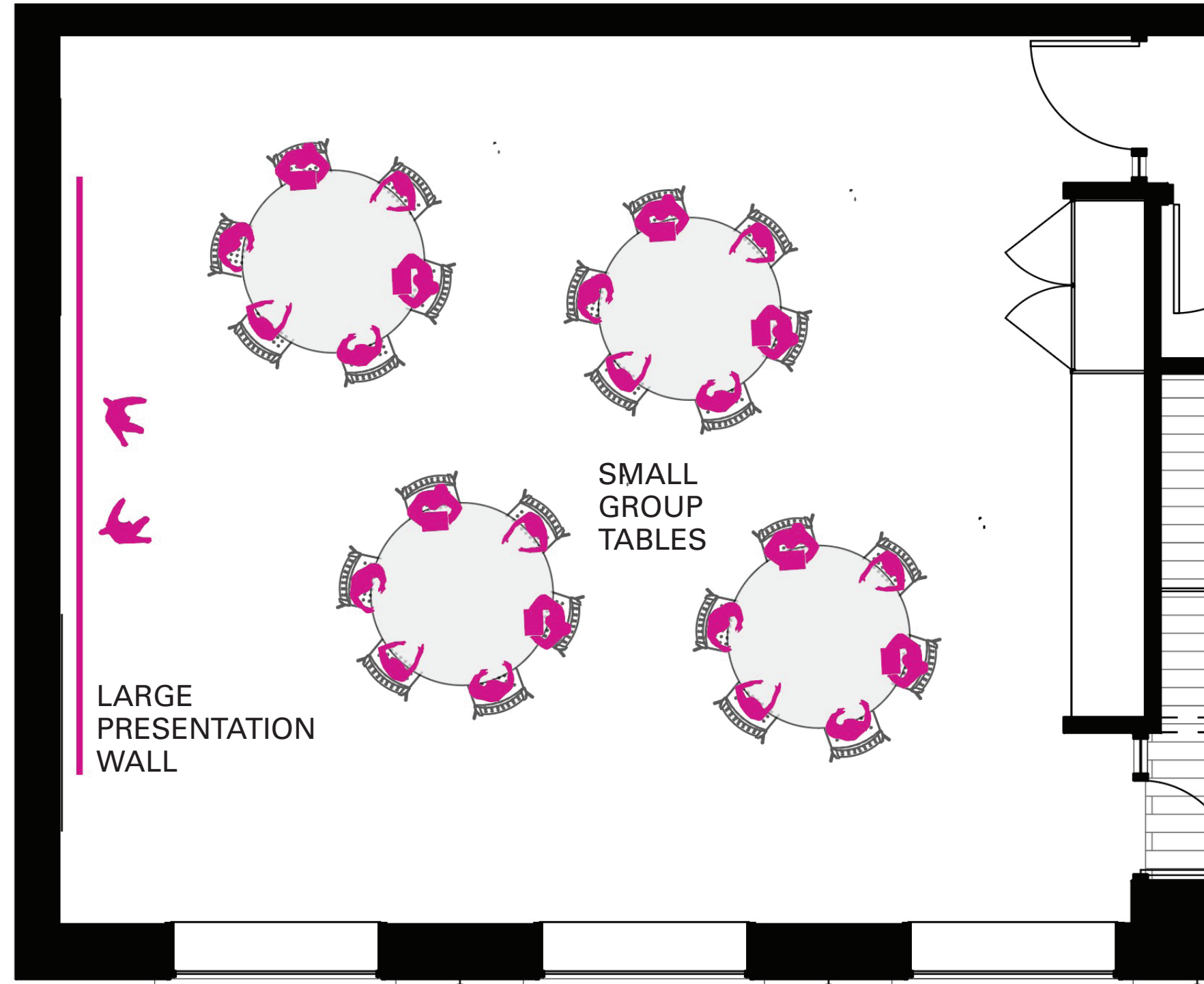
ENHANCE CAPABILITIES & OUTCOME

- What does success look like for this workshop?
- What would make it unsuccessful?
- What are some of the tangible outcomes?
- What are some of the intangible outcomes?

MATERIALS



MATERIALS



TEAM

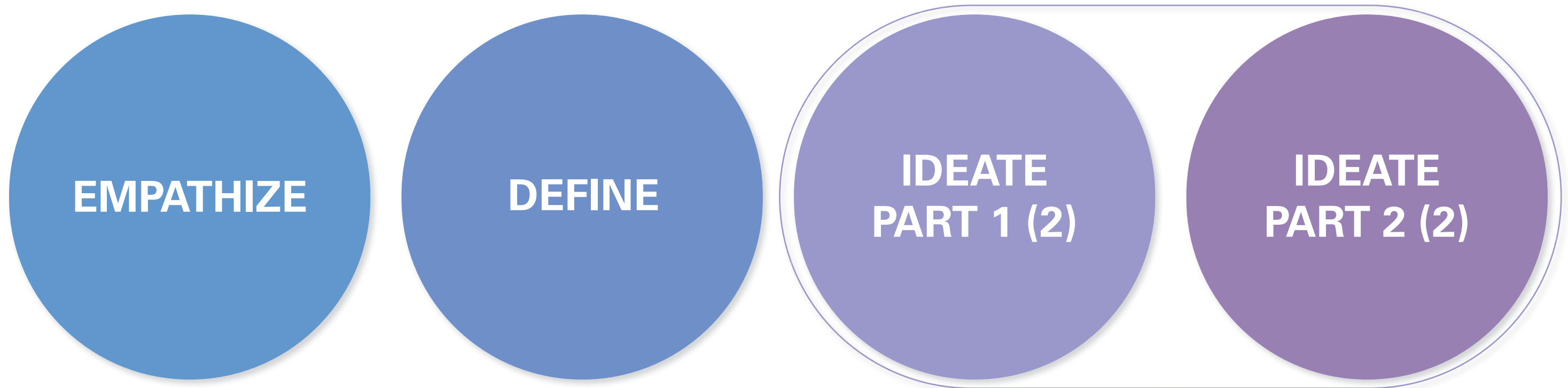


SPEAKER / FACILITATOR



SUPPORT / SCRIBER

WORKSHOP AT A GLANCE



EMPATHIZE



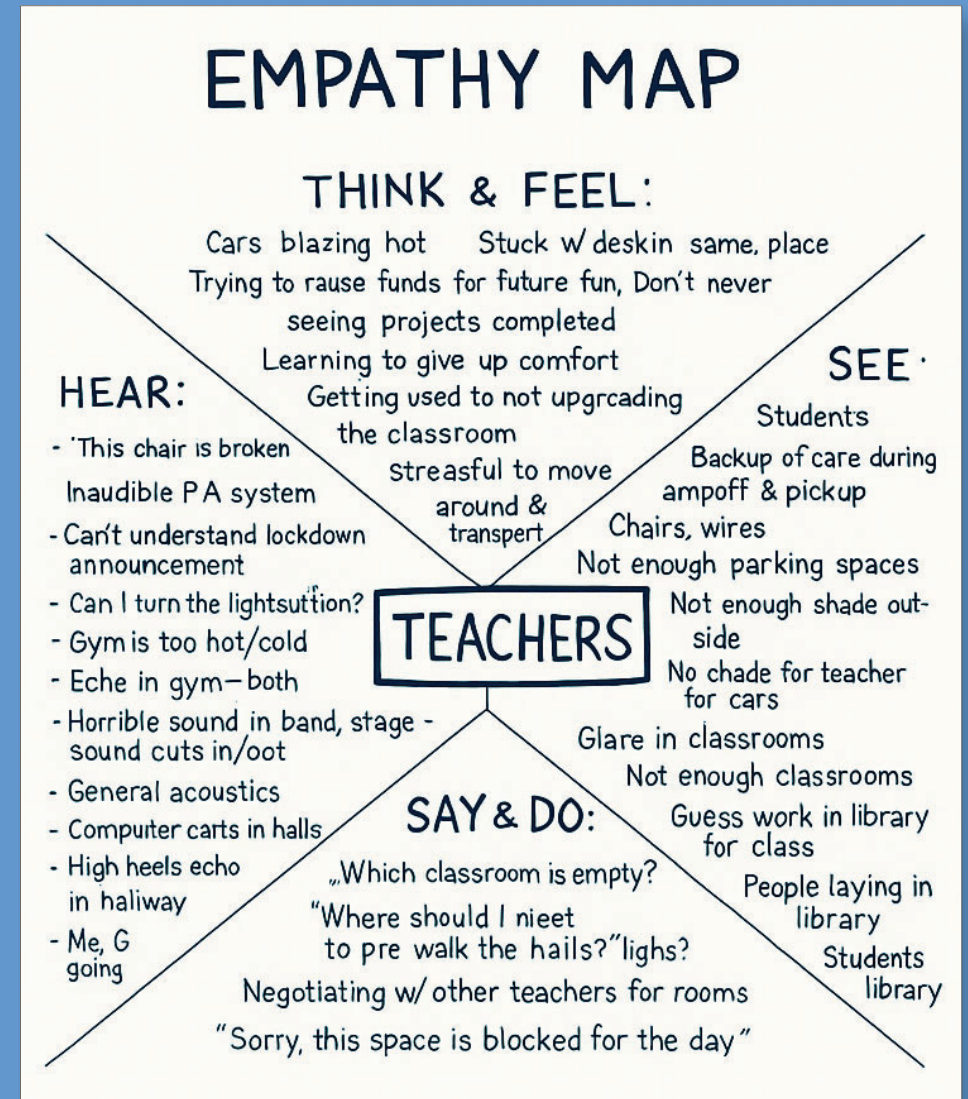
TIME:
25 minutes



GOAL:
Understand the End-User's experience.



EXECUTION:
Use an Empathy Map (See, Hear, Say/Do, and Think/Feel) to better understand the user's daily circumstances and thoughts. What do they see, hear, say/do, and think/feel on a daily basis?



DEFINE



TIME:
25 minutes



GOAL:
Define the questions/challenges to be solved



EXECUTION:
Use Empathy Map to brainstorm questions that will need to be answered with design solution. Start question with “HOW MIGHT WE?”

HOW MIGHT WE...?

1. How might we provide a space for teachers to plan or grade?
2. How might we provide a space for teachers to eat & have downtime?
3. How might we better assign rooms for floating/sharing?
4. How might we better ensure confidentiality?
5. How might we store & check out technology without someone having to facilitate?
6. How might we streamline gear check out?
7. How might we better use common space to encourage student socialization & make them feel comfortable?
8. How might we improve safety in labs?
9. How might we improve storage? (Create better storage for student belonging?)
10. How might we improve wiring?
11. How might we get better control of book lending from class sets?
12. How might we encourage cell phone detachment to encourage socializing?
13. How might we better conserve energy - especially lighting?
15. How might we create more shade outside for students & cars?

IDEATE (PART 1 OF 2)



TIME:
25 minutes



GOAL:
Define the questions/challenges to be solved



EXECUTION:
Use Empathy Map to brainstorm questions that will need to be answered with design solution. Start question with “HOW MIGHT WE?”



IDEATE (PART 2 OF 2)



TIME:
25 minutes



GOAL:
Define the questions/challenges to be solved



EXECUTION:
Use Empathy Map to brainstorm questions that will need to be answered with design solution. Start question with “HOW MIGHT WE?”



EXAMPLE

EMPATHIZE

SEE: Students working in groups in hallways.

HEAR: Discussion in / hallway.

SAY/DO: "can you please lower your voices?"

THINK/FEEL: Frustrated I cant talk over noise.

DEFINE

HOW MIGHT WE...?

...minimize noise bleeding into classrooms?

...create spaces to work collaboratively?

...allow quiet and loud activities to happen in parallel?

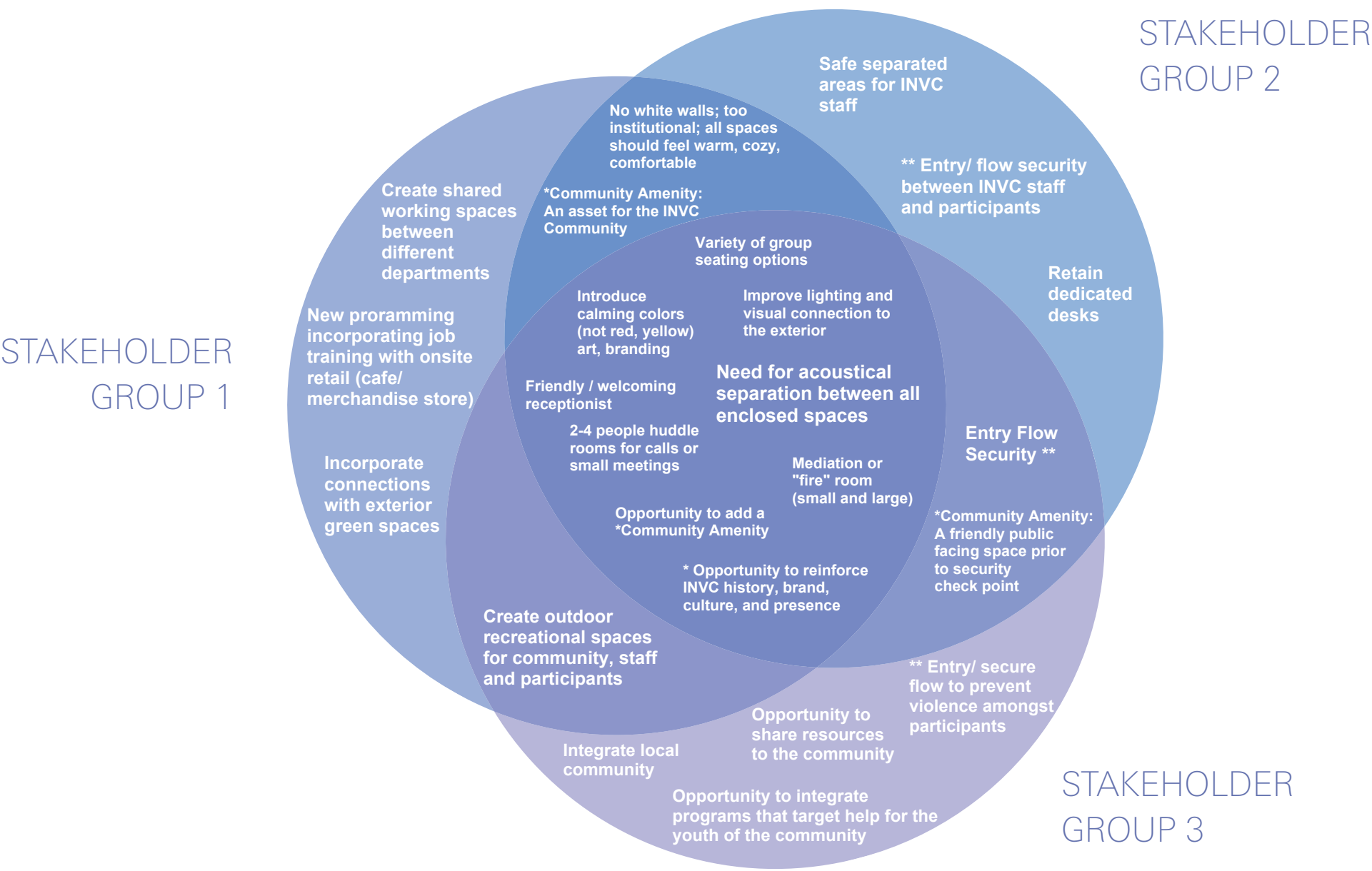
IDEATE PART 1 (2)

- Noise control walls
- Huddle rooms
- Noise control signage
- Better acoustical treatments in wall, floor and ceilings

IDEATE PART 2 (2)

- Add huddle rooms throughout to allow students to collaborate.
- Add acoustically absorbent finishes in hallway and a better noise barrier between hallways and classrooms

FUNNEL OF PRIORITIES



DO'S + DON'TS

KEYS TO SUCCESS

- Facilitator/coordinator on owner side
- safe space/separation between stakeholders for candid conversations
- groups no larger than 30 people

COMMON PITFALLS

- Facilitator needs to stick to workshop guidelines to avoid inserting personal views/agenda.
- If stakeholder group know each other well, consider randomizing before getting to “ideate” to promote good discussion and avoid clique outcome.
- One person trying to facilitate and scribe.

CASE STUDY: URUGUAYAN AMERICAN SCHOOL (UAS)



IMPACT AT UAS



IMPACT AT UAS



BROADER VALUE & KEY TAKEAWAYS



**COMMUNITY
SUPPORT**

CONSENSUS

**IMPACTFUL
OUTCOME**

**INCREASED
SATISFACTION**



Q+A