A2: Need finding due Wed.

- Present in Studio
- Create a four-minute presentation (e.g., Powerpoint, Keynote) communicating your final needfinding results:
  - your most compelling observations,
  - interpretations, and
  - How Might We questions.
- Remember the principles of effective communication: the presentation should not be a braindump, but instead an effective communicator of your main results.
Feedback on Needfinding

• I like:
  • Every group found a non-traditional learning environment
  • Lots of sketches
  • Doing observation, interpretation, needs, and How Might We’s
  • All the needs are more fundamental than “She needs a ladder”
  • Many of the needs are more fundamental and abstract.
Feedback on Needfinding

• I wish:
  • Observations were focused more on the actual learning and instructional objectives, and less on the social needs of learners.
  • Some of the abstract needs were more specific to a learning task or goal.
    • Remember the Goldilocks of “How Might We...?”
The Goldilocks of How Might We

- How might we help people organize all their digital media?

Too broad
The Goldilocks of How Might We

- How might we help people organize all their digital media?

  Too broad

- How might we help people retrieve their favorite digital media with just a click?

  Too narrow
The Goldilocks of How Might We

- How might we help people organize all their digital media?

- How might we help weekend extreme sports enthusiasts share their digital media?

- How might we help people retrieve their favorite digital media with just a click?
The Goldilocks of How Might We

- How might we help learners be more comfortable?

Too broad

Just right

Too narrow
The Goldilocks of How Might We

- How might we help learners be more comfortable?

Too broad

Just right

Too narrow

Dig deeper into specifics

?????
Example

Needfinding for Improv
Observations

- Instructor establishes a “game”
- Solicits random suggestions from the audience
- Student hesitated
- Instructor pauses to give student positive feedback about “Yes And…”
Observations

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Interpretations

- Students need a shared structure to work within, and agreed roles.
- Makes sure the actors can’t prepare ahead of time.
- Instructor gives positive reinforcement for doing the right thing. Wants to encourage the student to do “Yes And,” even when it is hard.
Observations

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Observations

• **Student hesitated**

Interpretations

• Why? “Yes And” is hard.
• NOT LIKE THIS:
  • “**How might we** make Yes And easier?”
Observations

- Student hesitated

Interpretations

- Why? “Yes And” is hard.
  - NOT LIKE THIS:
    - “How might we make Yes And easier?”

- Why? She was confused.
  - “surfing” and “sea turtles” didn’t go together for her, so she blanked on how to combine them.
  - How might we train people to respond to contradictory situations when trying to Yes And.
Why? “Yes And” is hard.

“How might we make Yes And easier?”

Why? She was confused.

Why? “surfing” and “sea turtles” didn’t go together for her, so she blanked on how to combine them.

How might we train people to respond to contradictory situations when trying to Yes And.
Activity: Improve your A2 HMW

- Pick one of your How Might We’s
- In 5 minutes, think of a way to improve it.
  - Ask for help if you need it.
- Tell us how you improved it.
Act III: Prototyping
Begin with a Brainstorm
Cardinal rules of brainstorming

- Defer judgment
- Aim for a large quantity of ideas
- Enforce a time limit
- Riff and build on others’ ideas
Roles in brainstorming

• Facilitator
  • Not the manager or leader
  • Keeps the conversation flowing

• Recorder
  • Gets everything up on the whiteboard (or sketchbook)

• Participant
Brainstorming strategies
Design space axes

- Pull out high-level dimensions along which your observations or ideas vary, then look for holes

Vulnerable

Invulnerable

laser tag
paintball

Group

Group

ice skating

trust fall

Vulnerable

Solo

watching an action movie
Good ideas can be bad

- Ideas intended to address the How Might We’s often end up as local fixes or “safe” solutions
- They are right, but boring. These ideas often become the targets of design fixation.
Dark horse prototyping

- Include one idea and prototype that is intentionally far out or nearly impossible. Sometimes, it wins.

- Even when it doesn’t win, it helps prevent design fixation.

- You will be doing this in P3
Activity:
Brainstorming Approaches to a “How Might We...?”
Observations

- Instructor establishes a “game”
- Solicits random suggestions from the audience
- Instructor pauses to give student positive feedback about “Yes And…”

Interpretations

- Students need a shared structure to work within, and agreed roles.
- Makes sure the actors can’t prepare ahead of time.
- Instructor gives positive reinforcement for doing the right thing. Wants to encourage the student to do “Yes And,” even when it is hard.
Activity:
Brainstorming Approaches to a “How Might We...?”
• **10 minutes: Brainstorm solutions to:**
  • How might we provide pathways to get beyond gender stereotypes in the moment?
In Studio

- Pick your best How Might We (HMW)
- Brainstorm solutions
  - 2 min - every group identify a HMW. Ask for help, if you need it
  - 3 min - brainstorm by yourself
  - 5 min each - Facilitate a group brainstorm:
    - Write your HMW on the board
    - Draw some axes
    - Push people into new idea spaces