



designed by freepik

# QUICKSHEET

## DESIGN SPRINT I.F.O. DEVELOPING CO-CREATED COURSES

### SCHEDULE

**DAY 1** Define the co-creation challenge, produce solutions

**DAY 2** Vote on solutions, the storyboard

**DAY 3** Build / Draft

**DAY 4** Test with stakeholders

### SETTING THE STAGE

**LOCATION** Open space with big whiteboard(s) and/or window(s)

#### MATERIALS

- large and small papers
- permanent & whiteboard markers
- post-it notes in different colours and sizes
- removable tape
- calm music
- green and red sticker dots

**ROLES** Facilitator & decider

**KEY PRINCIPLES** *Funnel principle:* from a broad range of inputs to a detailed, course specific draft  
*Brainstorm mindset:* ideas can lead to other ideas, best ideas surface in the team  
*General vs. course specific:* approaches should apply to all courses only to be translated to specific courses at the end of the brainstorm phase

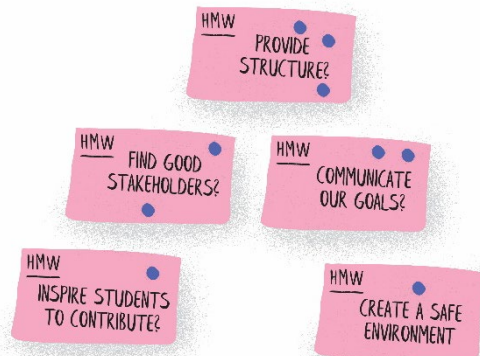
# DAY 1

## Define the co-creation challenge

### 1. ASK THE EXPERTS + HMW'S

20'

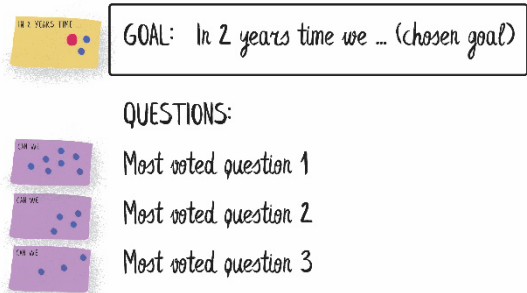
- All teachers answer four questions, 1 person at a time, others write thoughts on post-its with 'HMW' (How Might We ... ?)
  - Describe what your course 'is'?
  - What problem is your course trying to solve?
  - Who is involved in your course and who would you like to involve?
  - would be the ideal situation?
- Categorise
- Voting session (two dots & decider four)
- Voting tree



### 2. LONG TERM DIDACTICAL OBJECTIVE + SPRINT QUESTIONS

20'

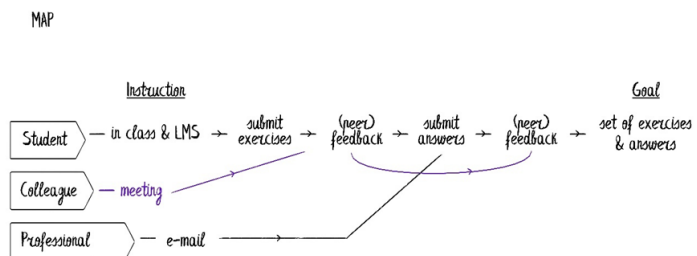
- 'In 2 years time', post-its with non-course specific co-creation goals + vote (1 dot + decider large dot)
- Decider decides final objective / goal
- 'Can we ... ?', post-its with challenges + vote (3 dots)
- Conclusion with chosen goal and three most voted sprint questions
- Always visible during the rest of the sprint



### 3. MAP

45'

- Mapping long term objective
- Write stakeholders, instruction & goal (objective)
- Add words, start with 'instruction, shouting is ok'
- Start with 1 stakeholder, fill in the gaps
- Targeting the map: place HMW's on the map, choose scope i.f.o. draft in Open Webslides, encircle this target



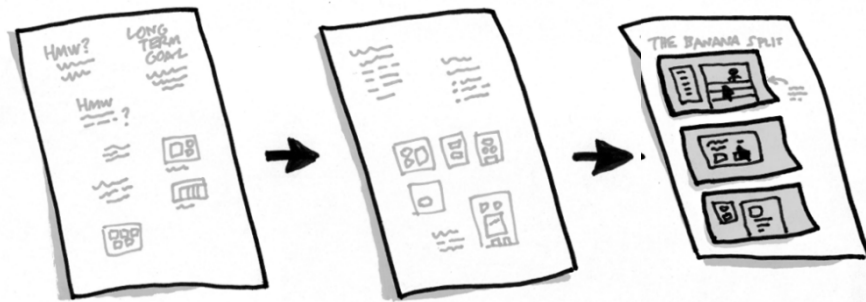
# Produce solutions

## 1. LIGHTNING DEMO'S

25'

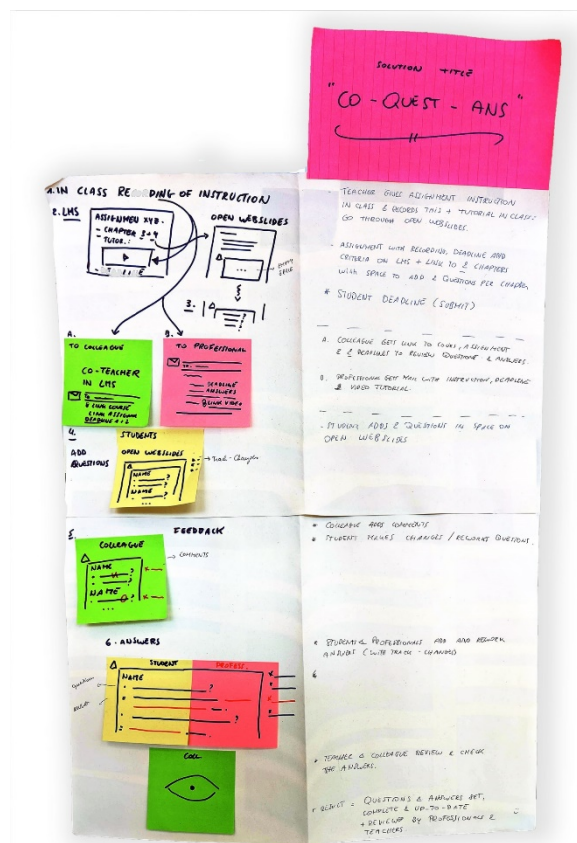
- Each member browses the web & online module for inspiring examples regarding the objective.
- Examples can be: products, services, personal experiences or initiatives. Think outside the box.
- Findings are shared in short 'lightning demo talks'.
- The **note-taker** draws little doodles or writes keywords on post-it notes and placed on the wall.

## 2. 3-PART SKETCHING



(fastcompany.com, 2016)

- Note taking (20')
  - Copy what is on the walls, no new ideas or solutions.
- Ideas Sketch (20')
  - Doodle part of the notes, ideas, make connections, draft of the solution sketch / extensive learning activity
- Solution Sketch (30')
  - Tape A4-papers together and use smaller papers, drawings and **text** to self-explain the single solution. Tape the result facing to the wall to reveal on day 2 of the co-created course design sprint.
  - Tips:
    - Ugly is OK
    - Words are important
    - Give it a nickname
    - Focus on 1 idea



## DAY 2

### Vote on solutions

#### 1. HEAT MAP VOTE

20'

- **Art museum:** turn over the solution sketches. All members vote (full sheet of red dots) on anything they find interesting. It can be on an entire solution or just part of it.
- No talking, soft music and only add questions on post-it notes and place them under the concepts.

#### 2. SOLUTION PRESENTATION

20'

- **Facilitator** explains each concept with more that about 5 dots and tries to give answers to the questions.
- At the same time one team member **summarises** the concept on post-it notes and places these above the solution sketch.

#### 3. STRAW POLL VOTE

5'

- Each member votes with a green dot with his/her initials on it, as a final vote.
- On a single post-it note he/she also writes down why they chose this concept.
- Each participant shares in a minute time why they chose which concept.



#### 4. DECIDER VOTE

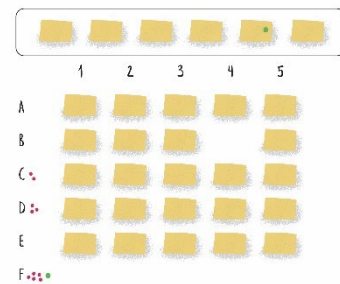
- The deciders makes the final decision with two green dots with a star on.
- He/she can put two stars on a single concept **or** one star on a concept and one star on part of anther concept.



# The Storyboard

## 1. STAKEHOLDER TEST FLOW

- **In general**
- Each member writes five steps for the chosen solution on five post-it notes, best to start with the first and the last step and fill in the rest after that. Each step should lead to the next 'scene' in the didactical approach.
- Every participant explains their steps in a minute and places them on the grid.
- A single dot for voting on the rows per team member, after that the decider uses two dots to vote. The second dot can be on an additional step that needs to be implemented.
- Each step is placed in a single storyboard cell.



## 2. STORYBOARD

- **Course specific**

### Tips:

- Work with what you have
- Adapt to course specific needs and contextualise all possible variables (such as deadlines, available software, policies and course content)
- When in doubt, take risks
- Focus on what can be tested for feedback
- Keep the story in 15 minutes or less

## DAY 3

### Build / Draft

#### 1. OPEN WEBSLIDES

- Start in Open Weblides
- Add course content & ESD's (<https://www.effectivestudymaterials.com/>) + mark-up related to the co-creation learning activities
- Do a trial run: try the different interactions, steps, for each stakeholder

#### 2. OTHER LEARNING MATERIALS

- If enough time: create drafts for other learning materials required by the co-creation solution.
- Do a trial run of the stakeholder testing with a team member, the developed materials and the course specific storyboard.

## DAY 4

### Stakeholder testing

- Each team member gets a number and joins the teachers from the other teams (that have the same number) in a room;
- One teacher at a time explains the whole co-creation approach, the process they went through to get there and the course specific adaptation via the **storyboard** and the developed learning materials (such as in Open Weblides). He/she asks for feedback via an 'interview'.
- Feedback: red post-it notes for elements that need some work, green post-it notes for positive feedback provided by the other teachers.

#### INTERVIEW REMINDERS

- Ask open-ended questions
  - DON'T ask multiple-choice questions
  - DON'T ask yes/no questions
- Ask broken questions
  - So what... is...
- Bring your curiosity
  - DON'T assume. Ask why!

#### DEBRIEF

- Guiding questions:
  - What surprised you about the method you saw?
  - How would you describe it to a colleague?
  - Who do you imagine would use it?
  - How does it compare to courses or classes you have seen in the past?
  - What are the pros and cons of this experience? If you had a magic wand and could add, remove, or tweak anything about what you saw, what would it be?
  - How would you feel about using this course in the future?