#eLBXLive

Welcome!

In this session, you will discover:

How **Design Thinking** aligns with Instructional Design

The 5 Stages of **Design Thinking**

How **Design Thinking** can help you engage learners, SMEs, stakeholders

Poll Your Role

What's your role in designing learning?

A.   Instructional Designer / Trainer

B.   eLearning Developer

C.   Learning Manager

D.   Business Manager / Entrepreneur / Consultant

E.   Other (tell us!)

Poll Your Experience

Which best describes your experience with Design Thinking?

A.   New to Instructional Design

B.   New to Design Thinking

C.   Taken a Design Thinking workshop

D.   Other: Tell Us!

Design is a plan for arranging elements in such a way as best to accomplish a particular purpose.

- Charles Eames

Instructional Design is a plan for analyzing needs and arranging elements in such a way as best to accomplish a particular defined learning objectives.

Instructional Design is Creative Problem Solving!

Design Thinking

Used by product designers and entrepreneurs for tackling complex problems that are ill-defined or unknown, by:

- understanding the human needs involved
- re-framing the problem in human-centric ways
- generating many ideas in brainstorming sessions, and by
- adopting a hands-on approach in prototyping and testing

"We have a methodology that enables us to come up with a solution that nobody has before."

— David Kelley founder Sanford d.school; Ideo

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.**
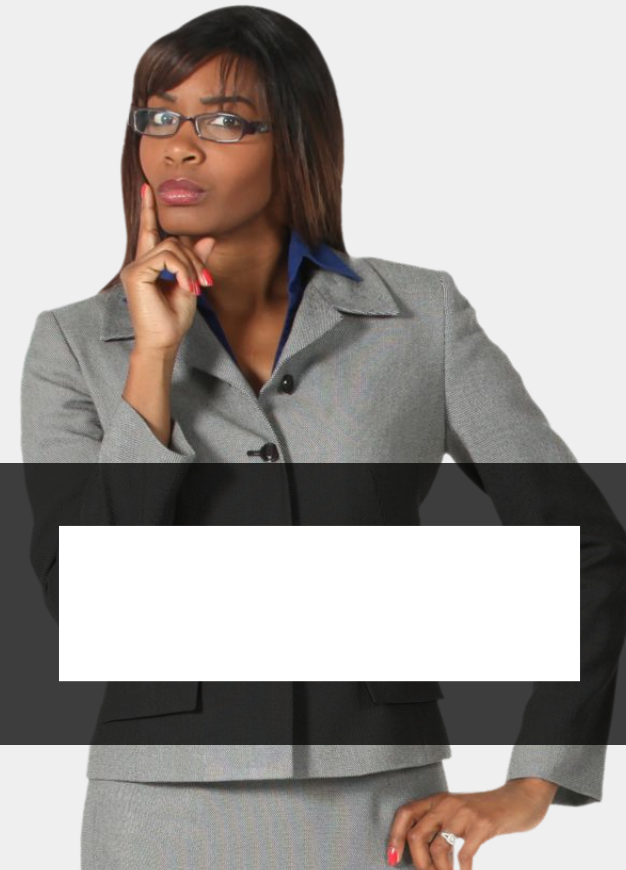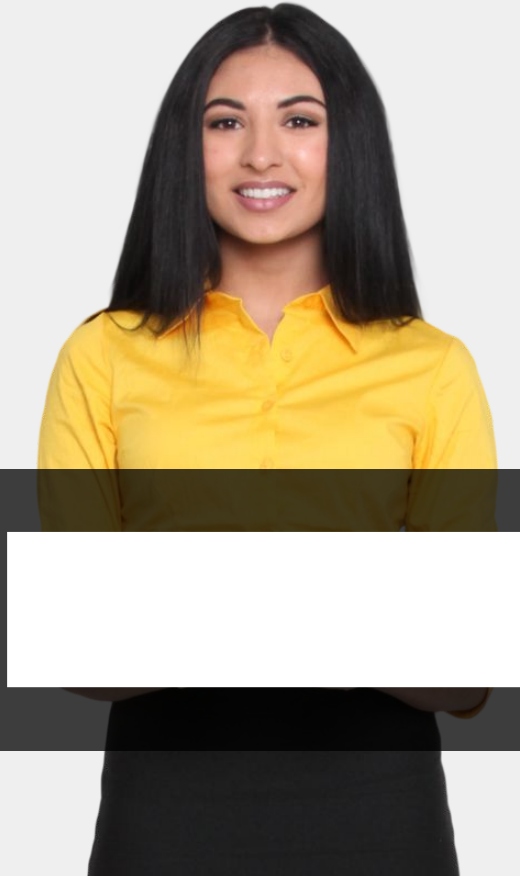
- Tim Brown, CEO of IDEO

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**.

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Assemble a Cross-functional Team

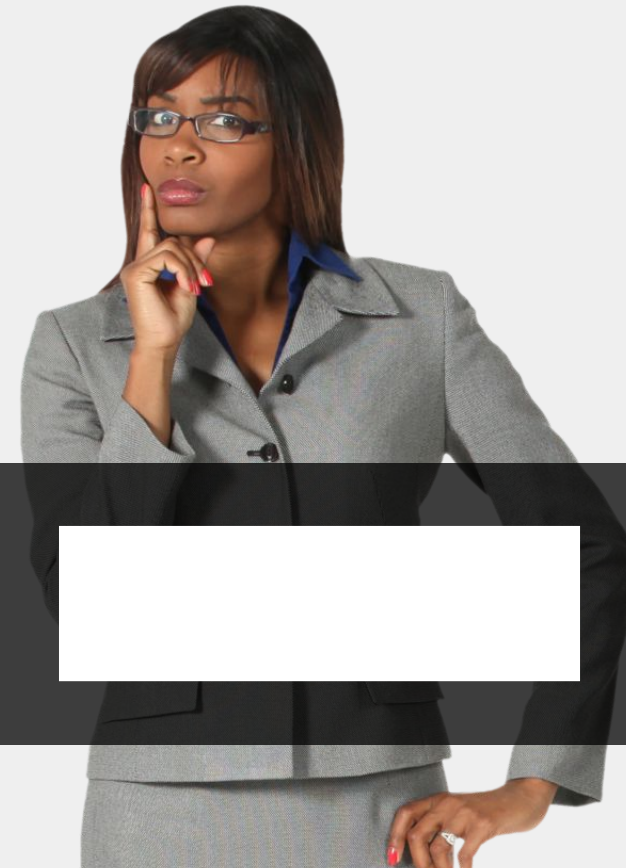Each person holds a different piece of the design puzzle

Learner Advocate

If not actual learner, able to walk in their shoes: "This is the right way to do it"

Learner Advocate
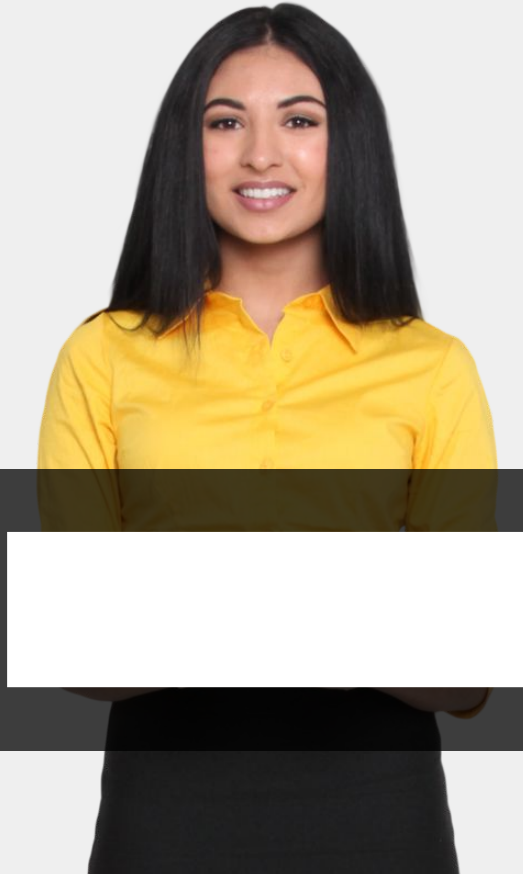
Learner Manager

"This is how we need it done"
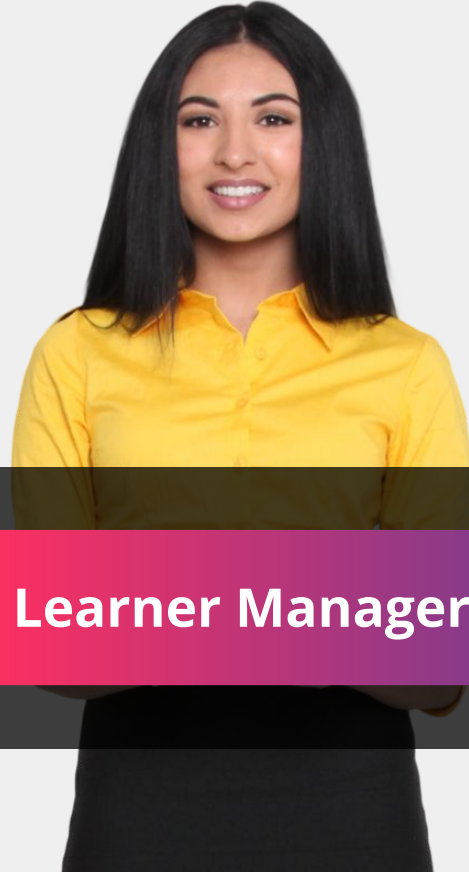
Learner Advocate   **Learner Manager**
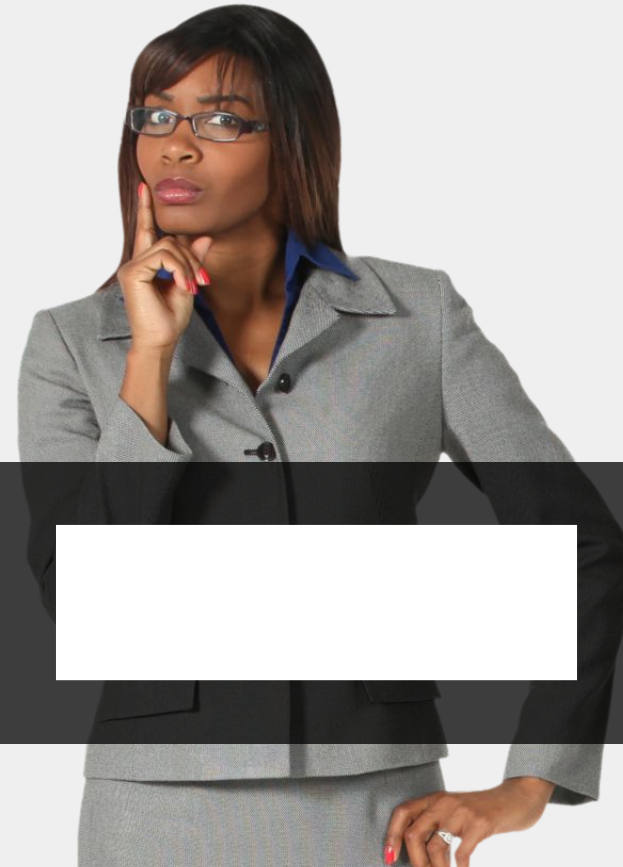
Subject Matter Expert

Understands the objectives and has a passion for learning

Learner Advocate

Learner Manager

SME
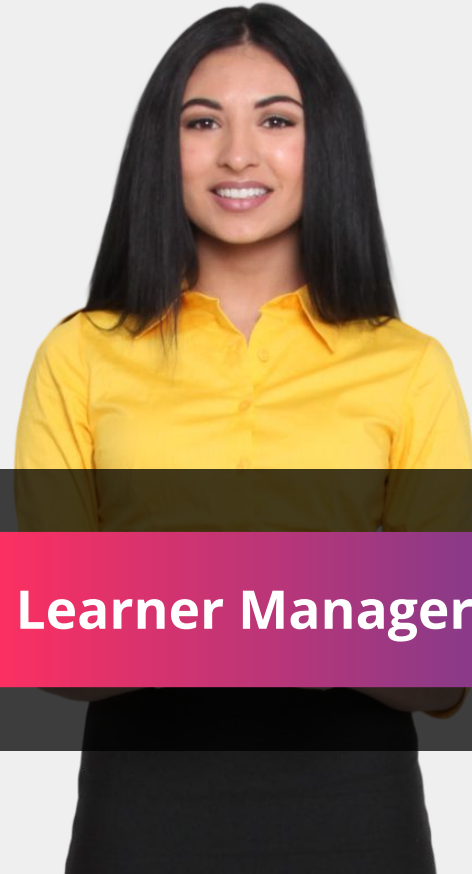
Instructional Design Can Be Messy

Cross-functional Team

Sponsor/budget holder; early input to avoid later sabotage
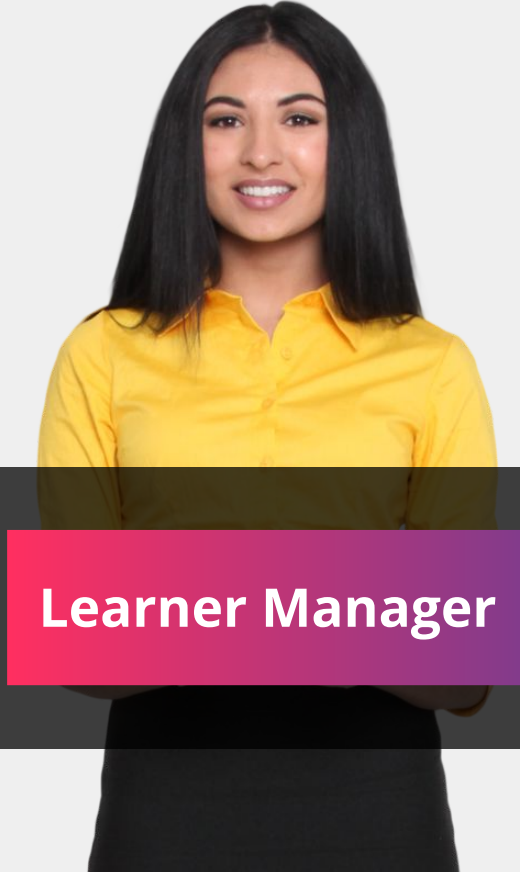
Learner Advocate

Learner Manager

SME

Stakeholder

Design Thinking Model

Empathize

Define

Ideate

Prototype

Test

with
your learners

learner needs
& problems
+ your insights

challenge
assumptions;
create ideas

start creating
solutions

solutions
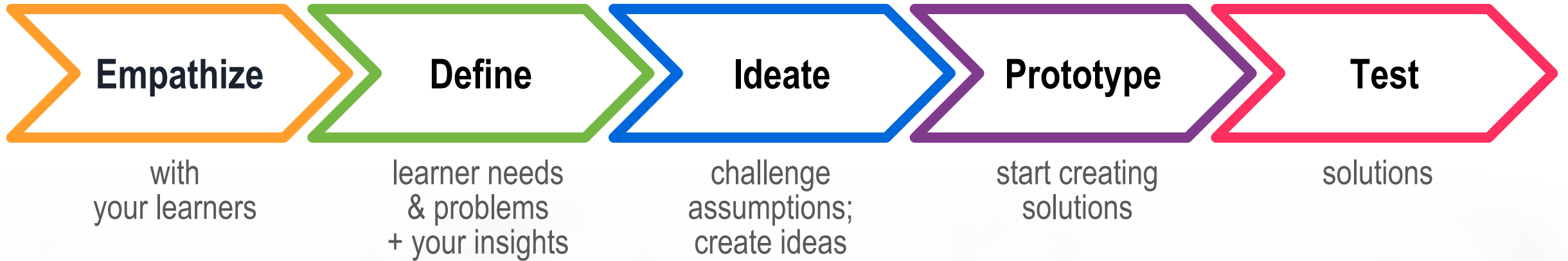
How will the learner experience your design?

Put your own expertise and agenda aside; take on a beginner mindset

Think about the people who will be impacted by your course

Develop empathy for them by asking:

- Who is your learner? Personas/Archetypes
- What culture or environment are they working in?
- What excites them? Frustrates them?

Empathize → **Define** → **Ideate** → **Prototype** → **Test**

Personas vs Archetypes

MARKET PROFILE

KEY METRICS

DEMOGRAPHICS

GEOGRAPHICS

PSYCHOGRAPHICS

BEHAVIORAL

BEHAVIORAL ARCHETYPE

SELECTED METRICS

GOALS   THOUGHTS

NEEDS   FEELINGS

PAIN-POINTS   ACTIONS

Who are they?

aka Persona

Characteristics / Segmentation

Why do they do that?

Needs, Motivations, Pain Points

smashingideas.com/behavioral-archetypes-toolkit/

The Soloist
I don't want to spend time talking with vendors

The Collaborator
I'll reach out to vendors myself to make sure it's right

% OF INTERVIEWS — 35% — 65% — % OF INTERVIEWS

TRADITIONAL — PROGRESSIVE
PASSIVE COMMUNICATOR — ACTIVE COMMUNICATOR
LEARN TO DO IT MYSELF — LET SOMEONE ELSE DO IT
FOLLOW PROCESSES — BYPASS PROCESSES
FOCUSED ON SPEED — FOCUSED ON QUALITY

LEVEL OF EFFORT

GATHER REQ'S — PLAN — DEVELOP — DEPLOY — EVAL — COURSE-CORRECT

Smashing Ideas Behavioral Archetypes

Project Team Interviews:

26 workers

3 departments

6 archetypes

smashingideas.com/behavioral-archetypes/

Project Team Archetypes

Behavioral Landscape

Professor · Maverick · Soloist · Collaborator · Realist · Dreamer

TRADITIONAL — PROGRESSIVE
REACTIVE — PROACTIVE
PASSIVE COMMUNICATOR — ACTIVE COMMUNICATOR
AVERSE TO CHANGE — OPEN TO CHANGE
SATISFIED WITH TOOLS — NOT SATISFIED WITH TOOLS
LEARN TO DO IT MYSELF — GET SOMEONE ELSE TO DO IT
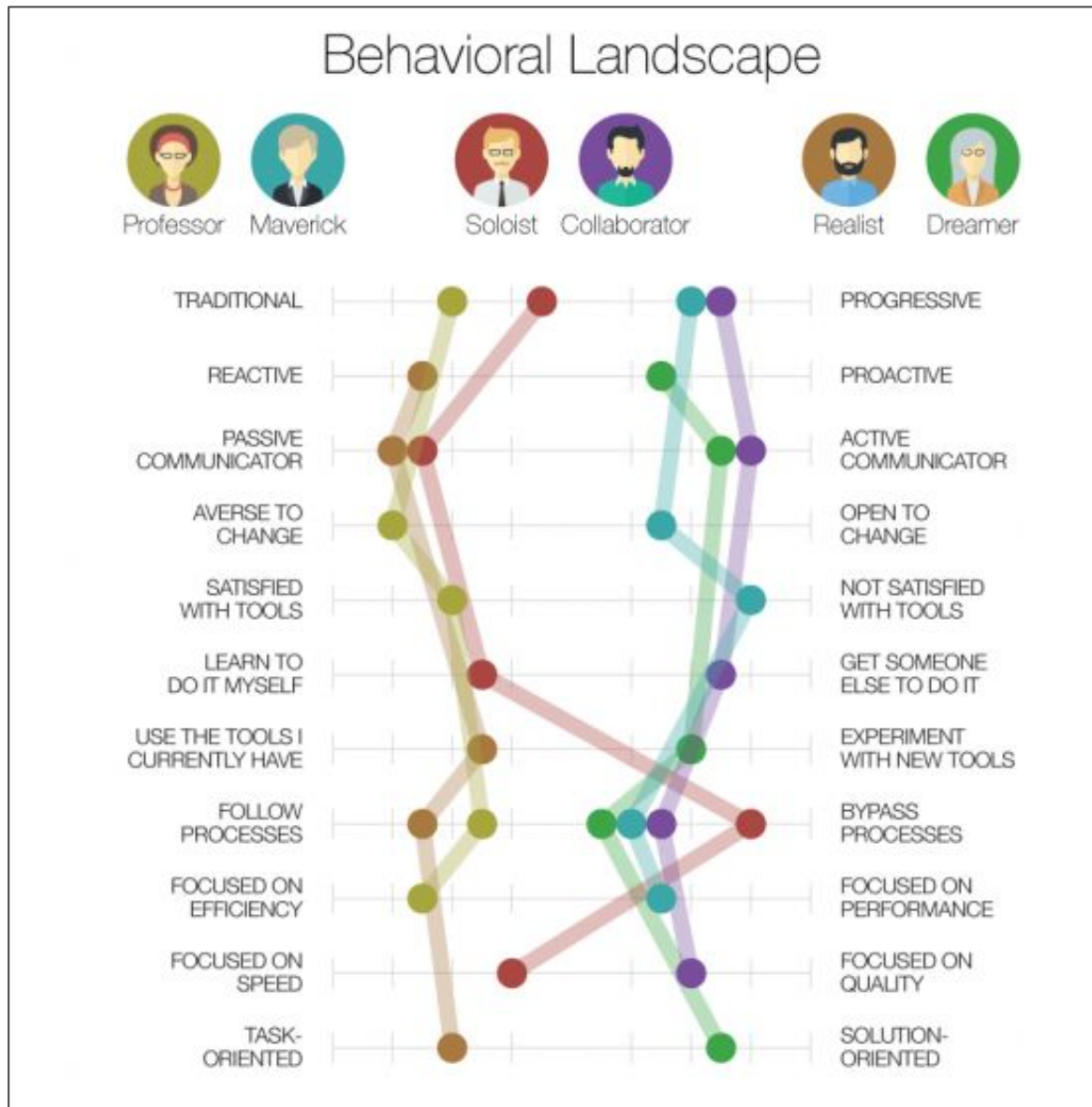USE THE TOOLS I CURRENTLY HAVE — EXPERIMENT WITH NEW TOOLS
FOLLOW PROCESSES — BYPASS PROCESSES
FOCUSED ON EFFICIENCY — FOCUSED ON PERFORMANCE
FOCUSED ON SPEED — FOCUSED ON QUALITY
TASK-ORIENTED — SOLUTION-ORIENTED

Smashing Ideas

Project Team Interviews:

26 workers

3 departments

6 archetypes

smashingideas.com/behavioral-archetypes/
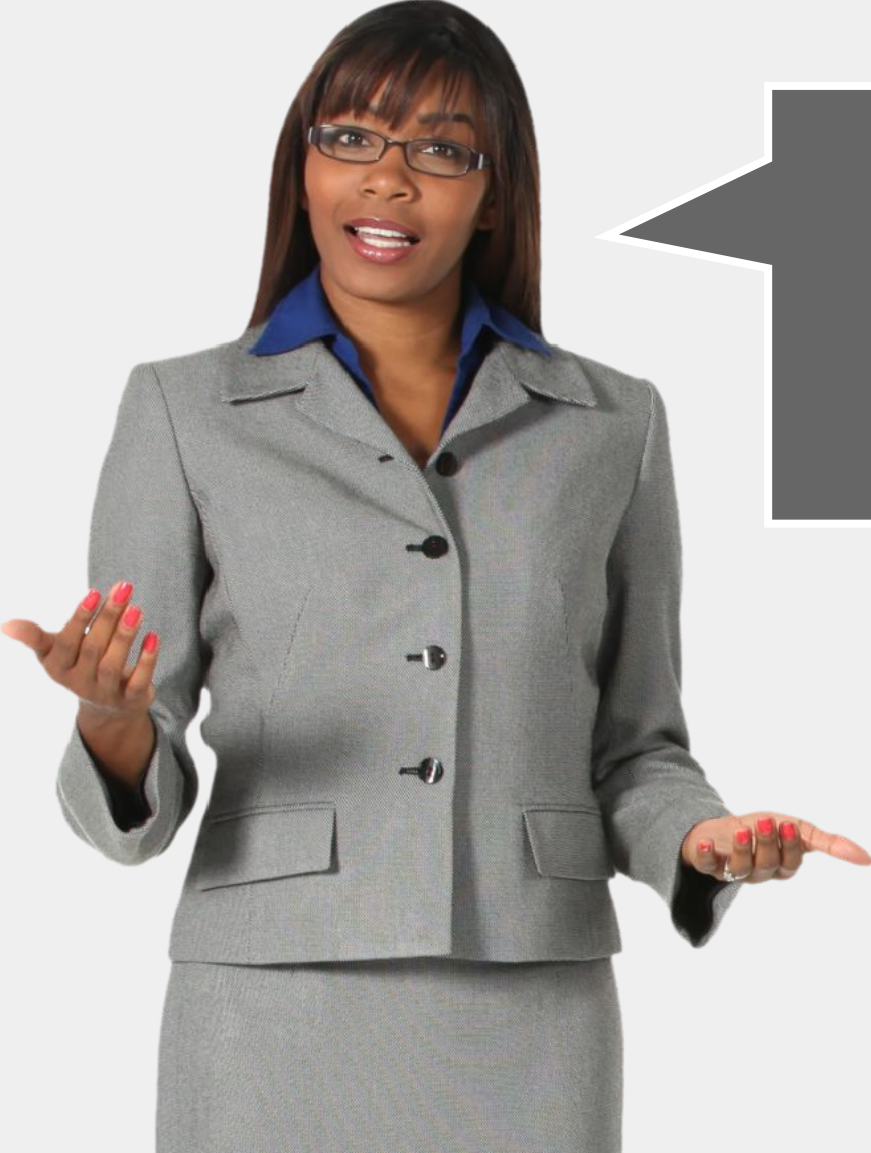
What are your performance objectives?

Learners:

What is the job this learner is trying to do?

Ask stakeholders:

If this solution is wildly successful,

what will learners feel, know, and do differently?

Empathize Define Ideate Prototype Test

MARKET PROFILE

EXAMPLE

Fictional first name _____ Susan _____

Market segment _____ millennial job seeker _____

Segment key metric(s) _____ 40% of market, 4.6MM _____

Demographics

Age _____ 29 _____

Gender _____ Female _____

Ethnicity/race _____ African American _____

Job Title _____ Sales rep for a pharmaceutical company _____

Employment status _____ currently employed full-time _____

Family status _____ Single _____

Education level _____ Bachelor of Science, U of Washington _____

Other demographic data _____ technically proficient, dog owner, wears corrective lenses _____

Geographics

local/regional/national/international specifics _____ urban – Seattle, WA _____

seasonal/environmental specifics _____ rains 9 months of the year _____

Psychographics

Personality _____ extrovert _____

Attitudes _____ finds the positive in most situations _____

Affinities _____ connects with people easily _____

Values _____ ethical, loyal to her co-workers _____

Interests _____ travel, skiing _____

Lifestyle _____ works too much* _____

Behavioral

General needs _____ needs to feel like she's part of a team _____

Patterns _____ tends to stay in a job for 5+ years _____

Usage rates _____ visits LinkedIn weekly to stay connected _____

Price sensitivity _____ NA _____

Brand preferences _____ unknown* _____

Other behavioral data _____ NA _____

Mark assumptions to be validated during user research with an asterisk (*).

SCENARIO
EXAMPLE

NARRATIVE

Susan has just been laid off from her job and is uncertain how long her savings will last. She has been doing a small amount of networking, but doesn't have any strong leads.

Her unexpected unemployment has also left her with a resume and a LinkedIn profile in need of updating.

THOUGHTS

I should have kept examples of my work on a regular basis.*

My current networking efforts aren't adequate.

Need to re-assess my finances and cashflow this month.

FEELINGS

Mad about being laid off after four years of loyal service.

A little panicked about my lack of emergency savings*.

Regretting buying that new car.

ACTIONS

Check my savings to see if things are as dire as they feel.

Update my resume and online job profile.*

Set up coffee meetings with 3 colleagues for advice/leads.

Mark assumptions to be validated during user research with an asterisk (*).

BEHAVIORAL ARCHETYPE

EXAMPLE

Desperately-Seeking Susan

NARRATIVE

This person is driven to find a job quickly due to a variety of pressures, such as maintaining a steady income, staying relevant in their field, ego, and balance of household power.

The bulk of their time is spent on this effort, but they need tools to help them streamline.

They tend to get frustrated with people and experiences that lead them on wild goose chases and waste their time.

They don't want to settle for just any new job, but the pressures of unemployment may prevent them from holding out for the ideal career fit in favor of something that will help them "just pay the bills".

GOALS

Find a (meaningful) job as soon as possible.

Increase earnings by at least 10% so I can start saving for retirement.

Do something with my degree besides sales.

NEEDS

A better long-term financial situation.

A dog-friendly workplace that's close to home and accessible by mass transit.

A job with better work/life balance.

PAIN-POINTS

Job search sites are such a time-waster.

Everyone has a different application process.

OMG, all this tiny type is impossible to read!

It's like stuff just goes into some black hole.

THOUGHTS

I should have kept examples of my work.*

Why are recruiters so unresponsive?

Need to re-assess my finances & cashflow.

What will my friends & colleagues think?

FEELINGS

Mad about being laid off after four years.

A little panicked about my lack of savings.*

Regretting buying that new car.

Anxious, afraid, but also hopeful & optimistic.

ACTIONS

Checks finances every morning.

Updates resume and online job profile.*

Sets up coffee meetings with 3 colleagues.

Attends free local networking events.*

Agile Story Methodology

Instruct participants to imagine themselves as learners, and the job they need to accomplish.

As a <type of learner>, **I want** <X> **so I can** <accomplish Y>

Empathize → Define → **Ideate** → Prototype → Test

Agile Story Methodology

Instruct participants to imagine themselves as learners, and the job they need to accomplish.

As a <type of learner>, **I want** <X> **so I can** <accomplish Y>

Different learners = different jobs

Create a unique Story for each significant "user group"

Empathize ▸ Define ▸ Ideate ▸ Prototype ▸ Test

Agile Story Methodology

Instruct participants to imagine themselves as learners, and the job they need to accomplish.

As a <type of learner>, **I want** <X> **so I can** <accomplish Y>

WHAT do they want or need?

What is the intention of the learning intervention?

Empathize → Define → Ideate → Prototype → Test

Agile Story Methodology

Instruct participants to imagine themselves as learners, and the job they need to accomplish.

As a <type of learner>, **I want** <X> **so I can** <accomplish Y>

WHY do they need it?

What end goal does the learner want to accomplish?

What value will your solution offer them?

Empathize | Define | **Ideate** | Prototype | Test

Agile Story Methodology

Instruct participants to imagine themselves as learners, and the job they need to accomplish.

As a <type of learner>, **I want** <X> **so I can** <accomplish Y>

Susan's Story 1:

"As a Job Seeker, I want to increase my earnings by at least 10%, so I can start saving for retirement."

| Empathize | Define | Ideate | Prototype | Test |

> If you're struggling to write the goal then you should reconsider why you think the user will need the [solution].
>
> - Matthew Weprin, UX Designer for SAP

Sticky Notes Help Solve Sticky Problems

No actual development at this stage: Ideas or sketches only

Collect as many ideas as possible: true brainstorming. Avoid constraints at this point.
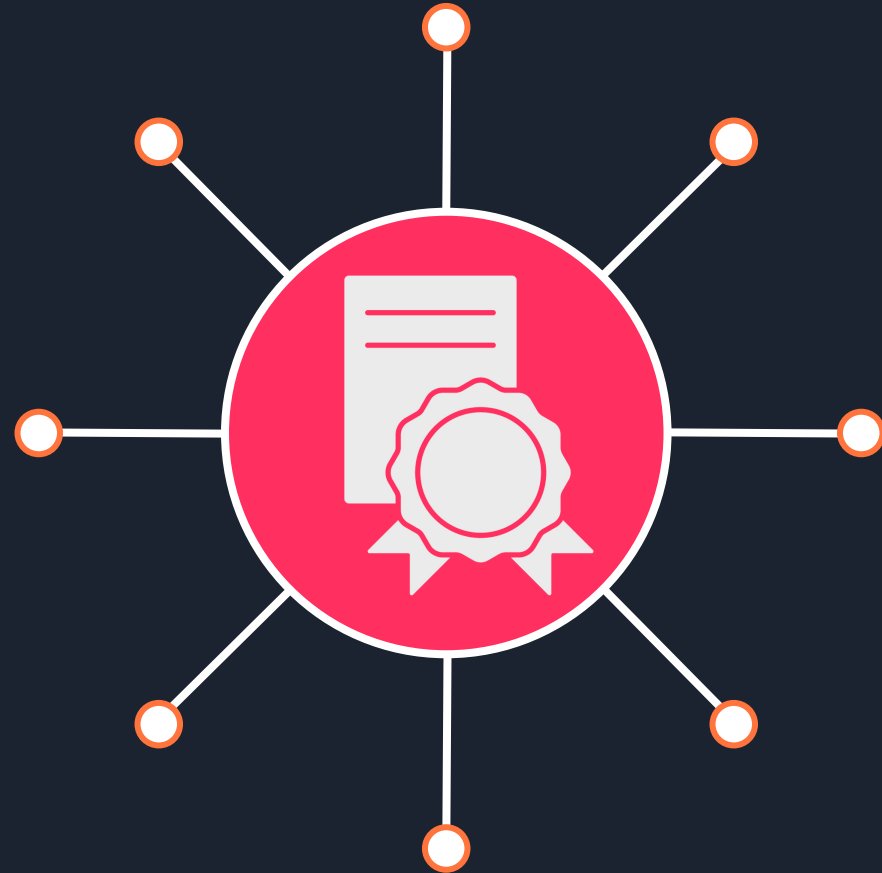
Prompts:

- "How might we ..." [example: help job seekers land higher paying jobs?]
- "If you had a magic wand, what would you make happen?"

Empathize → Define → Ideate → Prototype → Test

Proto-What?

What are some possible blended learning activities to consider?

Constraints Prompt a Second Look

When Ideation stalls or the established time limit has been reached, introduce constraints to prompt additional input.

- Discuss the scope of the project. What are realistic budget and time parameters?
- How can these parameters potentially shift?
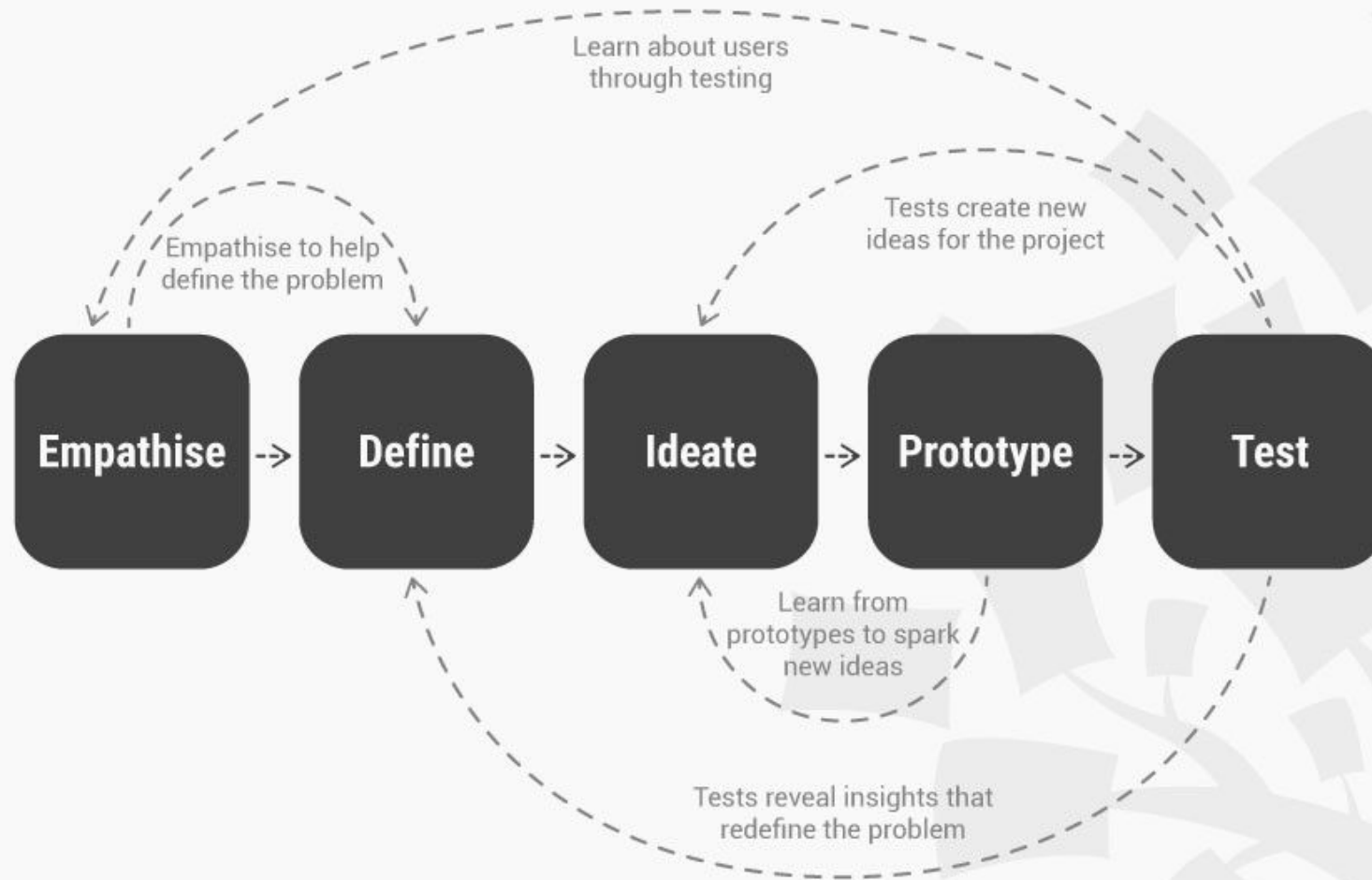- Think of best- and worse-case scenarios to set the framework for your test phase.

Empathize **Define** **Ideate** **Prototype** **Test**

Ideas Worthy of Follow-Up Action

As with Prototype, we are "testing" the ideas generated:

- Hand out two or three dot stickers to each participant.

- Instruct participants to place a sticker "vote" on the the most viable ideas.

- If practical, test short-listed ideas with others outside the original design group

- Establish next steps: schedule date and time of next event and assign action items

Empathize > **Define** > **Ideate** > **Prototype** > **Test**

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