

North Dakota Community Design Partnership

Meeting 6

Please rename yourself to follow *this* pattern

Name, City or District, which profile you worked on last time (student, family, educator)

For Example: Gretchen, Denver, family



Community Agreements

Accept and expect non-closure

Speak your truth

Experience discomfort

Stay engaged

Take an inquiry stance

Community Reflections

Many folks felt power dynamics were even and interactions began the conversation

Some folks who felt that way also acknowledged they weren't perceived expertise, race, age, gender, etc... and that the work was different and be more challenging in a different group

Some folks also said that their group would be helped by some... sometimes work moved more slowly without someone assure

And there were some reflections on groups differing levels of clarity about the... get from the process -- ranging from people having joined because they had a... this was a venue to implement that idea who are now maybe having to slow down... emerging from empathy interviews -- to groups coming together without any... general interest in learning about the process who are now wondering if they... learn about the process and get something tangible done together.

With this in mind - set your intention for today's work in teams.

- What role do you want to play?
- Who do you want to be sure to hear from, either members in your group - or voices from empathy interviews?
- What can you look out for to gauge whether others are feeling welcome and valued?

Write yourself a quick note that you can keep in front of you as you work today

In the chat...

What did you try last week?

How did it go?

Agenda

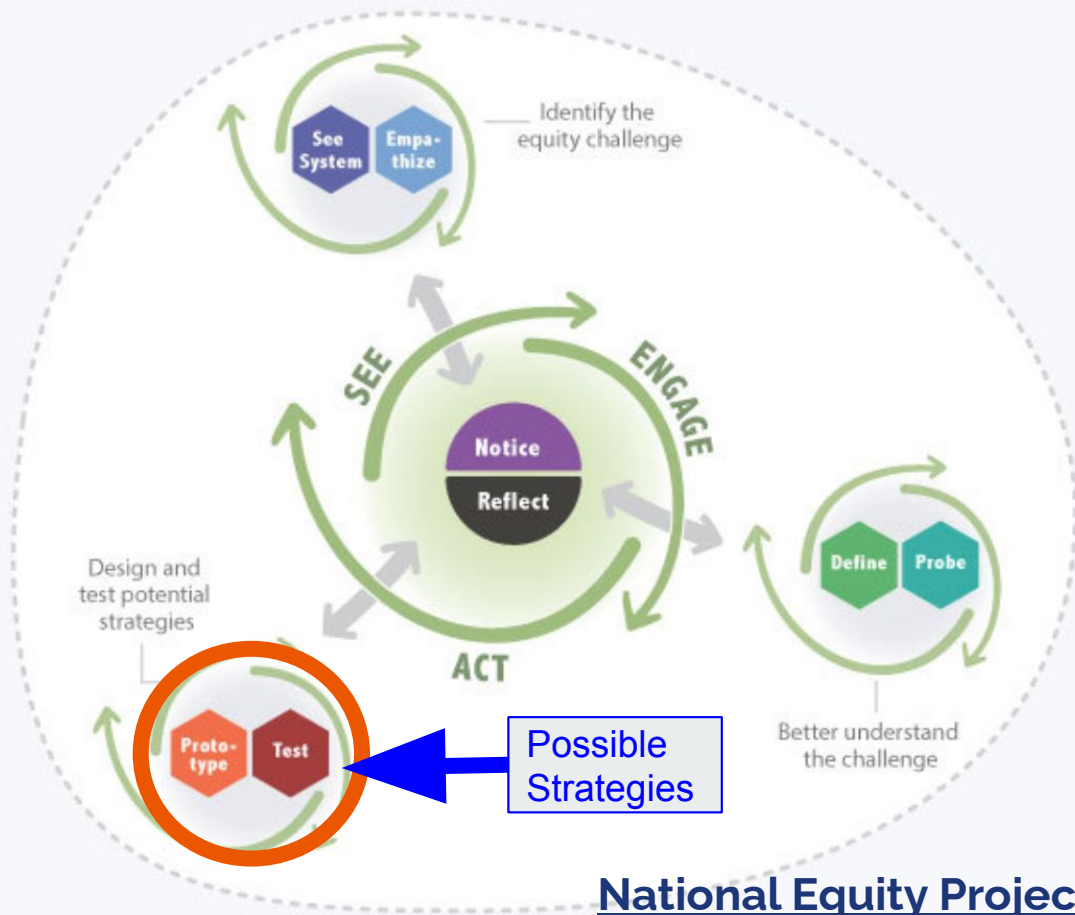
Last time... we nailed down our problem statements, and generated prototype ideas to go test with our users

Then you spent the last week testing top strategies...

Would this address your needs?
Would this build trust?
How could we implement this strategy so that it did all that it could to build understanding and trust?

This was the simplest way to test... have you surfaced an idea worthy of further development and testing?

LIBERATORY DESIGN CYCLE



National Equity Project



“How Might We...” from User → Problem → Possibility

“How might we...[connection between **users**, **needs** and **insights**]?”

“How might we help **airline travelers** **learn important safety information** during **pre-flight routines they currently find boring**?”

“How might we help **working parents** **get the information and/or support they need** to understand and support their learner with remote learning and/or homework?”

“How Might We....” from User → Problem → Possibility

How might we make airline travel easier for families traveling with children?

- **Amp up the good:** How might we use the kids’ energy to entertain fellow passengers?
- **Remove the bad:** How might we separate the kids from fellow passengers?
- **Explore the opposite:** How might we make the wait the most exciting part of the trip?
- **Question an assumption:** How might we entirely remove the wait time at the airport?
- **Go after adjectives:** How might we make the rush refreshing instead of harrying?
- **ID unexpected resources:** How might we leverage free time of fellow passengers to share the load?
- **Create an analogy from need or context:** How might we make the airport like a spa? Like a playground?
- **Play against the challenge:** How might we make the airport a place that kids want to go?
- **Change a status quo:** How might we make playful, loud kids less annoying?
- **Break POV into pieces:** How might we entertain kids? How might we slow a mom down? How might we mollify delayed passengers?

Student User Profile: Frustrated Fanny (multiple interviewees)

- Members of our Triad
- Spring Ma
 - Deann Bjornson
 - Roberta Rieger
 - Leandra Ostrom
 - Matt Stone

Quotes

- Communications are directed for people for have already had 10 kids go through this school or graduated from here . . .
- Feeling- if you are not already part of the group you are not needed to participate. (Staff member/family)
- "I just really want my children to be good humans" My response was "What does being a good human mean to you?" (speaking to family)
- "I am just very confused and isolated and I don't know where I can ask for help" (Speaking to a student)
- As a teacher I feel defeated when I know that a student is struggling. Students could not or would not open up about experiences from outside of the classroom. (Speaking to a staff member/family)

Problem Statement: How might we address a student's confusion with the process and their lack of trust so that their concerns will be addressed?

How might we create more two-way communications using diverse media platforms with students, parents, and families from all cultural backgrounds in the Fargo community to address their concerns and questions over time in order to build trust and confidence in the schools--How can everyone feel they have an opportunity to have a Voice?

Compelling Needs

- There is a need for connection and understanding. Wanting to be more in the know.
- Building trust between the school system and families.
- In line with issues that many parents and feeling lost

Profile Insights

- Communications shared by the school district dont speak in me
- Trust needs to be built through communication and by treating a student as a whole child (?--what is meant by this term?)

Problem Statement - Example where Fargo left off

Key needs and insights from the student user profile...

- Right now feelings of isolation are high
- Right now trust isn't high
- Right now confusion is a source of mistrust
- Right now school communications do not speak to me (student)

How might we address students' confusion with the process and their lack of trust that their concerns will be addressed?

How might we engage with learners and families regarding the grading change in a way that builds relationships and expands trust?

How might we engage with learners and families regarding ____ in a way that builds relationships and expands trust?

Provocation/Connection - in the chat



How might beginning with empathy change common work that happens in your school community? Such as...

- *Annual calendar design*
- *Curriculum selection*
- *Design of teacher evaluation*
- *Grading policy design*
- *Discipline policy design*

Provocation/Connection - in the chat



*How might beginning with e
work that happens in your s*

- Annual calendar design
- Curriculum selection
- Design of teacher evaluation
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- Discipline policy design

How might we create problem statements that lead us to address key needs and respond to key insights from our profiles connected to core work of the school?

If we try to address those things outside of the core work of school, and leave the core work of school unchanged, it erodes rather than builds trust.

Group Work Time #1 20 min



All teams:

- Determine what problem from students you think is important to respond to in this design process
- Write a clear problem statement (see slides 5-9 for reminders on this)
- Make notes about how this problem statement connected to the needs and insights for families and teachers
- Take notes on slide 11
- Refer to slides 17-23 for your initial padlets and user profile docs

DPI staff

- Please help with note taking on slide 11
- Also feel free to make suggestions if teams get stuck - teams remember DPI folks here as co-thinkers and learners, their suggestions are yours to use so much or so little as you like.

Paul -- go to Fargo

Gretchen to to United 7 (if zoom participation is stable)

Problem Statements

Team	Problem Statement	How this connected to key needs and insights for families and educators
Fargo	How might we create more two-way communications using diverse media platforms with students, parents, and families from all cultural backgrounds in the Fargo community to address their concerns and questions over time in order to build trust and confidence in the schools--How can everyone feel they have an opportunity to have a Voice?	Addresses the “one size fits all” perspective on how schooling has been done traditionally. Address concerns about what the grading system actually is, is intended to do
United 7	Interviewed one student. How might we develop a caring environment? How can teachers show engagement in their topics.	
Individuals		

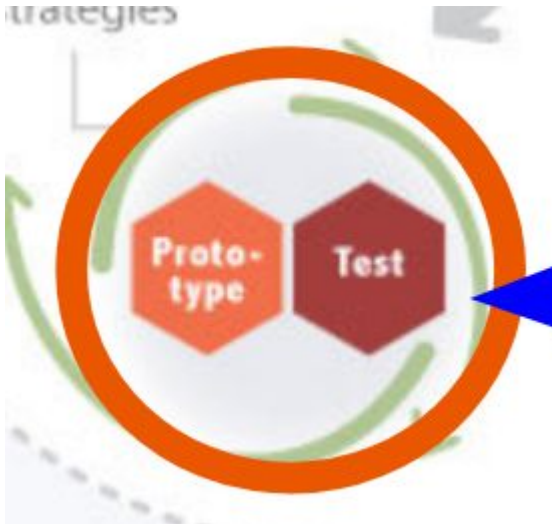


Prototype

An initial promising idea about what might work

An idea that can be tested quickly and cheaply

Something that if you tested it would continue to help you better understand the problem



Testing

Easiest test is go back and explain the prototype idea to your users and ask them

- Would you be excited about this, why/why not?
- What would be the best way for us to do this if we wanted to be sure to _(insert key need from profile) _?
- Does this create any new problems?

After this kind of testing, there are more sophisticated ways to test -- think piloting

Group Work Time #2, 20 min

All teams: IN PADLET

- Beginning with the learner, what prototype ideas do you have?
- When you think about families and educators do you see ways to design any of the prototypes to also be good for them, without meaningful compromise for learners?
- Which few ideas do you most want to test with users? We will use the star function for this.

Fargo

I will break you into three groups, for brainstorming discussion.

All groups take notes here <https://padlet.com/gretchen45/2ecrax44ejvi5w4k>

United 7 <https://padlet.com/gretchen45/b9jn0j1k7yi07vd9>

DPI staff

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- Also feel free to make suggestions if teams get stuck or kind of go in circles

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Group Work Time #2, 20 min

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You have 20 min to talk and brainstorm -- the goal is produce a huge volume of ideas.

No filtering yourself or anyone else re: how good or bad or feasible an idea is. Sometimes bad impractical ideas have some core component that turns out to be the key to the optimal solution

Feel free to build on one another's ideas... with a "yes and.." comment

Prototype Strategies! Fargo

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Selected Strategies

What ?s would you like to ask

Learners

Families

Educators

Prototype Strategies! United 7

Problem Statement:

Selected Strategies

What ?s would you like to ask

Learners

Families

Educators

Prototype Strategies! Individuals

Problem Statement:

Selected Strategies

What ?s would you like to ask

Learners

Families

Educators



We gathered themes and key quotes in padlet

<https://padlet.com/doannie1/et0br3v0yzjzxa9> - Fargo

<https://padlet.com/doannie1/9z6dd9mfqczwip6f> - Minot + Regional Centers

<https://padlet.com/doannie1/etthu9nqrrklc63w> - United #7

<https://padlet.com/doannie1/st6e9vpt7vthb8gc> - Individuals

Parent User Profile: Tired Ted

Quotes

- “The school knows my kids well, but they don’t know me.”
- “I’m not worried about the kids going back to school. I just hope the school has a plan ready to go and that parents know what is going on. Keep me in the loop. Don’t expect me to find out what’s going on with my kids. I feel terrible because sometimes the kids tell me what’s going on and then it’s too late.”

Compelling Needs

- Some more personal connection with the school as a parent even though they are very busy.
- May need help navigating public services or other supports outside of school
- Need to feel that they are not alone in this situation -- they feel both overwhelmed and alone

Profile Insights

- Feeling like a bad parent because they feel they need a break.
- Feeling like a bad parent because they couldn’t always engage their kid(s) in the learning they were supposed to.
- There are a number of other factors -- multiple kids, divorced parents, parents are both working or out of work, financial challenges are front and center, recent immigrant family.... All of the Tired Teds have a number of these factors going on at once
- Worries about their children being stigmatized for needing resources, (backpacks, food, etc.)

Family User Profile: *Underinformed Ursula*

Quotes

- “No ~~best~~ day of learning at home”
- “The kids just need normal”
- “I hope the school has a plan to go, and that the parents know what’s going on - keep me in the loop”

Compelling Needs

- Want really strong communication from the school.
- Normal - familiar and comfortable, an anchor in all the uncertainty/unknown - they want a plan and they want to feel in the loop.
- Help - with devices, teacher support, just HELP!

Profile Insights

- Feels underinformed and not well understood by the school.
- Feels overwhelmed
 - Device and tech challenges
 - Inconsistency between teachers
 - Balancing life and work + school
- Drifting and getting by day by day - but need a plan to help them live rather than just survive.
- Because they experience poverty and that base level of anxiety, at baseline, their lives were challenging, but this is constantly overwhelming

Student User Profile: Virtual Student

Members of our Triad

- Amber
- Ganesh
- Aarya

Quotes

- "I need to teach myself instead of someone else teaching me and I learn."
- It was a very good time with friends at school.
- Switching from virtual academy to in person will be a challenge
- School friends may not remember me

Compelling Need

- Social involvement for confidence
- The need for a schedule as a student struggles with turning work in on time
- An easier pathway to asking questions of teachers or for other assistance
- Also in Hybrid it is difficult to get help from a teacher or peer
- Connections with teachers once in virtual environment needs to be attended to

Profile Insights

- High school student
- Virtual Academy
- Confident in virtual setting
- Challenging when the program or schedule does not meet a student's needs

Student User Profile: Frustrated Fanny (multiple interviewees)

Members of our Triad

- Spring Ma
- Deann Bjornson
- Roberta Rieger
- Leandra Ostrom
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Compelling Needs

- There is a need for connection and understanding. Wanting to be more in the know.
- Building trust between the school system and families.
- In line with issues that many parents and feeling lost among the pandemic.
- Building communication and also trust between school and home.

Profile Insights

- Communications shared by the school district dont speak in me
- Trust needs to be built through communication and by treating a student as a whole child (?--what is meant by this term?)
- Trust can be built with students and parents through meaningful connections with educators, which can also address confusion about what is happening for students.

nt User Profile: _____(Staff Interviews)_

Members of our Triad

- Lindsay
- Nikkie
- Tamara
- Jennifer

This family recognized that the mental health pieces played into every aspect of their child's life.

"I want to protect the ones I love."

Families and the district have a part to play for future success.

2 generations of boarding school and we have parents who lack the skills to build a family.

Fulfilling your child's school journey impacts the student's mental health, future income, and the overall community.

Lack of parenting skills comes from an abundance of technology in household. Lots of young parents may hand a child a phone to entertain them, lots of older parents may not have learned those technology skills growing up.

elling Needs

Social-Emotional & mental health needs of students and families

Resources for students and families

Knowledge of available resources

Student equity

Getting kids back in school buildings for a more

well-rounded experience

Building trust with families

Reducing chronic absenteeism and increasing student

engagement

Understanding the shifts in parenting paradigms

Parent training/support in parenting students in today's

Profile Insights

- Schools do a good job of having resources available, but don't always communicate that availability
- Importance of SEL and making sure we talk about it
- School is about more than academic learning, it's about taking care of the whole person
- Portrait of a graduate could be helpful
- Real sense of love, respect, and reverence for families, staff tries to be more respectful of needs and less judgemental
- Lack of knowledge around how addictive technology is

Parent User Profile: _____Frustrated Parent_____

Members of our Triad

- Amber
- Ganesh
- Aarya

Quotes

- “The multiple choice questions in math is a problem”
- “The child should not be frustrated and feel rejected”

Compelling Needs

- Student is not getting opportunity to analyze answers
- Access to teacher in online math class is difficult
- Does the teaching method match the student learning style or needs

Profile Insights

- Student is approaching math testing with unanticipated way
- Teacher is not easily available in a timely manner to solve the issue or show how to solve the problems
- Virtual academy has limited teaching methods
- Child is in middle school doing virtual academy



Next steps

Go out and “test” your ideas with potential users.

Bring back notes, drawings, ideas.

Is there anything else we need to do between now and next time?



Quick Reflection

How are you feeling about being a designer, creator, and innovator?

How are we feeling about the ideas of targeted universalism, now that we are designing in earnest?