Empathy

What is important to your target group

Says

Feels

Thinks

Does

Online classes are exhausting

After a day of online classes I feel tired

If I didn't spend all day behind a screen I'd have more energy

After an online class I just cross on my phone

Empathy Mapping

For this exercise students will interview the users. Prepare the students during the class, the interview will take place outside of class times.

- **Identify the user** who you are designing for or doing research about.
- **Define the goal** of your empathy map. Empahty maps are commonly used to creating a shared understanding between team members around the problem and user.
- **Brainstorm questions** you can ask during a user interview. Such as:
"Tell me about ... (topic/task)?"
"What kind of problems do you encounter on (topic/task)?"
"How do you currently solve the problems you encounter?"
"What changes would you like to see around (topic/task)?"
- **Gather data** by interviewing one or multiple end-users. Ask why after each answer to get an insight into what is important to the users.
 - **Categorize the results** into says, feels, thinks and does. Depending on your goal you can choose to create one empahty map combining the insights of all interviews or use individual empahty maps as data.
- **Interpret the results** by asking questions such as: What assumptions have you uncovered? What does your user need? What drives your user? What information are you missing?

Define

Narrow the problem to something actionable

[User . . . (descriptive)] needs [need . . . (verb)] because [insight. . . (compelling)]

Students need breaks from online classes because to much screen time is bad for their mental health

Point of view Statement & how might we question

Writing a problem statement is similar to writing a good research question. A good problem statement is
- Human centered
- Broad enough to allow for creative freedom
- Narrow enough to be actionable

To create a clear scope for the ideation phase a point of view statement and a how might we question are useful tools. Use the following format to summarize the findings from the empathy phase or to create a point of view statement for your research project

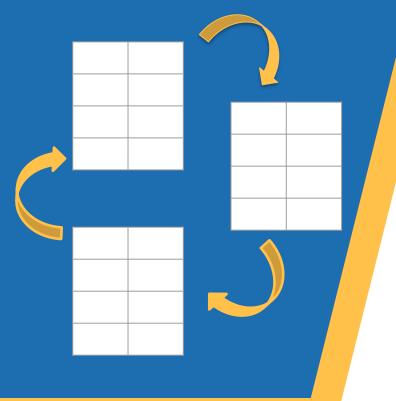**[User . . . (descriptive)] needs [need . . . (verb)] because [insight. . . (compelling)]**

For the current example the how might we question might be

How might we get students away from their screen during or in between online classes?

Ideation

Discover infinite possibilities to tackle a problem

Crazy 8's

Step 1: Hand out blank A4 papers and ask everyone to fold it into 8 squares. By the end of the exercise each square will contain an idea.

Step 2: Explain that everyone is going to draw solutions to the problem at hand. Everyone will have 1 minute to draw their solution to the 'how might we' question. After one minute they must pass the paper to the person next to their right and receive the drawing of their neighbor to the left (this can serve as inspiration for their next solution). Again, they will get 1 minute to draw a new solution in the second square.

Step 3: Start the timer and make sure that everyone sticks to the one-minute limit. Reset the timer to 1 minute 8 times.

Step 4: When you see people are running out of ideas (looking around, not drawing) you can help them by through prompts before the next drawing round. Prompts could include:
- "Now draw the solution a 4-year-old would come up with"
- "How would nature solve this problem?"
- "How would you solve this if you had only 24 hours"

These prompts help learners to think outside of the box and come up with new ideas.