



Using Human- and Equity-Centred Design Thinking to Co-Design for Belonging

An EDI FIRST Project

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What is Design Thinking?

It's three things in one:

- A method
- A mindset
- A model of leadership

Rooted in empathy, creativity, and innovation, design thinking is agile, collaborative, and iterative

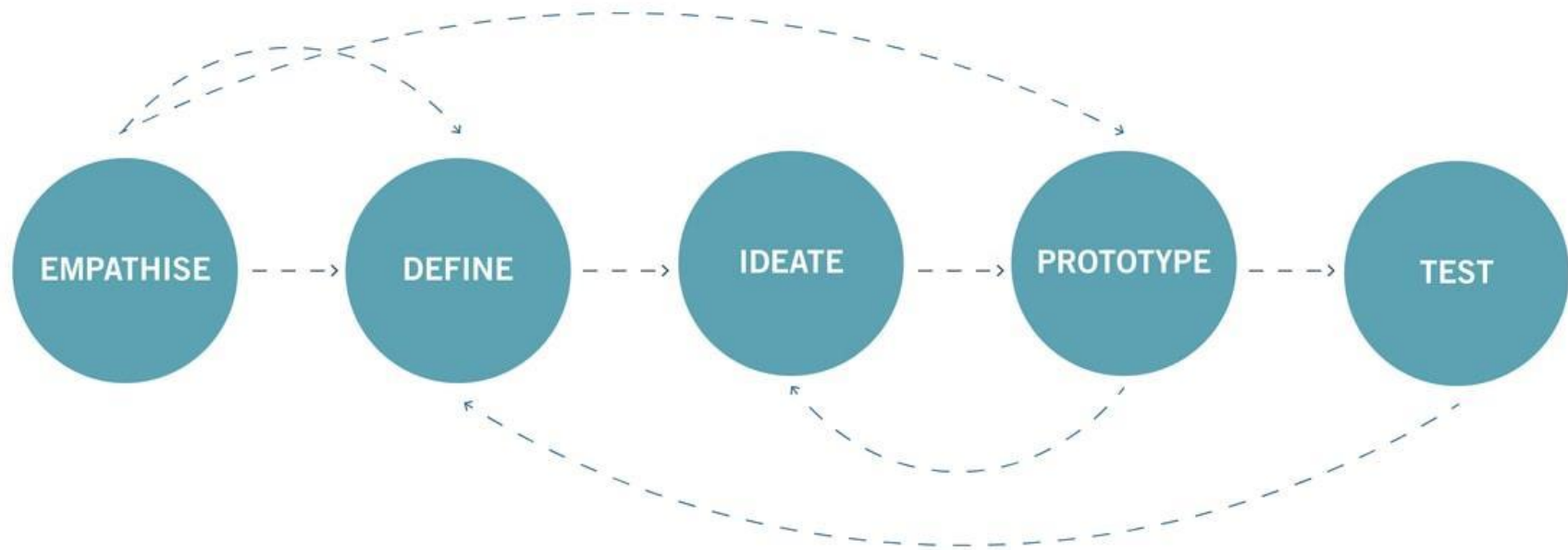


Design Thinking and Educational Gain

- Creativity is 2nd most highly ranked core skill globally, while empathy and active listening are ranked 8th
- Creative thinking is considered the skill that is increasing in importance ahead of all others, with empathy the 5th highest attitude and 12th increasingly important skill or attitude overall.

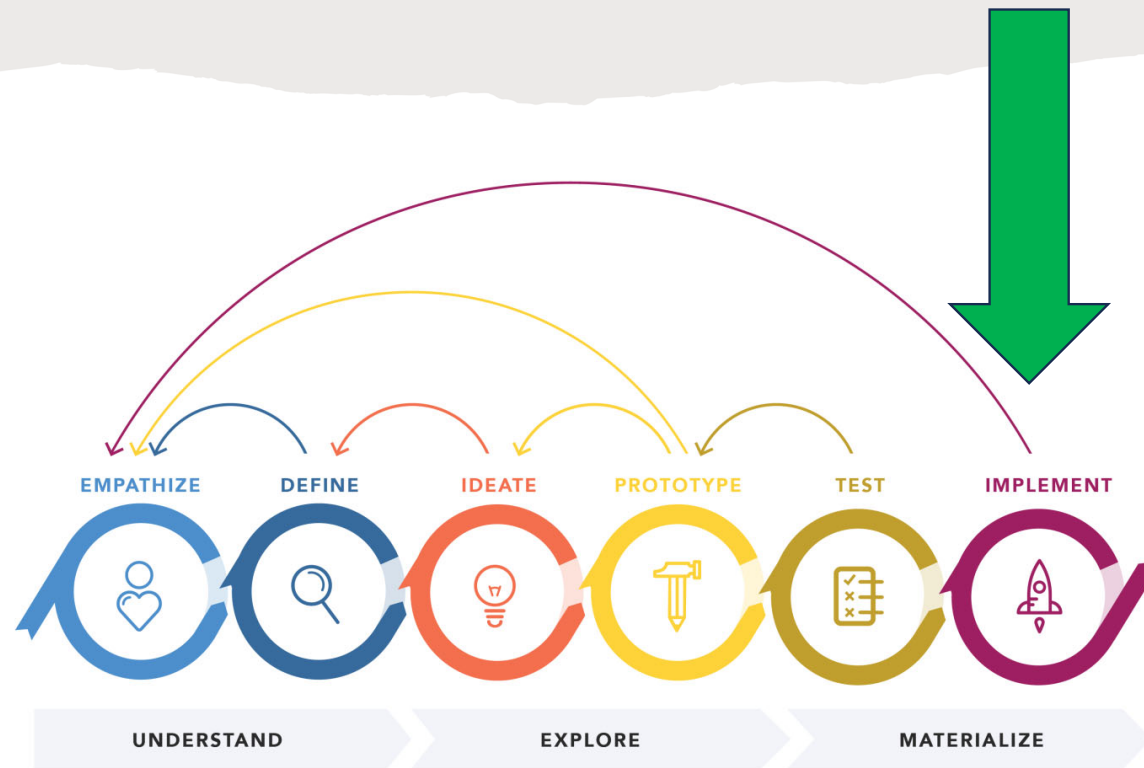
(WEF Future of Jobs Report 2023)

5 STEPS OF THE DESIGN THINKING PROCESS



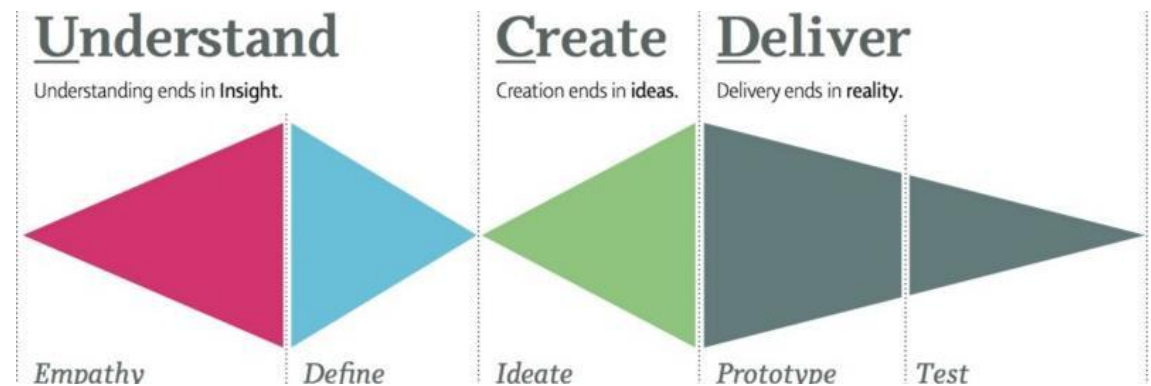
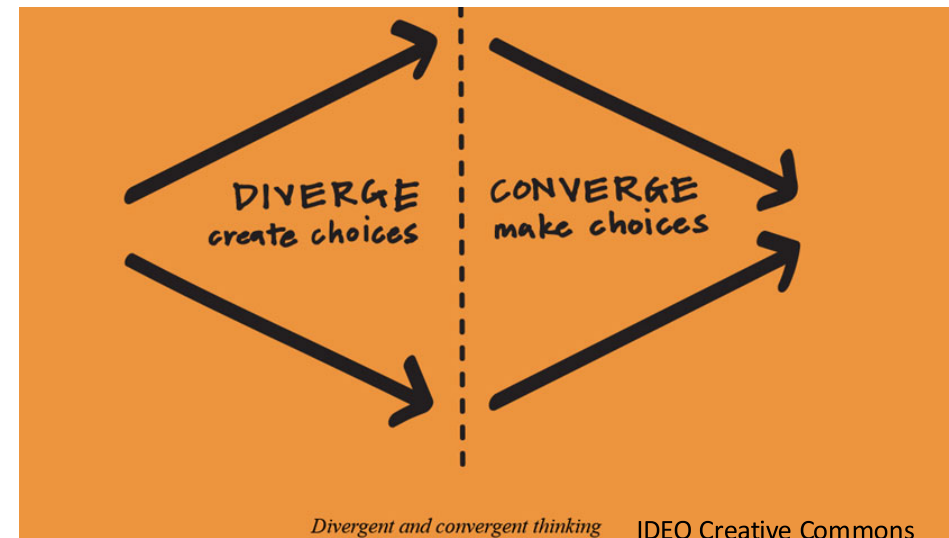
Design Thinking is a creative, innovative, and iterative process


Actually, there's an important sixth step ... implement!



Double Diamond Design Process

- Comprises two phases of divergent and convergent thinking
- The **Empathise** and **Define** stages deepen understanding, generate insights, and clarify the nature of the design challenge(s).
- The **Define** stage generates one or more clear problem statements that it's helpful to frame as 'How might we...?' challenges.
- The **Ideation** stage generates ideas about how to solve the design challenge(s).
- The best ideas are converted into specific solutions or **prototypes**.
- The prototypes are then **tested, refined, and implemented**.



A background image showing several hands of different skin tones (dark brown, medium brown, light brown, and white) stacked on top of each other in a circular arrangement, symbolizing unity and diversity. The hands are set against a dark, textured background.

How does Equity-Centred Design (ESD) Differ from Human-Centred Design (HCD)?

- ESD differs from HCD in its design target
- ESD designs from the margins inward
- Where HCD focuses on the 'typical' user, ESD focuses on the marginalised, the under-represented, the minoritised, the least empowered
- ESD adds two steps to the five-step HCD design process:
 - Notice
 - Reflect

A background image showing several hands of different skin tones (dark brown, medium brown, light brown) stacked on top of each other in a circular arrangement, symbolizing unity and diversity. The hands are positioned against a dark, textured background.

Notice

'The Notice phase helps designers develop a self and social-emotional awareness before entering any context or practice of empathy. This phase focuses on you, the designer, in order to build a practice of self-awareness of your own identity, values, emotions, biases, assumptions and situatedness... **so you can empathize with humility, curiosity and courage.** Noticing what one brings to any person and context allows for authentic human centered design, not “you” centered design.'

Stanford d.school, *Equity-Centered Design Framework*

<https://dschool.stanford.edu/resources/equity-centered-design-framework>

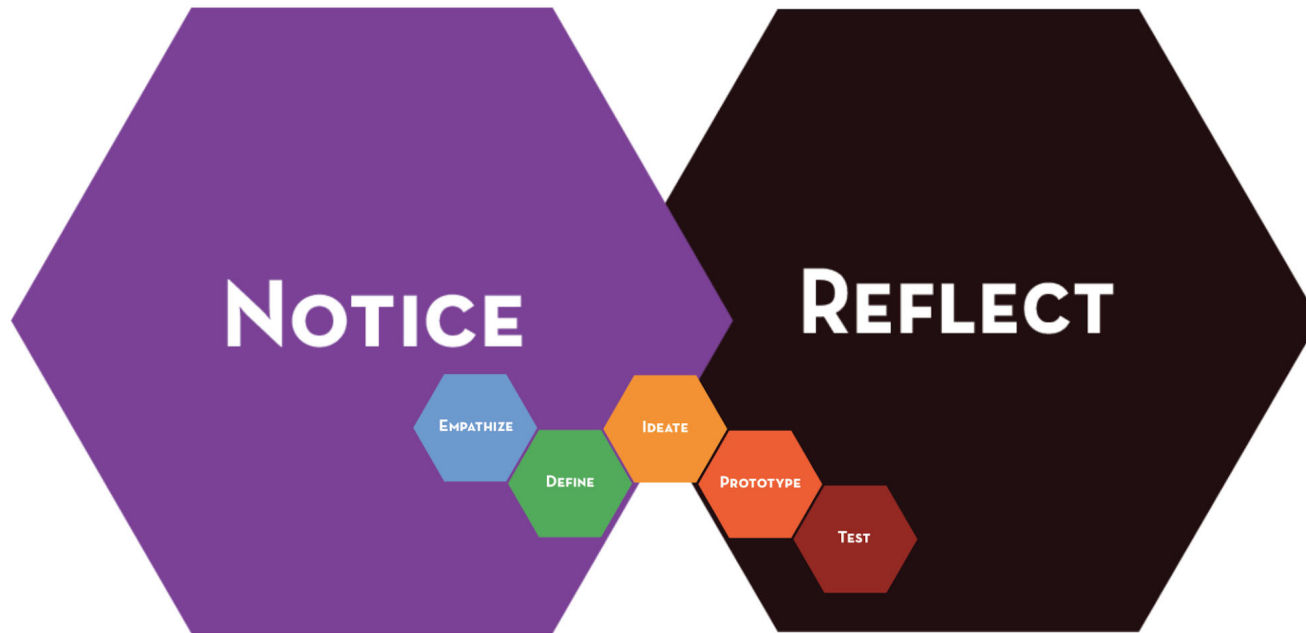


Reflect

'The Reflect phase of the process is ongoing and transparent throughout the design thinking process. It allows you and your team the time to notice, focus and reflect on your actions, emotions, insights and impact as designer(s) and human(s) within your user's context.'

Stanford d.school, *Equity-Centered Design Framework*

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Liberatory Design

Liberatory Design was created by **Tania Anaissie, Victor Cary, David Clifford, Tom Malarkey and Susie Wise** during a collaboration in 2016/17 with the National Equity Project and The K12 Lab at the Stanford d.school.



Design Thinking: University Projects

The Future Campus – a Human-Centred Design (HCD) approach in partnership with Nous (Participant)

Carbon Neutral Campus 2027 – an HCD and Life-Centred Design approach (Facilitator)

Mapping the UG Student Journey: the first 100 days – an HCD approach (Design Team Member)

(Re)Designing Student / Staff Services – using HCD and Equity-Centred Design (Core Design Team Member)





EDI FIRST: Design for Belonging Pilot Projects

PGT – MASTERS IN EDUCATION

UG – BA GAMES DESIGN

AWAY DAY – SCHOOL OF NATURAL
SCIENCES

DESIGN FOR BELONGING: MA in EDUCATION

AN EDI FIRST PROJECT

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Empathise and discover

Whiteboard

Ann Kaegi AK

EDI Challenge - MA in Ed Team

3m ago AK

1. If you would like to add another EDI-related issue, then Click on a blank sticky note and add your comment.

2. If there are no blank sticky notes left, you can create a new one by right clicking on an existing one, selecting Ctrl +C (Copy) and Ctrl + V (Paste) options and then moving the sticky note to the bottom of the whiteboard.

3. Alternatively, Click on the + icon on the upper lefthand side of the whiteboard screen to open the Create tab.

3. Select the Notes option in the Create tab to add a sticky note (but it will be tiny and will need to be re-sized, which is a bit fiddly, so copy/paste is easier).

Workshop 1: Discovery

Use this template to easily brainstorm with your team. Fill in your prompt then encourage teammates to add their ideas using the sticky notes provided. For this first stage, quantity is more important than quality. Once your team has generated lots of ideas, take time to review and vote on the ideas you like best.

PROMPT: What are some of the challenges to equity, diversity and inclusion that staff and students face on the MA in Education programme?

Cohort size	Programme was not designed for the current cohort (size + % international students)	Delayed arrival undermines onboarding	Changes in the countries of origin of international students have wider implications	Recruitment agencies / agents may be misinforming students	Rapid, unplanned growth of the cohort	Academic integrity is an issue	Problems securing a visa in time
Absenteeism	Problems securing school places for their children	Arrive late for classes	Relevance of prior qualifications varies widely	Mismatch between expectation and reality	Unclear what a seminar is for and what they are meant to do both in it and in preparation for it	Unfamiliar with modes of delivery	Layout of Canvas site can cause problems around accessibility
Many students need to find a job	Late submission of assignments / late completion of tasks	Turn up late for Office Hours	Disengaged / Disruptive behaviours in class	Students arrive expecting to be able to find employment	High % of formal academic integrity allegations	Motive for applying may be to get a 2 year visa?	Problems securing family accommodation
Lack of familiarity with research methods	Lack of awareness of the support available	Problems securing accommodation	Lack of engagement with asynchronous resources on Canvas	Unfamiliar with modes of assessment	The hidden curriculum	Completion rates	Attend different sessions to the one they signed up for and don't see why this is a problem
Low attendance on the Bridging programme as arrival delayed	Issues around accessibility	Multiple barriers to engagement	Inconsistent use of Alt text	Completion rates	Lateness		

Brainstorming

7%

Define

Whiteboard

Design for Belonging - MA in Ed Team ▾

Affinity diagram

Use this template to identify themes during data analysis or brainstorming. Start by adding a prompt, usually a problem or goal statement, then have everyone add their ideas or data points. Then, sort the content based on common themes that emerge during the exercise.

Workshop 2 - Define Stage: Identify Themes and group

Use this template to review the sticky notes generated in the previous Discovery Workshop and identify distinct themes using one or two words for each theme. Once the themes have been identified, then encourage your teammates to group the sticky notes from the previous brainstorm under the relevant theme. If a sticky note relates to more than one theme, then paste a duplicate sticky note (using Ctrl C and then Ctrl V) under the second theme. Once your team has identified the key themes, take time to review the theme and the items grouped beneath it as these are the challenges that you will be seeking to solve.

Design and research

Onboarding

More time is needed to onboard student and manage their expectations, but less time undermines this.	Delayed arrival undermines onboarding	Problems occurring a visa in time
Recruitment agencies / agents may be maintaining students	Students do not seem to know what they are applying for or what PGT level study is.	Lack of awareness of the support available

Bridging

Low attendance at the ongoing programme on arrival delays	Problems securing family accommodation	Problems securing school places for their children	Problems securing accommodation - a report of a landlord reached the CD Committee
Mismatch between expectation and reality	Disrupt academic effort to deal with non-academic issues such as housing and childcare	Students unable to find employment	Many students need a job

Approaches to Teaching, Learning, & Assessment

The hidden curriculum	Used to a different style of education to find the UK academic system difficult to navigate and become the hidden curriculum	Assumptions about prior learning and understanding	Lack of understanding UK and academic conventions and culture - links to the hidden curriculum
Unfamiliar with modes of assessment	Oral exams and oral essays, sometimes very open ended Oral exams (as lecture notes)	Not understanding what constitutes a quality answer (maybe to think clearly and creatively)	Too much trust in familiarity (have answers down but miss the point of questioning or other underpinning issues) All wrong!

Community Engagement

Changes in the academic origin of international students have wider implications	used to a different type of education from that of academic system of origin and hence - the hidden curriculum	Lack of engagement with indigenous resources in China	Layout of Chinese classrooms can cause problems with accessibility
Overchanged / Descriptive behaviour in class	Non-inclusive behaviour in class and engagement raises difficulties for hard-of-hearing students	Arriving late to class and then standing in and out	Lack of respect for others' efforts, talking when they should be listening

Wider Contextual Challenges

Recruitment agencies / Agents may be misinforming students	Relevance of prior qualifications versus entry	Motivation for applying may be to get a year visa?	Changes in the summer of arrival of international students have wider implications
Problems securing a visa in time	Delayed arrival undermines understanding	Many students need to find a job	Problems securing rental places for school children

Changes in the content of origin of the curriculum KARIMUNA HAVE wider implications	The hidden curriculum	Lack of understanding of all and various components and cultures - links to the hidden curriculum	used to a different type of education As find the academic learning difficult to engage and assimilate the hidden curriculum
Curriculum oral KARIMUNA VERY pragmatic KARIMUNA (WU)	Lack of understanding about the amount of learning needed as a student	unfamiliar with modes of delivery	unclear what a student is for and what they are required to do both in and out of preparation for it

Academic integrity is an issue	High % of formal academic integrity allegations		
Lapses of Canvas at the class level	Inconsistent use of AIs, text	Lack of engagement with asynchronous resources on Canvas	Not always accepting the support on offer e.g. Personal Supervision

Arrive late for class	Different perceptions of time, as students arrive for a lesson 20 minutes late	Attend different lessons to the one class signed up for and don't see why this is a problem	Turn up late for Office hours
Too many assumptions about students, their motivation, and their backgrounds. Almost need a cultural exchange.	Not taking 'us' for us when ever requesting materials to be used for the class or being slow to respond to email	An assumption that our 'lower level' students are homogeneous -	Lack of 'people like me' in an office and in activities

Programme was not designed for the current cohort (KSA = % international students)	Rapid, unplanned growth of the cohort	Cohort size
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Unfriendly with method of researcher	More than just collection of statements Offer a complete lack of understanding of what is being said and the very fundamental nature of Academic practice – such as the official research – treated by academic theorists	Understanding the approach to creativity used in the research Education (versus the reproduction of knowledge)	Lack of knowledge experience writing in writing.
Lack of familiarity with research method	Lack of relevant practical research Academic	Not understanding when conducting a qualitative research Design is being	Too much trust in Thomson (but Academics does not mean this of chasing after it)

An assumption that our international audience are homogeneous	Lack of people that we can relate to in examples, and in examples	Lack of interests that engages them - can be quite uninteresting	Overengaged / Overactive behaviours in class
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<p>Last of literature that engages them - can be quite straightforward</p>	<p>Not always assessing the audience or offer e.g. Personal Supervision</p>	<p>Different attitudes to writing help/support from students (and different cultural attitudes to help-seeking)</p>	<p>Late submission of assignments - the completion of tasks</p>
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Academic integrity is an issue	High % of formal academic integrity allegations	Academic integrity is a governance priority and accountability	Academic integrity is a governance priority and accountability
Arrive late for classes	Different perceptions of why late as students arrive for a class	Arriving late to class and not wanting to go in and out	Arrive different amount to the same thing and don't see it as a problem

[illegible]

Turn up late for Office hours	Overengaged / Obsessive behaviours in class	Lack of awareness of the support available	Not always following the support on offer e.g. Personal Supervision
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Ideate

Whiteboard

MEd Design for Belonging

Prompt: How might we develop a diverse, inclusive, barrier-free curriculum?

POSSIBLE SOLUTIONS

ACADEMIC, DIGITAL AND INFORMATION LITERACY	ACADEMIC INTEGRITY & INCLUSION	DIVERSIFY THE ASSESSMENT DIET
Pre-sessional academic literacy module?	Need to cover academic integrity - but also AI literacy?	More diverse forms of assessment
Some way to include late	Need to understand and address the link between inclusion and academic integrity	Oral examination (viva) or debate instead of written examination - or a choice between the two
Academic, digital and information literacies need to be explicitly covered in curriculum		Diversity of assessment - oral assessments as well as written pieces. Assess debates
Academic literacy module for international students		students some choice in assessment methods, so that if they do not feel confident in one mode they can select a different one
		choice in assessment to make the focus specific to students cultural and social background

Workshop 3 - Ideate: Develop potential solutions to Theme 3

THEME 3 - TEACHING, LEARNING AND ASSESSMENT: Challenges and Insights

The hidden curriculum	Used to a different style of education so find the UK academic system difficult to navigate and access - the hidden curriculum	Assumptions about prior learning and understanding	Lack of understanding of UK and academic conventions and cultures -- links to the hidden curriculum
Unfamiliar with modes of assessment	Excellent oral English skills, sometimes very poor written English skills (at Masters level)	Not understanding what constitutes a quality source (despite it being covered clearly and repeatedly)	Academic integrity is an issue
Layout of Canvas site can cause problems around accessibility	Inconsistent use of Alt. text	Lack of engagement with asynchronous resources on Canvas	Too much trust in Turnitin (low score does not mean free of cheating or other unfair means i.e. AI writers)
An assumption that our international students are homogeneous	Lack of 'people like me' on slides, and in examples	Lack of literature that engages them -- can be quite white/western	High level formal academic integrity allegations
		Not always accessing the support on offer e.g. Personal Supervision	
		Disengaged / Disruptive behaviours in class	

EMPATHISE AND DEFINE FIVE CHALLENGES

How might
we...?

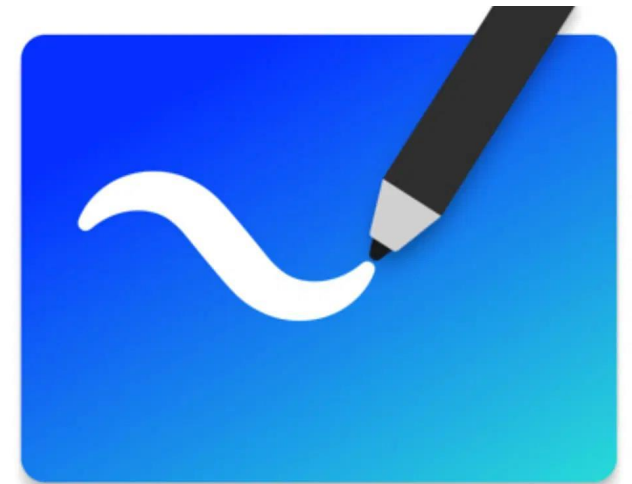
ONBOARDING

BRIDGING

TEACHING,
LEARNING, and
ASSESSMENT

COMMUNITY and
ENGAGEMENT

WIDER
CONTEXTUAL
ISSUES



TEACHING, LEARNING, AND ASSESSMENT CHALLENGE:

How might we develop a diverse, inclusive, barrier-free curriculum?

Three Strategies ...



STRENGTHEN support
for academic, digital, and
information literacy



IMPROVE support for
academic integrity
through inclusive practice



DIVERSIFY the
assessment diet

TEACHING, LEARNING & ASSESSMENT CHALLENGE

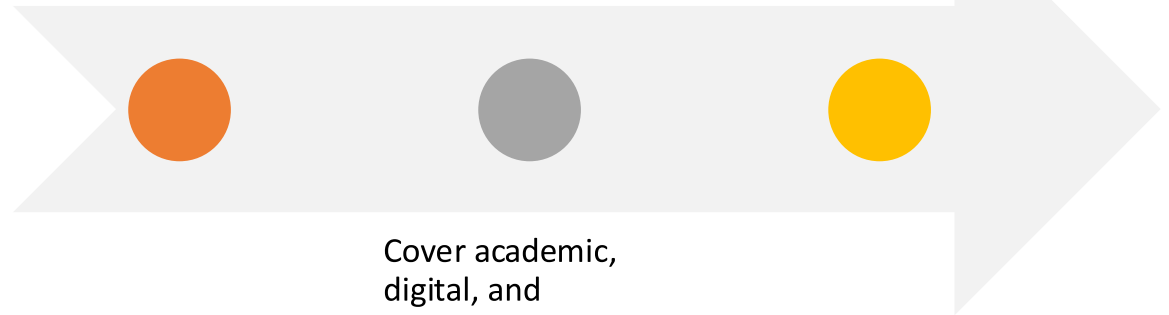
Strategy 1: Literacy

Strengthen support
for academic, digital,
and information
literacy

Offer an
introductory, **pre-
sessional Academic
Literacy module** (or
online resources
and guidance)

Provide an
**academic literacy
module or self-
directed online
learning
resource** (aimed at
International
students but
available to all
students)

Cover academic,
digital, and
information
literacies **explicitly**
in the curriculum



Use Design Thinking to Co-Design for Belonging and Educational Gain!

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