Hi again everyone!
And

The Bicycle Racks

What are you liking most?
What are you liking least?
What is most surprising you?

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And The Bicycle Racks
What are you liking most?
What are you liking least?
What is most surprising you?
A Playbook for Innovators, Rulebreakers, and Changemakers
Climer Cards

Reflection cards based on watercolor paintings by Amy Climer

www.climerconsulting.com
Innovation Games: Creating Breakthrough Products through Collaborative Play

Luke Hohmann
THE FIELD GUIDE TO HUMAN-CENTERED DESIGN
Gamestorming
Jogos Corporativos para Mudar, Inovar e Quebrar Regras
A. Initial Conditions

Challenge Space

B. Target State (goal)
CLEAR GOAL

A → B

FUZZY GOAL

A → B
- Supporting students
CHARACTERISTICS OF FUZZY GOALS

MOVEMENT TOWARD FUZZY GOALS IS PROGRESSIVE

EMOTIONAL
PASSION GENERATES MOMENTUM

SENSORY
TANGIBLE ARTIFACTS MAKE IDEAS SHARABLE
STRINGING TOGETHER GAMES
ACT 1
SET THE STAGE
DEVELOP THEMES
IDEAS
INFORMATION
OPEN EXPLORE CLOSE

A

B

ACT 1
SET THE STAGE
DEVELOP THEMES
IDEAS
INFORMATION

ACT 2
EXAMINE
EXPLORE AND
EXPERIMENT
OPEN  EXPLORER  CLOSE

A ----- B

ACT 1
Set the stage
Develop themes
Ideas
Information

ACT 2
Examine
Explore and experiment

ACT 3
Conclusions
Decisions
Action
Day 1
Get to know each other
Build a shared understanding of the problem
Generate ideas for addressing the problem
Day 1
Get to know each other
Build a shared understanding of the problem
Generate ideas for addressing the problem

Day 2
Evaluate and select the best ideas
OPENING (DIVERGENT)  EXPLORING (EMERGENT)  CLOSING (CONVERGENT)
Day 1: Morning
Day 1: Afternoon
Day 2: Morning
Day 1: Morning
Day 1: Afternoon
Day 2: Morning

OPENING (DIVERGENT)
Day 1: Morning
Day 1: Afternoon
Day 2: Morning

EXPLORING
(EMERGENT)
Day 1: Morning
Day 1: Afternoon
Day 2: Morning

CLOSING
(CONVERGENT)
OPENING (DIVERGENT)  EXPLORING (EMERGENT)  CLOSING (CONVERGENT)
STRINGING TOGETHER GAMES
Day 1 Overview

- Concept presentation — 30 minutes
- Process presentation — 10 minutes
- Design Exercises for Opening and Inquiring
  - Brainspin — 5 minutes
  - Vision Cards — 45 minutes
  - Peeling the Onion — 30 minutes
  - Float Your Boat — 55 minutes
- Lunch
- Design Exercises for Exploring and Generating
  - Two Author Story + Predict Next Year’s Headline — 20 mins
  - Jumping Obstacles — 60 mins
  - Remix a Wish — 75 minutes
- Wrap-up
Day 2 Overview

- Day 1 Recap & Roadmap for Day 2 — 15 minutes, starting at 9:30am

- Design Exercises for Closing, Evaluating, and Selecting
  - TBD — 2.5 hours

- Wrap-up, end at 12:30pm
1. Take a look at different shapes that appear on the screen.

2. Consider all of the different possible representations that you see! (5 minutes)
Brainspin

**Goal**
Warm-up!

**Output**
Creative openness and group togetherness

**Time**
5 minutes
Vision Cards

1. Each member of your small group shares their responses to the pre-workshop reflection prompts (5 minutes)

2. Your small group discusses each other’s responses, then identifies three cards that represent a shared, group viewpoint (30 minutes):
   a. one card to represent where you are now with student participation
   b. another to represent where you want to be in the future
   c. and a third—the driver card—that shows how you’ll get there.

3. Each small group then shares their cards with the full group (10 minutes)
Vision Cards

Goal
To build a shared understanding of the current landscape, and begin to thinking into the future

Output
Visual representations of current problems and future solutions

Time
45 minutes
And The Bicycle Racks
What are you liking most?
What are you liking least?
What is most surprising you?
Peeling the Onion

1. On a piece of paper, draw a circlish-shaped figure. This circle represent the center of an onion.
2. Inside the circle, write down “My experience supporting students”
3. Draw a circle around the first circle, and write down the most direct and immediate concepts/resources/skills that describe or relates to the center circle, e.g. “time” or “leadership support”
4. Do the same for the second circle. Add more circles to your onion. The concepts farthest from the core will reveal the boundaries of student support. (15 minutes)

   ○ Layers closest to the center are concepts/resources/skills that most closely relate to or influence your experience in supporting students.
   ○ Layers farther away are concepts/resources/skills that are relevant, but not quite as influential
5. Share and discuss your onions within your small groups (15 minutes)
Peeling the Onion

Goal
To explore the boundaries of student support

Output
A drawing that contains categories showing which concepts are closely related to your topic and which are not.

Time
30 minutes
Experiences @ Library

- Calm
- Studious
- Good Vibes
- Calming
- Sparse
- Cophen
- Good Work Environment
- Calm
Float Your Boat

1. Take a look at the Anchors & Sails poster. The boat at the center represents your experience supporting students.

2. Working individually, attach anchors and sails to the boat, noting tradewinds and storms. You may draw on previous exercises in creating these post-its. (10 minutes)
   a. The *anchors* represent local obstacles and challenges *(Orange)*
   b. The *sails* represent local strengths and aptitudes *(Pink)*
   c. The *tradewinds* represent environmental strengths *(Blue)*
   d. The *storms* represent environmental obstacles *(Yellow)*

3. In your small groups, discuss the effect of these various aspects on the boat, and try to identify patterns, themes, and groupings among your post-its (40 minutes)

4. Each small group will share with the full group (10 minutes)
Float Your Boat

Goal
Identify what’s holding us back and what’s keeping us moving.

Output
A map showing individual and thematic aspects that affect your experience in supporting students.

Time
55 minutes
Trade Winds (Opportunities):
Environmental conditions at the Library or University that could be taken advantage of to better support students

Sails (Motivators):
Attributes that “put wind in your sails” to help you to thrive and succeed in supporting students

Storms (Constraints):
Environmental conditions at the Library or University which might limit your ability to support students

Anchors (Impediments):
Attributes that hold you back, slow you down, or demotivate you from supporting students.
Lunch!
(regroup at 1:30pm)
Two Author Story + Predict Next Year’s Headline

1. Find a partner in your small group.
2. Keep in mind the evidence produced during the morning’s exercises.
3. As a pair, imagine into the future, to a time when your experience supporting students has become even better or stronger than it is now. If your local newspaper or UW news service were to report on this, what would the headline say? Think big and also think specifically!
4. Within your pair, you will create the headline by going back and forth in providing one word each towards the headline. Record your headline on a piece of paper.
5. Repeat this process until you have 2 or 3 headlines.
6. Then choose 1 headline that most fully represents your future hopes.
7. We will share our headlines with the full group.
Two Author Story + Predict Next Year’s Headline

Goal
- Turn from problem inquiry to problem solving
- Break individual patterns of thinking by creating a story together and making new associations
- Look ahead to the end of the workshop

Output
A list of co-authored, future-oriented statements that help define our creative direction

Time
20 minutes
Jumping Obstacles

1. On a sheet of paper or a whiteboard, draw a long horizontal line.
2. As a small group, select a headline from the previous exercise that you want to focus on. On the right end of the line, write down the headline. This headline represents an ideal outcome for student support.
3. In your small groups, think of the first obstacle you might encounter that would prevent your ideal outcome from happening, and mark that obstacle towards the right end of the line. Continue to think of obstacles, and mark them down on the line moving to the left in reverse chronological order. (25 minutes)
4. Once you’ve marked all of the obstacles, discuss ideas for how to jump over each obstacle. (25 minutes)
5. Each small group will then share highlights with the full group. (10 minutes)
Jumping Obstacles

**Goal**
To think in a new way by working through a situation in reverse

**Output**
A roadmap of ideas aiming to achieve an ideal scenario

**Time**
60 minutes
Break!
Come back at 3:05pm
Remix a Wish

1. Keep in mind the evidence from previous exercises.
2. In your small groups, think of wishes. The wishes might be about how you would amplify a strength or address a problem related to student support.
3. On yellow notes, start with 'normal wishes'. Write down or draw one down-to-earth wish per note (15 minutes).
4. Discuss the first round together, and then continue on to ‘whimsical wishes’ using blue notes. These wishes can be based in seemingly-impossible scenarios or fantastical worlds. E.g. How would Harry Potter improve student support? (15 minutes)
5. Then, take one normal wish and one whimsical wish, and elaborate a new idea or solution by combining them. Use pink notes for the mix-and-match wishes.
6. Repeat the exercise with every sticky note, mixing and matching and creating new ideas. (30 minutes).
7. We'll share highlights from your small groups (15 minutes).
Remix a Wish

Goal
To break away from typical thinking and get inspiration from unexpected associations

Output
Several new ideas for student support

Time
75 minutes
Full Group Sharing

- Share two remixed wishes you really like
- One insight about the process
Wrap-up
Process reflection

As you get ready to leave, take a minute to think of one Post-It for each bike rack category

- Liked most about today
- Liked least about today
- Most surprising about today
Day 2
Hi, everyone!
Day 1 Recap

- We played Brainspin.
- Using Vision Cards, we said hello to each other and we talked about how we support our students
- We drew some boats to communicate our challenges and our strengths
- We had lunch!
- We envisioned the future, and co-authored headlines to guide our path
- We identified obstacles and potential solutions
- We took our normal wishes and remixed them with our whimsical wishes to generate ideas and push us out of our comfort zone
Yesterday morning
Yesterday afternoon
This morning
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And *The Bicycle Racks*

What are you liking most?
What are you liking least?
What is most surprising you?
And The Bicycle Racks
What are you liking most?
What are you liking least?
What is most surprising you?
Where do you want to go with participatory design?
Day 2 Overview

- Breakfast—done!
- Day 1 Bicycle Racks
- Exercises for Opening
  - Vision Cards—15 minutes
- Exercises for Closing, Evaluating, and Selecting
  - Input/Output Scorecard — 70 mins
  - Implementation Scenarios — 70 mins
- Wrap-up
I had a lot of fun!

So much laughing

I didn't expect the level of goofiness but I liked it!

I expected this would be fun but it is more fun than I thought!

This was the most I've laughed at work... ever.

That many of the ideas we came up with are about increasing happiness.
Small groups

My small group

Great groups:
- everyone listened
- spoke
- committed to activities
- shared out

Enriched my group
- tremendously
- very open
- communicative

This was a great opportunity for everyone to participate actively.

Loved the amount of time spent building connections with other lips employees

Enjoying group discussions and the use of cards
Cross-functional

Working with colleagues I don't usually get to work with (mix of depts, etc).

Cross portfolio/ unit tables work really well.

Meeting new people from different departments.

Really liked the cross-departmental groups.

Loved working with colleagues I don't usually work with - adding new perspectives.

The facilitators!
Most Surprising

- The different conceptual approaches seen in different groups
- People seemed invested in the process! All of us!
- Few team members worked even with short room time
- Quick connections with group mates
- Difficulty of coordinating in (small) groups
- How people from different portfolios/designs can work so productively on common issues and challenges.
Vision Cards

Goal
To get to know each other better

Output
Mutual learning and community building

Time
15 minutes
Vision Cards

1. Pick 2-3 cards that tell a story about yourself. The scope of this story is up to you—personal or professional. (5 minutes)
2. In your small groups, share your stories (10 minutes)
Input/Output Scorecard

Goal
To select ideas based on a balance of available resources and potential impact.

Output
An analysis of resources/impacts and the selection of ideas that best balance inputs and outputs.

Time
70 minutes
Part 1

1. From the *Remixed Wishes*, preselect five ideas that you think may have potential.
2. Take a look at the Input/Output matrix. Place your 5 post-its at the top row of the matrix.
3. Complete the matrix, responding to the implementation aspects along the left column (35 minutes)
Input/Output Scorecard

**Inputs:** the resources required to take the idea from ideation to implementation

- **Stakeholders:** who should be sitting at the table, and how many people are needed
- **Knowledge/Skills:** what the stakeholders need to be able to bring with them to the table
- **Power/Agency:** what level and what kind of power is needed
- **Money:** what will it cost
- **Time:** how much time will it take
- **Unknowns:** what don’t you know and what are you assuming will happen

**Output:** the results of the idea

- **Impact:** the most benefit for the most people
<table>
<thead>
<tr>
<th>Resource Input</th>
<th>Student Committee</th>
<th>Bullet Train</th>
<th>Idea 3</th>
<th>Idea 4</th>
<th>Idea 5</th>
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<tbody>
<tr>
<td>Stakeholders</td>
<td>Assessment Librarian</td>
<td>Library Dean; Seattle Mayor</td>
<td></td>
<td></td>
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<tr>
<td>Knowledge/Skills</td>
<td>Statistics</td>
<td>Outreach</td>
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<tr>
<td>Power/Agency</td>
<td>Mid-level</td>
<td>High level</td>
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<tr>
<td>Money</td>
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<td>10,000,000</td>
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<td></td>
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<tr>
<td>Time</td>
<td>4 months planning</td>
<td>1 year planning, 6</td>
<td></td>
<td></td>
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<tr>
<td>Unknowns/Assumptions</td>
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</tr>
<tr>
<td>Potential Impact</td>
<td>Student voices elevated</td>
<td>Meetings improved</td>
<td></td>
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</tr>
</tbody>
</table>
Input/Output Scorecard

Part 2

1. Review your matrix, and create numerical scores for each idea using a 1-3 scale. (25 minutes)
   - Higher score = more resources required or higher impact
   - Using yellow post-its, record your scores on the grid overlaying your written notes
2. Based on the scores, select one idea that best balances input and output
3. Full group sharing (10 minutes)
<table>
<thead>
<tr>
<th>Resources</th>
<th>Idea 1</th>
<th>Idea 2</th>
<th>Idea 3</th>
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<td>2</td>
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<td>Knowledge/Stills</td>
<td>2</td>
<td>3</td>
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Break!
Come back at 11:10 am
Full Group Sharing

- Share your most balanced idea
- Share one insight about the process
Ideas for Implementation

1. Nomadic student story-tellers
2. Student Senate would vote each year on major subscriptions bought by the library
3. Culturally-appropriate game night (with snacks)
4. All libraries would have “Any Hungry Husky” food pantry/waving library fines/offset fines through canned food donations
5. Library involved with community engagement effort + info lit (such as Indigenous prison populations)
6. Student input is formal and required step for policy changes, decisions, etc.
Implementation Scenarios

1. For your idea, ask the question, “How can we implement this in the real world? How can our community sustain this idea?”
   a. Draft a hypothetical but workable implementation scenario to answer these questions. Consider the Input/Output Scorecard and expand on those notes
      i. This scenario could additionally include goals, values, strategic planning.
   b. Identify a set of three or four definitional talking points for your scenario. What is it, and why should people care?
   c. Highlight where you lack resources, and reflect on whether you can find ways to acquire them

2. Working in small groups, create a written scenario—about 500 words (30 minutes)

3. Peer review: connect with another group to share, compare, and refine your scenarios. (20 minutes—10 minutes each)

4. Full group sharing (20 minutes)
Implementation Scenarios

Possible Document Outline

1. Title
2. Summary (50 words)
3. Key Talking Points
4. Impact overview
5. Resources Overview
   a. Time, Money, Stakeholders, Knowledge, Skills, Power
6. Alignment Overview
   a. Strategic planning and relationship to existing programs or policies
7. Next Steps
Implementation Scenarios

Goal
To provide an in-depth description for implementing an idea

Output
A hypothetical but workable plan for implementing an idea

Time
70 Minutes
Collecting scenarios

- Make sure a physical or digital copy of your scenario ends up with Jackie
OPENING (DIVERGENT)  EXPLORING (EMERGENT)  CLOSING (CONVERGENT)
And The Bicycle Racks
What are you liking most?
What are you liking least?
What is most surprising you?
Where do you want to go with participatory design?
Next Steps and Wrap-up

- Hailley and Scott will meet with a UW implementation group to discuss sustainability and future directions
- Consider all of the different applications and timescales of participation—in meetings, with students, on retreats
- Y’all did great this week 😹 🌿 ✨
Thank You!
And *The Bicycle Racks*
What are you liking most?
What are you liking least?
What is most surprising you?
*Where do you want to go with participatory design?*