



90 MINUTE  
DESIGN THINKING  
BIOECONOMY  
JAM

*1 class with Design Thinking*

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## Tips how to run an online class

The main concern in working creatively online is establishing positive group energy. In face-to-face workshops, it is easier to promote this energy through body language, icebreakers and energisers, group work, physical movement, creative materials, and incorporating fun into your approach. In a remote workshop, this is much more challenging.

However, our experience has proven that creativity does not need to be created through group energy, it is already there in the people you are training!

## Online tools

Before the workshop, spend some time testing the online tools you have chosen. We mostly work with Zoom, but Teams will also work.

During the workshop, you should be strict about time-keeping. With online sessions, participants are stuck in front of their computers for an extended period. Delays and time wastage are, therefore, more frustrating. They can't chat with the person beside them or get up and move around. In this case, it's important to streamline your approach to ensure that your workshop is concise and keeps participants engaged.

## Energisers

In our usual workshops, we incorporate a variety of activities that encourage people to exercise, play, have fun, or just breathe mindfully. The energiser we use depends on the group and their needs. Online workshops are a different story, but they are still fundamentally about engaging people and giving them a chance to have a good time.

## Online creative tools



It is possible to run the whole Design Thinking workshop using completely free online tools. For example, you can do the "Empathy Phase" utilised Google Docs. Participants, divided into groups of 4-6 people use a Google Doc to work together and prepare an empathy map for their imagined persona. For brainstorming, you can use Google Jamboard.

## Empowering Design Thinking Cases

In an online workshop environment, it is much more difficult to manage the energy of the group and sense their level of engagement than it is in a face-to-face session. Therefore, you need to try different methods to sustain group engagement.

You should use interesting personas as fictional end users for whom your students will develop creative solutions using the Design Thinking Method. This approach has proven to be fun and effective, and keeps participants engaged.

90' Design Thinking jam		
Time (in minutes)	Instructions	Materials
5'	Energiser	Poll e.g. about eco-friendly clothes
5'	<b>Design Thinking – process introduction</b>	PowerPoint (PP) presentation (content from the book chapter: What is Design Thinking? p. 9)
8'	<p>Divide students into pairs. In each group one person will be partner A and the second one Partner B. Give an instruction:</p> <p><i>By yourself design an ideal eco-friendly t-shirt*. You have 5 minutes to sketch it or describe it on a piece of paper.</i></p> <p>*You can choose any other object or service to design. However, it should be pretty easy to visualise.</p> <p>Once the task is done, ask the students how many of them jumped to the fast solution. Tell them that in the Design Thinking process, we always try first to understand end users' needs.</p>	
3'	What is empathy in Design Thinking?	1-2 PP slides
8'	Ask students to work in pairs to design useful and meaningful eco-friendly t-shirts for their partners. The first step is a short interview (see the chapter: empathy, p. 14). The students should look for stories, emotions, insights behind their partners' experience.	Tool: Interview template Persona profile /Empathy map, p. 22-26

5'	What is the “define phase” in Design Thinking? What is POV (chapter “Define”, p. 30)	1-2 PP slides
8'	Students create POVs for their partners	
3'	How to brainstorm? (chapter “Ideation”, p. 38)	1 slide
10'	Students brainstorm on their own on solutions for their partners. When they finish, they share their ideas with their personas to capture feedback and check which ideas have the biggest potential for successful application. Each student chooses one idea to prototype	
10'	How to prototype? (chapter “Prototype”, p. 56) The teacher launches several videos to inspire students for effective prototyping: <a href="https://www.youtube.com/watch?v=85muhAaySps">https://www.youtube.com/watch?v=85muhAaySps</a> <a href="https://www.youtube.com/watch?v=y20E3qBmHpg">https://www.youtube.com/watch?v=y20E3qBmHpg</a> <a href="https://www.youtube.com/watch?v=k_9Q-KDSb9o&amp;t=7s">https://www.youtube.com/watch?v=k_9Q-KDSb9o&amp;t=7s</a> <a href="https://www.youtube.com/watch?v=3M8MitY6L8Y">https://www.youtube.com/watch?v=3M8MitY6L8Y</a> <a href="https://www.youtube.com/watch?v=-SOeMA3DUEs">https://www.youtube.com/watch?v=-SOeMA3DUEs</a>	1- 3 slides and/or videos
10'	Students prototype their ideas! In a face-to-face class the prototype can be a drawing or a physical object. In an online environment students work in a digital programme such as Canva, Jamboard, mural, or a Powerpoint presentation	 All materials students brought to the class. Flipchart papers, markers. Optional: Lego blocks, different stickers, various art supplies etc. <i>Online</i> Canva, Jamboard, mural or a Powerpoint presentation etc.
8'	How to test? (chapter “Testing”, p. 69) Students share their prototypes with their personas and capture feedback.	Feedback Capture Matrix, p.76
7'	<b>Summing up</b> Questions to reflect on: 1. How do you find the whole Design Thinking process? 2. What are the most important lessons for you?	 Slide with questions <i>Online</i>

	Students discuss these questions in pairs and then share their opinions.	Slide with questions or Poll (zoom) Kahoot for individual evaluation.
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