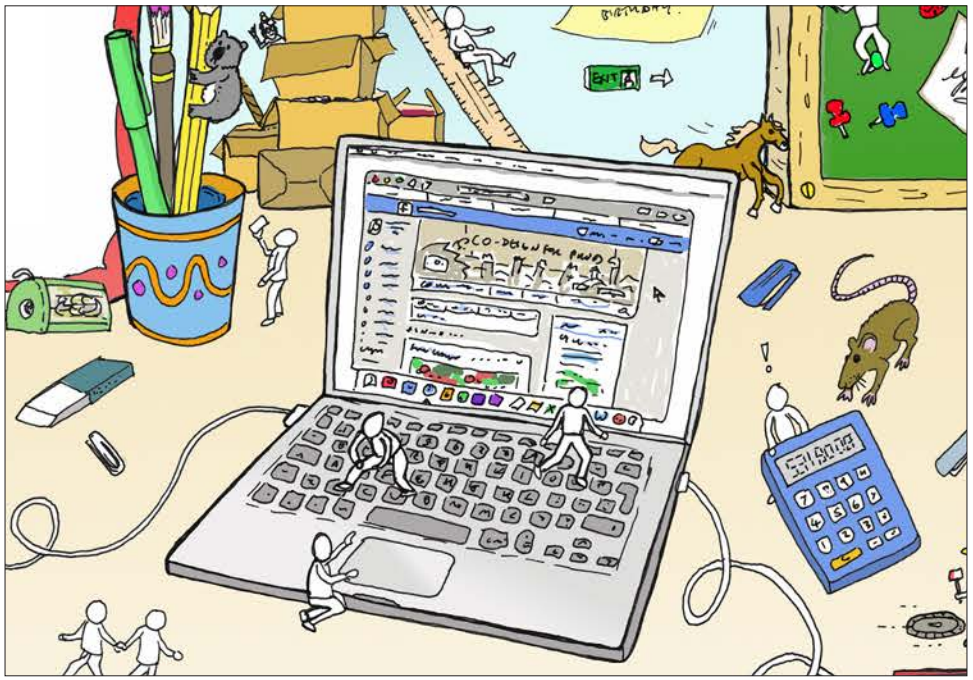
Co-Design Facemooc

A five week online course in co-design



3rd November to 5th December 2014

ImaginationLancaster

Investing in Opportunities

This project has received European Regional Development Funding through INTERREG IV B.

INTERREG IVB

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ImaginationLancaster is Lancaster University's open and exploratory research lab that investigates emerging issues, technologies and practices to advance knowledge and develop solutions that contribute to the common good.

PROUD and Co-Design Facemooc

Lead in the UK by Dr.Leon Cruickshank at ImaginationLancaster, PROUD was a €1.8 million, 3 year project running from 2012-2014. PROUD stands for People, Researchers and Organisations Using Design for Co-Creation and Innovation. It was funded by the EU INTERREG VB programme

The project used new co-design processes as a knowledge exchange mechanism to promote innovation between designers, businesses, academics and the public. Through sharing with regional partners across Northern Europe including Paris, Eindhoven, Lancaster, Essen and Helsinki, new processes were used to address local challenges in those regions. Challenges included, among many others, social housing, new business models or urban regeneration.

Creating a legacy for PROUD within a supportive and creative network of international practitioners, Co-Design Facemooc was the final project led by the PROUD team at ImaginationLancaster . It was devised to build, promote and engender a co-design approach to work, for design professionals designing, products services and public space across business, academia, the public and voluntary sectors.

Acknowledgements

Like any co-design process, building this framework for a group of strangers to create a lasting creative community of practice together, around a shared interest was time intensive but hugely rewarding. We could not have made Facemooc the success it became without the generosity of its members, investing their time, commitment and enthusiasm. By delving deep into the assignments set, many Facemooc members spent far more hours than originally anticipated on the course.

In particular, we wish to thank the emergent group of “super members” who consistently posted on Facemooc, exchanged learning and resources, took ownership of the course process, and enriched the experience for the whole community. We would also like to thank our Design Manger, Gemma Coupe for keeping the course on track and supporting everyone; our ever encouraging facilitator Hayley Alter, whose energy kept everyone going; and our four expert mentors who supported the group work challenge, despite geographic and time differences. Finally, we thank all the co-designers who either produced or agreed to appear in the excellent films created for Co-Design Facemooc, documenting their experience in the field. You each made the whole experience a success.

Thank you everyone! We hope you continue to enjoy making Facemooc your own.

The PROUD team.

INTERREG IVB

PROUD

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Report overview

Over the course of 5 weeks the PROUD team at ImaginationLancaster delivered 'Co-Design Facemooc', (or just Facemooc) an innovative, intensive, online course in co-design, operating in a closed Facebook group.

PROUD's aims for designing and delivering Facemooc were:

1. To promote and engender a co-design approach across the EU and beyond, through the exchange of knowledge and techniques across sectors and different contexts with practitioners internationally. We wanted this to happen through a creative, supportive and collaborative learning experience.
2. To share our co-design knowledge and experience amassed through 3 years of work with regional partners and communities in the PROUD project (which completed in January 2015).
3. To create a sustainable network of co-designers, who would continue to use and grow the Facebook group as a PROUD legacy.
4. To push Facebook's limits to see if we could appropriate this free platform for open online, collaborative learning in the form of a mini mooc (Massive Open Online Course). As far as we are aware Facemooc is the first online course of its kind to utilise Facebook in this way to set up a community of practice.
5. To make our approach scalable through replicating this model of knowledge exchange in many other subjects, rather than having large numbers of participants with a proportionally high drop-out rate.

Report outline

This report will outline the course framework, describing the journey we designed to enable the Facemooc community to explore the topic of co-design.

We will share and demonstrate:

- An overview of the course delivery spanning 5 weeks between 3rd November to 5th December 2014.
- Key learning and discussions co-produced by the Facemooc community around definitions of co-design for people new to this developing field.
- Insights into what did and did not work well, for both facilitators and group members including how we made the most of Facebook's connectivity and interactivity and addressed the challenges this ever-changing platform presented for organising and delivering a course.
- We will make recommendations for the benefit of anyone looking to take a similar approach to online learning and co-production appropriating Facebook or another freely available social media platform.

The Co-Design Facemooc Journey: putting the co into course design

In designing Facemooc we were mindful we would be unable to anticipate the precise needs and interests of the members in advance. We predicted a high degree of flexibility would be required to shape content and assignments to ensure they remained relevant and maintained group interest over five weeks.

Pre Course Questionnaire

Our first communication with the community was therefore a pre course questionnaire to help uncover basic biographical information, expectations and pre-empt needs. This was also an opportunity to state the aims of Facemooc: to inspire and facilitate co-design knowledge exchange, and provide support and feedback on people's co-design aspirations.

We designed the survey using a free online tool as a series of multiple choice questions. We were keen to know:

- If prospective members were taking part in Facemooc to improve their knowledge of co-design, build a network of contacts in the field, and/ or learn about techniques and tools for co-design or for their work.
- Current levels of knowledge in co-design.
- Availability for live chats.

Findings

We found a few group members were experienced co-designers. However, the majority were relatively or completely new to the field. This indicated to us a necessity to start with a primer of co-design definitions which may benefit newcomers to the field and hopefully offer new detail and perspectives for the more experienced.

Facemooc Honour Code

Members were also asked to sign up to the Facemooc honour code. We believed this would make our expectations clear to a remote community for members to commit to the type of positive engagement envisaged in the course. The code reflected the aims for Facemooc.

Members signed up to say they would:

- Be prepared to commit 2-3 hours a week to the course.
- Keep their Facebook log in private.
- Be commited to completing the course.
- Be an active and respectful participant.
- Be prepared to share their Facemooc work with the Facemooc community and mentors.
- Contribute constructive comments, even for things they didn't like.
- Have a great time taking part.

Course Framework

Week	Theme	Description
Week 1: 3 - 10th Nov 2014	Co-Design Landscape	Introducing the concept of co-design from many different perspectives and definitions, whose using it and why through both research and practice
Week 2: 11 - 17th Nov 2014	How to Co-Design	Exploring The Principles of co-design and explore how to deliver effective co-design projects. Plus mentor co-design case studies for inspiration.
Week 3: 18 - 24th Nov 2014	Co-Design Case Studies	Inviting Facemooc members to post a co-design case study from anywhere around the world for others to enjoy and to inform our own co-design knowledge and practice. This could be either a project the community member has been involved with directly or one they know and feel strongly about.
Week 4: 25th Nov - 1st Dec 2014	Co-Designing with Mentors	Small groups supported to design a co-design process (or zoom in on an element of the co-design process - i.e. by designing an event, tool or solution to overcome a certain challenge). Drawing on experience so far through Facemooc with mentor support.
Week 5: 2 - 5th Dec 2014	Facemooc Finale	Documentation of group co-design process uploaded to Facemooc group for feeedback, likes and further discussion from group members and mentors. A chance for reflection on the course and an awards ceremony to reward engaged members of the community.

Community Members

33 members signed up to take part in Facemooc from across the globe including the Netherlands, Taiwan, Ireland, the UK, Barcelona and Australia. Members included design professionals, social innovators, design researchers, students and creative producers. All were keen to improve their knowledge and co-design skills and build a lasting network of contacts in the co-design field.

See the next page for the list of community members.

Philine Krosse
Architect / Urban Planner
Dutchess Design
Rotterdam, Netherlands

Charlie Guda
Designer & Exhibition Producer
Arnhem, The Netherlands

Ingrid Van der Wacht
Freelance Project Manager
Capital D
Eindhoven, The Netherlands

Laura Morris
Designer
Lancaster University
Lancaster, UK

Danielle Schronen
R&D Social Innovation
Luxembourg

Heather Madden
Business Analyst
Cork Institute of Technology
Ireland

Conor Trawinski
Designer & Social Innovation Initiator
We Collaborate
Eindhoven, Netherlands

Stans van Dongen
facitilator/designer
Netherlands

Ilka Tuinstra
Design Consultant
Eindhoven Associates
Antwerp, Belgium

Shital Desai
PhD student School of Design
Queensland University of Technology
Brisbane, Australia

Gaurang Desai
Doctoral Researcher
Queensland University of Technology
Brisbane, Australia

Liliana Rodriguez
PhD Student
Loughborough University
Brighton, UK

Carlos Peralta
Senior Lecturer in Design
University of Brighton
Brighton, UK

Nan Kampalavalee
MA Design Management student
Lancaster University
From Thailand

Yi-Ching (Jelyn) Lu
MA Design Management student
Lancaster University
From Taiwan

Angeliki Sioliou
Recent Design Graduate
Eindhoven, Netherlands (from Greece)

Maria Dermosessian
Graphic & Digital Designer
Beirut
Labanon

Suzi Huang
MA Design Management student
Lancaster University
From Taiwan

Rafa Arnalte
Industrial Designer
Barcelona, Spain

Julie Hornix
Design Researcher
VanBerlo Design Agency
Eindhoven, Netherlands

Simon O'Rafferty
Design Researcher & Social Design Practitioner
University of Limerick
Ireland

Ana Pardo
Social Innovation Facilitator
Consultant
Madrid, Spain

Tabitha Sims
Artist / Community engagement / Researcher
Morecambe, UK

Amanda Brooks
Enterprise Coordinator
Lancaster University
Lancashire, UK

Mark Frith
Project Manager
Irwell Valley Sustainable Communities Project
Salford, UK

Voula Koutroumpi
Architect & Urban Designer
Freelance
Cambridge, UK

Ingrid Aarsman
Entrepreneur
The Netherlands

Joao Sampaio
Design Professor
University of Aveiro
Portugal

Cefn Hoile
HighWire PhD Student
Lancaster University
Lancaster, UK

Elena Gifford
Creative Producer
Deco Publique
Morecambe, UK

Wieteke Brocken
Eco-social Designer
Aarde en Co (Earth and Co)
Eindhoven, The Netherlands

Alys Brooks
Design Student
Lancaster, UK

Dr Gabriela Avram
Lecturer
Interaction Design Centre
University of Limerick, Ireland

Facilitators and mentors

In addition to the PROUD team Facilitators, we procured four international experienced co-designers to mentor, inspire and support members through the group work challenge. The mentors brought their own perspectives and knowledge to the process.

Cindy van den Bremen

Cindy's ethos is that designing is the ability to empathise with others. Cindy works independent from her studio CvdBremen in Eindhoven as an Empathic Designer with an expertise in Cultural Diversity and teaches at the Technical University in her hometown at the Faculty of Industrial Design.

Boukje Vastbinder

Boukje is a part-time researcher, business developer and lecturer in sustainable entrepreneurship, design and innovation, at the Delft University of Technology. Recently Boukje started a new adventure named 'AmIaDesigner' which focuses on enlarging the positive impact of design and entrepreneurship processes, mindset and tools in global issues like poverty or climate change.

Heather Daam

Heather has worked as lead designer for a social design organisation, an independent designer on social projects, a design researcher for the Design Academy Eindhoven, and currently as a teacher at the Institute without Boundaries. Heather's interest is in new ways of involving people and stakeholders into the design and creative process.

Wina Smeenk

Wina is an innovation strategist and empathic design professional with substantial experience in the initiation, development and management of projects with multidisciplinary teams. Wina likes to focus on projects addressing societal transformation using creative processes and/or new intelligent technologies. She believes co-creation with users, problem owners and creatives will lead to innovative, sustainable and meaningful situations and solutions.

FACILITATORS

Hayley Alter
Graphic Designer
Freelance Designer / Facilitator
Paris

Leon Cruickshank
Reader in Design
ImaginationLancaster
Lancaster

Gemma Coupe
Design Manager
ImaginationLancaster
Lancaster

MENTORS

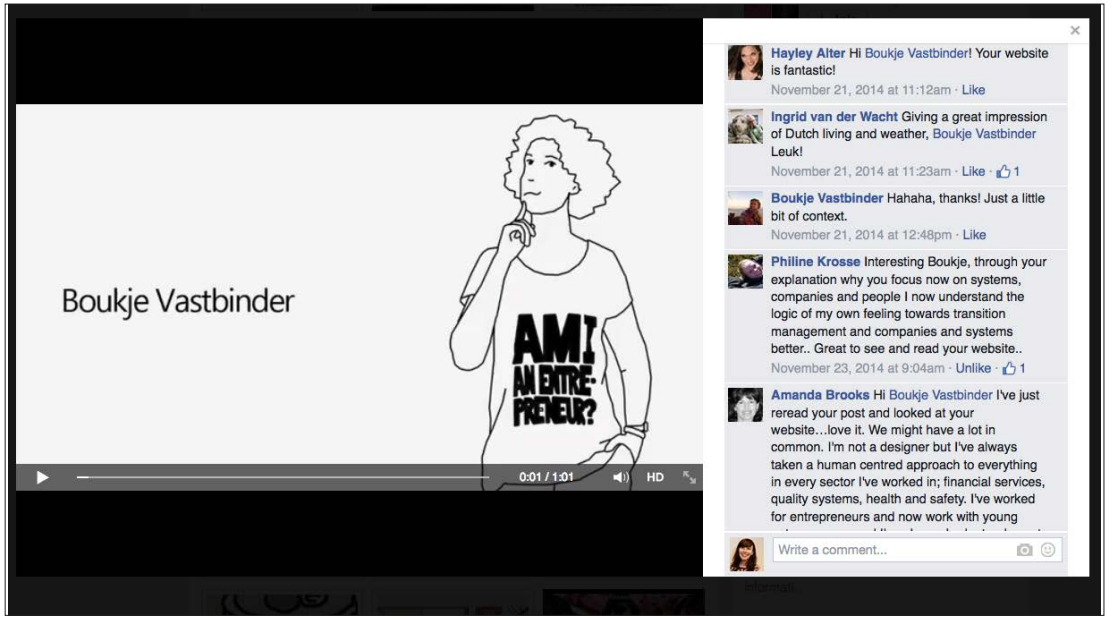
Heather Daam
Designer & Researcher
Independent Designer & at The Institute Without Boundaries
Canada

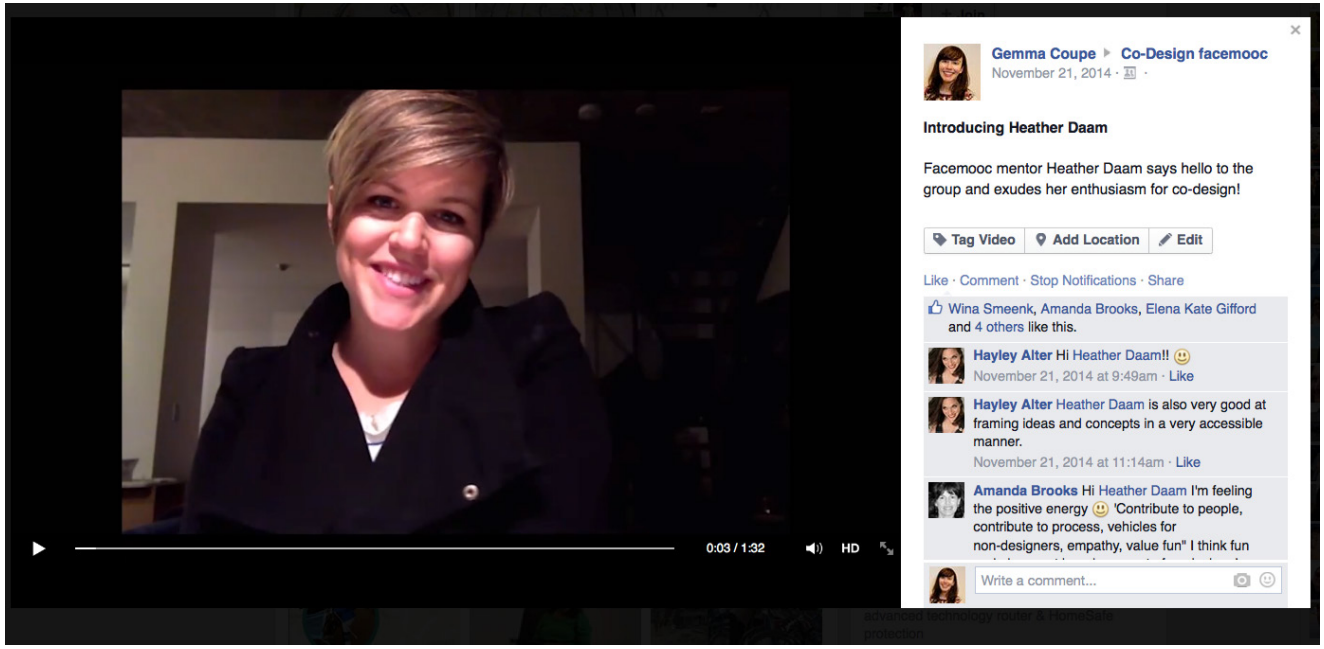
Cindy van den Bremen
Emphatic Designer
CvdBremen
Netherlands

Wina Smeenk
Innovation Strategist & Emphatic Designer
Freelance
Netherlands

Boukje Vastbinder
Designer, Researcher & Lecturer
AmIaDesigner?
Netherlands

Gemma Coupe
November 21, 2014
Facemooc mentor Boukje says hello to the group and introduces her interests and human centred innovation company company 'Am I a Designer?' www.http://amiadesigner.com/
Introducing Boukje Vastbinder
01:02
Like · Comment · 6 6
Laura Morris, Amanda Brooks, Elena Kate Gifford and 3 others like this.
Seen by 40
View 3 more comments
Boukje Vastbinder Hahaha, thanks! Just a little bit of context.
November 21, 2014 at 12:48pm · Like
Philine Krosse Interesting Boukje, through your explanation why you focus now on systems, companies and people I now understand the logic of my own feeling towards transition management and companies and systems better.. Great to see and read your website..
November 23, 2014 at 9:04am · Unlike · 1
Amanda Brooks Hi Boukje Vastbinder I've just reread your post and looked at your website…love it. We might have a lot in common. I'm not a designer but I've always taken a human centred approach to everything in every sector I've worked in; financial services, quali... See More
November 23, 2014 at 7:46pm · Like · 1


Boukje Vastbinder
AM I AN ENTRE-PRENEUR?
0:01 / 1:01
HD
Hayley Alter Hi Boukje Vastbinder! Your website is fantastic!
November 21, 2014 at 11:12am · Like
Ingrid van der Wacht Giving a great impression of Dutch living and weather, Boukje Vastbinder Leuk!
November 21, 2014 at 11:23am · Like · 1
Boukje Vastbinder Hahaha, thanks! Just a little bit of context.
November 21, 2014 at 12:48pm · Like
Philine Krosse Interesting Boukje, through your explanation why you focus now on systems, companies and people I now understand the logic of my own feeling towards transition management and companies and systems better.. Great to see and read your website..
November 23, 2014 at 9:04am · Unlike · 1
Amanda Brooks Hi Boukje Vastbinder I've just reread your post and looked at your website…love it. We might have a lot in common. I'm not a designer but I've always taken a human centred approach to everything in every sector I've worked in; financial services, quality systems, health and safety. I've worked for entrepreneurs and now work with young
Write a comment...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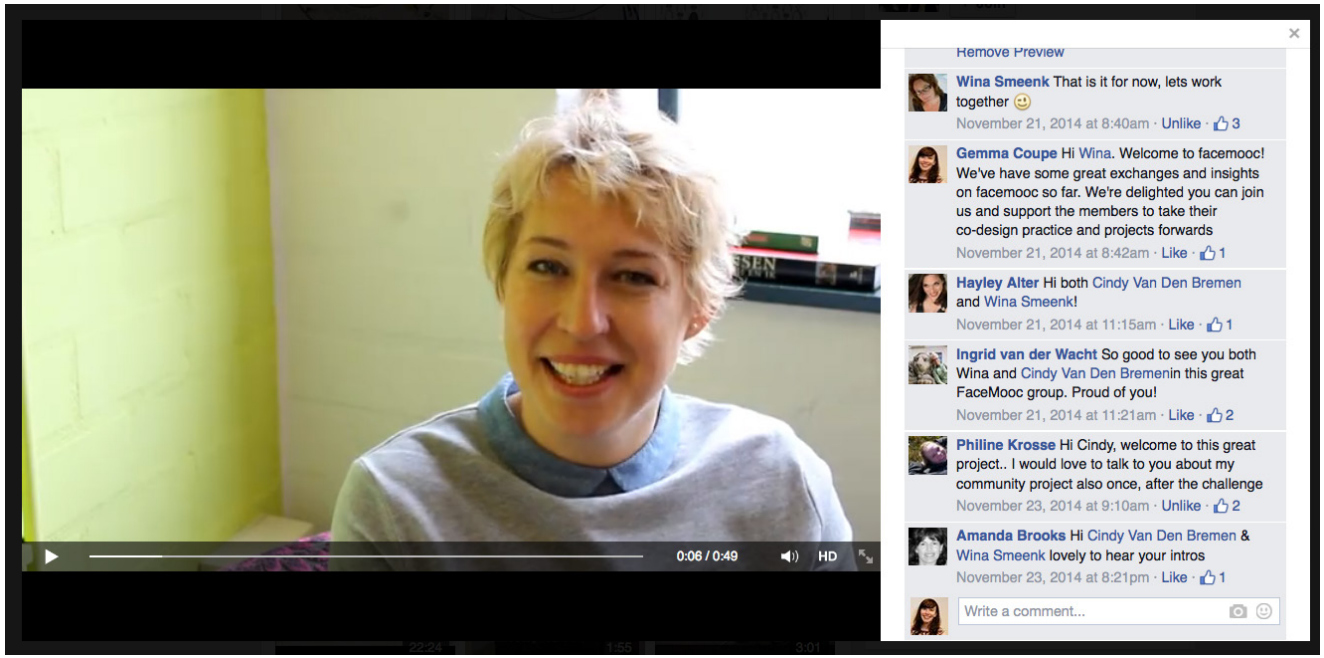
Gemma Coupe ▸ Co-Design facemooc
November 21, 2014 ·
Introducing Heather Daam
Facemooc mentor Heather Daam says hello to the group and exudes her enthusiasm for co-design!
Tag Video
Add Location
Edit
Like · Comment · Stop Notifications · Share
Wina Smeenk, Amanda Brooks, Elena Kate Gifford and 4 others like this.
Hayley Alter Hi Heather Daam!!
November 21, 2014 at 9:49am · Like
Hayley Alter Heather Daam is also very good at framing ideas and concepts in a very accessible manner.
November 21, 2014 at 11:14am · Like
Amanda Brooks Hi Heather Daam I'm feeling the positive energy 'Contribute to people, contribute to process, vehicles for non-designers, empathy, value fun" I think fun
Write a comment...


0:06 / 0:49
HD
Remove Preview
Wina Smeenk That is it for now, lets work together
November 21, 2014 at 8:40am · Unlike · 3
Gemma Coupe Hi Wina. Welcome to facemooc! We've have some great exchanges and insights on facemooc so far. We're delighted you can join us and support the members to take their co-design practice and projects forwards
November 21, 2014 at 8:42am · Like · 1
Hayley Alter Hi both Cindy Van Den Bremen and Wina Smeenk!
November 21, 2014 at 11:15am · Like · 1
Ingrid van der Wacht So good to see you both Wina and Cindy Van Den Bremenin this great FaceMooc group. Proud of you!
November 21, 2014 at 11:21am · Like · 2
Philine Krosse Hi Cindy, welcome to this great project.. I would love to talk to you about my community project also once, after the challenge
November 23, 2014 at 9:10am · Unlike · 2
Amanda Brooks Hi Cindy Van Den Bremen & Wina Smeenk lovely to hear your intros
November 23, 2014 at 8:21pm · Like · 1
Write a comment...

Week 1: Co-Design Landscape

Introductions

Facemooc facilitators, Leon, Hayley and Gemma each posted short films introducing themselves and their role within Facemooc. They invited the rest of the community to post their own introductions. In keeping with all the assignments the group received, members were asked to make their post as visually engaging as possible. Leon's film included what we meant by co-design, our aims and expectations for Facemooc.

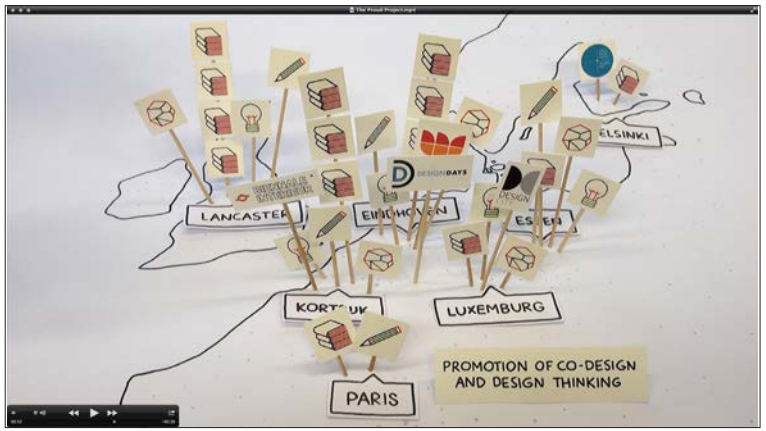
The introductions were very creative. They made good use of smartphone and tablet filming and attracted a lot of "Likes" and comments, sparking early discussion between community members.

Perspectives on co-design practice

Following our questionnaire findings, indicating the need to start with a primer on co-design concepts and definitions, Week 1 introduced co-design from lead thinkers in the field as well as demonstrating how widely co-design is used.

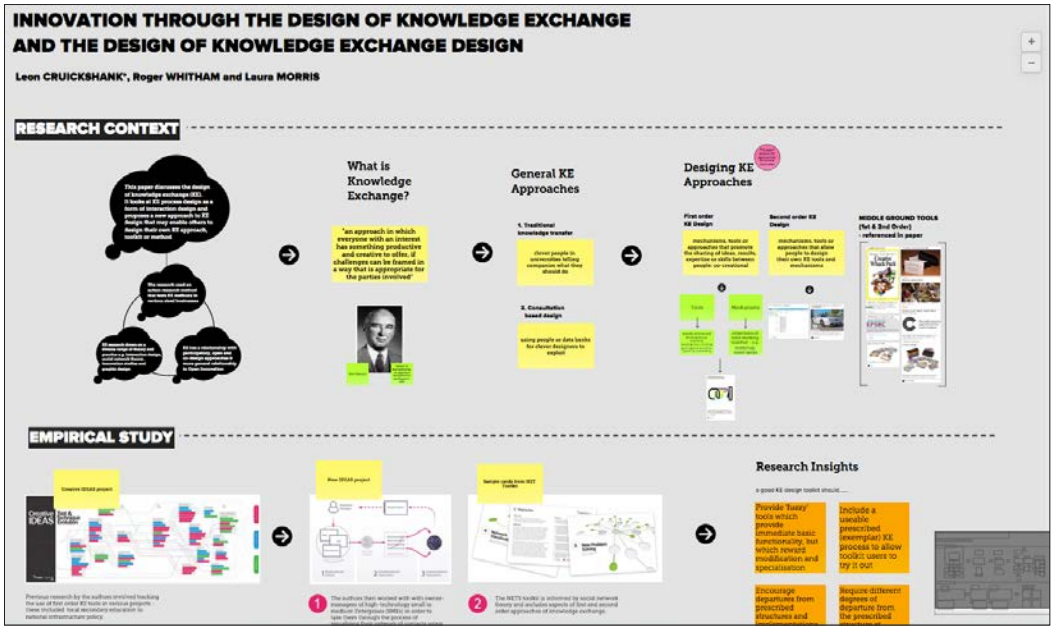
Throughout the week, we posted a series of films introducing perspectives on current co-design practice. This included two animations commissioned by Capital D (PROUD lead partner). The first covered the PROUD definition of co-design in relation to other design approaches like human-centred, and design consultation. The second summarised achievements resulting from PROUD projects. Key to this was the variety of ways in which PROUD partners across Europe promoted co-design approaches and exchanged knowledge with their respective project partners.

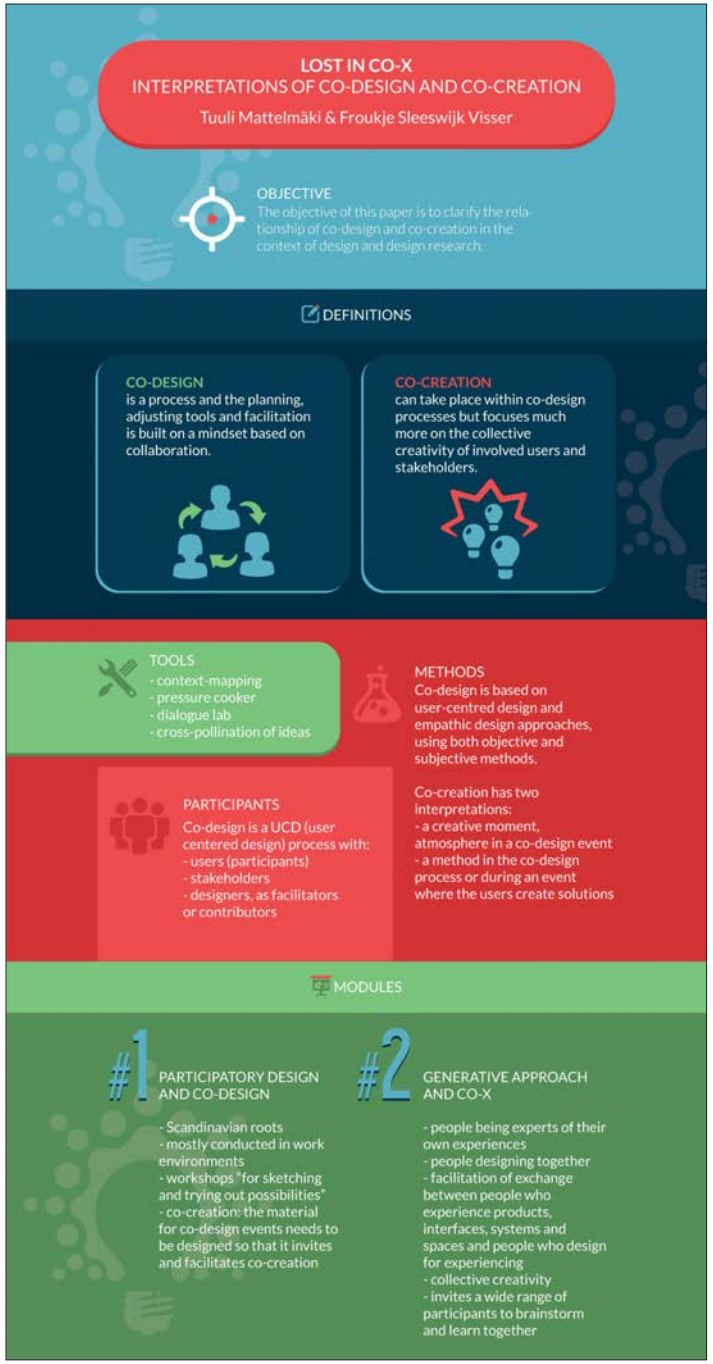
Members also started to post their own information and links to add to this growing repository.



Perspectives on co-design research – academic papers

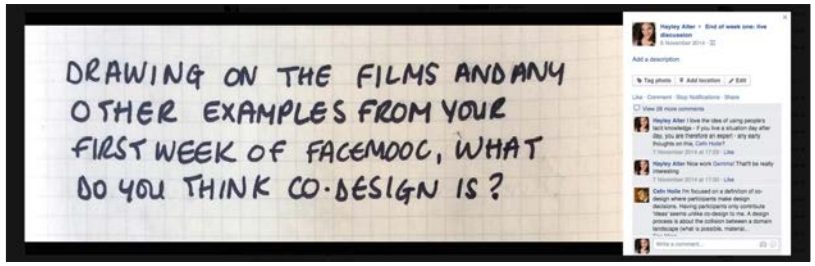
To build a collective understanding of academic perspectives and research into co-design, we assigned an academic paper to each member from a database compiled and shared on Dropbox for the event. Members were instructed to read the paper and create a text or image based paper synopsis to share on the Facemooc newsfeed. This summary would also recommend a target audience, eg for co-designers working with children. The vast majority of the group were quick to respond to this and shared their work on the as wall. They also reflected on other synopsises by adding comments against each addition to the newsfeed.

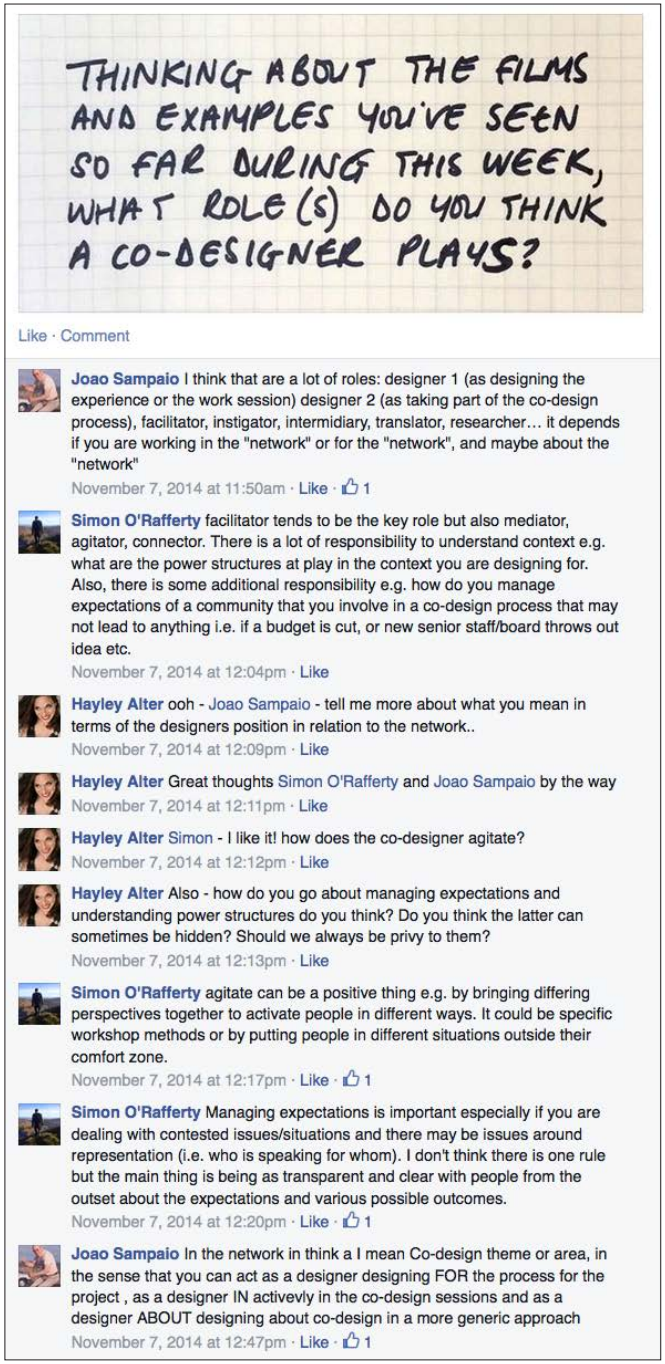




End of Week 1: live discussion

To further explore and assimilate knowledge, content and themes shared in the week with rest of the community, we prepared and invited everyone to a live discussion on a Facebook event page connected to the group.





Week 2: How to Co-Design

Week 2 focussed on the principles of co-design and the practicalities of enacting those principles in co-design projects.

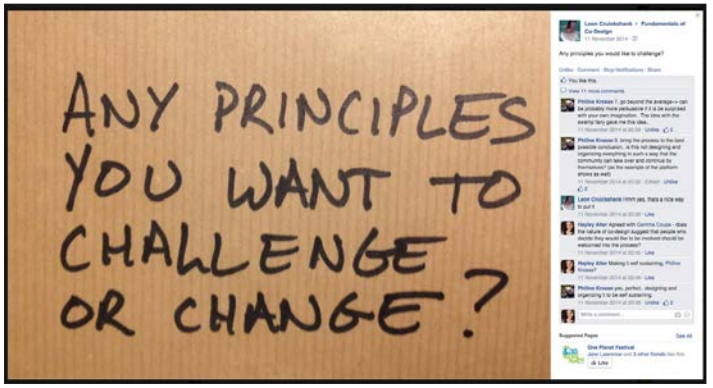
The Principles of co-design

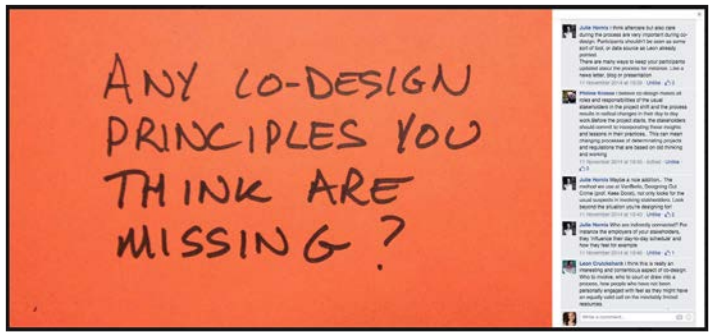
Through our work and findings on PROUD projects, we developed nine fundamental principles of co-design. These were intended to help designers to design and facilitate co-design processes to enable everyone involved to have creative input throughout the design journey. This work was published in our paper, Co-Design: Fundamental Issues and Guidelines for Designers: Beyond the Castle Case Study. For more information on this, go to Appendix A on page 47.

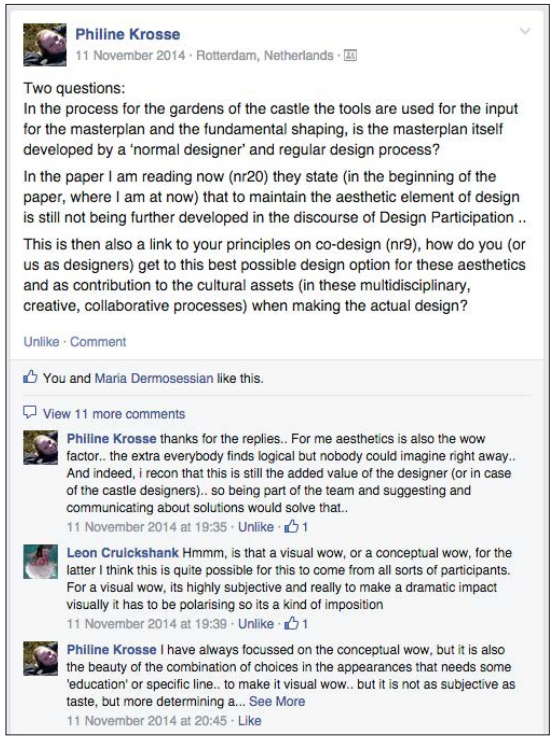
Live Discussion Event: The Fundamentals of co-design

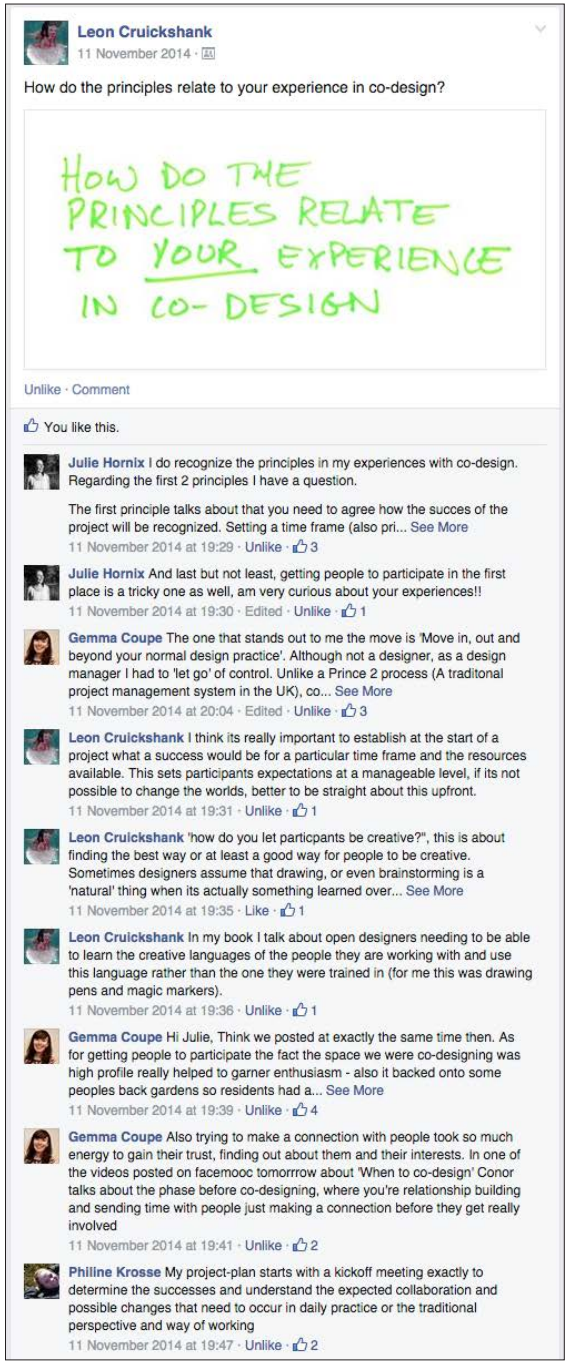
In Week 2 we posted a film of Leon introducing and explaining each principle to the group, inviting people to post comments and questions underneath. We were interested in whether the group agreed with our proposed principles for co-design and if they could suggest new principles or amendments.

This was followed the same day with a live discussion event with similar aims to the live discussion in Week 1. While participation levels were far lower for this event. those that did attend the live chat with Leon discussed a wide variety of ideas to challenge, add to or explore the principles . This offered us insight leading to a recommendation into the use of live discussion events on Facebook, covered on page 44.









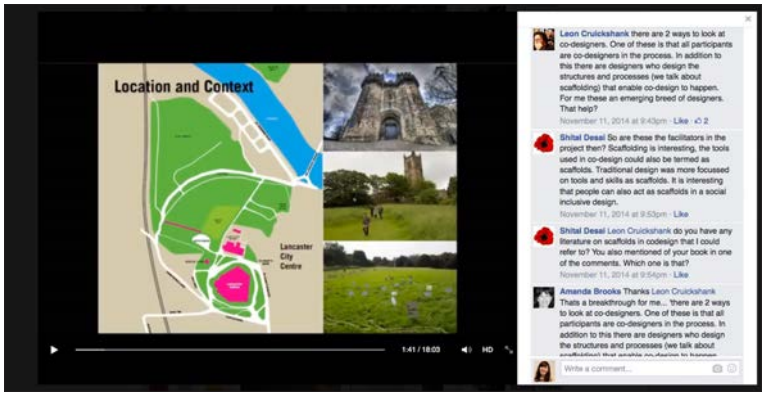
Practicalities of co-designing

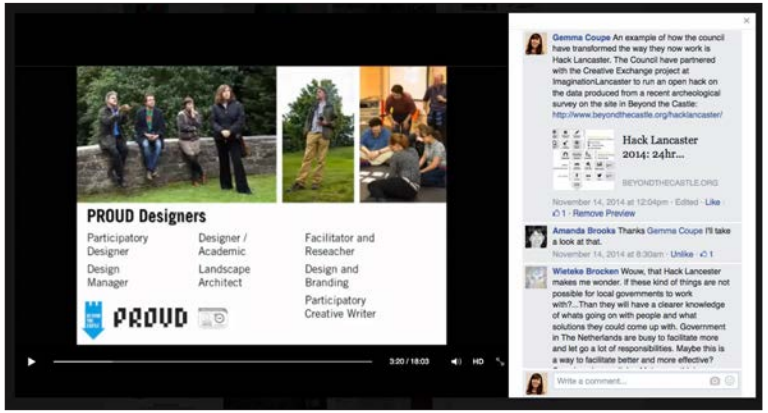
To place the principles into context, we shared a series of films and examples demonstrating the approaches taken and key pieces of expertise. These films were commissioned by PROUD and created especially for Facemooc, forming cornerstones for a unique repository of documentation and expertise on international co-design practice and theory. Below, we list the films shared with reference to key insights they raise.

Beyond the Castle: PROUD co-design case study

The principles of co-design had been developed during the Beyond the Castle co-design challenge. Lancaster's regional co-design challenge involved 2000 members and took place throughout 2012. This film documents a presentation on the Beyond the Castle project given by Leon Cruickshank to the Synergise Conference at Lancaster University in 2014. It includes the impacts seen on how the local council partners involved now approach public consultation. For more detail, go to Appendix A on page 47.

For those wanting to read more about Beyond the Castle and the principles of co-design we posted an academic journal paper on Facemooc,
Co-Design: Fundamental Issues and Guidelines for Designers: Beyond the Castle Case Study. This was published in the Swedish Design Research Journal no. 2 in 2013. In this paper, The Beyond the Castle project forms the basis of a discussion of how we used a series of events to help members reach their full creative co-design potential. The paper can be downloaded from ImaginationLancaster's web site at:
http://tinyurl.com/nvpzv8e

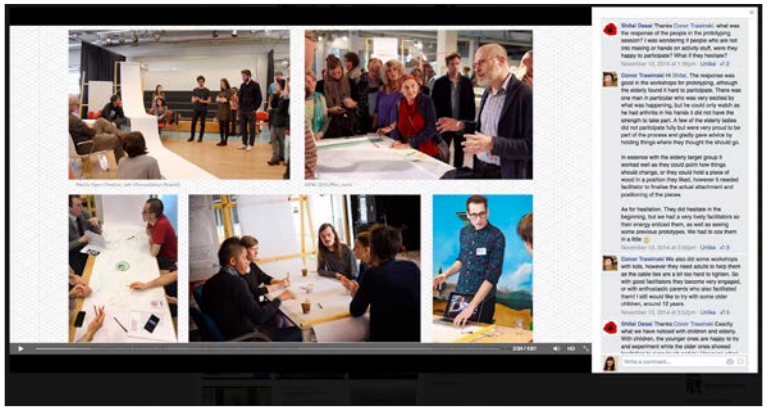




Conor Trawinski: When to co-design

In this film commissioned by PROUD, Conor Trawinski explores occasions in which it is appropriate to co-design and suggests what to consider when setting up a co-design project. Conor is based in Eindhoven and leads 'We Collaborate', a community supporting each other to bring ideas to life.

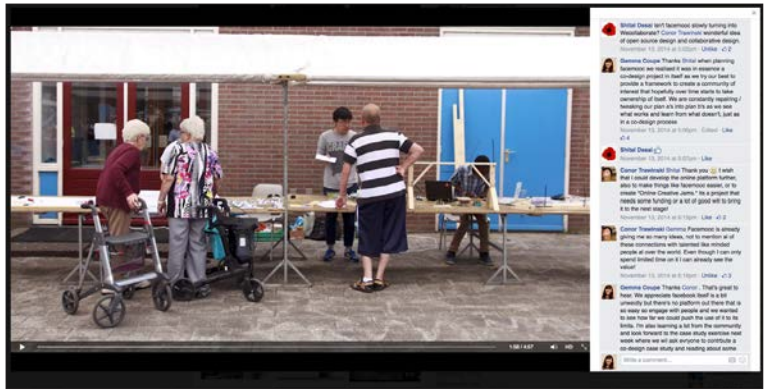
As a huge part of the success of any co-design activity lies in its setup, Conor's film covered what people should consider and makes the point that co-design does not fit every situation. Sometimes you have to build up to the point where people can engage in co-design by building relationships and trust with communities.



Conor Trawinski: co-design Tools and Methods

In the PROUD project we develop co-design tools. These are objects and approaches aiding members to respond creatively and collaboratively to a question underlying the design process.

In his second film Conor introduces a variety of Tools and Methods that We Collaborate use when co-designing. This includes physical tools, idea generation methods and asking people to look at problems from a different perspective as they work towards innovative group solutions.



One of the co-design tools We Collaborate use is called a 'Creative Jam', a workshop consisting of various rounds which guide a group of people through part of the design process in a unique, playful and goal driven atmosphere. They use friendly time pressure to encourage group creativity and leave out the formal introductions in order to remove the stigmas and status attached to roles.

Vox Box

An example of an innovative, physical tool to gather opinions and gauge the mood of crowds at events using a range of physical input controls, such as sliders, dials, buttons and spinners, it offers an engaging experience through playful interaction design. The reverse side of Vox Box reveals visualisations of the data collected in real-time to encourage reflection and discussion among bystanders.

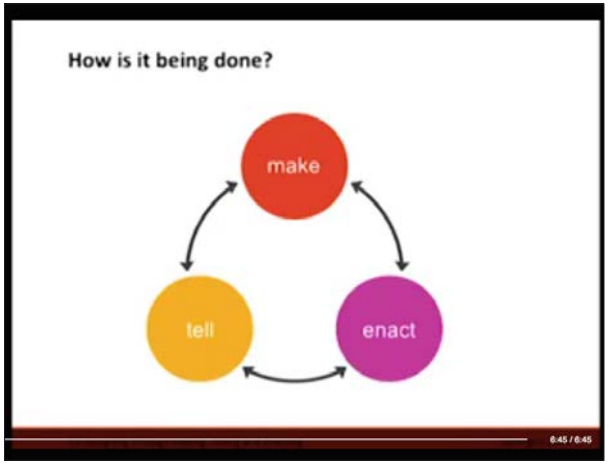
VoxBox is a research project developing a range of physical questionnaire systems conducted by the Intel Collaborative Research Institute on Sustainable and Connected Cities (ICRI Cities) and University College London Interaction Centre (UCLIC). The VoxBox film can be viewed at: http://www.voxboxproject.com/

Presentation by Charles Leadbetter at the Synergise conference 2014

In this full-length version made available on dropbox Charles makes the case for collaborative solutions for global societal problems. The Synergise conference took place in 2014 at ImaginationLancaster.

Presentation by Liz Sanders at the Synergise conference 2014

In this full-length version made available on dropbox, Liz details her co-design tools, methods and projects.



Mentor co-design Case Studies

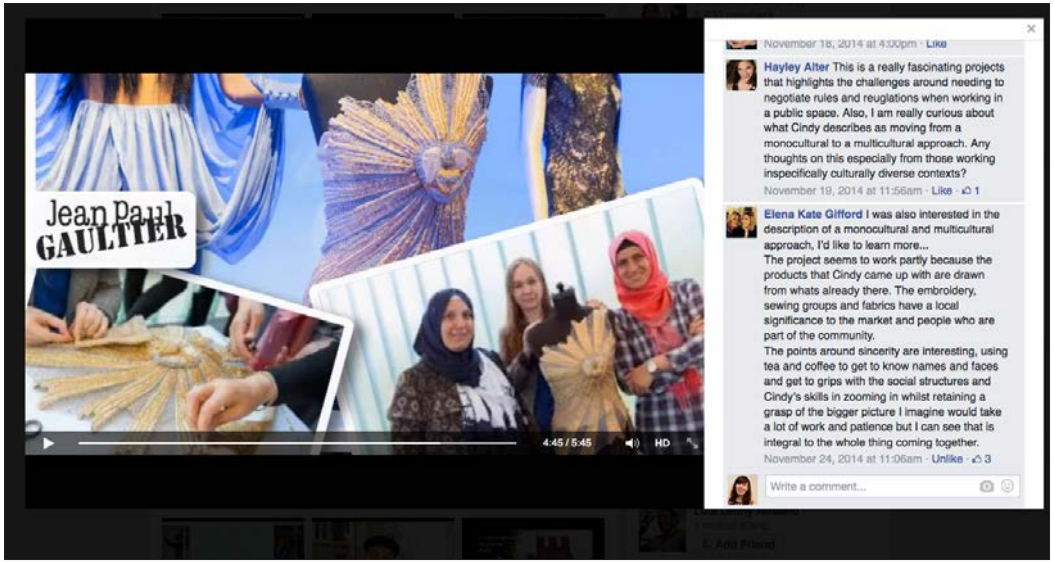
Following introduction, the mentors posted co-design case studies. In these case study films, the mentors created top tips for co-designing as well as an appraisal of challenges and how they were overcome. Crucially, the four case studies, represented current knowledge and best practice in co-design across the EU, further underlining the transnational exchange benefits of holding an online course like Facemooc.

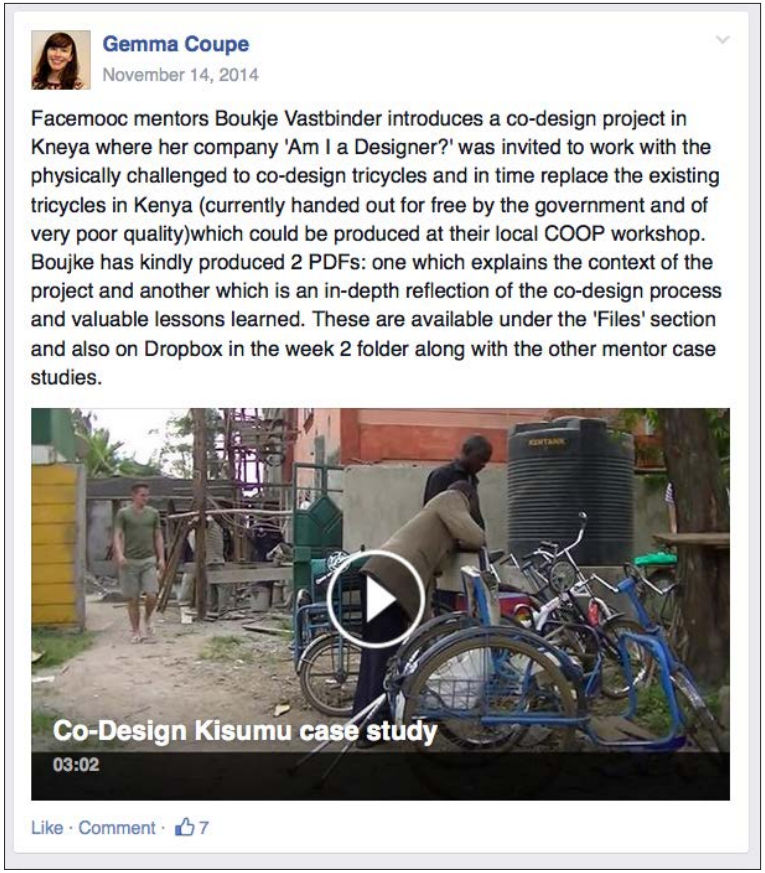
Cindy van den Bremen: Suit It Yourself

Cindy van den Bremen talks in depth about her project, Suit It Yourself, created on assignment with the Freehouse Foundation http://www.cvdbremen.com/

Boukje Vastbinder: Co-Design Kisumu

Boukje Vastbinder introduces a co-design project in Kenya where her company 'AmIaDesigner?' was invited to work with citizens wh ohave physical disabilities to co-design tricycles. Eventually these would replace poor quality existing tricycles provided by the Kenyan government which could be produced at their local co-op workshop. Boukje also produced 2 PDFs explaining the context of the project and an in-depth reflection of the co-design process and valuable lessons learned, respectively.



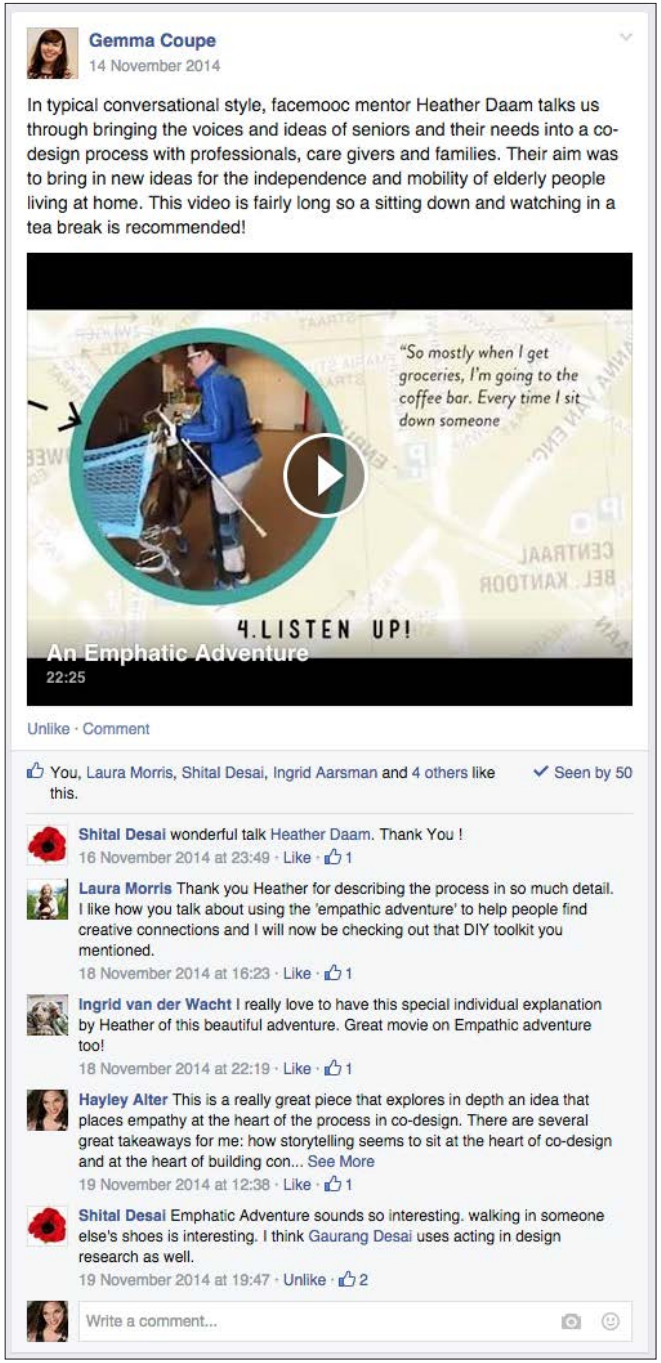


Wina Smeenk: Into Dmentia

Wina produced both a film and supporting file about co-designing a simulator with people already suffering with the condition. The simulation enables people to experience what it is like to have dementia in order to co-design better services for everyone involved in their care and lives.

Heather Daam: An Emphatic Adventure

Facemooc mentor Heather Daam talked through bringing the voices, needs and ideas of older people into a co-design process with professionals, care givers and families. Their aim was to bring in new ideas for independent living and mobility into old age for those living alone. The film gave insights into both the benefits and challenges of using co-design.



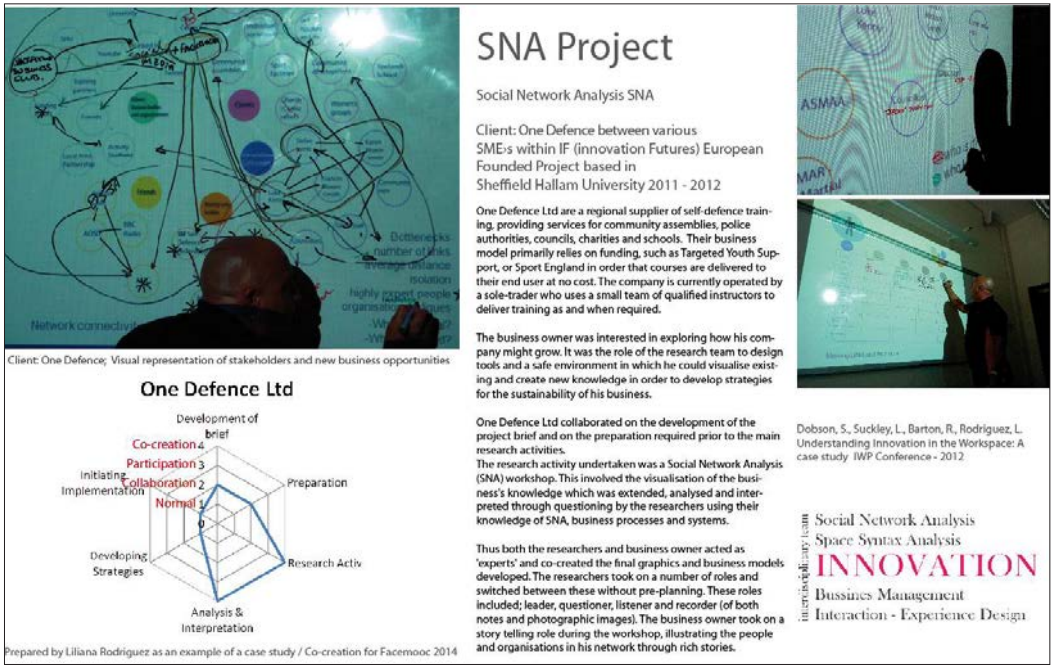
Week 3: Co-Design Case Studies

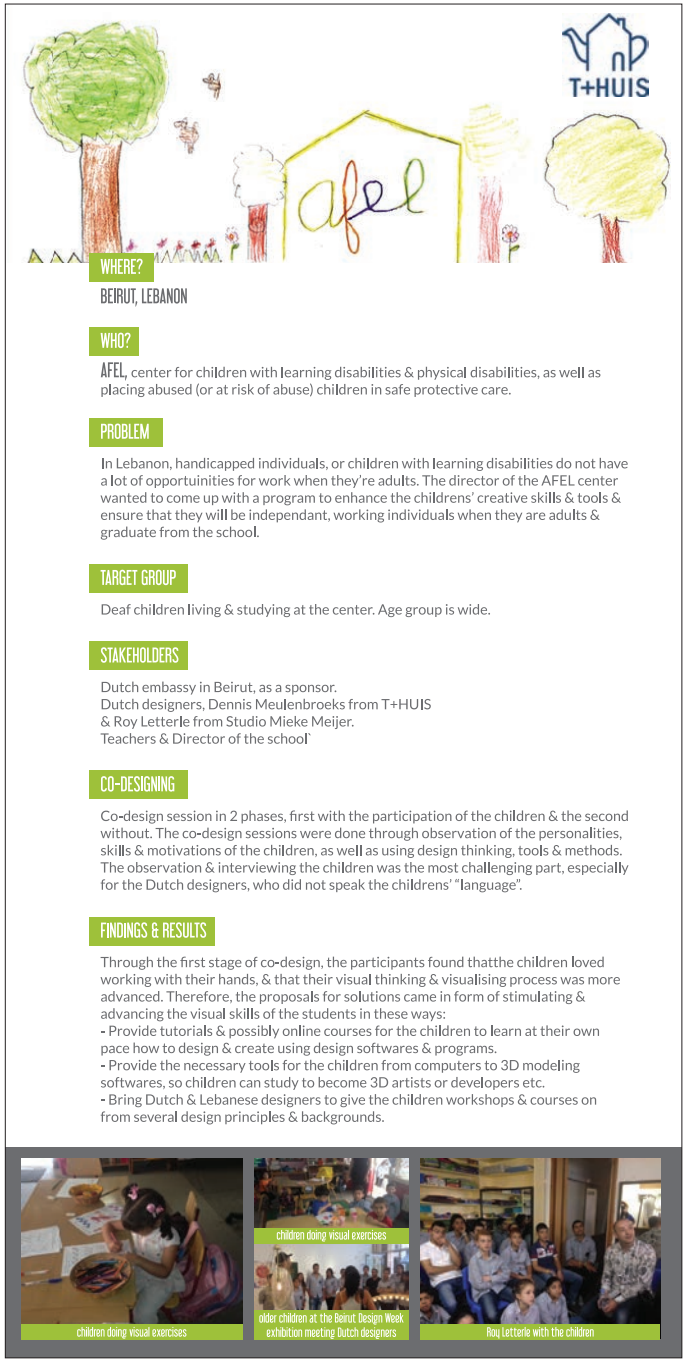
The PROUD team had provided high quality source material for Weeks 1 and 2, most of which was new and commissioned for Facemooc by PROUD. Now that course momentum was in full flow and the community was familiar, comfortable and motivated to post content regularly as well as reflect on the content of others, we began to post less new content while community members produced more, adding to a now growing repository for international co-design practice.

Co-design Case Studies

We asked Facemooc members to prepare a co-design case study to share. This could be from their own practice or one they had researched. This would include:

- The name of the co-design project
- Brief overview of the co-design project: context, members, aims (and outcomes if known)
- A valuable piece of learning / tool used / tip gleaned from the co-design process
- An image of the project or link to a web site where people can find out more





Are You Dancing? - Remembering Limerick's Dance Halls

Photo: Pat Browne, Courtesy of Munster Images

Organisers : Creative Communities (local voluntary association), together with a number of local community centres.
Timeline: November 2013- July 2014
Main activities:

- Conversations with communities (Nov 2013)
- Dance lessons in communities (March-April 2014)
- Exhibition (2 weeks- June-July 2014)
- Big crossroads dance (24 June 2014)

Participants: up to 800 people in total

Challenge: moving the content of the exhibition online; facilitating reminiscing and conversations online.

Codesign activities:

The two initial activities had as purpose to get to know our target group (mainly seniors who were active on the Limerick dance halls stage in the 60s and 70s.
We worked with several community centres and family resource centres.
We looked for guidance for the best set-up for the exhibition and the dance event.

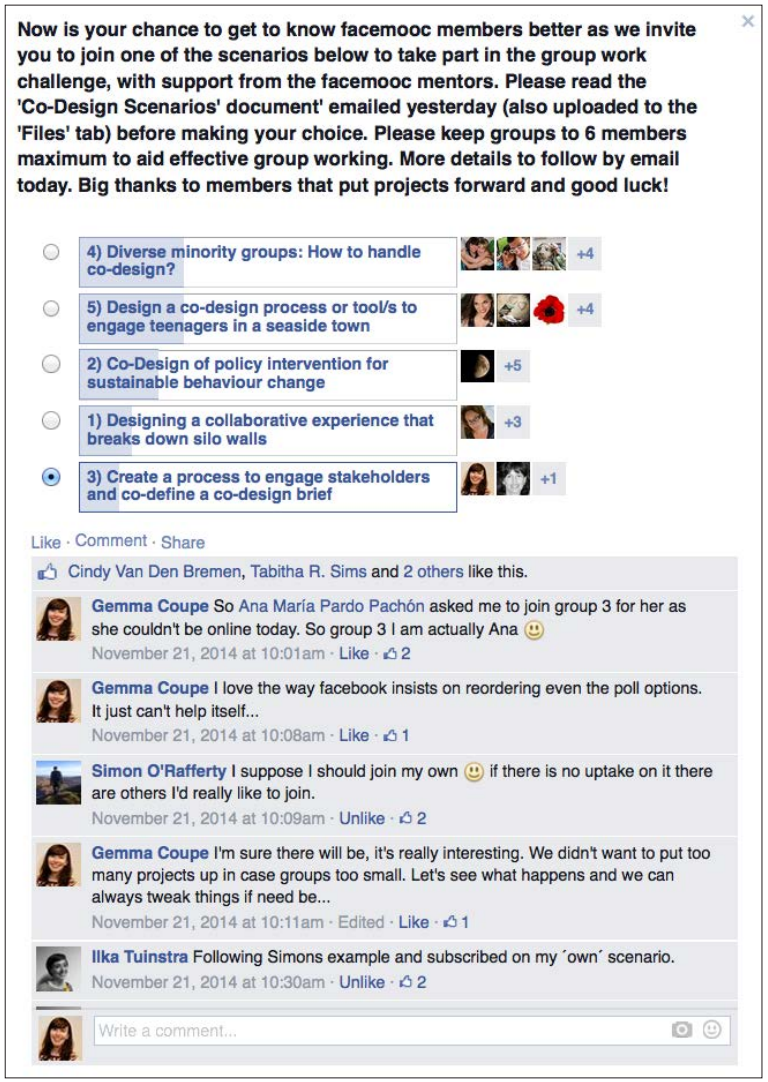
The exhibition

After these, it emerged that people owned an impressive amount of photographs and memorabilia from the era. Their wish was to have a dedicated space for the exhibition where they could bring their friends. We were able to rent out a central and famous former dance hall – currently a bingo hall, and arrange our exhibition there.

Preparation for Week 4 co-design challenge scenarios: forming groups around shared interests

By Week 3, a number of community members had differentiated themselves in terms of increased participation and investment in the course. Key to creating the co-design group work scenarios was that 3 members volunteered their own real life projects in which they were currently involved. Given that these scenarios were both real and emergent from the group, this was an ideal opportunity to create significantly more value and relevance to the community experience and provide a chance for members to workshop real challenges within their group.

In preparation for group work in Weeks 4 and 5, we published the co-design scenarios to which people could assign themselves. We pinned a question and vote polling tool to the top of the newsfeed to increase visibility for people to choose their preferred scenario which created groups based on interest. A barchart giving a snapshot of choice between the groups informed members on whether any one group was over subscribed, enabling the community to self-manage an even spread of participation between the scenarios.



1. Designing a collaborative experience that breaks down silo walls
The long term aim is to create a community of stakeholders that can collaborate on a continuous basis to identify all the fail and wait points of the backstage processes in a higher education institute. Facilitating design thinking to define service challenges and design permanent solutions to fix those problems, rather than battling with them for each new academic term. This Facemooc group challenge will explore tools to help enable disparate teams to collaborate on developing a strategy which combines their various skills and expertise.
(Real life project for Facemooc member).

2. Design policy intervention for sustainable behaviour change in schools
A policy intervention can be any form of action taken by government to support or change any behaviour by individuals or business. This Facemooc group challenge will explore the co-design of an intervention that encourages sustainable behaviour change at a school level and includes staff, students, parents and policy makers. The wider project aim will be to create green schools and sustainable behaviours outside of school which can be implemented within government policy.
(Real life project for Facemooc member).

3. Create a process to engage stakeholders and design a brief to enter a co-design process.
The long term aspiration is to engage student users to co-create a careers, innovation and business support services to meet their needs and aspirations in an HEI setting. For this Facemooc challenge the working group require support designing the first stage of the co-design process. Specifically focusing on how to map out and engage with stakeholders in order to co-define a shared understanding of the problem and design a brief for the co-design process. The aim being to obtain institutional and student buy in during this first crucial stage of the co-design process.
(Real life project for Facemooc member).

4. Diverse minority groups: How to handle co-design?
This question forms part of a larger challenge to co-design day care services with minority groups across Belgium. The Facemooc group challenge looks forward to finding ideas, inspiration or even possible solutions for any of the following questions: How to reach diverse minority groups to involve them within your co-design project? How to reach groups which are hard to reach? Which co-design tools or techniques are especially useful for these groups? How to prevent any insinuation of stigmatization or discrimination? How to overcome possible language problems? How to overcome an inexperience or inaccessibility with internet? How to handle other minority-specific points of attention?
(Real life project for Facemooc member).

5. Design a co-design process or tool/s to engage teenagers in a run down seaside town to express their stories and hopes for the future.
Imagine you were part of a Design Relief project created in the wake of a Superstorm in a run down seaside town. Imagine that an idea came about whilst sharing stories, to collaborate with local teenagers/young adults to design a platform (online or real world) to help them share their stories as well as hopes and dreams for the future of their community. What tools could you create to engage with the young people involved and help to set up a sustainable platform that continues to grow and develop well into the future.
(Facemooc project contact Hayley Alter).

Week 4: Co-design with mentors

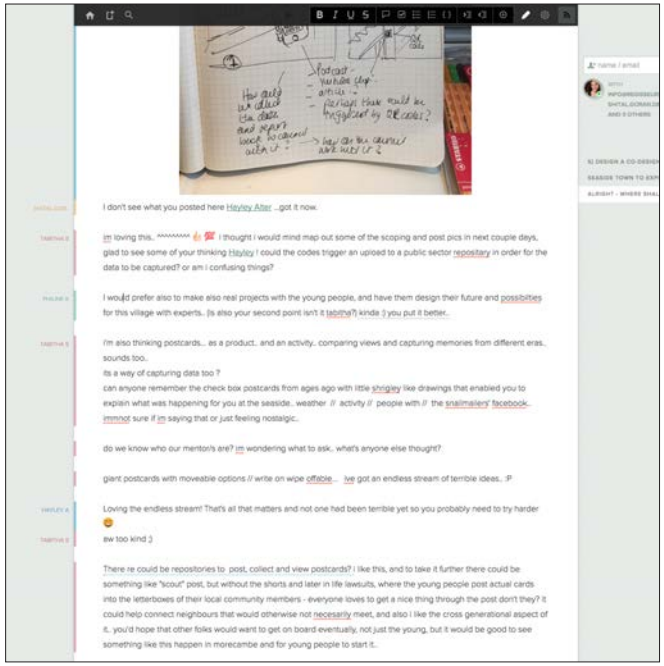
Facemooc Group Work Assignment

Using additional support and advice from the mentors, members worked collaboratively over the two remaining weeks of the course using a variety of online platforms of their choosing or, meetings in person if that was possible. Groups were asked to present:

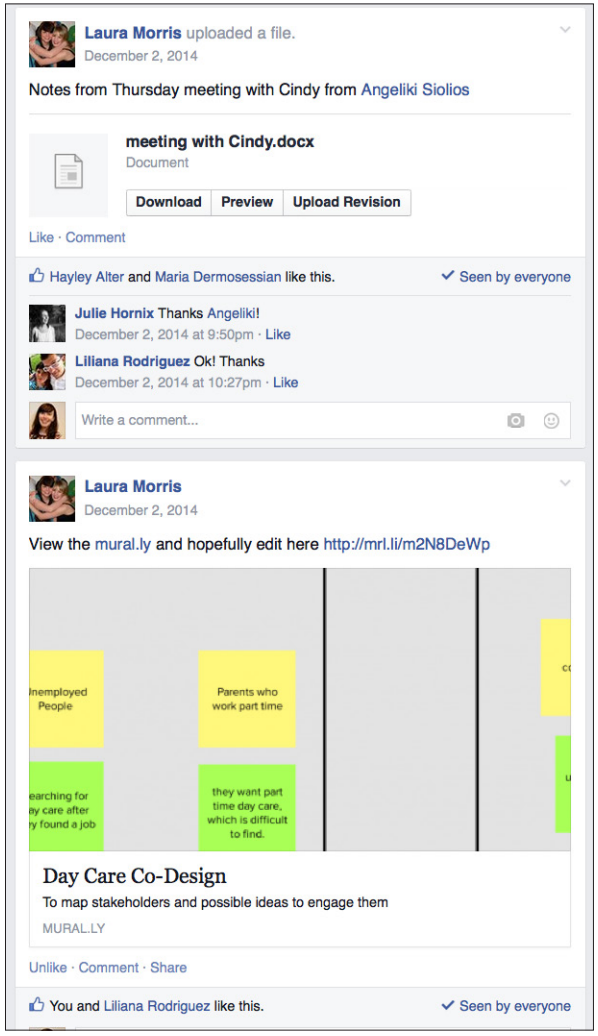
1. A brief overview of the co-design process with proposed timescale to provide context using a one page diagram, mind map or preferred visual format.
2. Final ideas/solutions for just one aspect/s or challenge within the co-design process. For example, teams could focus on element/s that interested them such as:
   - » A plan to map out and engage stakeholders
   - » Co-design a brief to enter a co-design process
   - » The design facilitation of a co-design session
   - » Design a tool/s to engage a target audience creatively

We provided access to mentors by allowing each group up to four hours of support from one or several mentors. In order to provide optimum access to any mentor, we shared a diary of time slots mentors were available and the various ways they could be contacted. This also gave groups the opportunity to speak to several mentors and gain valuable insights from different perspectives.

Mentors could be invited to groups to view progress, give feedback and prepare for any skype meetings with representative/s of the group. Some groups were fortunate enough to meet with group members and mentors in person where they lived nearby.



Cindy Van Den Bremen
November 27, 2014 · Eindhoven, Netherlands
Interesting codesign discussions at my studio with Ilka Tuinstra and Angeliki Siolios in Eindhoven!
Unlike · Comment
You, Hayley Alter, Ingrid van der Wacht, Liliana Rodriguez and 9 others like this.
Seen by 38
Gemma Coupe Brill. Nice work!
November 27, 2014 at 4:06pm · Like · 1
Liliana Rodriguez Oh!! How was it?... Please feedback...
November 27, 2014 at 4:53pm · Like
Cindy Van Den Bremen Lots of discussions, tips and examples of how to include minorities by creating a win-win situation
November 27, 2014 at 7:09pm · Unlike · 2
Angeliki Siolios Liliana tomorrow feedback will be ready!
November 27, 2014 at 8:42pm · Unlike · 3
Write a comment...


Laura Morris uploaded a file.
December 2, 2014
Notes from Thursday meeting with Cindy from Angeliki Siolios
meeting with Cindy.docx
Document
Download
Preview
Upload Revision
Like · Comment
Hayley Alter and Maria Dermosessian like this.
Seen by everyone
Julie Hornix Thanks Angeliki!
December 2, 2014 at 9:50pm · Like
Liliana Rodriguez Ok! Thanks
December 2, 2014 at 10:27pm · Like
Write a comment...
Laura Morris
December 2, 2014
View the mural.ly and hopefully edit here http://mrl.li/m2N8DeWp
Unemployed People
Parents who work part time
they want part time day care, which is difficult to find.
Day Care Co-Design
To map stakeholders and possible ideas to engage them
MURAL.LY
Unlike · Comment · Share
You and Liliana Rodriguez like this.
Seen by everyone

Laura Morris
December 2, 2014
For Thursday's deadline, it has been discussed that we should create a map of ideas on how to engage the stakeholders. Can anyone suggest a good way for us to do this together?
Unlike · Comment
You, Hayley Alter and Liliana Rodriguez like this.
Seen by everyone
Angeliki Siolios this is how Cindy mapped the stakeholders in a co-design project in Eindhoven
December 2, 2014 at 9:31am · Unlike · 1
Laura Morris Looks good, perhaps we should start by listing the stakeholders and their interests together so we have some information to visualise.
December 2, 2014 at 9:33am · Unlike · 2
Laura Morris Angeliki, do you know what the diagram means by Specifiers?
December 2, 2014 at 9:35am · Like
Angeliki Siolios it doesn't explain it in the document, but to me, it seems that specifiers are the goals and the vision of the project.
December 2, 2014 at 9:48am · Like
Laura Morris Thank you. Those would be good to include to. Shall we set up a new Google Doc where we can start listing under these headings?
December 2, 2014 at 9:52am · Like
Angeliki Siolios Maybe we can create similar headings
December 2, 2014 at 9:53am · Like · 1
Laura Morris I'm setting up these headings in the existing Google Docs to avoid confusion from further documents. It will be at the top. Please feel free to start adding.
December 2, 2014 at 10:08am · Like · 1
Laura Morris https://docs.google.com/.../1_e5_cv4UjlzQBMo.../edit
Google Docs - create and edit documents online, for free.
Create a new document and edit with others at the...
ACCOUNTS.GOOGLE.COM

Supporting content

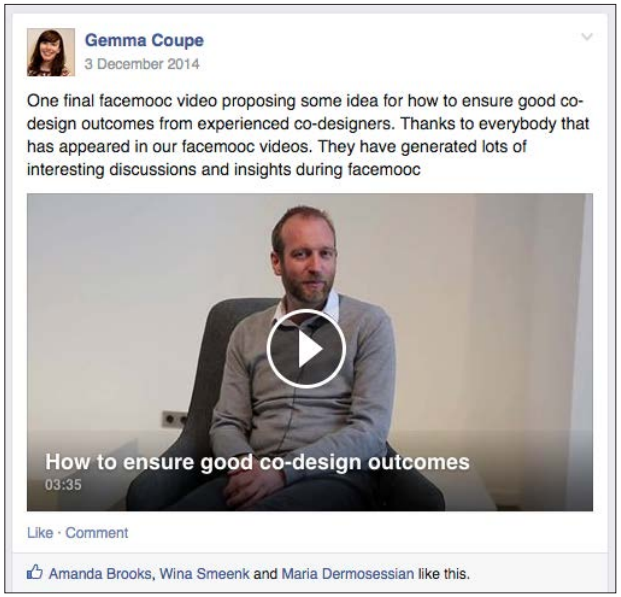
During this week, we posted films and tools to support the groups in their scenario work.

How to ensure good co-design outcomes

The final Facemooc film proposed ideas for how to ensure good co-design outcomes from experienced co-designers.

The Creative Citizens Asset Mapping tool

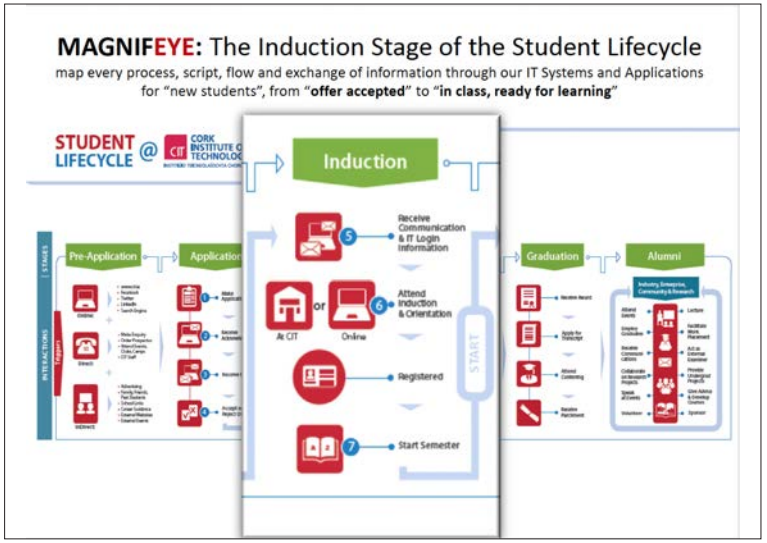
A tool to help participants make a map of the resources, skills and talents of individuals and organisations to create links between them and discover collective power.

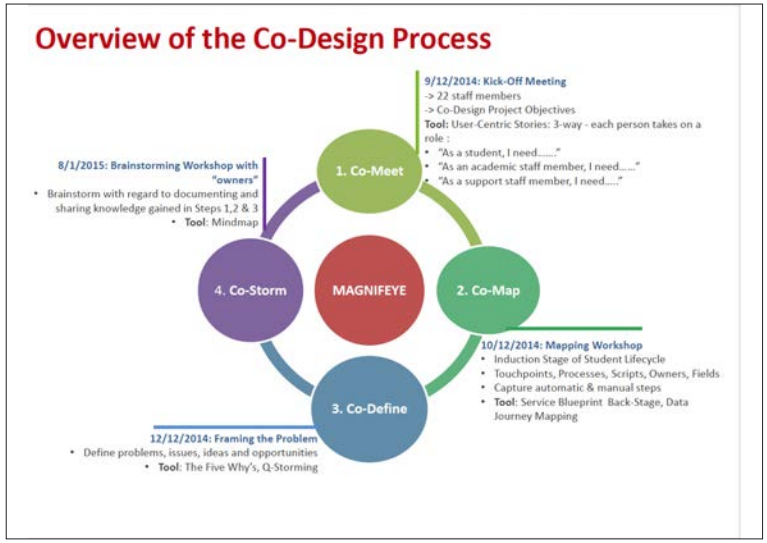


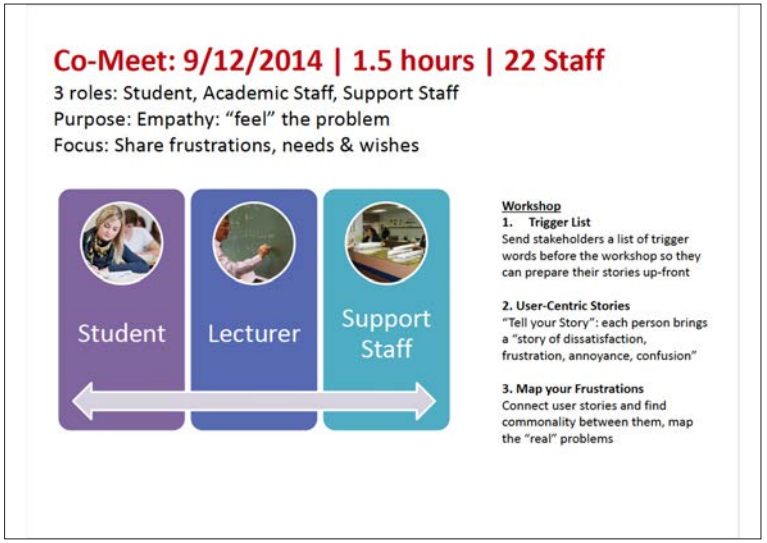
Week 5: Facemooc Finale

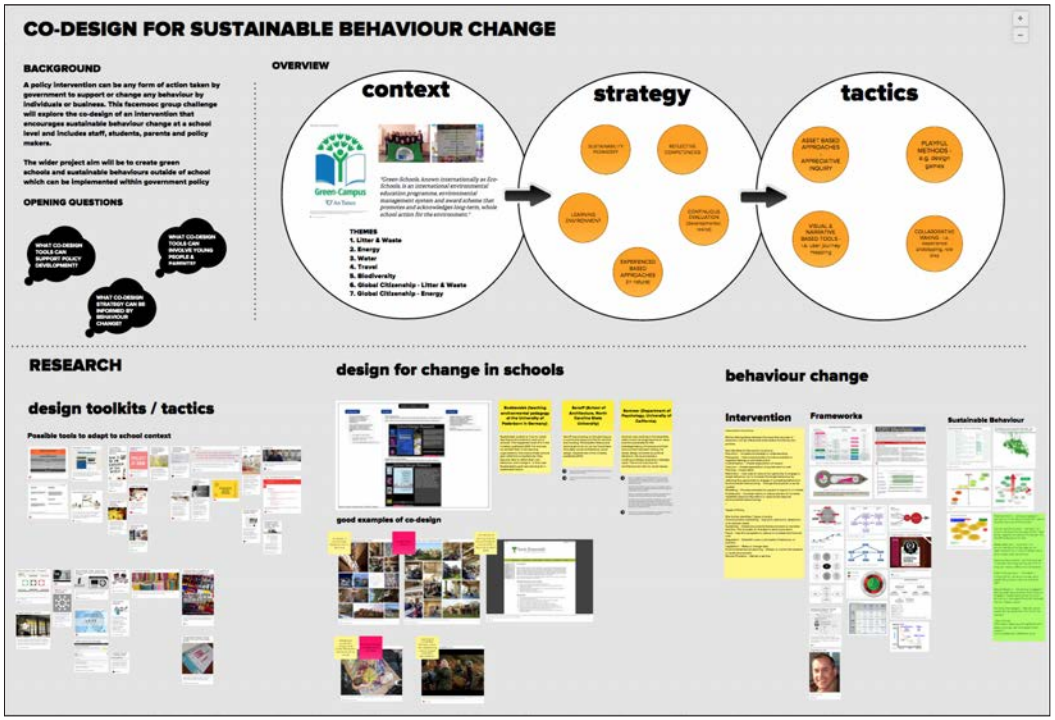
During Week 5 the groups were working together behind the scenes in increasing intensity to finalise the group work. The following are snapshots of the work produced and uploaded together with comments from other community members who took the time to reflect on other contributions.

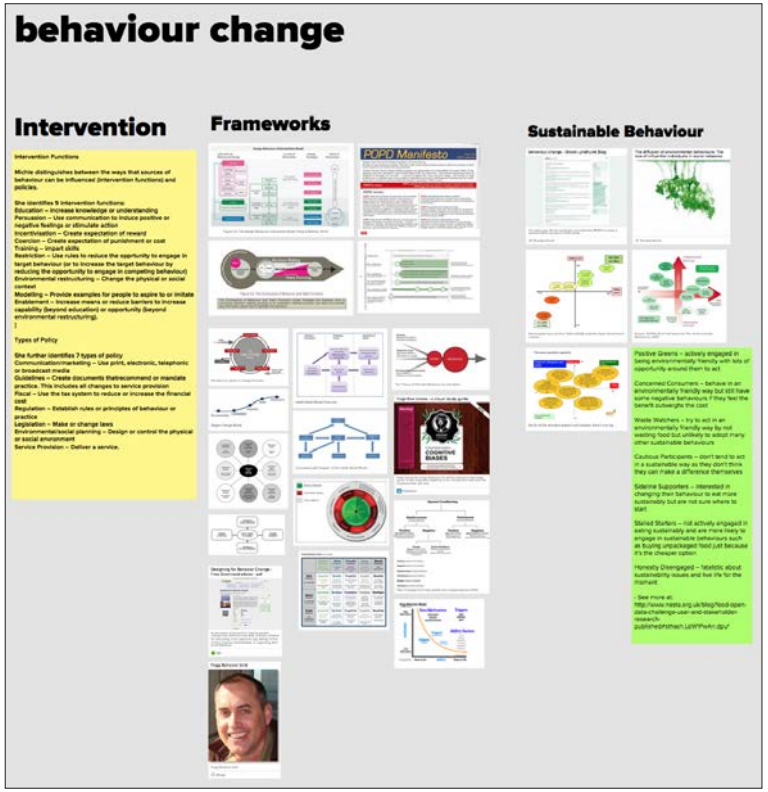
Group 1

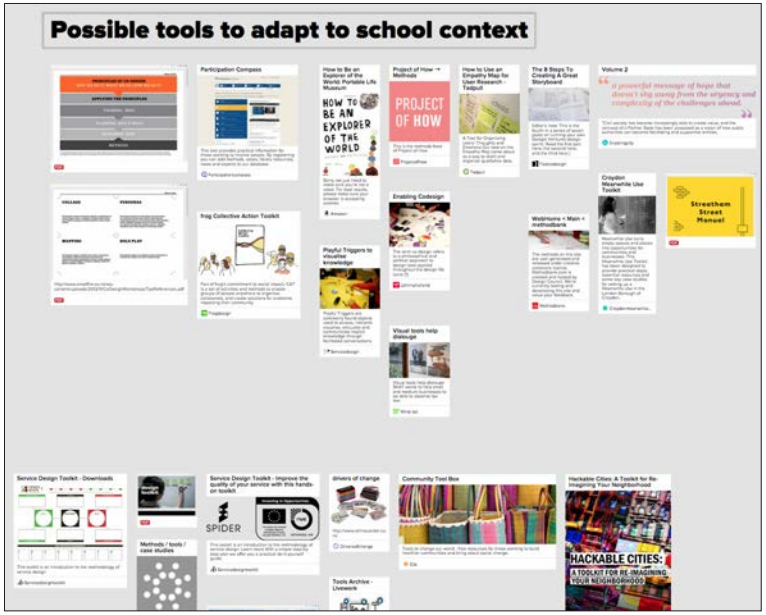


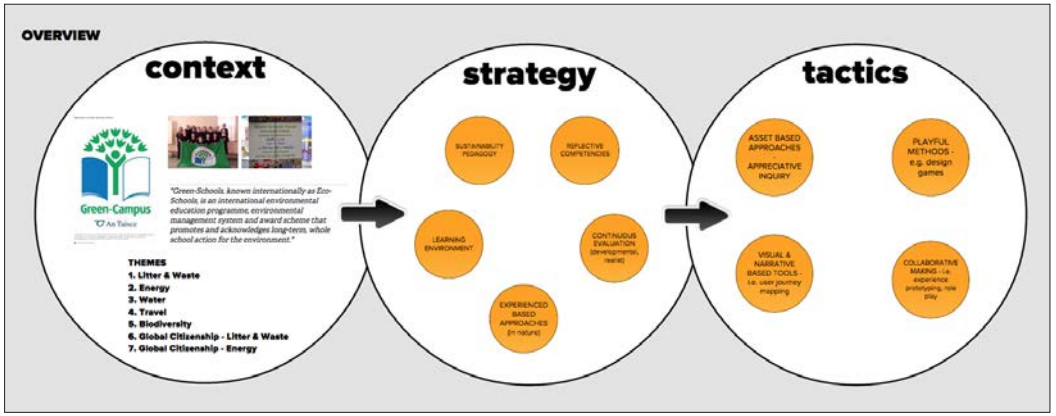





CO-DESIGN FOR SUSTAINABLE BEHAVIOUR CHANGE
BACKGROUND
A policy intervention can be any form of action taken by government to support or change any behaviour by individuals or business. This facemooc group challenge will explore the co-design of an intervention that encourages sustainable behaviour change at a school level and includes staff, students, parents and policy makers.
The wider project aim will be to create green schools and sustainable behaviours outside of school which can be implemented within government policy
OPENING QUESTIONS
OVERVIEW
context
strategy
tactics
Green-Campus
THEMES
1. Litter & Waste
2. Energy
3. Water
4. Travel
5. Biodiversity
6. Global Citizenship - Litter & Waste
7. Global Citizenship - Energy
RESEARCH
design toolkits / tactics
Possible tools to adapt to school context
design for change in schools
good examples of co-design
behaviour change
Intervention
Frameworks
Sustainable Behaviour


behaviour change
Intervention
Frameworks
Sustainable Behaviour
POPD Manifesto


Possible tools to adapt to school context
HOW TO BE AN EXPLORER OF THE WORLD
PROJECT OF HOW
SPIDER
HACKABLE CITIES:
A TOOLKIT FOR RE-IMAGINING YOUR NEIGHBOURHOOD


OVERVIEW
context
strategy
tactics
Green-Campus
"Green-Schools, known internationally as Eco-Schools, is an international environmental education programme, environmental management system and award scheme that promotes and acknowledges long-term, whole school action for the environment."
THEMES
1. Litter & Waste
2. Energy
3. Water
4. Travel
5. Biodiversity
6. Global Citizenship - Litter & Waste
7. Global Citizenship - Energy
SUSTAINABILITY PEDAGOGY
REFLECTIVE COMPETENCIES
LEARNING ENVIRONMENT
CONTINUOUS EVALUATION
EXPERIENCED BASED APPROACHES
ASSET BASED APPROACHES
APPRECIATIVE INQUIRY
PLAYFUL METHODS - e.g. design games
VISUAL & NARRATIVE BASED TOOLS - i.e. user journey mapping
COLLABORATIVE MAKING - i.e. experience prototyping, role play

Phase 0

A Design Brief for a facilitated conversation

Create a design brief to guide your conversations in the experiment/design lab by answering the following questions. Please be as specific as possible and use as much space as needed.

The stakeholder members of our team are: (Include Yourself)

1. Careers Service
2. Faculty of Arts & Social Science
3. Management School
4. Students Union
5. Faculty of Science and Technology
6. Enterprise Team
7. Faculty of Health & Medicine
8. **Designer/Facilitator**
9. Representatives from the student body
10. Digital Innovation Hub

The name of our project is:
To be decided...Service Innovation Lab?... but it involves a facilitated exploration with stakeholders to understand how to improve user access to the current enterprise / employability / innovation / entrepreneurship offering for students at Lancaster University.

The need as we see it is:

Students picture of enterprise / employability / innovation / entrepreneurship support is confusing, overwhelming, disconnected and difficult to navigate

There is some known duplication of offering and scope potentially for this duplication to scale

The service could engage more users.

Delivery stakeholder staff feel disconnected from what other people are offering.

This is an important need to respond to because:

There are risks attached to not responding for longer-term user satisfaction and to remain competitive with other institutions.

The affected stakeholders are: to be defined but broadly
Students – potential, current
Alumni
University staff
Staff delivering enterprises/ innovation entrepreneurship education - in and extra curricular
But might be wider

We'll know we've succeeded when:

We can communicate in a visualisation for a wider stakeholder group of a shared understanding of:

Why user access to the service needs to be improved – the impacts and root causes of the problem and
How this might happen
What might need to be designed and implemented to bring about change
Results from a lab test of any potential solution/s and any iteration.

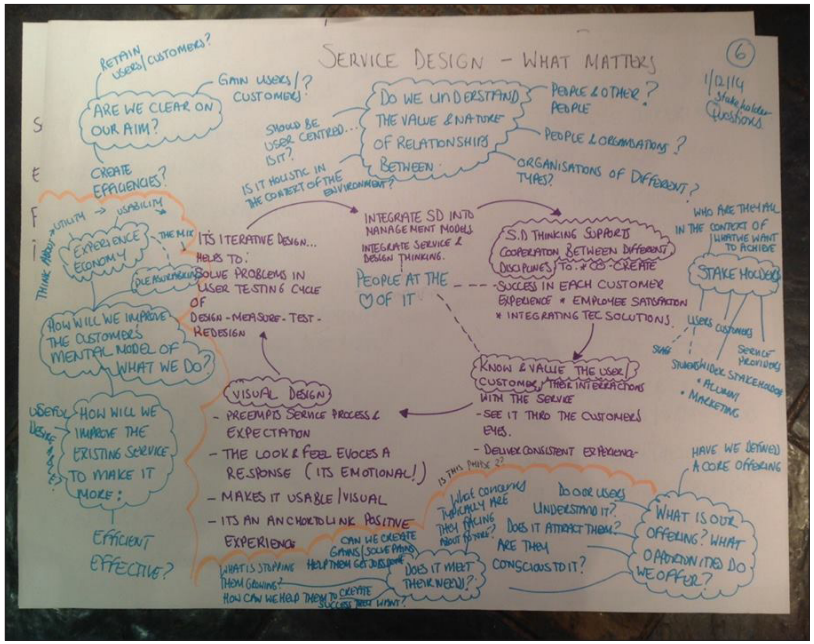
This is our problem to solve because:

The offering has evolved over time based on needs and drivers.

A more coherent, coordinated user access to the service is needed to remain to remain competitive with other institutions.

There is potential to attract more student users, create efficiencies and future innovations on the service.

Currently engaged stakeholders are keen to experiment with a new approach to explore how to innovate the service with users rather than for users. A more useable, accessible and desirable service will create more effective internal referral mechanisms and outcomes.



Amanda Brooks uploaded a file.
December 4, 2014

Thanks to Ana María Pardo Pachón Rafa Arnalte Nan Kampalavalee for getting involved in Co-Design Challenge 3 which was:

'The working group require support designing the first stage of the co-design process. Specifically focusing on how to map out and engage with stakeholders in order to co-define a shared understanding of the problem and design a brief for the co-design process. The aim being to obtain institutional and student buy in during this first crucial stage of the co-design process'

Here Goes…

Quick reflection… this was a very successful group because as a result of the sharing of knowledge, experience, commitment and support this scenario turned into a live project which will start next week! The rapid cycle of learning - reflecting - acting - feeding back enabled progress to be made and the brief and thinking evolved as the process developed. Thank you all!!!

At each stage it was necessary to re-think the language and approach as new insights arose from different conversions with early adopter stakeholders.

I suspect that for Ana, Rafa and Nan it wasn't the group learning experience originally anticipated because it became difficult to co create any hypothetical tools or shared group work. This was due to the fact that it was becoming a live project and taking on a momentum of its own. In-between our scheduled Google hang outs with our little co-design team it was necessary for me to move things on independently and reflect this progress back to them for their insights and advice on the next steps. As such they were valuable mentors, and resource investigators providing information, links and tools to help to visualise what a whole process might look like hypothetically and and strip it back to the brief.

Ana kindly provided a number of tools and a brief template which was iterated a number of times.

The brief is posted below with some of the mind maps and sketches that visualise the process and some of the thinking and reflection to this point.

Thank you to team 3 for enabling this to progress to this point. It wouldn't have been possible without you.

Gracias and 感謝

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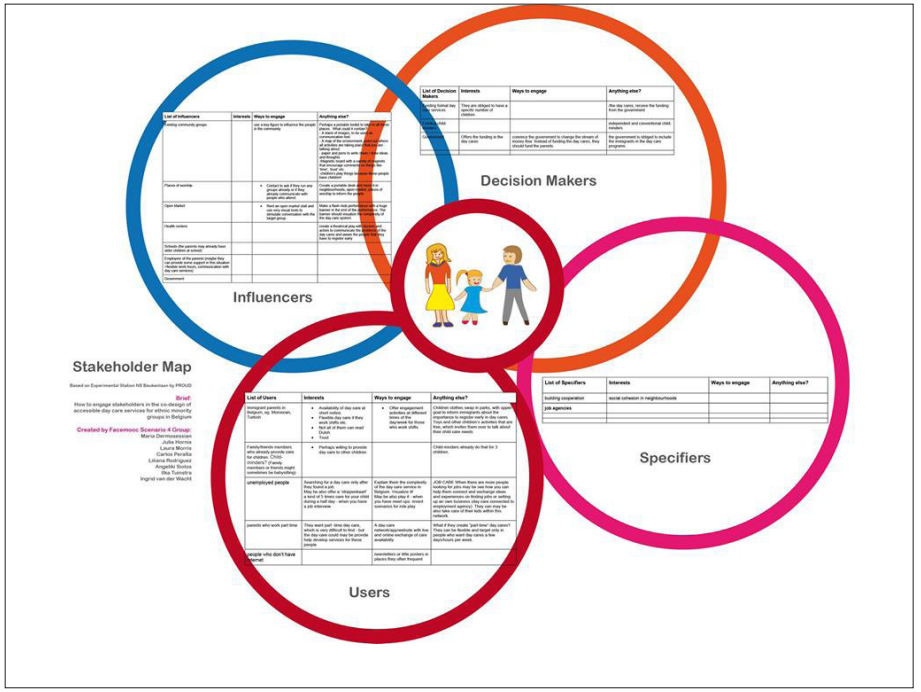
Amanda Brooks Reflecting on service design thinking and what matters

December 4, 2014 at 12:27am · Like · 1

Amanda Brooks Ana María Pardo Pachón Rafa Arnalte Nan Kampalavalee -


Stakeholder Map
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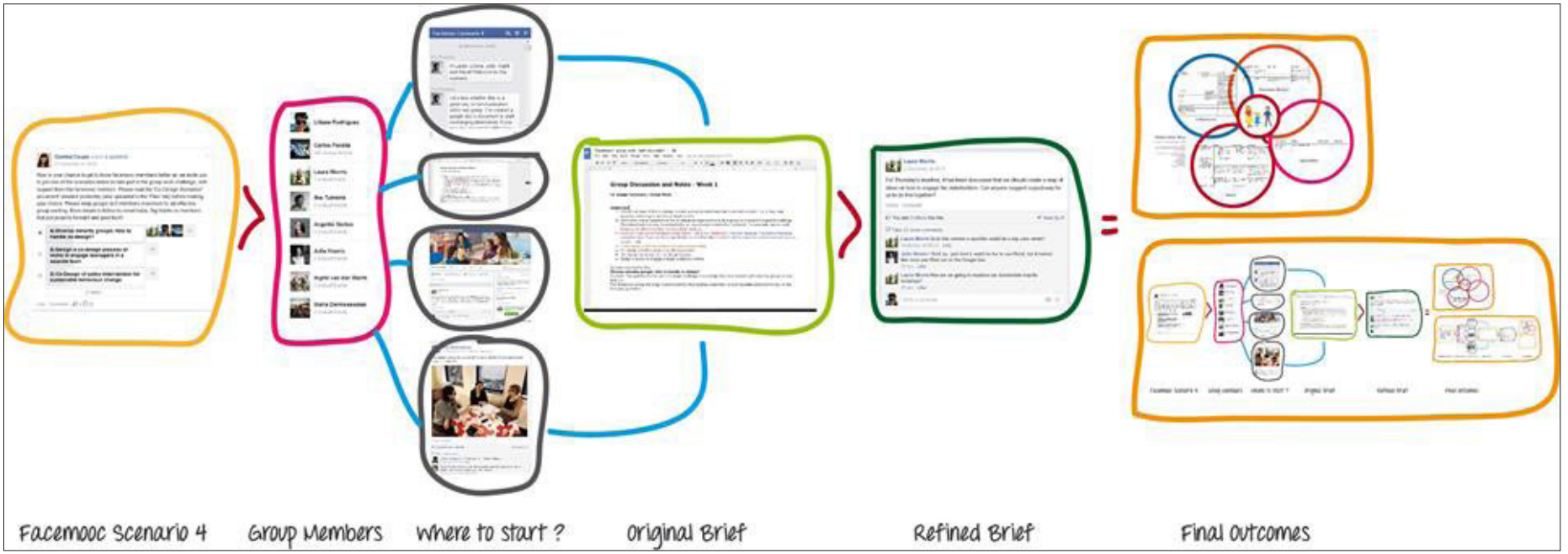

Facemooc Scenario 4
Group Members
Where to start ?
Original Brief
Refined Brief
Final Outcomes

5) Talent storming for revival

Context
Imagine you were part of a Design Relief project created in the wake of a super storm in a rundown seaside town. Imagine that an idea came about whilst sharing stories, to collaborate with local teenagers/young adults to design a platform (online or real world) to help them share their stories as well as hopes and dreams for the future of their community.

Ambition
To revive the village that has been severely damaged by inspiring and enabling young people to contribute from their talents

Goals
- create a community of change
- co-design of a vision of the revival of the village
- youngsters find their strengths in difficult times
- the community is adopted by local stakeholders and grows organically

In the end we are proud, when the project has social inclusion and improvement function; This means that the village is more socially, economically and ecologically sustainable after the reconstruction than it was before the severe damage. Our ultimate result is that the teenagers (and other stakeholders) have taken over the whole organisation and communication of the project(s).

Strategy
This is an intertwined combination of process and communication strategies:

- Build trust by listening to the people and let them open up.
- develop forms and activities where talents become visible and tangible and can be activated (which creates parts of the means we will use during process)
- Support new ways of communication that interrelate with ways that they already communicate with/through (off-line and online).

Means
- The means arise from the talents of the youngsters (f.e. a youngster excels in video/film, the form is subordinate to the fact that he or she is intrinsically motivated to use this mean in the process).
- Besides we created a toolbox with numerous tools we can use as a supplement in the process (only when it fits the dynamics and the talents) and to engage and connect people in the community

-a system by which the council and other stakeholders take the stories periodically and work into new ideas with young people on a decision making panel
-displays for the digital story telling with artefacts, placed on community noticeboards, community websites, display screens in town
-the billboards, walking tours etc. can make visible the new, desired situation in the old one (so that others can react on that)

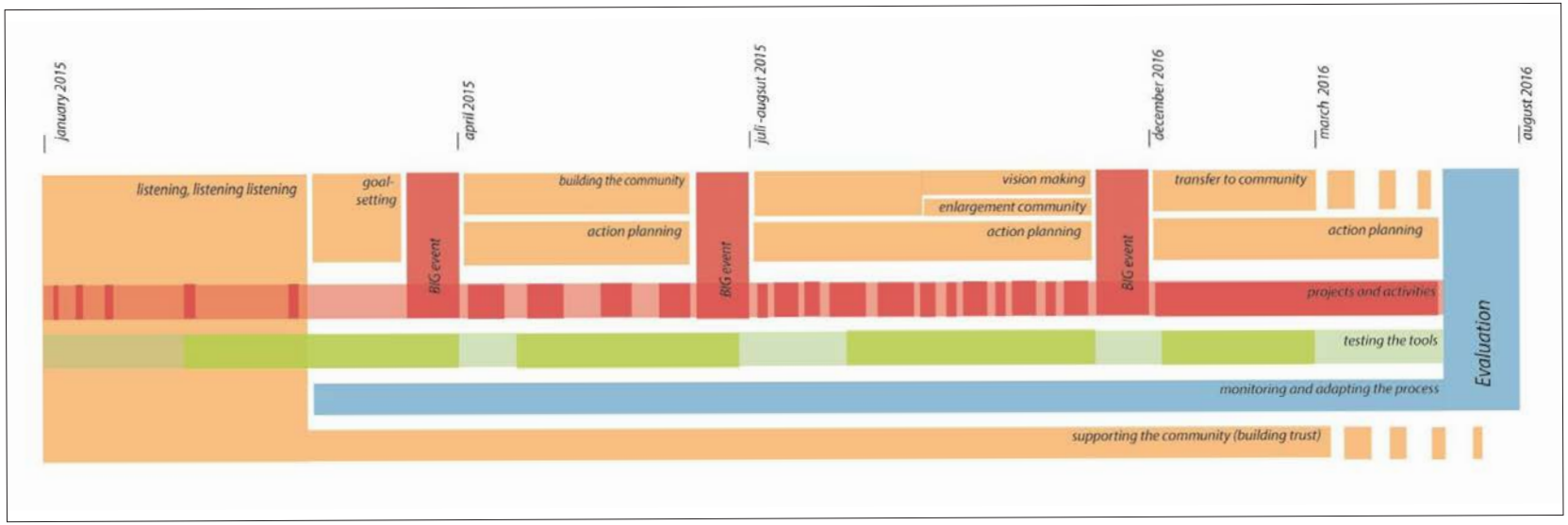
All means should be personalized where possible:
--zine - in print and digital forms
-"scout" postal system to help connect and share stories with friends and neighbours
- digital story telling through QR codes, augmented reality
- photography; photo's stories, billboards, benchmarking
- slide slams - a mix of image and text and spoken word, voice recording
- polling stations booths
- stickers and sweets - Local Hero Love Hearts
- radio show slots on local station for spoken word opps

How to engage stakeholders?
- Through interviews, events and in our daily activities we interact and find the right way to get the answers on these questions. In the development of the means we incorporate the search of these answers, they are intertwined.
  - In what do you excel, which activities energize you?
  - what happened during the storm and how it made them think and feel.
  - What would you love to realize for the near future with your talents where your fellow teenagers would benefit from?
  - what do you think your peers are really good at too?
  - What can you realize in collaboration with a fellow teenager or more teenagers?
  - When you are informed by the talents and plans of your fellow teenagers what can you realize together? What is this appealing future you can realize together?
  - what would do you like to see happen in the town after the storm and how could they make that happen in a small project that inspires people
- By building a online and off line community inspired by the answers on the questions that is supported by inhabitants (specifically the youngsters).

Timeline
The realisation of the vision will take place during the co-design process. And we designed some specific phases to emphasize what will take place anyway:

phases
1. listening listening listening
2. goalsetting with a group of dedicated village inhabitants/youngsters
3. big event (goal: getting attention)
4. start building the community
5. inspiring project (making it tangible)
6. big event (goal: inspiring the participants and showing the results of the actions)
7. vision making and contributing to the vision with a group of stakeholders
8. development of other projects that support the vision
9. big event (goal: living the vision)
10. action planning: what is needed to realize the *whole* vision and who will contribute?
11. delivering means for communication and continuation of the process
12. evaluation

Continually
- testing the tools that are used
- monitoring the process and adept where needed
- supporting the community where needed
- projects and activities



Facemooc Certificate Selfies

To celebrate the completion of the course, we gave members certificates plus some were awarded additional rosettes and prizes in recognition of their increased contribution, commitment and effort throughout the course. Each member posted a selfie with their digital certificate together with a comment about what key things they would take away from their Facemooc experience.

The future of Facemooc

With the course at a close, the Facebook group continues as an active network of co-designers in a community of practice. We have given administrative access to the group members on Facebook to enable them to invite new practitioners into the community.

Our work on PROUD has led to a new project called Leapfrog which we aim to grow in part through interest from co-design practitioners. We hope they will also benefit from open access to the creative consultation tools we create on this new project.

(www.leapfrog.tools)

Lessons learned in co-design through knowledge exchange in Facemooc

Current practitioners and experts in the field of co-design were commissioned for Facemooc by PROUD to create focussed, high quality source material. We shared the majority of this unique collection over Weeks 1 and 2, with a few additional pieces in the second half of the course. Additionally, our team spent a lot of time in preparation for the course, curating and editing material from presentations and interviews into streamlined film montages covering key points.

We did this to share clear, accessible and engaging knowledge on co-design; to inspire the community and use the material as a focal point for generating conversation and relationships between members. Our prediction was that our materials would provide guidance to the community for producing their own high quality contributions in turn, adding to a unique and growing repository for contemporary international co-design practice.

Over the next few pages, we highlight some of the key pieces of learning from the repository.

Charles Leadbeater: The Creative Community

Charles Leadbeater one of Britain's leading creative thinkers presents how severe and growing constraints on the worlds resources alongside rising aspirations means we must use our limitless capacity for collaboration to create new forms of knowledge and innovative solutions.

Charles was filmed giving her presentation to the Synergise Conference at Lancaster University in September 2014 and kindly gave her permission for his presentation to be used in Facemooc.

PROUD Designers: Insights into Co-Design

Talking heads style interviews giving Informal explanations of co-design from designers involved in the PROUD project. Each contributer gives their own insights into how a co-design approach can be used to explore societal problems, and some of the benefits of using co-design. For example:

Co-design engages people in finding their own innovative solutions to problems, from solving complex societal issues to the co-design of public space.

Co-design is a great way of finding out what the problem really is that you are exploring, as groups are asked to frame the problem together at the start of a co-design process.

In a co-design project you acknowledge that everybody is an expert and they all contribute to the design process to make sure that the outcome is truly relevant.

Co-design is different from a typical professional design process as it's a group activity to gather in depth insights and create more in-depth solutions together.

Liz Sanders: Cultures of Co-Design

Liz Sanders, a lead thinker of co-design in the United States, discusses the historic growth and application of co-design internationally and across sectors, describing how co-design is increasingly used through design processes and challenges. She compares cultures of co-design ranging from commercial brands like who use open innovation approaches to design and market their products through their site,“My Starbucks Idea”, to organisations who have chosen to adopt a co-design mindset and place this philosophy at the heart of their work.

Liz was filmed giving her presentation to the Synergise Conference at Lancaster University in September 2014 and kindly gave her permission for her presentation to be used in Facemooc.

PROUD Designers: Perspectives on Co-Design

Short interviews with designers who have been involved with co-design projects. They were asked how the designer's role changes in a co-design process, and gave many useful insights into the difference between a traditional design process and co-design. Responses covered the responsibility of designers to society and the potential for stress or conflict within a group of collaborators in a co-design process. Particularly, facilitation skills were felt to be a new skills designers should practice, when working in co-design, to facilitate groups of non-designers to come up with balanced solutions. This popular film provoked 28 comments from Facemooc members on this new role for designers.

In co-design, you start with people and people have different starting points than products. It's not about measurements or materials - it's about emotions and feelings. For me it's about how you can involve people in the design process, let them explain how they feel and then help you get to a solution.

In the co-design process I took part in, I mostly changed in not getting what I want. I'm quite a strong spirit, so that was a big change for me but eventually it led to something I wouldn't have made. So I think that really changed me, not getting what I wanted but what we thought was good together, so it was more balanced and better thought of.

Co-design is about group dynamics, about being part of a group of equal people who are committed to a certain challenge or problem. Instead of being the one who top down decides which outcome would be the best for a certain situation you're part of the dynamics of the group. Do I find this change easy or stressful? Both actually! Sometimes it's easy but it's a lot, a lot of people, a lot of opinions, the complexity of the matter can be increasing, so it's both easy and both stressful.

For me it was more about collaboration and asking people to work together with you for the same social goal. The working together part was really strong and for me the process is even more important than the actual outcome.

PROUD Designers: The Challenges of Co-Design

PROUD Design Managers and designers presented some of the challenges they have faced while co-designing, including potential solutions to overcome them. Hilde Bouchez gave the follwing insight into the Design Regio Kortrijk PROUD Co-Design challenge,

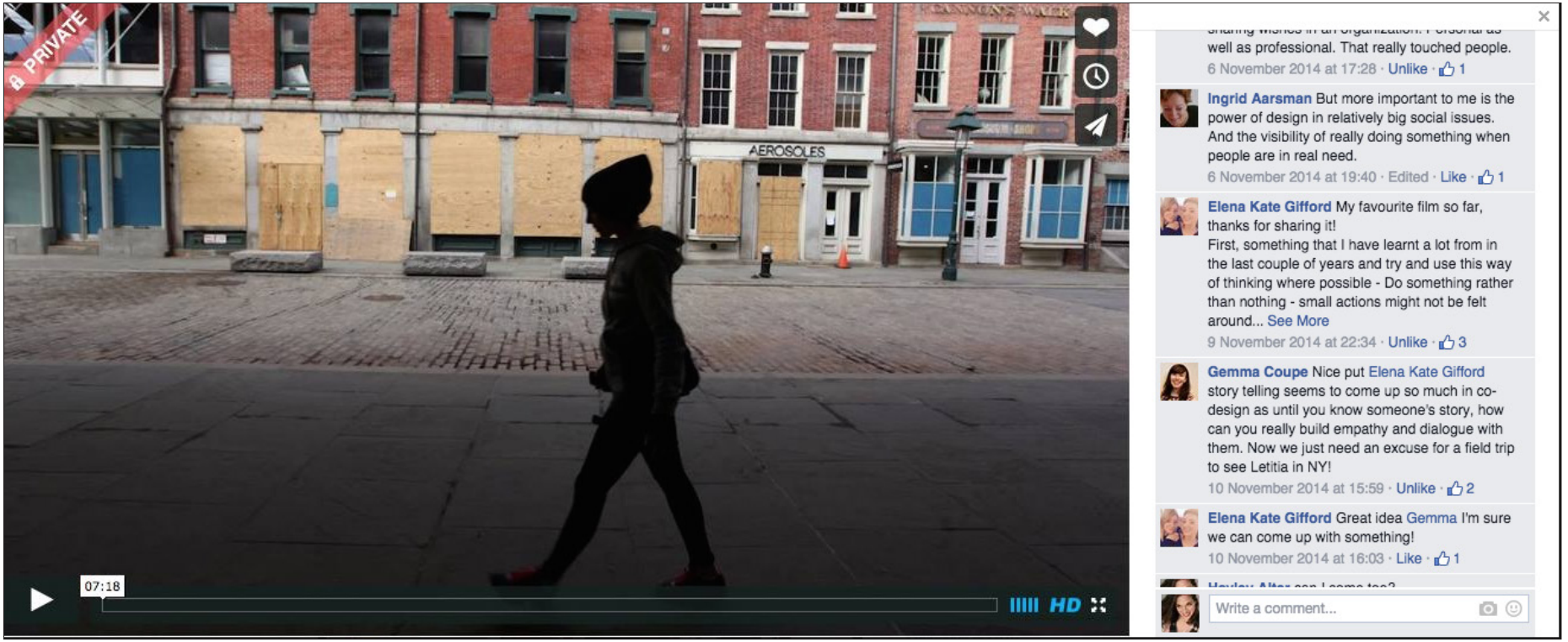
For co-design you need people, and people need to want to collaborate. It turned out it was quite easy to find enthusiastic designers and stakeholders. It was more difficult to find everyday members to help us define the problem and design the solutions. Because most of them felt they could not design. They also felt that the problem was not big enough that they would need to put time and interest into it. The way to solve this problem was strangely enough through an object. Our design team designed a tool that tool was a mobile office with a camera on it with some background images of Kortrijk. They would then have their picture taken of themselves and could take the picture home. To take the picture home they had to give some time to us and so that proved to be a very workable tool because people like to be identified with their city. Little by little once we had them there, we could try to convince them to stick longer with us and to really invest their time into the problem and finding solutions.

Co-Design Case Study: ImaginationLancaster - Active Parks

A co-design project to design an interactive and playful health trail in Ryelands Park in Lancaster. A collaboration with local communities, Lancaster City Council, Lancaster University and NHS public health in Lancashire. In the film Senior Lecturer in Design Interactions, Dr Emmanuel Tsekleves introduces the project and talks about co-design projects having 'playfulness' intervention at their core as a motivator for people to engage in co-design workshops.

Co-Design Case Study: Design Relief

A participatory designer led initiative, Design Relief, to help three New York City neighbourhoods—Red Hook, the Rockaways and Lower Manhattan—imagine a more vibrant future for themselves as they overcome the lingering effects of Superstorm Sandy.



Conor Trawinski: Co-Design Tools and Methods

PROUD commissioned Facemooc member, Conor to produce a short film on what to consider when setting up a co-design project. As a huge part of the success of any co-design activity lies in planning, Conor suggests what people should consider when designing this kind of process, and makes the point that co-design does not fit every situation.

Conor recommended being clear about what level of time and commitment you are asking from people. Are you asking people to take part in a series of workshops, to attend regular meetings as part of a workgroup, or organising just one event?

At first we had to gain to the trust of the inhabitants... To do that we did a lot of non co-design activities such as setting up a neighbourhood cinema. We took part in the neighbourhood feel good market and the senior day where we created a historical afternoon where people could discuss the history of the area. Co-design was not always the answer to our questions. First we had to build trust with the people we wanted to work with before co-design could take place.

Sometimes people can join in a pop up co-design event without even realising they're co-designing, and that can be nice.

Conor Trawinski: When to Co-Design

In this film, Conor explores when it is appropriate to co-design and suggests what to consider and put in place when setting up a co-design project.

Conor is based in Eindhoven and leads 'We Collaborate', a community of people who help and support each other to bring ideas to life in Eindhoven, The Netherlands. Find out more about We Collaborate here: http://www.wecollaborate.eu/.

I have come to realize that a huge part of the success of any co-design activity lies in the setting up of the right situation for that co-design moment to happen and to be useful as part of the overall process.

PROUD Designers: How to ensure good co-design outcomes

In this talking head-style montage or short interviews with PROUD Designers nd Design Managers, they talked about their experiences of how to ensure good design outcomes. Insights include:

Managing expectations at the beginning of the process with the people that you're working with, and I would say, not planning too much. Knowing where you want to go in the end but realise that's going to get shaped and changed while you're in the process.

How do you know when outcomes are successful? For me the most important thing is to talk to the people you've been working with and whether they feel like they've been a part of the process, whether they feel like they've contributed and that they feel that they're really part of the team and the project. That's one way and you yourself need to feel that there's been a positive impact, rely on your gut feeling and be honest with yourself.

I think as a designer, as a design manager of a co-design project you need to be very flexible, very ready to improvise and to adapt to the situation and that is not always very easy. But that's the challenge of a co-design project from a designers or a project manager's point of view. It's very valuable to have that capacity.

Insights from the Co-Design Facemooc journey

What is the Facemooc model?

By adopting an approach to co-learning which combines some of the formal structure and interactivity of a MOOC with the collaborative principles of co-design, we believe that we have generated a model for a "structured' community of practice, and created a scalable model for learning. This model naturally creates a clear sense of differentiation in use. Those who are more invested than others, "super-members", are able to continue to perpetuate the model within the course, leading other community members through group work and potentially carry this forward into courses of their own.

Is the Facemooc model a course or a community of practice?

Some members struggled more than others if they preferred a strictly linear approach to the course. This seemed to be more likely where the expectations of a "course" delivered by a university would indicate an unbroken, logical and structured stream of information that was easy to follow over the chronology of the course. Facebook can not deliver this structure easily where content is ordered according to whatever time the last response was made to a post on the newsfeed. In particular, the nature of Facebook is that a reader is easily given the impression everything has moved on entirely if they do not participate everyday. We observed that for some within the learning context of Facemooc, this can be a significantly de-motivating factor.

We tried to overcome this by:

- Encouraging members to try and check in using a "little and often" approach.
- Suggesting Facemooc members see it less like a course obliging you interact with every bit of content within set deadlines, and more like a creative community in co-design using a flexible framework. By contrast, while we were able to have flexibility with the overall deadline of the the group work, it still required an agreed start and finish time because group members are reliant on each other for participation.
- Using the post pinning function to fix a post to the top of the newsfeed to increase visibility of a particular post. For instance, we used this to advertise live discussions and post the poll for people to choose group work scenarios ahead of Week 4.

The value of building a repository for contemporary practice and theory

Building a rich database of films and references accessible within the group took a long time to curate, edit and compile. However, this paid dividends in giving members a single place on Facebook to view the content. It set up a reciprocal system for community members to post original, high quality content of their own, adding to a unique and growing repository for contemporary international co-design practice contextualised with a vast collection of examples which will remain freely accessible to the community.

Further to this we observed that moving member's attention between dropbox and Facebook or even different pages within the same Facebook group could present confusion. We predict that without preparing reference materials and making them easily accessible within the community, this would become an unmanageable and confusing task.

Using Facebook as a platform for academic research in interaction

One particular drawback of using Facebook to research interaction is the difficulty we had in finding an existing program to help us create a usable archive and database of conversations and files shared in Facebook groups. An ideal and efficient scenario would be to use a pre-existing converter in order to take a closer look at interaction. Without this, we have made screenshots instead of each conversation which, offer a handy snapshot and record the interaction as visual data but significantly more time would need to be spent copying the comments to draw down other information.

Creating Plan A, B, C and D...

Given that we we had predicted we would need to adapt our style of delivery as the group evolved, we made attempts to flex the plan to meet the members'needs as we noticed new challenges and opportunities occur. For the remainder of this section, we offer insight into how our original delivey plan evolved over the five week delivery period.

Re- designing the group work challenge with "super - members"

Our original plan for Week 4 was to put members into groups and assign each group a co-design challenge. It became clear in the first 3 weeks that several members had differentiated themselves within the community through increased investment and participation and had real life co-design challenges they were either working on now or planning to work on in future. Responding to this we decided to change our original plan of assigning scenarios and instead put a call out to the Facemooc community asking them if they had a real life co-design scenario they would like to submit for the group work. We hoped this would be an effective way of motivating people to take part in the group work as well as allowing the scenario providers to naturally emerge as group leaders, helping to motivate the rest of the community. Likewise, we thought is was an ideal opportunity to add value and relevance to the community experience by working on real life challenges belonging to fellow community members. In turn, the members who volunteered a scenario would gain knowledge directly benefitting their co-design practice in future.

The challenges of refining co-design scenarios with community members

This change of plan discussed above resulted in extra work for both the facilitators and the Facemooc members who submitted their co-design scenarios. We skyped, phoned and emailed those members, spending time trying to reduce complex co-design projects into a focussed task that would be achievable in the group.

This process produced five co-design scenarios for Weeks 4 and 5. We hoped that five groups with an even spread of participation would form. Facemooc members put the first four scenarios forward. The PROUD team created the fifth scenario for facilitator Hayley Alter to help motivate and support the group to collaborate.

Taking a risk on group work and letting go of control

In preparation for designing the course, we interviewed people who had previously delivered MOOCs. They said asking members to work as a group over distance using technology is a challenge and that the majority of people don't complete group work assignments. However in our pre course questionnaire people had said that they wished to extend their network of co-design contacts, and many of the group during exchanges on Facemooc expressed a wish to work together outside of Facemooc. With this in mind we decided to take a risk and see if we could create the conditions for effective group work and invite Facemooc members to complete a group activity during Week 4 of Facemooc with the support of mentors.

We decided to use a Facebook poll to ask people to join the groups of their choice and trust the intelligence of Facemooc members not to make project groups an unwieldy size. As with any co-design process, a great deal of this was now out of our control and in the hands of Facemooc members. This is always a tricky time in a co-design project, as facilitators have to step back and let go of control of what has been created so far in order for the community to step up and take ownership of projects themselves.

The five scenarios were posted on Facemooc and emailed to members on Thursday afternoon of Week 4. This gave people time to read the choices and inform them that a Facemooc poll would be posted at 9am on Friday morning inviting members to join one of the groups. The email explained what the groups would be asked to do during the group work challenge.

As predicted the group work element of Facemooc was challenging. Not for any lack of enthusiasm or commitment by members but the fact that everybody was taking part in Facemooc alongside work/study and family commitments, and work collaboratively through technology often from different time zones around the world.

Inevitably it took some of the bigger groups more time to form, work out how they would communicate and agree what they wished to focus on as a group. Some groups, only started to generate ideas and discussions together halfway through Week 4. Quite a bit of time initially was spent deciding what technologies to collaborate on and setting up a first virtual meeting. To give people more time for the group work we extended the deadline until noon on Thursday of Week 5. Extending the deadline also gave the groups more opportunities to access the mentors who kindly provided time slots they were available during Week 5.

Observing and responding to both a lower and upper limit of interaction for ideal momentum

We were aware from the start that we may need to work hard to hold people's interest and keep members engaged and not exceed a lower limit of engagement. Intially we believed this would be mitigated against through vigilance in responding quickly and personally to members' contributions. However, we discovered an increasingly rapid perpetuation of response and content when we commented quickly. Over time this caused for some members to feel overwhelmed by the level of commentary produced. Members were highly engaged and were keen to watch responses to other posts as well as their own. However, as content increased, proliferated quickly with commentary from members, this became an overwhelming task. We therefore discovered that there is also an upper limit of interaction beyond which people are quickly demotivated.

With respect to formal tasks and events, this translated as a need for longer periods of time (at least 2 days) between any task given. For instance, In Week 2 we hosted a live discussion on the fundamentlas of co-design on the same day as posting a film on the key principles. We observed that participation levels were far lower than the live discussion in Week 1. This gave us an indication that we had given everyone too much material to digest in too little time before having a live discussion. In hindsight, it would have been far better to allow time for the film to "land" with members before asking people to take a point of view on it.

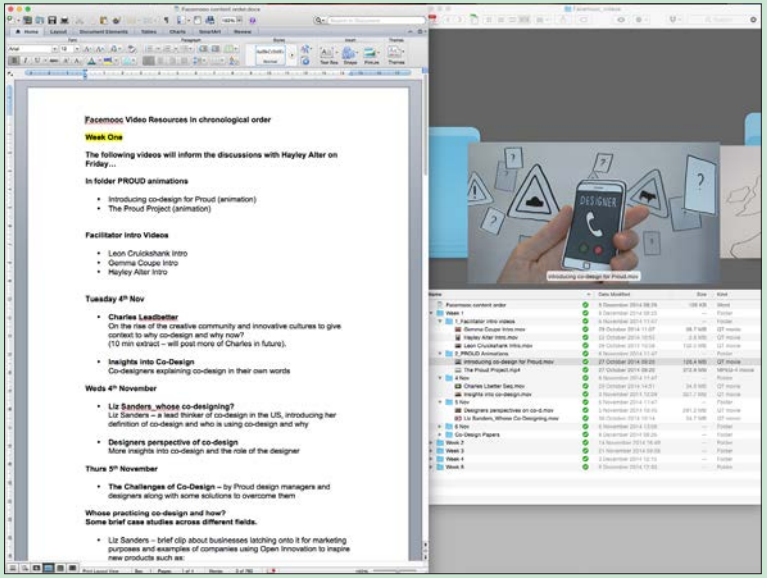
Observing relationships move beyond social media

We observed a number of relationships gain traction through Facemooc and were told that some members had met outside of Facemooc either to complete group work or simply to meet and network. This seemed like good anecdotal indication that the network of practitioners we aimed to build had started to emerge.

Recommendations for future courses using the Facemooc model

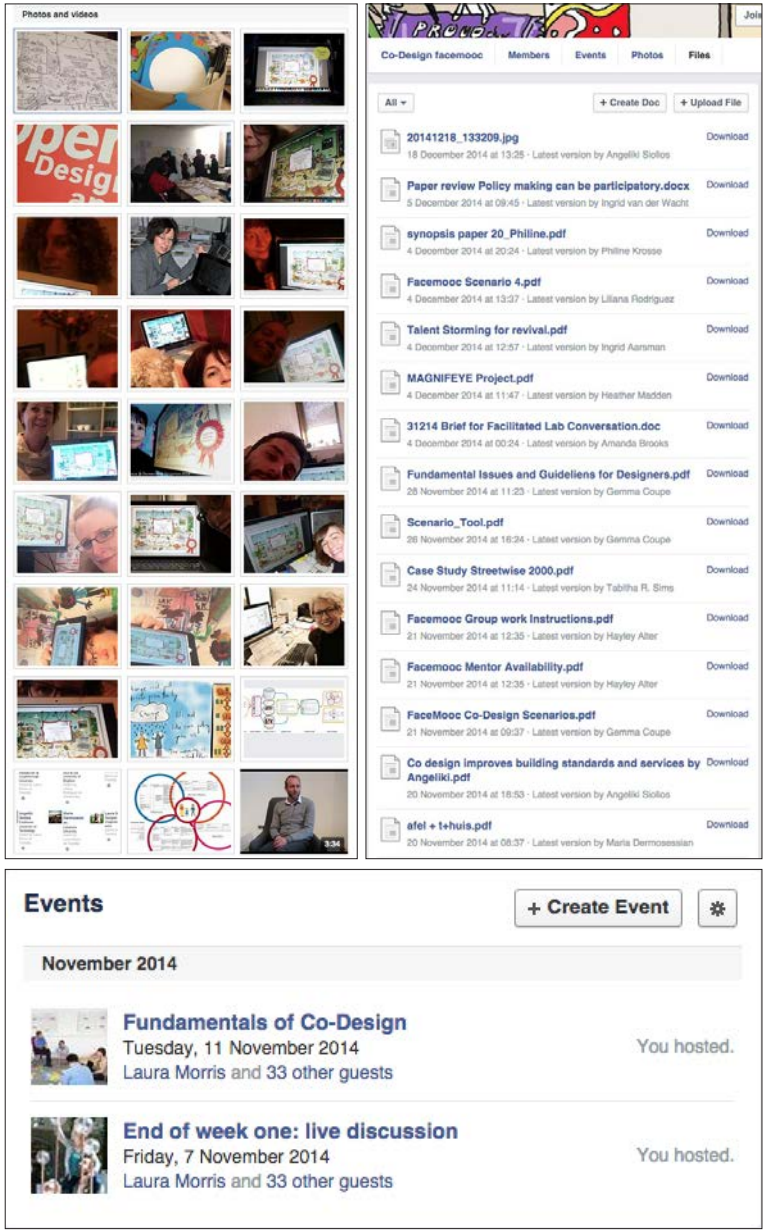
Making the most of Facebook

- Facemooc quickly became very addictive! You could easily spend all day on the group. The more you post, the more interaction you generated and the more time you spend interacting.
- Facebook constantly reorders the newsfeed and moves what's being commented on to the top, so it was very easy for people to feel lost and miss out on content from an early stage.
- Facebook is not ideal for live discussions. We set them up as an event and invited people attend. Everyone was enthusiastic initially. It could be a little chaotic despite structuring streams of conversation under key questions but it does produce good discussion. Having appropriated Facebook for this task, we would recommend using a more suitable platform for live group discussion.
- After user feedback at the end of Week 1 we set up a folder on Dropbox where we stored a document that listed the content posted day by day, and where people could watch films in HD, rather than on the newsfeed. The disadvantage of this is that people miss out on comments and questions posted under the films on Facemooc. However we recommend this as a back up.



File store and schedule for resources shared with community on Dropbox.

- If we were planning Facemooc again we would link assignments directly to commenting or linking against films and other content posted. We believe this could work better than setting up live chats as events. This approach asks the group to focus their their attention in one place. This may also increase the time spent looking at co-design case studies other Facemooc members have created.
- Create a test group in Facebook to play around with capabilities and options to make the most of the available features. For e.g. polls, Q&A's, photo, film, files. Also test all content on the test group to ensure all films play
- Make use of the 'Pin to the top' facility. You can set this in the top right drop-down menu when you post something so one post remains at the top of the newsfeed
- If films are to be uploaded for a certain time make sure you have a fast upload speed
- Make use of the Files tab at the top of the group. For example, this space is ideal for posting PDFs that outline the whole course structure, followed by PDFs covering assignments in more detail, and content posted week by week. Filing is ordered is chronologically using the date and time it was uploaded.
- All films and images uploaded will show up in order in the Photos tab. This is a good way users can view content in the order it was published if they are behind.
- Use clear and descriptive file names and naming conventions for all the content you upload so users can use the search facility on the top right of the group to find any content they may have missed.
- Facebook sets a limit of 20 minutes on uploaded films so long lecture presentations and need to linked from Dropbox or Youtube style platforms.
- Directly tagging people's names is useful to draw those people into conversations and build a meaningful experience.
- Include tips for using Facebook in an email to the group. For example, include guidelines for setting the group as a favourite and how to show all recent group posts in their newsfeed.
- Inform members that the group is best viewed from a desktop or laptop so they can search for content and not be at the mercy of the newsfeed on a smartphone where it is harder to control what you see.



Photos and films, Files, and Events tabs displayed in Facebook group

General considerations for online facilitation and course preparation

- Our time guideline indication of 2-3 hours a week required by members for Facemooc was not enough time - especially if people wanted to read and comment on all the introductions and posts
- Scheduling two live discussion events in the same day to capture as many members as possible is not advisable as it is overly time consuming and confusing for members. Don't feel bad about setting one chat time and sticking to it. Use different times for each live event across the course of the project to attract different members.
- It will inevitably take longer than you expect to get people registered on the closed group. We suggest doing this the week before Facemooc starts
- Expect last minute registrations
- Aim to send out the course schedule with the times of live chats and homework assignments in advance so members can schedule these in their diaries
- Send weekly emails on Friday mornings giving information on how to catch up on the weeks content and what to expect the week after.
- Expect that running a community like Facemooc will take up lots of time as you prepare communications, plan ahead, respond to posts, comments and emails and adapt your original plan in response to evolving needs and interests in the group.
- Crystal clear communication – all communication and instruction going to group members has to be as short and succinct as possible with as little room as possible for interpretation outside of the single meaning you intend. This will increase preparation time as you will almost always need to edit for clarity. Expect that members will not want to spend a long time reading any additional communication.

Lancaster University
Certificate of Completion
This is awarded on 5th December 2014 to
Community Member
For successfully completing
Facemooc
An online five-week course in Co-Design
Signed:
Leon Cruickshank
Reader in Design
Gemma Coupe
Design Manager
Hayley Alter
Lead Facilitator
12:00
imagination
LANCASTER
PROUD
People Researchers Organisations Using Design
Open
End of Report

PROUD

People Researchers Organisations Using Design

Co-Design Facemooc was designed and run by ImaginationLancaster at Lancaster University as part of the PROUD project which is funded by EU INTERREG IVB. PROUD stands for People Researchers Organisations Using Design for innovation and co-creation. PROUD brings designers together with public organisations, business and user communities to experience the value of design whilst working together on innovative solutions for today's real world problems. Working with partners across Europe we are developing and sharing new ways of co-designing improvements to public space and public services.

http://imagination.lancaster.ac.uk/activities/PROUD

http://www.proudeurope.eu/

Investing in Opportunities

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INTERREG IVB

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