

# The Fundamentals of Co-Design

## A PROUD Masterclass



**PROUD**



19th March 2013  
Capital D, Eindhoven



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# Aims

This interactive masterclass was for people who are new to co-design - an approach where private or public sector developers and designers collaborate with end users to design new products, services or spaces.

ImaginationLancaster, part of Lancaster University has developed a set of guiding principles based on their research and experience as part of the PROUD project. The session explored the fundamentals of great co-design with the aim of equipping participants to undertake effective co-design projects.



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# Participants

Aniela Hoitink  
Berry Sanders  
Birgit Schoenaker  
Dries van Wagenberg  
Fiona van de Geijn  
Heather Daam  
Jan Glas  
Karin Vintges  
Koen Clostermans  
Loreto Pizarro Silva

Margot Nijkamp  
Marjan Verboeket  
Michael Holne  
Miriam te Water Mulder  
Niko van Meurs  
Rodolfo Bairs  
Tieke Veuskens  
Vincent Wittenberg  
Wieteke Brocken  
Willem Claasen



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# Agenda

10.00 – 10:05	Welcome and launch of the PROUD Academy
10.05 – 10:15	Warm up exercise
10.15 – 10:25	Introduction to co-design principles
10:25 – 11.00	Distributed tasks
10:40 – 11:10	Where do you get your ideas from?
11:10 – 11.20	Why is it important to get ideas from as many people as possible?
11.20 – 11.30	Coffee break
11.30 - 11.45	Expertise capture scenario
11.45 - 12.00	What would you do to creatively engage the oldest person you know?
12.00 - 12.15	Exploring and challenging assumptions
12.15 - 12.30	Techniques to go beyond the average
12.30 - 12.50	Considering time and tempo of the project
12.50 - 13.00	Bringing the masterclass to the best possible conclusion



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# Warm Up

The workshop started with tea and coffee and the opportunity for participants to introduce themselves. Everyone created an individual visual statement using 5 lines and 5 words. Each person then described their visual statement to the rest of the group in 5 seconds.


Name: Miriam  
te Water mulder

- CREATIVE
- CURIOUS
- DYNAMIC
- ENTHO
- SPARKI

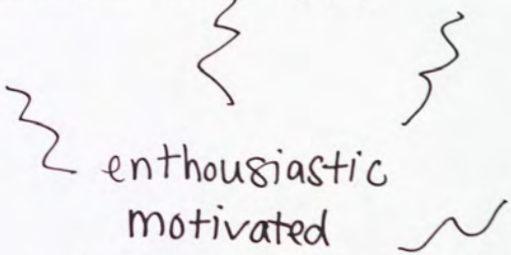


Name: Wieteke Brocken

eco - social designer &  
~~idea~~ realistic dreamer



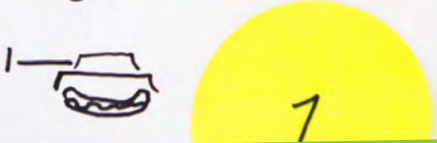
Name: HEATHER DAAM



enthusiastic  
motivated  
Searching  
empathic  
fun!


Name: Michael Höhne

Competitive  
social  
service designer  
curious




Name: ANNI WALMSLEY

CREATE, MANAGE, DREAMER.  
FAMILY, CYCLE!!



Name: KOEN  
CLOOSTERMAN

TOGETHER PEOPLE  
FAMILY  
DESIGN  
BETTER WORLD  
JOY





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# Introduction

Facilitator Leon Cruickshank introduced the co-design principles in enough detail to inform and engage the participants in the rest of the session. Leon pointed out that he is an 'anti-master' and that the success of the masterclass would be down to everybody contributing their own insights and experience to the highly interactive session.



# The Fundamentals of Co-design

- Agree how the success of the project will be recognised
- Move in, out and beyond your normal design practice
- Involve and respect lots of people in ideas generation
- Use the expertise of all participants in the process
- Let everyone be creative in their own way
- Explore and challenge assumptions
- Expect to go beyond the average
- Consider the time and Tempo of the project
- Bring the process to the best possible conclusion with the best possible design outcome



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# Distributed tasks

Time to do something! Participants were grouped into teams and invited to select a packaged task numbered 1-6. Each task would allow small teams to explore and respond a question related to one of the fundamental principles of co-design. Each group was given 25 minutes to develop a creative response and devise how they would present it to everyone. This created real discussion in the room with an intense focus at the end to complete the task in time.



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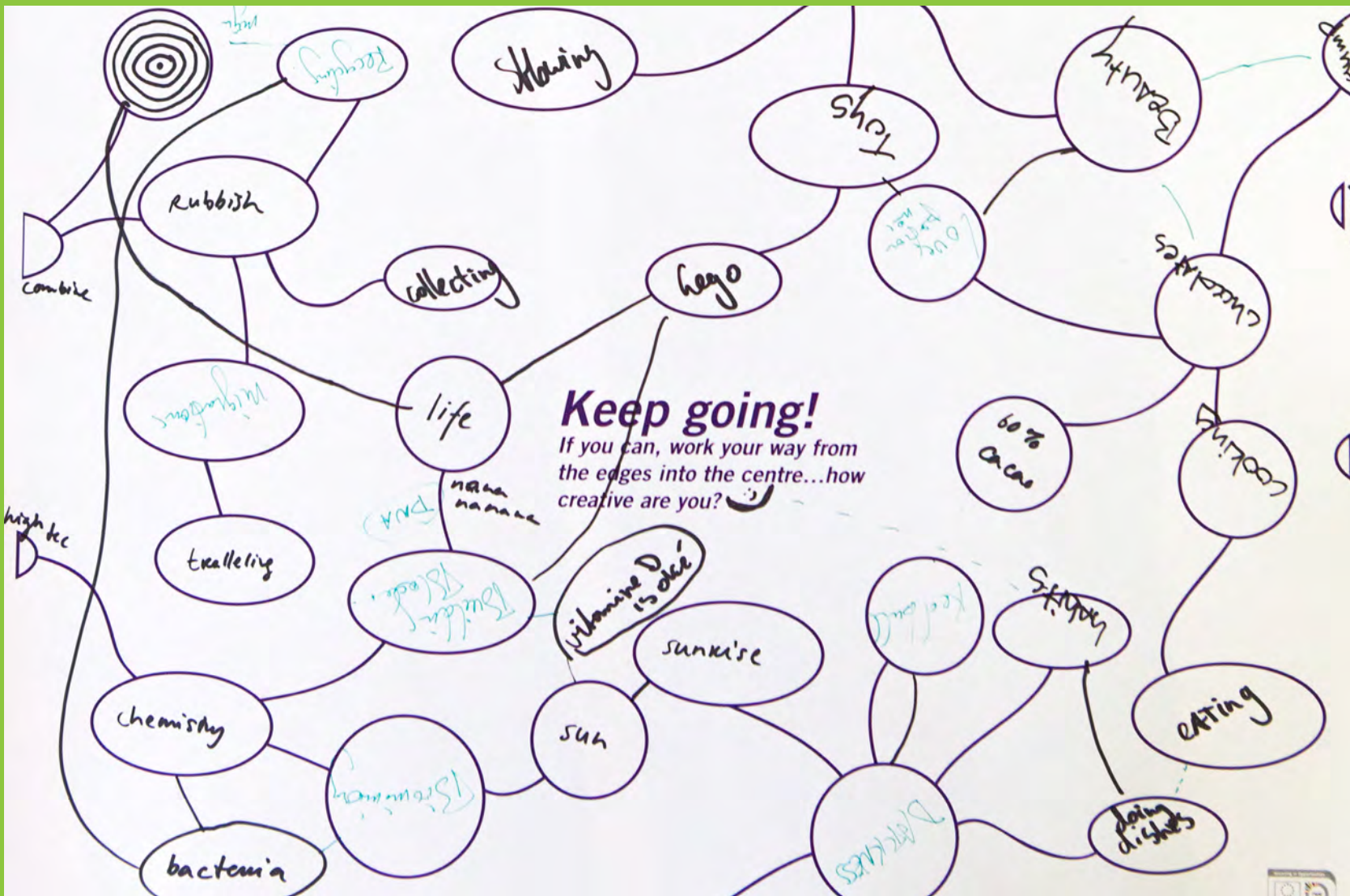
# Move in, out and beyond your normal design practice

The first group to feedback on the tasks had been given an A3 template which asked them to fill in tens of answers to the question '**Where do you get your ideas from?**' The bubbles continued onto the reverse side which urged the group think beyond their immediate responses to the question. The group then presented their task responses to everyone for feedback. A discussion highlighted that in a co-design process the designers role can be one of facilitating creativity from everyone involved in a project, rather than coming up with ideas themselves.



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# Involve and respect lots of people in the ideas generating parts of the process

The second group had been asked to consider **‘Why is important to get ideas from as many different people as possible?’**. Once the top ten answers had been decided the group were asked to list these in order of importance. Ordering the responses caused much debate within the group as they found that many of the answers were inter-linked. In presenting the answers to the group they proposed that bringing different people’s perspectives and knowledge together to both frame and solve problems, the higher the likelihood of innovative solutions emerging, that those involved would feel ownership of and buy into.

## 2. Why is it important to get ideas from as many people as possible?

List 10 reasons starting from the most important, describe why they are important

1  $1 + 1 = 3$

more ideas, options, opportunities etc

2 Different types of expertise, knowledge & skills

3 more 'stupid' questions  
→ opens boxes

4 Bigger chance to learn & have fun

5 Conflict creates creative solutions

6 Different perspectives from usual and unusual suspects

7 Acceptance by a bigger group of the solutions because people feel listened to & don't feel left out

8 Reframe the problem

9 Release the pressure of solutions and failure

10 Levels out hierarchy people feel respected & listened to.



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# Use the expertise of all the participants in the process

This group had been given an Expertise Capture Scenario tool which enabled them to imagine they had been commissioned to co-design an outdoor recreation area for teenagers in a deprived, urban district. Many of their responses highlighted the importance of enabling the teenagers to generate their own ideas for what they would like. They felt it was crucial that project manager is recruited to run the co-design project who is able to engage effectively with teenagers rather than alienating them. Instead of traditional meetings, co-design workshops could be organised that enable people to be creative in their own way in expressing their ideas and views. There was a real focus on also involving parents, social workers and as many members of the community as possible.





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### 3) Scenario: You have been commissioned to co-design an outdoor recreation area for teenagers in a deprived, urban district

What expertise do you need to use for a successful outcome?	Who has this expertise?	How would you go about accessing this expert knowledge? How can you do this in a creative way
Δ what do these teenagers like?	teenagers (from this districts) & other	Take them to the space & give freedom to create <sup>tools</sup> Graffiti & Paint what you want
Δ knowledge about social processes	Social workers	Organize events expert meeting multi-disciplinary-teams
* experience to be a teenager	Parents	Let them be a teenager again. Refresh.
* What's going on in this district (history?)	Locals	<del>Establishing</del> Establishing discussions in public space (also with government)
□ Natural elements etc... networks, circulation, services, mobility of the area	(Landscape) Architect	Linking with ↑ Discovering the area & local needs
□ other case studies what (doesn't) works	other recreation areas	Visit other places (sharing experience) and take some teenagers
Δ Project Management.	Coordinator	Let him/her participate in the process. (getting involvement)

LOOK FOR FUNDING! (SPONSORS) -

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The Fundamentals of Co-Design Masterclass for the PROUD project by ImaginationLancaster, Lancaster University, UK



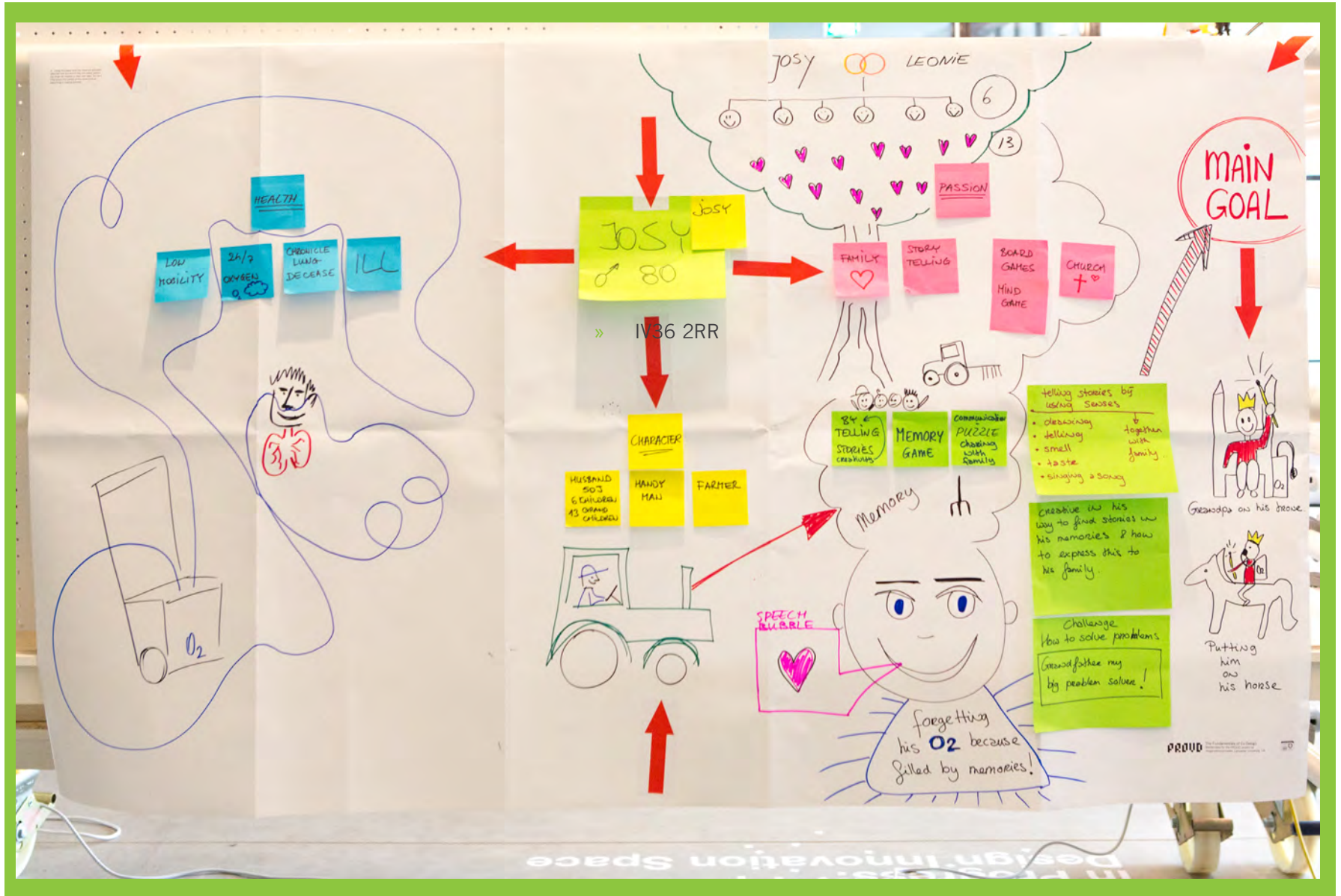


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# Let everyone be creative in their own way

This group had been invited to come up with a process that would creatively engage the oldest person they knew. During their discussion Keon's grandfather stood out as the character they would base their co-design process on. Their presentation and colourful illustration was well received by the wider group as they described how through looking at Josy's perspective they would engage him through story telling, puzzles, memories and creative interactions with his grand-children and other family members to inspire Josy to be creative and increased generational interaction.





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# Explore and challenge assumptions

The group were invited to come up with some assumptions that experts involved in the co-design process for new medical equipment to equip a play therapy centre might make. Following this by thinking of a case where this assumption might not be true. The discussion with the wider group showed agreement that we naturally make assumptions depending on our perspective and that during co-design it is crucial to challenge these assumptions. Engaging a diverse range of people as possible would enable the design team to explore different perspectives and gain valuable new insights as part of a co-design process.

**5) Assumptions:** You are involved in a co-design process for new medical equipment to equip a play therapy centre. The some of the experts involved in the process are listed below. Next to each person, list one of the assumption they might bring to the process.

After you have done this think of a case where this assumption is **not** true

Expert	Assumption	This could be false if...
Hospital Cleaner	Sinks need to be big enough to fit a bucket in	Not true if.. the hospital moves to a 'dry clean' system, buckets no longer used everywhere
Nurse	now there will be even more accidents	if everything is made out of foam if there are good cupboards and everybody cleans up.
Person visiting someone in the hospital	now I can't find my way out	<del>the not true if, (the product placement is well planned.</del> + if the wayfinding is well organised
Doctor or Surgeon	new medical equipment <del>with</del> should be tested	it is not true, because <del>it has</del> if we <del>been</del> prototyped and tested together with the patients
Patient with AIDS	new things will not make <del>me</del> more healthy	if it distracts you from focussing on your illness.



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# Expect to go beyond the average

The final group to feedback had been asked to consider 3 approaches or techniques they would propose to ensure exciting outcomes from a collaborative co-design process. The proposed ideas were very physical ways of taking people out of their comfort zones and everyday lives to inspire creativity and ask help participants to explore problems from other perspectives.

1. **Acting Out** : Bringing an idea or system to life by physically expressing an activity  
This brings unexpected results that you didn't plan or think of before.
2. **Shock & Awe** : Overwhelm and surprise people to get them out of their regular mindset to challenge and explore the limits of their creative thinking
3. **Combining** : People take random results from different brainstorming and combine them  
The combinations are not related so people are forced to think outside the box to create a cohesive idea



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# Consider the time and tempo of the project

The final task of the masterclass invited designers and project managers present to consider the practicalities of organising co-design projects and how to organise them so different stakeholders and participants can make an meaningful contribution. This group in this photograph are positioned answering the question **'Which stakeholder is most to least likely to attend a co-design workshop in the evening?'** The photograph of the group was immediately displayed on the screen so the group could discuss the assumptions made as to why people were thought to be available at certain times of the day. It became clear that the personalities and lifestyles of the individuals involved would play a large part of whether they attended the workshop.





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*Shortest*

*Longest*





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# Consider the time and tempo of the project again

The second question the group were asked to respond to was **'In a co-design workshop which stakeholder is likely to have the longest to shortest attention span?'** Insights emerged such as the attention span of a child or teenager could vary depending on the technique used to engage them. Chief executives were felt to have a very short attention span or be very busy so would need a short focussed activity to engage them. The group also discussed techniques to stop people being distracted on smartphones during workshops.



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*Shortest*

*Longest*





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# Thank you for your participation. Let's keep talking...

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People Researchers Organisations Using Design

This masterclass 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/>





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