Putting People First:
using human-centred design to foster an inclusive student experience

- Jean Mutton – 30 years in HE professional services
- Dr Ann Kaegi – an academic and design thinker
- Becky Rothwell – researcher and recent WBS graduate

A warm welcome from the Dream BIG Team!

Session Summary and House Rules

Mix of activity and presentation:

• Activity 'Exploring our diverse experiences relating to inclusion'

• Human-centred theory (and a quick look at some models)

• Activity 'Welcoming students inclusively'

House rules:

• this is a safe space – we will respect each other and listen

• keep an open mind

Activity – The *Final* Contender

How to play:

- Participation is voluntary.

- After each scenario, if it applies to you, please sit down. If a prompt doesn't apply to you, stay standing.

- There are no right or wrong answers - this is about personal experiences.

- There's no "winner" - only an appreciation for each unique path.

If you would like to participate…..please stand up

But wait a minute...

- What if you couldn't stand?
- What if you didn't want to stand?
- What if you prefer to participate in a different way?

If you are comfortable participating in this activity, do whatever you feel will show your participation...

- Stand up
- Raise your hand
- Raise your feet?!
- Something inventive...?

Are you ready?

Round One

Withdraw your participation (e.g. by sitting down, lowering your hand / feet, etc., and only if you are comfortable doing so) if:

- You are blind or have a significant vision impairment.

- You are deaf or have profound hearing loss that affects your ability to hear sounds without assistance.

- You have a condition that affects your mobility, requiring you to use a wheelchair or other mobility aid regularly.

Round Two

Withdraw your participation (if you are comfortable doing so) if:

- You have a visual impairment that requires assistance to read.

- You have long-term hearing loss that affects your ability to hear conversations or everyday sounds.

- You have a chronic physical condition that affects your ability to stand or walk for long periods.

Round Three

Withdraw your participation (if you are comfortable doing so) if:

- You've ever broken a bone, like an arm or leg, that made it hard to move or perform daily tasks.

- You've ever had a period of recovery, like after surgery or an illness, that affected your ability to see, speak, hear, or move.

- You've ever had an injury that required you to use crutches, a sling, or other support.
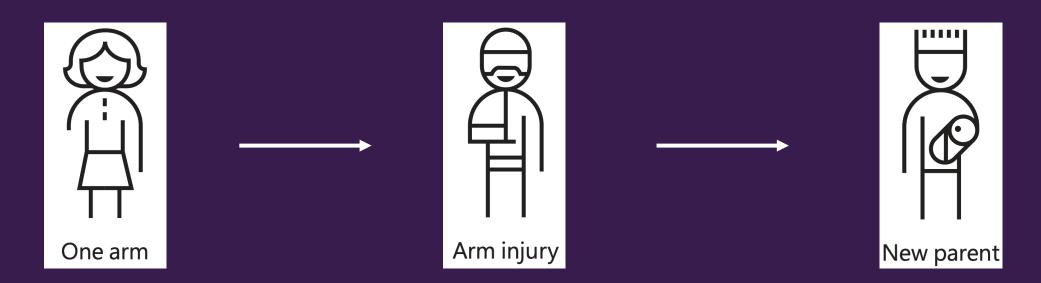
Round Four

Withdraw your participation (if you're comfortable doing so) if:

- You've experienced challenges hearing someone speak in a loud setting, like a concert or restaurant.

- You've had your hands full, making it difficult to open a door or use your phone.

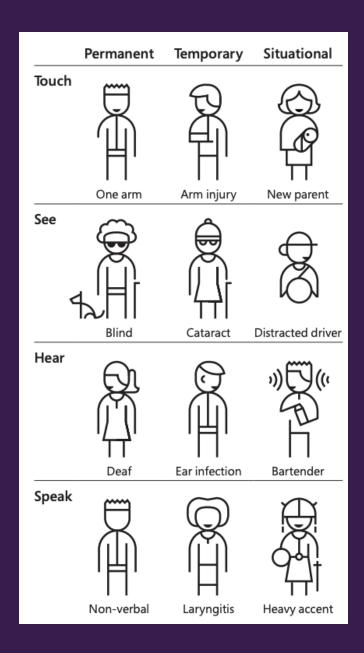- You've struggled to see clearly on a sunny day due to harsh sunlight.

Reflection

- Inclusive design works across a spectrum of related abilities.
- When designing for individuals with permanent disabilities, the outcome provides advantages for a much wider audience.
- Solve for one, extend to many.

One arm → Arm injury → New parent

The Persona Spectrum

- Shows how a solution scales to a broader audience

- By designing from the edges, everyone can benefit!

	Permanent	Temporary	Situational
Touch	One arm	Arm injury	New parent
See	Blind	Cataract	Distracted driver
Hear	Deaf	Ear infection	Bartender
Speak	Non-verbal	Laryngitis	Heavy accent

Thank you for your participation!

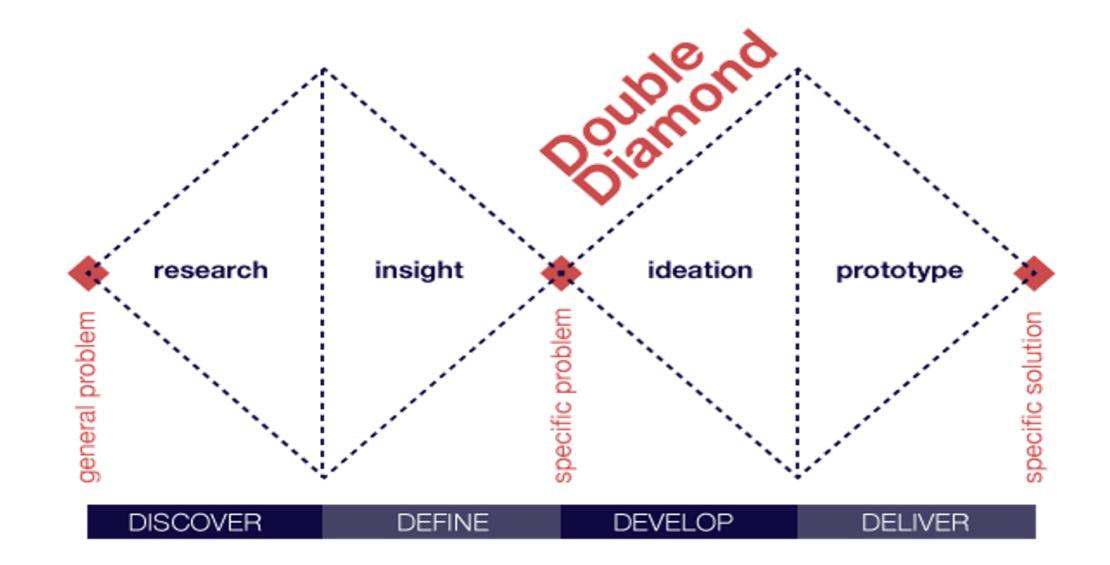- Were you surprised by how many of the scenarios you could relate to?

- In what ways do these scenarios highlight the importance of inclusive design in our everyday lives?

Everyone who withdrew their participation during the activity could have benefitted from an environment designed to accommodate a variety of physical needs and abilities.
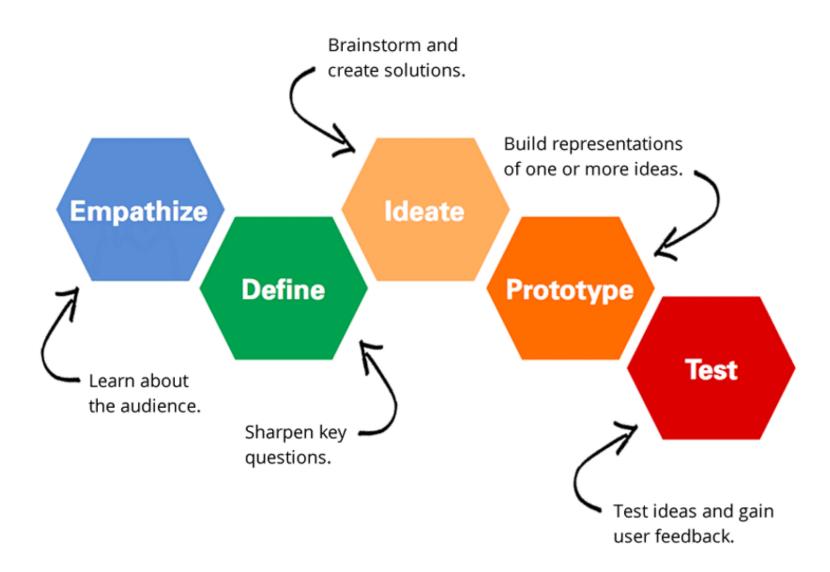
Service Design
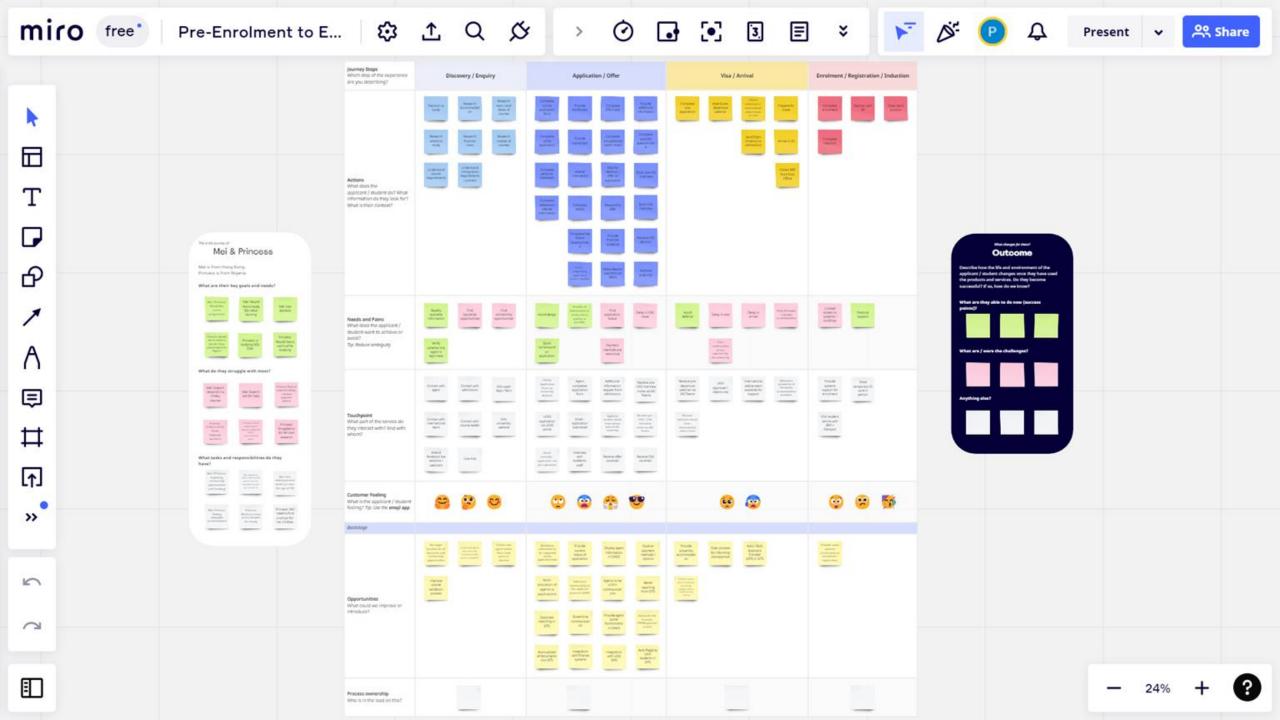# Design Thinking
Human-centred Design

Theory and Practice

The Design Council's Double Diamond

Design Thinking

miro

Journey Steps
Which step of the experience are you describing?

| Discovery / Enquiry | Application / Offer | Visa / Arrival | Enrolment / Registration / Induction |

This is the journey of...
Mei & Princess

Mei is from Hong Kong.
Princess is from Nigeria.

What are their key goals and needs?

What do they struggle with most?

What tasks and responsibilities do they have?

Actions
What does the applicant / student do? What information do they look for? What is their context?

Needs and Pains
What does the applicant / student want to achieve or avoid?
Tip: Reduce ambiguity

Touchpoint
What part of the service do they interact with? And with whom?

Customer Feeling
What is the applicant / student feeling? Tip: Use the emoji app

Backstage

Opportunities
What could we improve or introduce?

Process ownership
Who is in the lead on this?

Outcome
Describe how the life and environment of the applicant / student changes once they have used the products and services. Do they become successful? If so, how do we know?

What are they able to do now (success points)?

What are / were the challenges?

Anything else?

24%

Now let's broaden our thinking...

- Designing for inclusion involves much more than designing for a variety of physical needs and abilities

- Design thinking can be a powerful and empowering method of co-designing and co-creating transformational solutions that remove an array of barriers to inclusion and belonging

- Especially if we design from the margins and with the marginalised, the underrepresented, the least enfranchised.

Welcoming students inclusively

Round 1 – individually and in silence

- Think of 1-3 things we could do to welcome students more inclusively….

- Using a marker (not a pen), write each of your proposals on a yellow sticky note (use one sticky note per idea).

- Stick each note onto the A1 page on your table.

Round 2 – working together

- As a table, review the proposals and identify 2-3 overarching themes

- Summarise each theme (use no more than 3 words)

- Write each theme on a non-yellow sticky note (one note per theme)

- Group the proposals on the yellow sticky notes under each theme

- Any ideas that do not 'fit' a theme can be grouped under the theme 'And' (as in 'and another thing…'), but try to identify a set of themes that encompass most of the proposals on the yellow sticky notes.

Round 3 – individually and silently

- Pass your 'themed' A1 sheet clockwise to the next table…

- One person now reads the contents of the yellow sticky notes aloud to the group. Everyone else should remain silent and not seek to influence the voting process.

- Use the dots and stars stickers to vote individually for the proposals that you feel would have the greatest impact on welcoming *inclusively.*

- Each person has 3 stickers to vote:
    - **1 star** = the proposal you think would have the greatest impact
    - **2 dots** = your 2nd and 3rd favourite proposals

Pause, Think, Notice, Reflect…

- Who is

  ✓ Typically under represented?
  ✓ Faces the greatest barriers to inclusion?
  ✓ Has the greatest needs?
  ✓ Struggles to feel that they matter?
  ✓ Struggles to feel that they belong?

Notice who is most marginalized and Reflect on what marginalizes them

Ask yourself, *if that were me,* what would make a difference?

Round 4 – individually and silently
Centre the De-centred

- Pass your 'themed', dot-voted A1 sheet clockwise to the next table…

- Review the contents of the A1 sheet that you receive

- Use the new stickers to vote individually and silently for the proposals that you feel would have the greatest impact on the most marginalized students

- Each person should use 2 stickers to vote:
  - **1 smiley face** = the proposal you think would have the greatest impact
  - **1 large dot** = your second favourite proposal

Feedback

Each table to report back on which 2-3 proposals received the most votes

1) In the first round of voting (small dots and stars):

- o Which proposal received the most stars? What was the theme?
- o Which proposal received the most small dots (if different)? What was the theme?

2) In the voting (using large dots and smiley faces) that focused on the most marginalised

- o Which proposal received the most smiley faces? What was the theme?
- o Which proposal received the most large dots? What was the theme?

3) Any other quick observations? (e.g. was there a close 2nd? Did the two sets of votes produce different priorities or the same priorities? Did proposals linked to a particular theme receive a lot of dots?)

Thank you for sharing your ideas on how we might all welcome students more inclusively!

Any Comments/Questions?

Please connect with us on LinkedIn:

- Jean Mutton
- Dr Ann Kaegi
- Becky Rothwell

Thank you for your time today and we hope you've enjoyed our session!

Equipment

- A1 paper
- Flipchart pens
- Yellow sticky notes (75mm x 75mm)
- Non-yellow sticky notes (75mm x 75mm)

Stickers (for dot voting):

- Gold stars
- Smiley faces
- Small green dots
- Larger dots of a different colour (i.e. not green)