

The Outlandish Design Sprint

Pre Sprint Preparation	2
User interviews and client interviews:	2
Gather user data and experiences:	2
Analytics data:	2
Immersion & observation:	2
Analogous Thinking:	2
Set up the Research Lab	3
The Design Sprint	4
Monday: Collect	4
Morning: Introduce ourselves and define roles:	4
Data gathering and analysis:	4
Exercises - choosing from:	4
a) Activity Analysis:	4
b) Process / journey mapping:	5
Target User work	5
Plot the user scenario:	5
Create the user Point-of-View statement:	5
Afternoon: Outcome focused session.	5
Identify risks and mitigations:	5
Tuesday: Explore	5
Morning: Idea Generation	6
1. Worst Possible Idea:	6
2. How Might We...?:	6
Afternoon:	6
3. Challenging Assumptions:	6
Decision Time:	6
Wednesday: Prototype	6
Morning:	6
Afternoon:	7
Thursday: User Test	7
Morning: User Test	7
Afternoon: Gather our user testing evidence and pool our observations:	7
Friday: Iterate	7

Pre Sprint Preparation

This involves the gathering of data and evidence to be used in our Design Sprint. It can include:

User interviews and client interviews:

What tools and processes are our target users already using to:

1. find, share & curate content;
2. connect with other educators;
3. develop professionally.

What do they say about these? How do they speak (feel) about these etc.

Gather user data and experiences:

We give target teachers cameras, journals etc in advance to record experiences and feelings of how they:

1. find, share & curate content;
2. connect with other educators;
3. how they try to develop professionally.

The two activities above will give insights into products and processes teachers are already using. For example, they might be using: Moodle, Word documents, bookmarking in browsers, pen and paper note taking, Evernote-type-apps, informal conversations to share things, school message boards, Facebook Groups, message boards, school staff room chatter, etc etc.

Analytics data:

Moodle supplies data on Moodle's usage e.g. devices, time of day, age demographics, session duration. This gives some context on behaviour.

Immersion & observation:

We observe a teacher doing the above activities in their natural environment.

Analogous Thinking:

All attendees are asked: how do WE develop professionally, share, curate, connect. We capture the associated actions and experiences for later use.

Set up the Research Lab

We will have a room dedicated to our design sprint. The walls will provide a canvas for us to track progress during the week, so on the last day we can reflect on how much we've done as a team.

The Design Sprint

The Outlandish Design Sprint follows the principles of Design Thinking: empathising with users to understand their motivations and challenges; defining the user-focused problem we will be addressing; generating creative solutions; prototyping; and testing with users.

On the final day we also aim to iterate, giving clients a final prototype that's already been tested and developed upon, generating some evidence-based confidence in its validity as a solution.

Monday: Collect

Daily activities: Check in: How are you feeling this morning and what are you hoping to get out of the day? Introduction to the day's format.

Morning: Introduce ourselves and define roles:

Introduction to the sociocracy approach. Our aim is for all participants to contribute their opinions and ideas to the sprint, and consent-based decision-making will allow us to achieve this.

Data gathering and analysis:

We bring *all* the pre-gathered evidence and data in.

Splash all of the above evidence, journey maps and experience analysis on a wall and review in group. We identify and sort into trends, patterns and commonalities (focus areas) that we could solve in our prototype.

Exercises - choosing from:

a) Activity Analysis:

We look at the ways that teachers are accomplishing the 3 main activities and the tools and processes they use. We select variables such as speed vs organise-ability, or ease of use vs shareability, and plot the activities / tools on X/Y graph.

For example, for Personals is accessible, but not very effective. Going on trainings is effective, but not very accessible. Development: reading blog.

After plotting a number of these on our axis, we look at gaps that may lend themselves to a creative solution.

b) Process / journey mapping:

Plotting out the steps involved when teachers are undertaking these activities. For example, for finding resources: how and when are teachers deciding to find resources, searching, clipping, organising, recalling, sorting, using, archiving etc.

Target User work

We will jointly agree who is the main target user. We will choose from the supplied personae to identify one target user for the end solution. We will develop the persona if needed, based on the evidence gathered. We will identify goals and aims for this user

Plot the user scenario:

The what, why and when they will be using this product.

Create the user Point-of-View statement:

We define the target user's problem in a statement that harmonises the user, their need and insights we've learnt.

For example: A newly qualified teacher who's working on their first lesson planning, needs an easy way to find & save good resources and make use of them at a timely point, because he's time-poor, not very tech literate and he's unsure of what resources are effective in the classrooms.

Afternoon: Outcome focused session.

- Collectively establish the final goal
- Work backwards to define the outcomes (changes we need to make) in order to achieve this goal
- Define the individual activities that will feed into these outcomes

Identify risks and mitigations:

- Knowing the risks allows us to make a robust and prepared product.
- We value transparency, and would like to identify as many risks as possible according to the project team.
- Flag GDPR requirements.

Check out - how did the day go, how are you feeling now and did you enjoy yourself? Is there something we should do differently tomorrow

Tuesday: Explore

Daily activities: Check in, introduction to the day's format.

Morning: Idea Generation

Then a series of creative, problem flipping activities that generate possible solutions:

1. Worst Possible Idea:

Everyone thinks of terrible solutions to our Point-of-View problem statement. E.g. in the end product, users can only save content for 1 day. Terrible idea! This inversely encourages thinking about what *would* make a good solution.

2. How Might We...?:

Taking the above problem statement, we riff on different sections, generating numerous solutions that deliver each. Taking the example problem statement above, we might generate different solutions for saving time, determining resource quality, searching resources, serving them at a timely later point, etc.

Afternoon:

3. Challenging Assumptions:

We step back and spot the assumptions we've been working to and ask: how might we work around these assumptions if they're wrong? For example, what if teachers no longer *trust* social networks? What if teachers have too many resource options? Are we assuming teachers want to do this on a desktop - could it be 100% mobile and in their pocket?

Decision Time:

We collect all the ideas, gather on wall, present the to the group and run silent voting on the idea(s) to take forward to Prototype stage. At this point we aren't concerned with feasibility.

Check out

Wednesday: Prototype

Daily activities: check in, introduction to the day's format.

Morning:

Take stock on day before. Start to wireframe. Everyone wireframes.

1. Wireframe user journey
2. Sitemap creation
3. Wireframe screens

Then sharing, internal testing and discussion of everyone's prototypes.

Afternoon:

1. Outlandish designer creates a low-fi prototype with team
2. Content and UX writing
3. User testing script & prep
4. Decision on whether or not we will focus on a more developed build on Friday

Check out

Thursday: User Test

Daily activities: check in, introduction to the day's format.

Morning: User Test

1. User testing with five teachers and the team observes
2. User testing with technical architect
3. A tech review to identify technologies that could be used, opportunities for best development
4. Creation of a user testing report, based on:
 - a. Behaviours
 - b. Expressed likes
 - c. Usability issues and failed tasks
 - d. Feature requests from users
 - e. Questions

Afternoon: Gather our user testing evidence and pool our observations:

We splash all observations on the wall and analyse insights, patterns, issue, blockers and opportunities for iteration. This is based on our the User Testing insight areas listed above.

Check out

Friday: Iterate

Daily activities: check in, introduction to the day's format.

Today has flexibility, but in short it's about iterating the wireframe. At the end of today Moodle will walk away with a prototype that's been tested AND iterated, so there is some evidence-based confidence in it as a solution.

Today involves:

1. Wireframing UX solutions, based on user testing
2. Wireframing new functionality, screens etc, as needed or requested by user test subjects
3. Detailed content writing
4. Producing the expanded and improved-upon clickable XD prototype

At the day's close Moodle will walk away with a prototype and evidence-based confidence in taking it forward as a product.

Check out and celebrate the week