North Dakota Community Design Partnership

Meeting 4

Please rename yourself to follow this NEW pattern

Name, City or District, (learner, family, educator, none) for why type of user you interviewed. None is OK. No shaming here! We just need to ensure you don't end up in a group with other people who also didn't do interviews :)

For Example: Gretchen, Denver, family

Community Agreements

Accept and expect non-closure

Speak your truth

Experience discomfort

Stay engaged

Take an inquiry stance

Provocation

The Olin Revolution

Find the vision statement or portrait of a graduate for your district/community.

IN THE CHAT: Where do you see alignment between your aims and the mission of a place like Olin?

Agenda

Learn about Targeted Universalism

Use the frame of targeted universalism to analyze what we heard in empathy interviews

Map the views and themes from our empathy interviews on spectra

Build user profiles and/or plan for subsequent interviews

Targeted Universalism

An approach to supporting the needs of all learners and families

Universal solutions often do not work as we imagine, and can make gaps larger

Targeting those most marginalized can separate the effort from our true universal goals and can be divisive

Beginning with a universal goal... then determining targeted solutions better addresses systemic inequities and is more resource efficient.

Recent COVID Example:

In the spring of 2020 as our nation's schools closed and we went to remote learning... we had a universal goal which was to ensure continued access to learning for each and every child regardless of barriers they may have to engaging in learning.

Obvious Barriers
- Devices
- Internet
- At home support

What if we tried to address each of these in a universal way?

- Where would we waste resources?
- What supports might we never provide?
- Who would that impact the most?

Beginning with a **universal goal**... then determining **targeted solutions** better addresses systemic inequities and is more resource efficient.

And... sometimes it has collateral benefits

4 A's Protocol

What do you AGREE, ARGUE, ASPIRE and ASSUME about an idea?

There are 4 spread around a [shared padlet](#)

Double click near any of the A's related to a quote and share your thoughts

Jot one response per quote down and place it below the AGREE, ARGUE, ASPIRE, or what ASSUMPTIONS box situated beneath each quote.

Targeted Universalism in this project

We have a group of users.

Solutions need to be the best for those most in need of support

Really good solutions will also have collateral benefits for others

All solutions need to be feasible

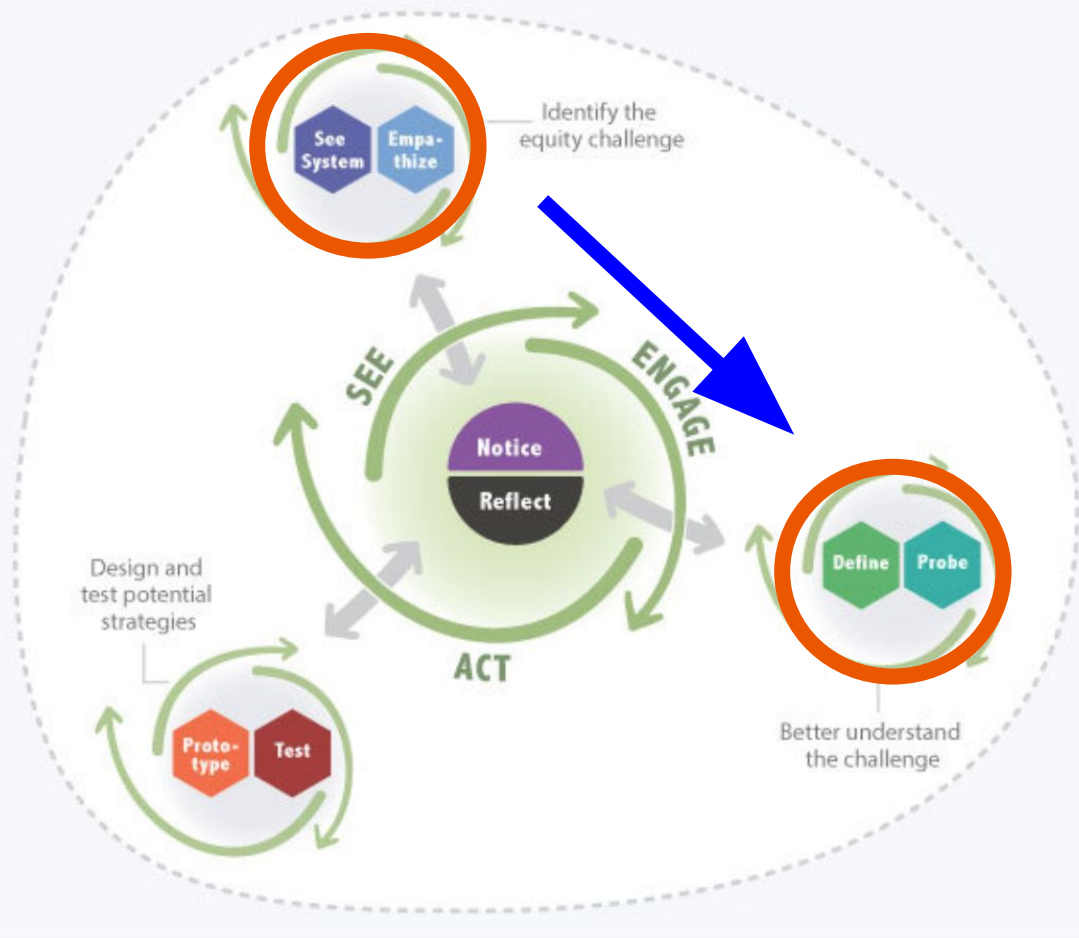So -- we take our users needs into account in this order:

1. Students with greatest barriers to sustained engaged meaningful learning

2. Families of those learners

3. Educators who support those learners

Liberatory Design Modes

Via

[National Equity Project](#)

LIBERATORY DESIGN CYCLE

Identify the equity challenge

See System — Empathize

Better understand the challenge

Define — Probe

SEE

ENGAGE

Notice

Reflect

ACT

Design and test potential strategies

Proto-type — Test

Learning from Empathy Interviews

What are some important things that you heard from people?

10 min: Pull out quotes and emotions, and make sure we understand the context and perspective of the person who said it.

Consider:
- In your discussion -- take your users in order (student, families, educators)
- Where are people experiencing the strongest feelings?
- Where are people feeling the most:
  - Sure?
  - Unsure?
  - JOY?
  - ANXIETY?

Example

Educator mom

"When do I jump in and when do I shut my mouth? How do I figure out what to do?"

Feeling: anxiety - fear of doing the wrong thing

Small groups - Step 1 - Exploring Themes and Mapping Tensions

Take your notes and match them up with one of the categories around the padlet

Begin to sort them along along a continuum: "Less....more...." OR "Small.....to big...." Etc

https://padlet.com/doannie1/et0br3v0yzjzxoa9 - Fargo

https://padlet.com/doannie1/9z6dd9mfqczwip6f - Minot + Regional Centers

https://padlet.com/doannie1/etthu9nqrrklc63w - United #7

https://padlet.com/doannie1/st6e9vpt7vthb8gc - Individuals

Small Groups - Step 2 - Sense-making: Heat Mapping

Where are we seeing the strongest emotions?

What is the biggest dilemma that families and students are facing when it comes to your vision?

Themes - Sharing out

As you shared in your group… what themes are emerging?

1-2 Key Quotes

Theme(s) you think you may focus on… what you may try to design strategies to address.

Parent User Profile: Tired Ted

Quotes

- "The school knows my kids well, but they don't know me."

- "I'm not worried about the kids going back to school. I just hope the school has a plan ready to go and that parents know what is going on. Keep me in the loop. Don't expect me to find out what's going on with my kids. I feel terrible because sometimes the kids tell me what's going on and then it's too late."

Compelling Needs

- Some more personal connection with the school as a parent even though they are very busy.
- May need help navigating public services or other supports outside of school
- Need to feel that they are not alone in this situation -- they feel both overwhelmed and alone

Profile Insights

- Feeling like a bad parent because they feel they need a break.
- Feeling like a bad parent because they couldn't always engage their kid(s) in the learning they were supposed to.
- There are a number of other factors -- multiple kids, divorced parents, parents are both working or out of work, financial challenges are front and center, recent immigrant family…. All of the Tired Teds have a number of these factors going on at once
- Worries about their children being stigmatized for needing resources, (backpacks, food, etc.)

Next time

BEFORE next week....Do more interviewing if needed

On Consider adjusting questions to be sure you get to the themes already emerging

We will work on building user profiles next time... Fargo -- we may put you in smaller groups. We will follow up with you offline.