

# DESIGNING TOGETHER:

Leveraging Collaborative Design Thinking  
In Planning Educational Spaces

**wkarch**

Wheeler Kearns Architects



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Principal  
Wheeler Kearns Architects



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Project Architect  
Wheeler Kearns Architects



# LEARNING OBJECTIVES

This session will give participants a first-hand experience of the **Empathy—Define—Ideate workshop** model. Participants can use it to solicit and collate information and ultimately create consensus among a large and diverse group of stakeholders.

After this session, participants will know how to **create an Empathy Map**, a simple and meaningful analog tool soliciting often-overlooked qualitative information from a large group of stakeholders to develop a shared understanding of end-user needs beyond a typical space-needs programming spreadsheet.

After this session, participants will know **how to navigate the steps necessary to prepare** for the Empathy—Define—Ideate workshop, from working with the project's administrators to identify key stakeholder groups to organizing and preparing the physical materials necessary to ensure the workshop's success.

After this session, participants will clearly **understand the value** of using the Empathy—Define—Ideate workshop model and will be **equipped to advocate for its importance** and role in the earliest phases of a project.

(1) WHY DESIGN THINKING? >>

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(2) EMPATHY-DEFINE-IDEATE WORKSHOP >>

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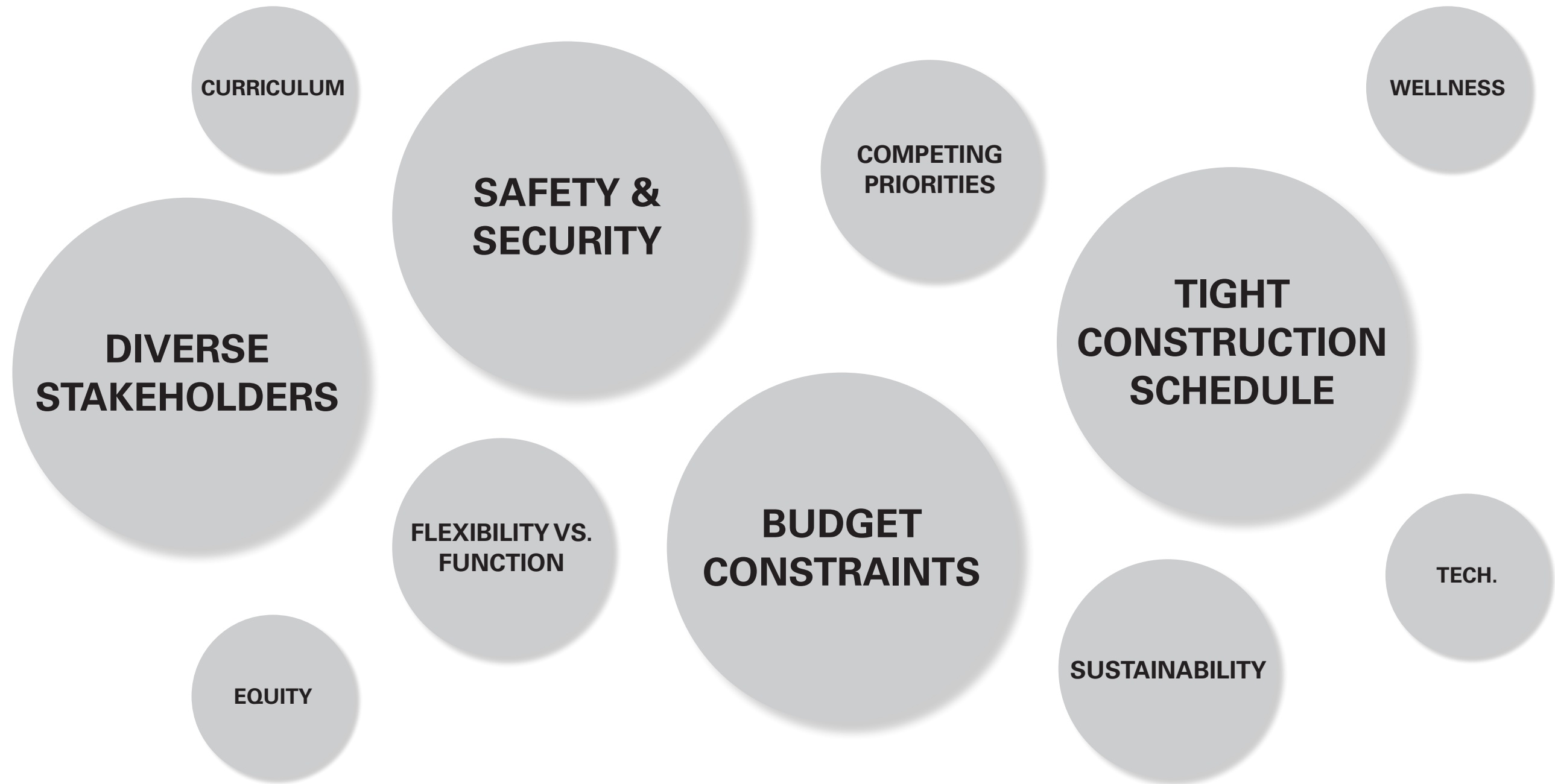
(3) PREP WORK NEEDED >>

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(4) URUGUAYAN AMERICAN SCHOOL >>

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# WHAT ARE THE CHALLENGES OF EDUCATIONAL DESIGN?



# TRADITIONAL APPROACHES

## TOP-DOWN DECISIONS

### Pros:

- Fast

### Cons:

- Not really designing for the end user

## SPREADSHEETS

### Pros:

- Good for gathering quantitative data

### Cons:

- Doesn't show priorities.
- Doesn't build consensus.

## SURVEYS

### Pros:

- Good for collecting data from different stakeholders.

### Cons:

- Doesn't build consensus.
- Leaves too much up for interpretation.
- Does not include end user in design process.

## DESIGN WORKSHOPS

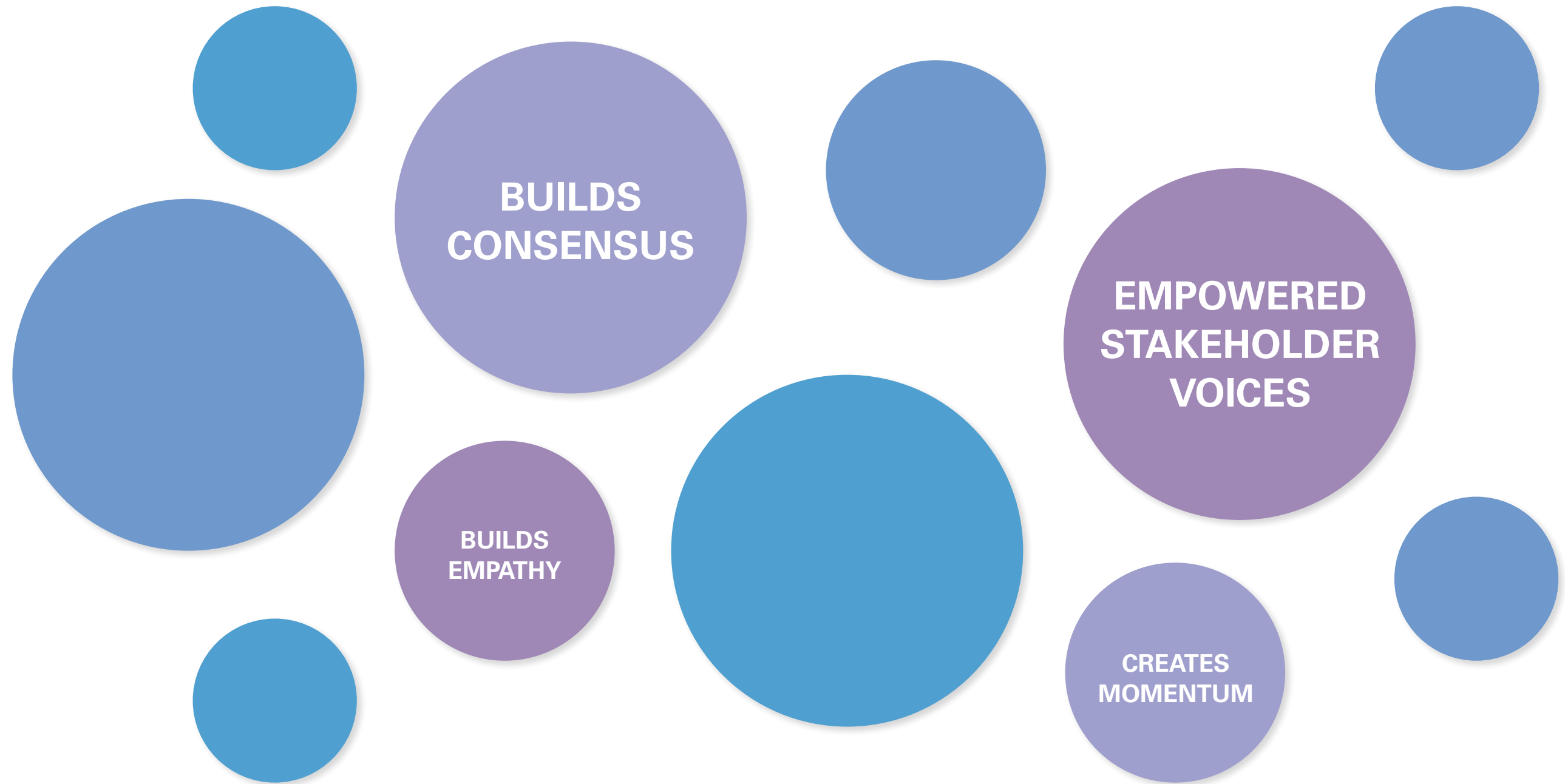
### Pros:

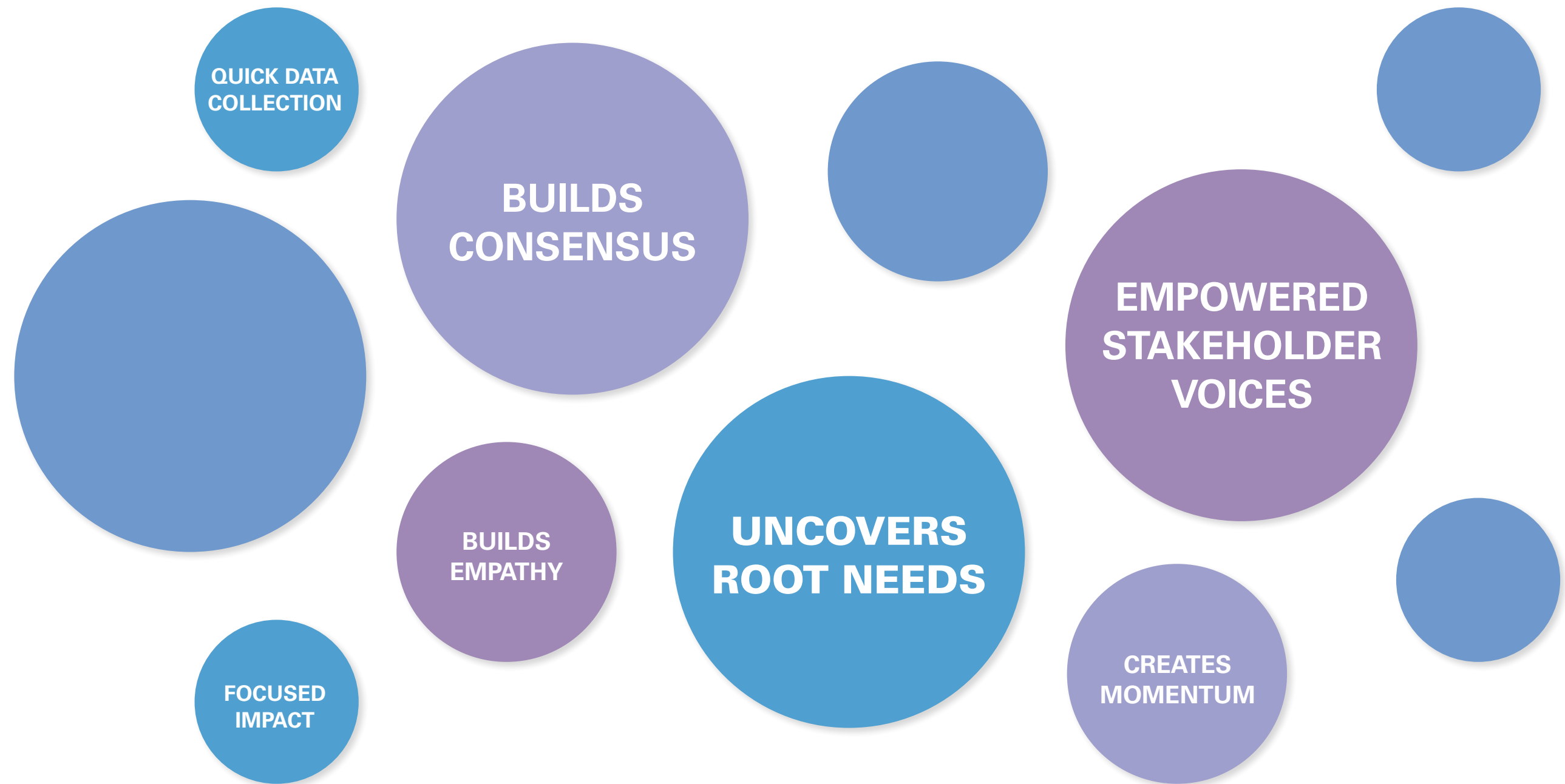
- Includes end user/ stakeholders in the design process.
- Collaborative process.

### Cons:

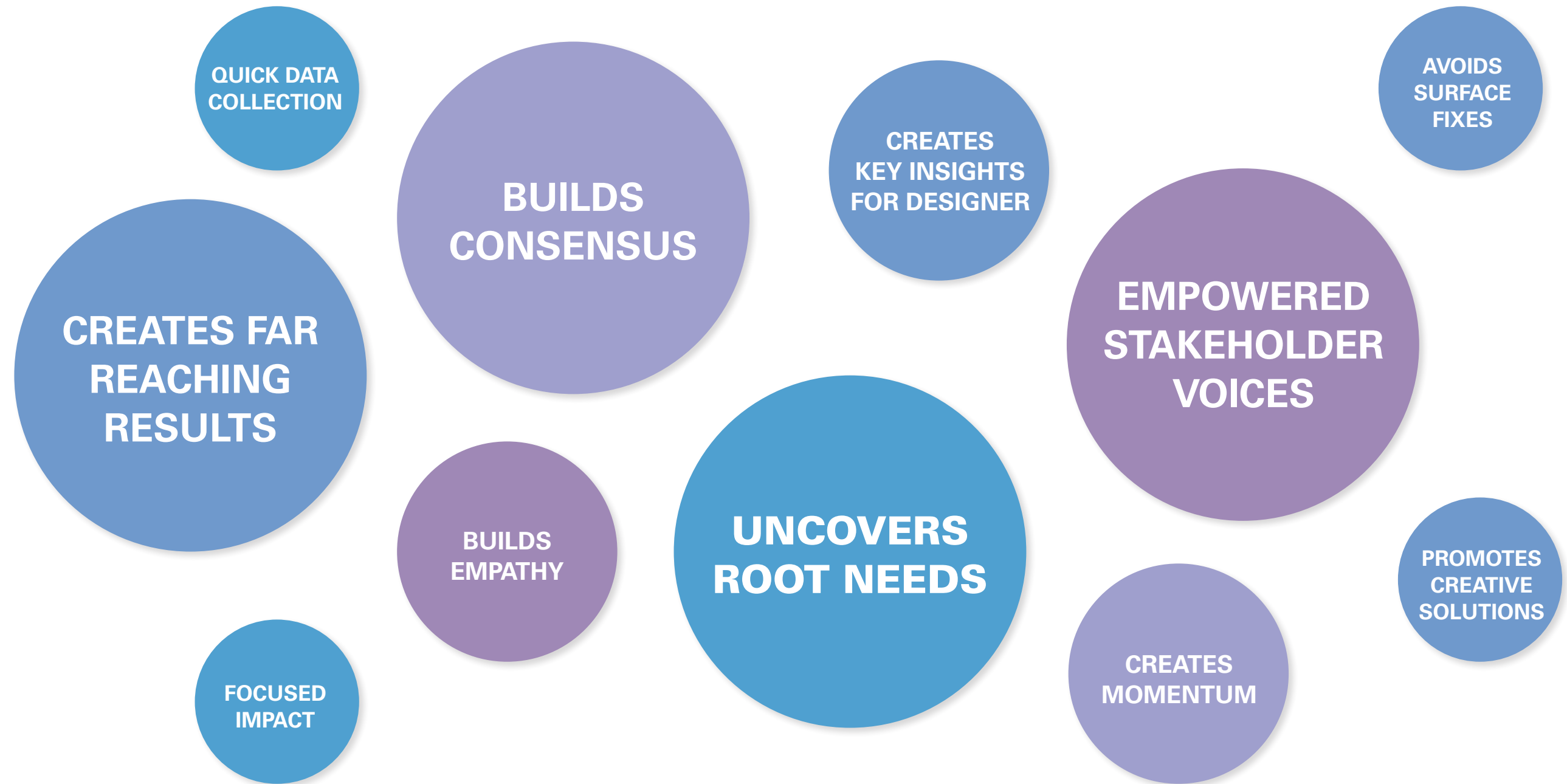
- Ends up on Bandid/ superficial solutions.
- Lacks understanding of architect's real role
- Painkiller vs. Vitamin

# HOW DOES THE DESIGN THINKING WORKSHOP IMPROVE THE PROCESS?

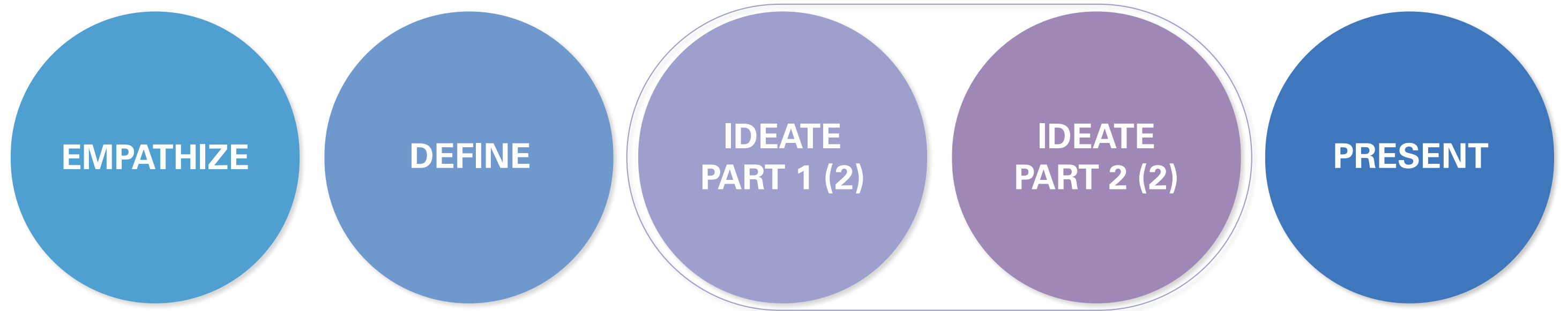








# EMPATHY - DEFINE - IDEATE WORKSHOP



# EMPATHIZE



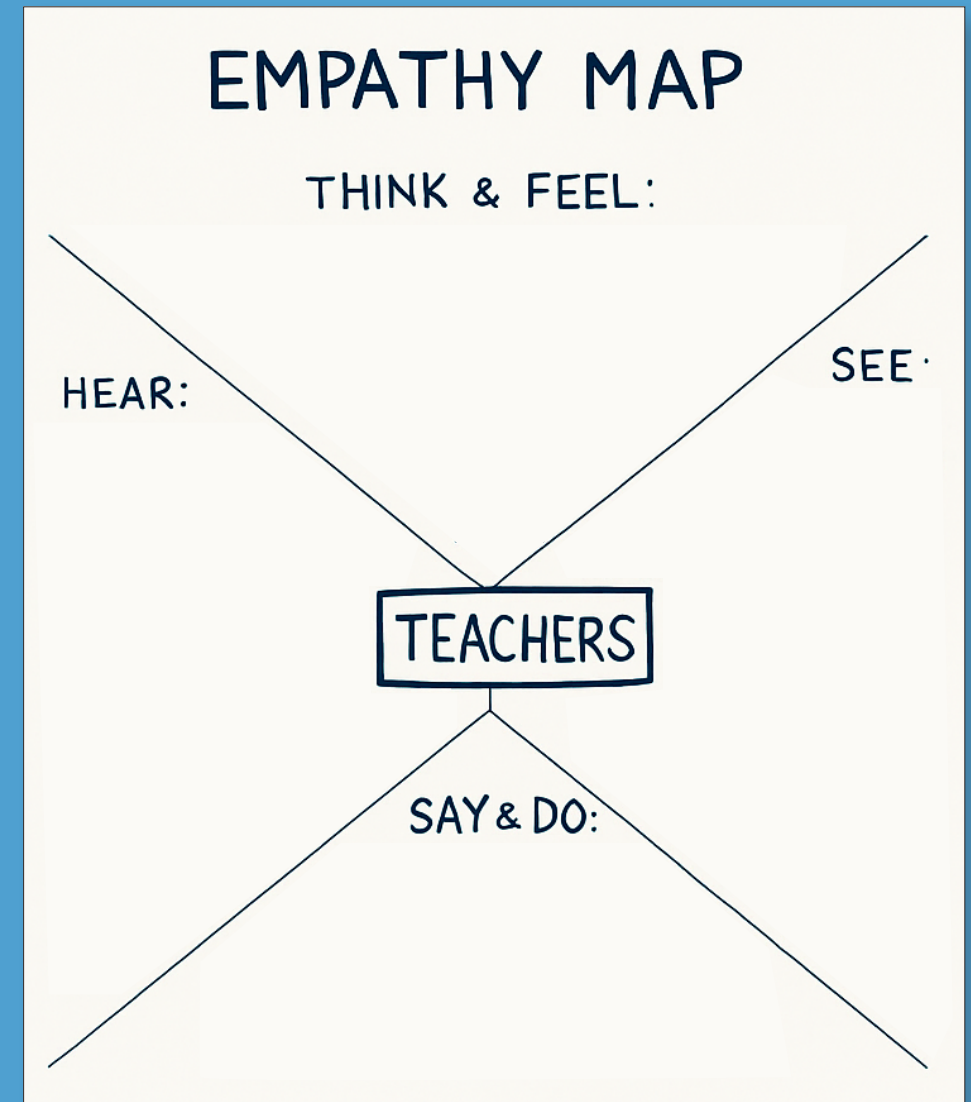
**TIME:**  
25 minutes



**GOAL:**  
Understand the End-User's experience.



**EXECUTION:**  
Use an Empathy Map (See, Hear, Say/Do, and Think/Feel) to better understand the user's daily circumstances and thoughts. What do they see, hear, say/do, and think/feel on a daily basis?



# EMPATHIZE



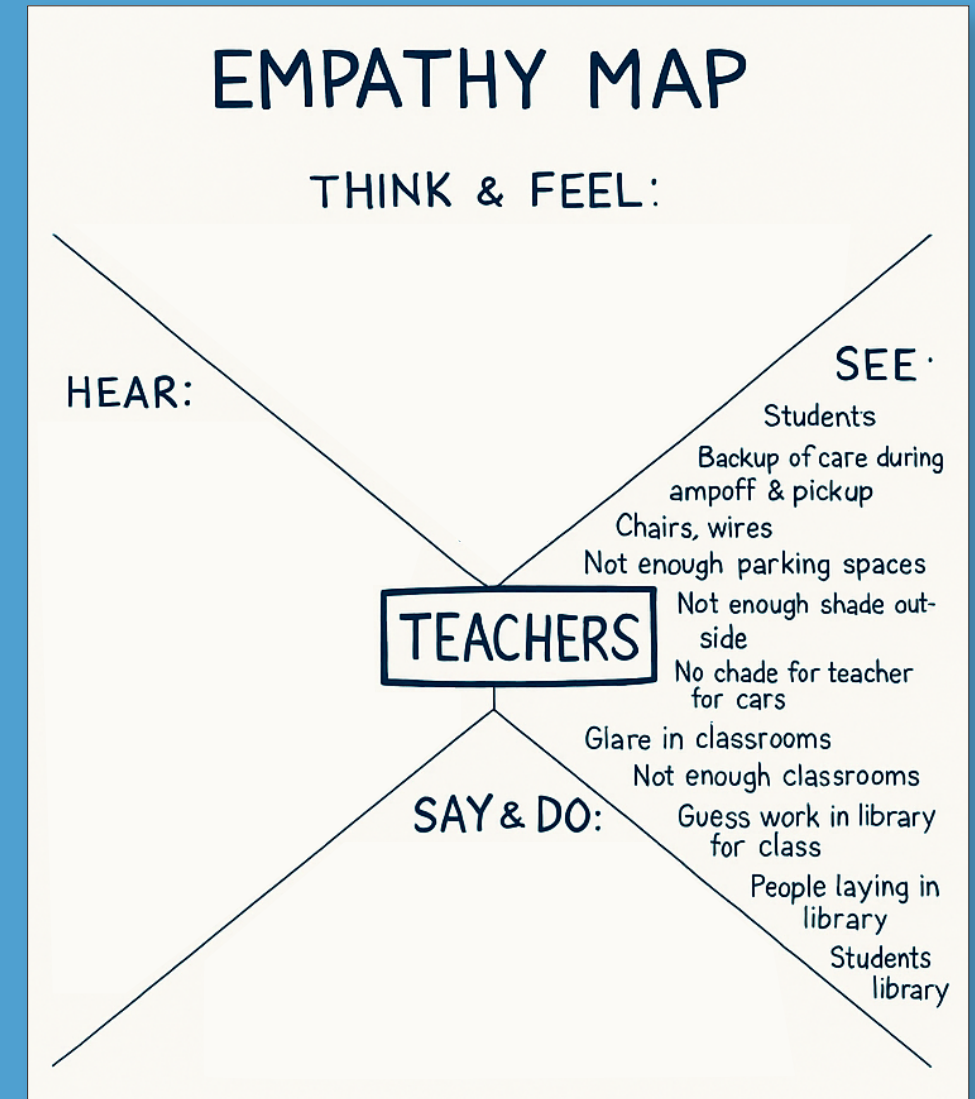
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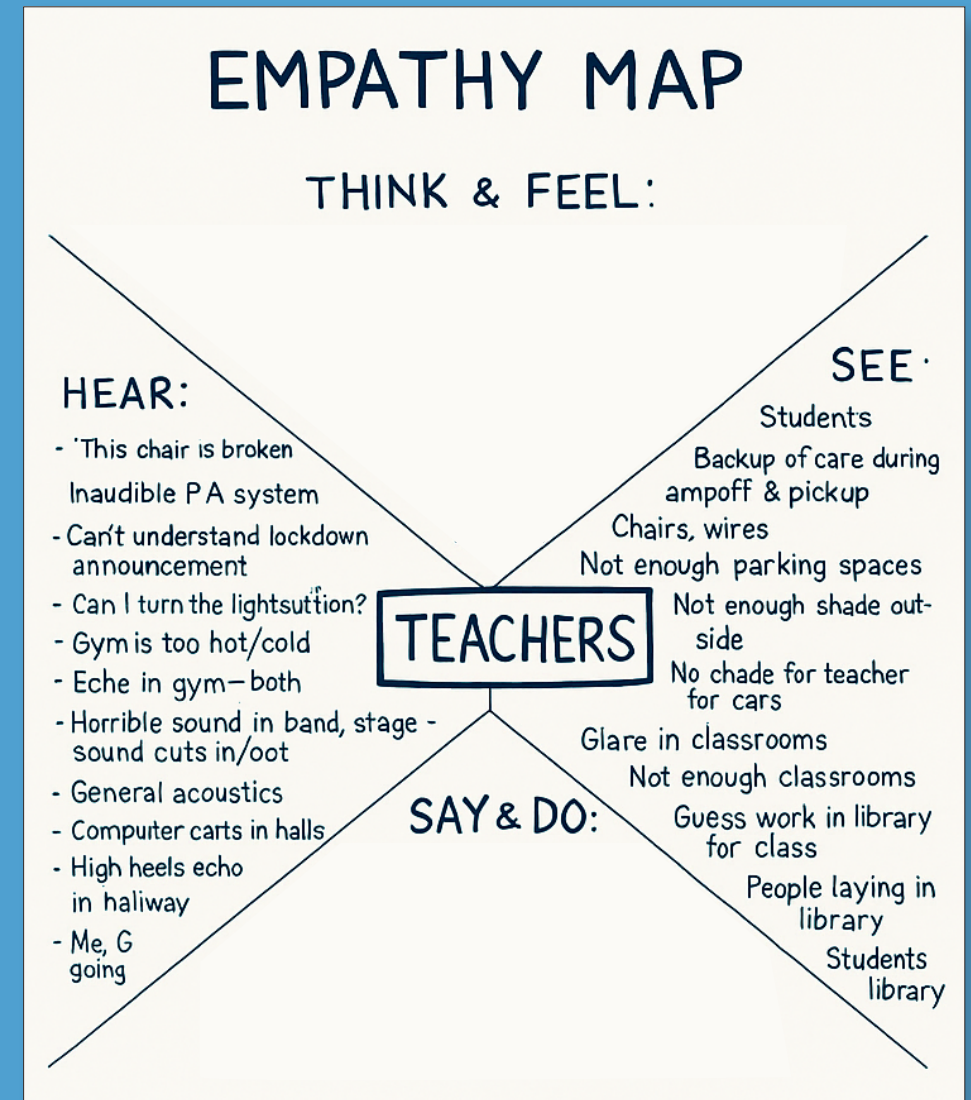
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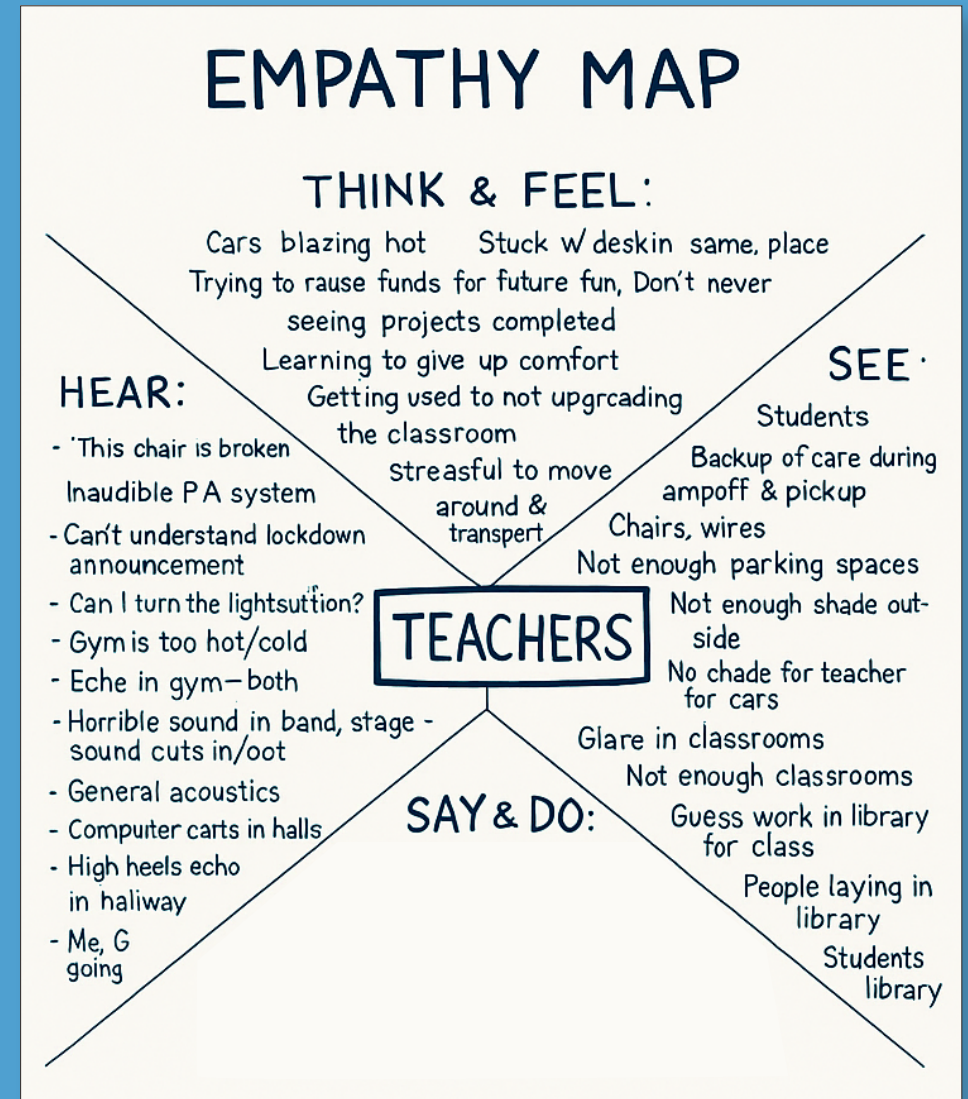
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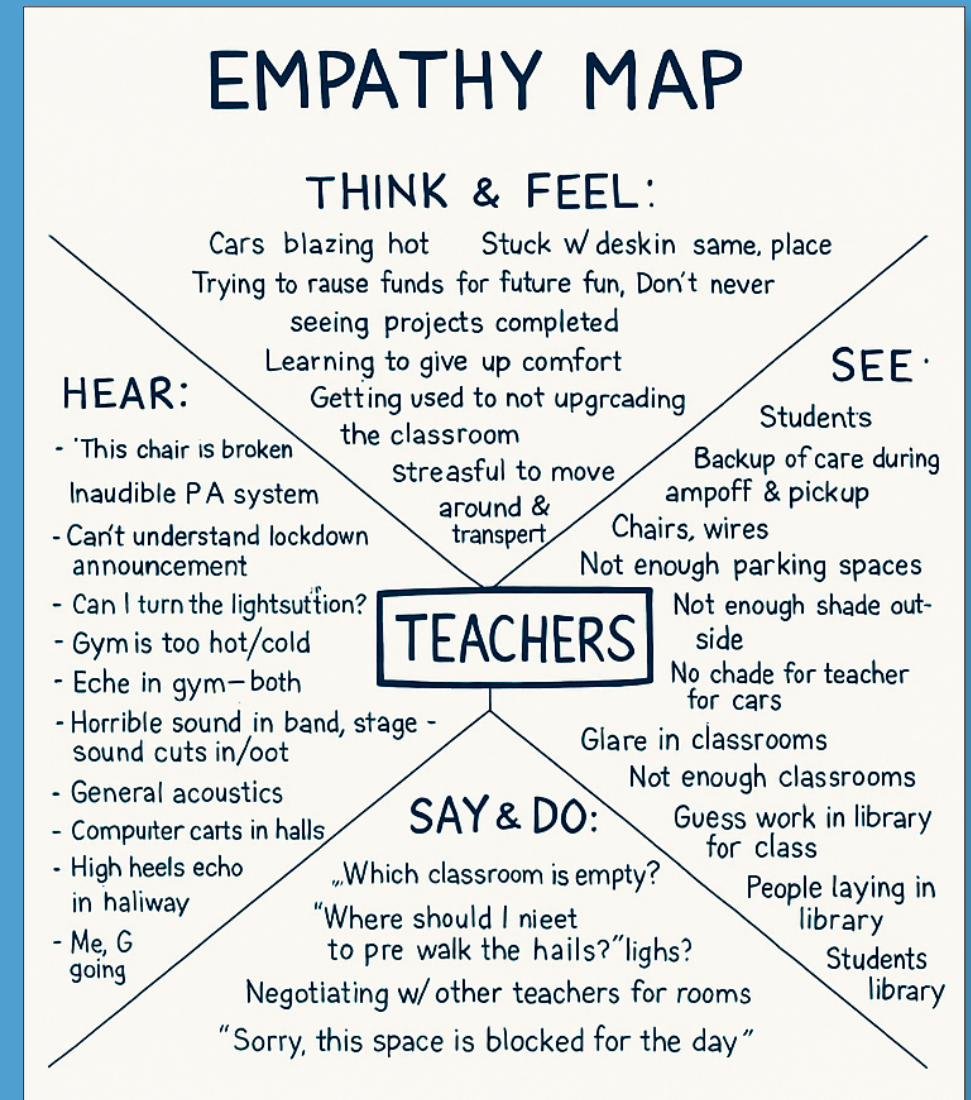
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# DEFINE



**TIME:**  
20 minutes



**GOAL:**  
Define the questions/challenges to be solved



**EXECUTION:**  
Use Empathy Map to brainstorm questions that will need to be answered with design solution. Start question with “HOW MIGHT WE?”

HOW MIGHT WE...?



# DEFINE



**TIME:**  
20 minutes



**GOAL:**  
Define the questions/challenges to be solved



**EXECUTION:**  
Use Empathy Map to brainstorm questions that will need to be answered with design solution. Start question with “HOW MIGHT WE?”

## HOW MIGHT WE...?

1. How might we provide a space for teachers to plan or grade?
2. How might we provide a space for teachers to eat & have downtime?
3. How might we better assign rooms for floating/sharing?
4. How might we better ensure confidentiality?
5. How might we store & check out technology without someone having to facilitate?
6. How might we streamline gear check out?
7. How might we better use common space to encourage student socialization & make them feel comfortable?
8. How might we improve safety in labs?
9. How might we improve storage? (Create better storage for student belonging?)
10. How might we improve wiring?
11. How might we get better control of book lending from class sets?
12. How might we encourage cell phone detachment to encourage socializing?
13. How might we better conserve energy - especially lighting?
15. How might we create more shade outside for students & cars?

# IDEATE (PART 1 OF 2)



**TIME:**  
15 minutes



**GOAL:**  
Individually come up with as many solutions/  
ideas to the already defined questions



**EXECUTION:**  
Provide every participant with a stack of post-its  
and a pen and direct them to write down one  
idea/solution per post it.





# IDEATE (PART 2 OF 2)



**TIME:**  
20 minutes



**GOAL:**  
Build consensus within a 4-6 group participant on the best solutions



**EXECUTION:**  
Form groups of 4-6 participants and have them go through all their individual ideas and discuss the 2 or 3 solutions they agree is best. They will write the 2 or 3 best solution in a card stock to present to the group.



# PRESENT



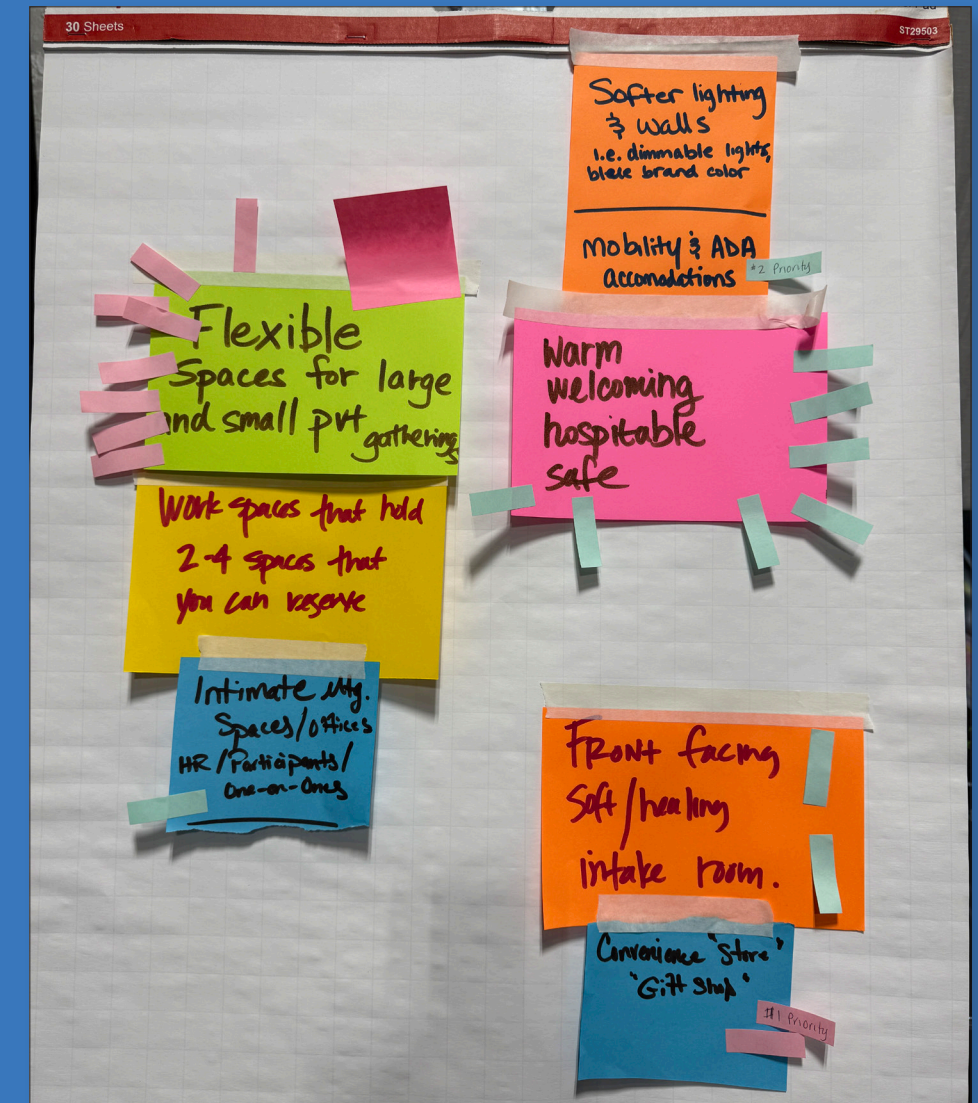
**TIME:**  
10 minutes



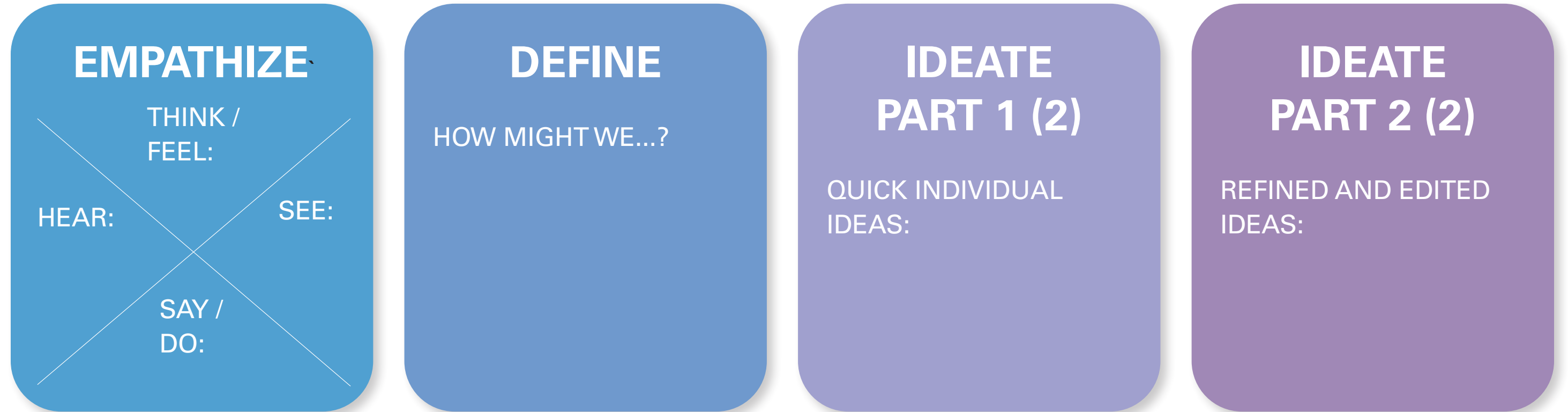
**GOAL:**  
Present the best ideas to the whole group and bring awareness to the priorities



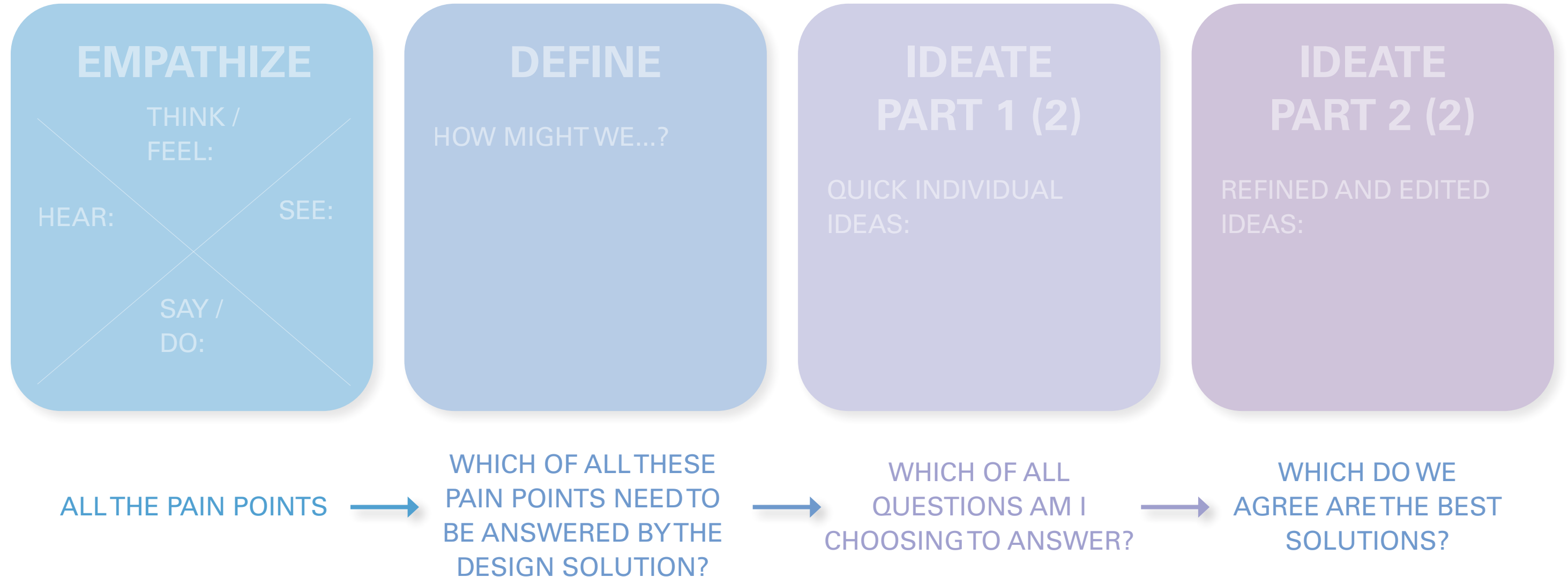
**EXECUTION:**  
1 member of each group to present their main ideas and pin them at the presentation wall. Facilitator will then group overlapping solutions and then have participants apply their final stickers showing priorities.



# EXAMPLE



# FUNNEL OF PRIORITIES





# DO'S + DON'TS

## KEYS TO SUCCESS

- Facilitator/coordinator on owner side
- Safe space/separation between stakeholders for candid conversations
- Groups no larger than 30 people
- Do the required Prep-work

## COMMON PITFALLS

- Facilitator needs to stick to workshop guidelines to avoid inserting personal views/agenda.
- If stakeholder group know each other well, consider randomizing before getting to “ideate” to promote good discussion and avoid clique outcome.
- Showing up unprepared

# PRE-WORKSHOP PREP + LOGISTICS

**STEP 1:** COORDINATE PRE-WORKSHOP MEETING WITH 2 REPRESENTATIVE OF EVERY GROUP ASSUMED.

STEP 2:

STEP 3:

STEP 4:

STEP 5:

STEP 6:

STEP 7:

STEP 8:

STEP 9:



# PRE-WORKSHOP PREP + LOGISTICS

STEP 1: COORDINATE PRE-WORKSHOP MEETING WITH 2 REPRESENTATIVE OF EVERY GROUP ASSUMED.

**STEP 2:** IN THE MEETING, CONFIRM ASSUMED REPRESENTATION OF STAKEHOLDER GROUP IS RIGHT.

STEP 3:

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**STEP 3: IN THE MEETING, CONFIRM BEST LOCATION, TIME OF DAY, LANGUAGE IS BEST FOR THE DIFFERENT GROUPS.**

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**STEP 4: IN THE MEETING, CONFIRM WHAT IS THE EXPERIENCE DESIRED. EXCITEMENT? AWARENESS?**

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**STEP 6: SCHEDULE THE WORKSHOP DAYS, TIME AND LOCATION.**

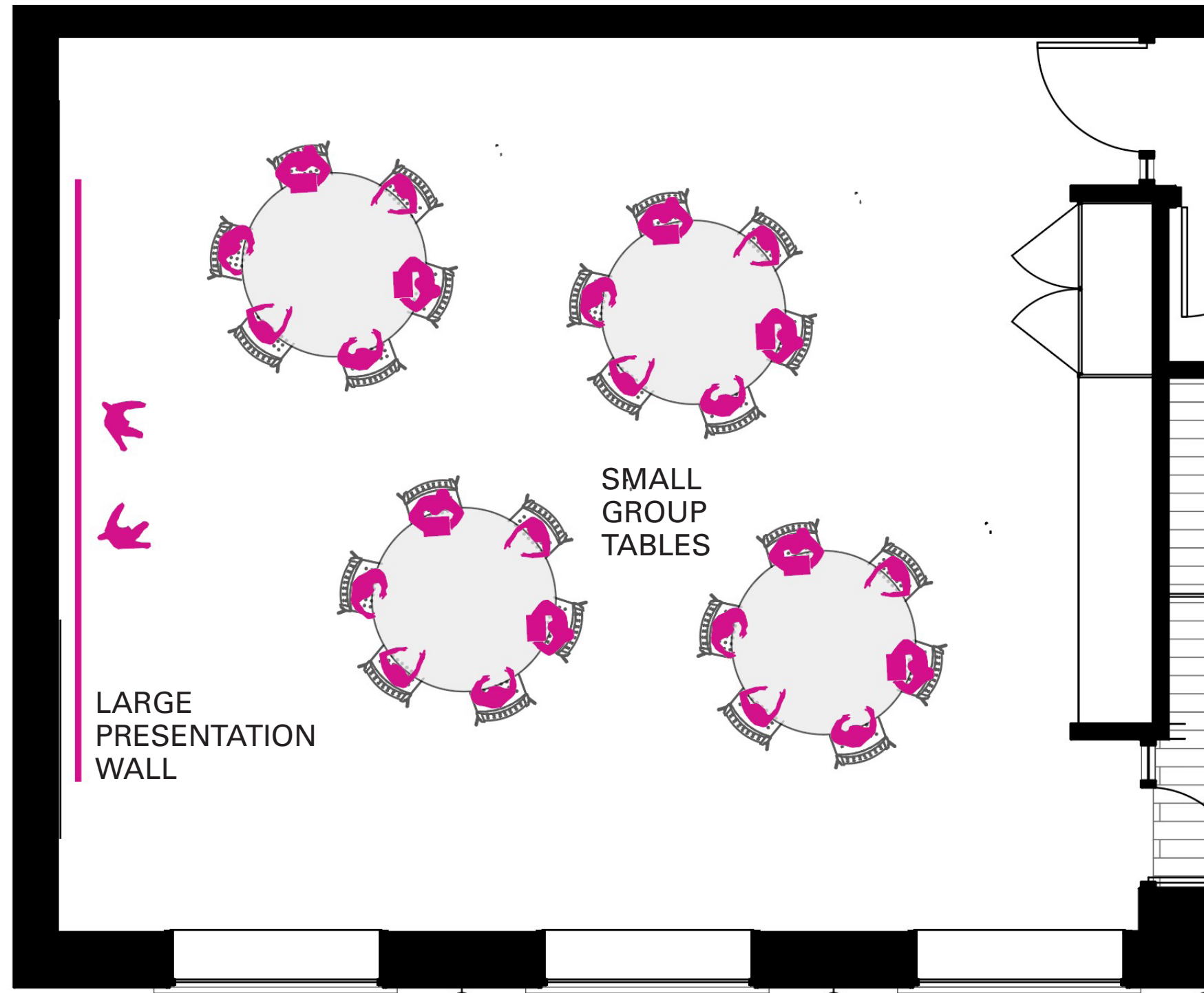
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**STEP 8: GATHER ALL THE MATERIALS.**

STEP 9:





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- STEP 8: GATHER ALL THE MATERIALS.
- STEP 9: ASSIGN ROLES.**



# TEAM





# CASE STUDY: URUGUAYAN AMERICAN SCHOOL (UAS)





# OUR WEEK IN MONTEVIDEO - URUGUAY

WORKSHOPS
TOURS
USER WALKS
MEETINGS
FLEX

## Monday, December 5

Time	Duration	Activity	Participants	Location
7:45--8:30 AM	45 min	Settle in & Set up home base	Castellano, Varela, Beata	Container
8:30--10:00	75 min	General Tour	Beata, Varela, Testorelli, GRC, Mugnolo, Rockwell, Principals (when in their area)	
10:45-11:15	30 min	Gym and Outdoor Tour with PE Staff	Bruni, Granger (sub), Figarola	Gym
11:30-12:15 PM	45 min	Computer Lab Tour	Cadenas (sub), Neth, M. Turner	Comp Lab
12:30-1:15	45 min	Auditorium & Music Room Tour	Carvalho, Rodriguez, Baranzano	Auditorium
1:15--2:15	60 min	Lunch		
2:15--3:15	60 min	Meeting with Principals	Beata, Placeres, Murphy	Conference Room
3:15--3:45	30 min	Observe pick up		
3:45	10 min	Touch base	Beata	Container

## Tuesday, December 6

Time	Duration	Activity	Participants	
7:40--8:05	25 min	Observe Drop Off	Beata	
8:15- 9:45	90 min	Secondary Teachers Workshop (Group 1)	Almiron (sub), Cadenas (sub), Ceballero, Carvalho, Foege, Fraigola, Granger, Lena, Lopez, Omico, Wilkinson, Williams	Library
10:00-11:30	90 min	Secondary Teachers Workshop (Group 2)	Amaral, Carrazzone, Davidson, Dingley (sub), Laura (sub) Manzo, Serrano, Silva, Turner, Werlin, Zarsky	Library
11:30--2:00	90 min	Flex Time & Lunch		
2:00-2:30	90 min	Secondary Teachers Workshop (Group 3)	Baraibar, Baranzano, Coyle, Gernone (this is a B day), Luaces, Mills (this is a B day), Moskovics (sub), Neth (sub), Rodrigues (this is a B day)	
2:30--3:40	70 min	Flex Time & Lunch		
3:40 PM	30 min	Campus Walk with all teachers		
4:30 PM	10 min	Touch base	Beata	

In Case You Have Time or Are Interested

10:45 AM      30 min      Clowns MS Performance      Auditorium

## Wednesday, December 7

Time	Duration	Activity	Participants	
8:15--9:45	90 min	Workshop with Parents	<a href="#">Link to List</a>	Library
10:30--11:00	30 min	Meeting with Admissions Officer	Lorch	Admissions Office
11:15--12:00	45 min	Library Tour	Ravera, Aguer	Library
12:00--1:30	90 min	Flex Time & Lunch		
1:30--2:00	30 min	Cafeteria Tour	Clementina Staff, Pancho and Martin	Cafeteria
2:00- 3:30	90 min	Elementary Teachers & Staff	<a href="#">Link to list</a>	Library
3:40 PM	30 min	Campus Walk with Parents		
4:30 PM	10 min	Touch base	Beata	

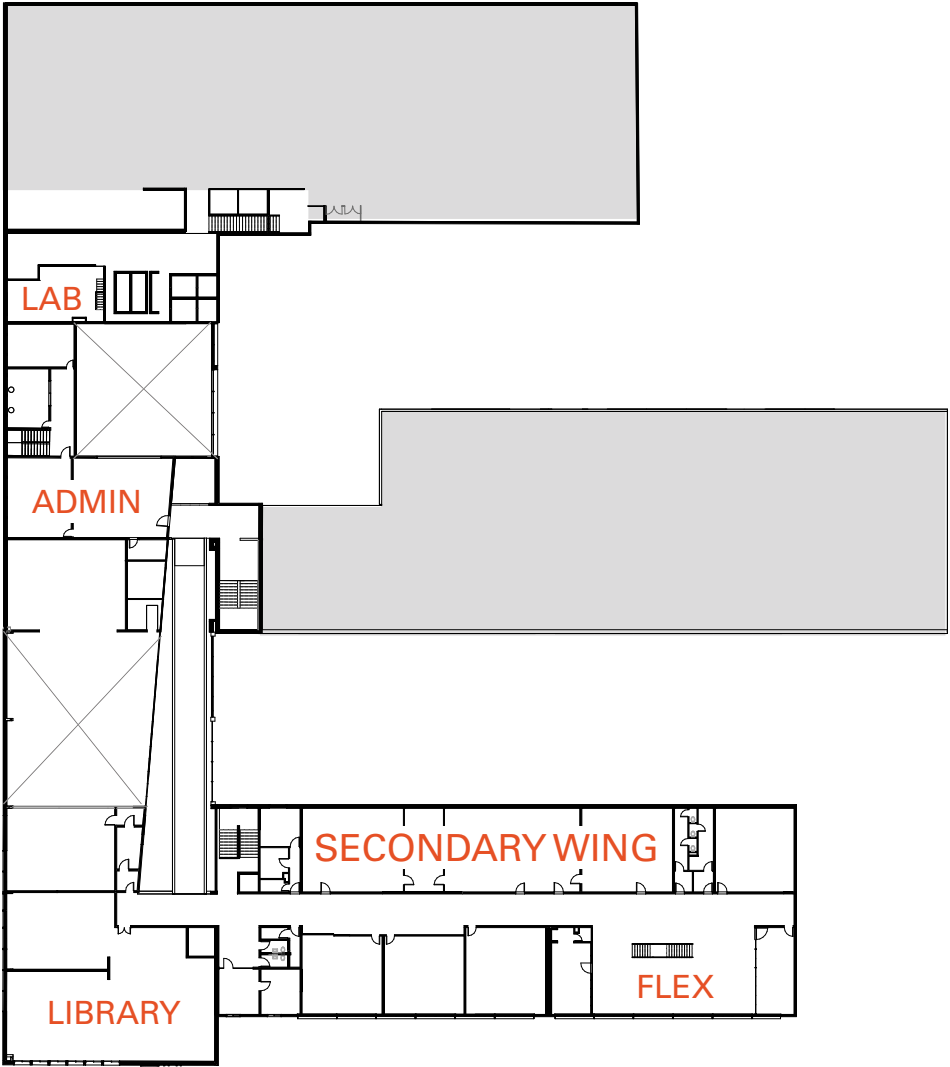
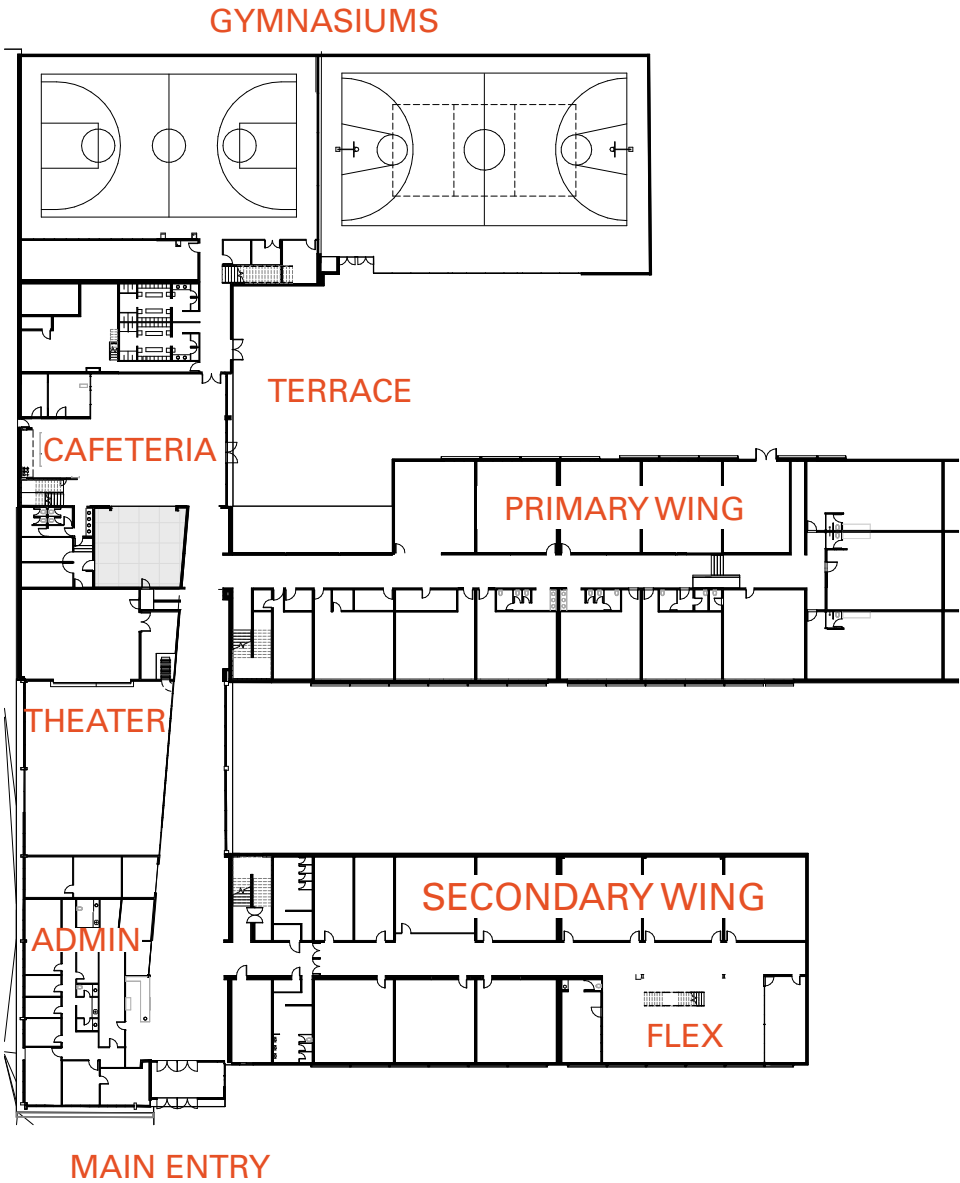
## Thursday, December 8

Time	Duration	Activity	Participants	
8:15- 9:25	70 min	Early Childhood Teachers	<a href="#">Link to list</a>	Library
10:10-10:40	30 min	Activity with Elementary Students	Grade 4 Students (30)	Mauricio Levitin Gym
10:50-11:20	30 min	Activity with Elementary Students	Grade 3 Students (24)	Mauricio Levitin Gym
12:20-12:50	30 min	Activity with Elementary Students	Grade 5 Students (19)	Mauricio Levitin Gym
12:50--4:00	4 hrs	Flex Time & Lunch		

## Friday, December 9

Time	Duration	Activity	Participants	
8:00--9:30	90 min	Debrief Meeting with Board	Board of Governors, GRC Architects	Conference Room
9:30--12:30	3 hrs	Flex Time & Lunch		
1:45--2:45	90 min	Workshop with Secondary Students	Students to be determined. Doug will add link.	
After Workshop	30 min	Campus Walk with Students		
3:15--4:00	75 min	Flex Time/Touch Base	Beata	
8:00--11:00		Dinner	TBD	

# UAS EXISTING FLOOR PLANS

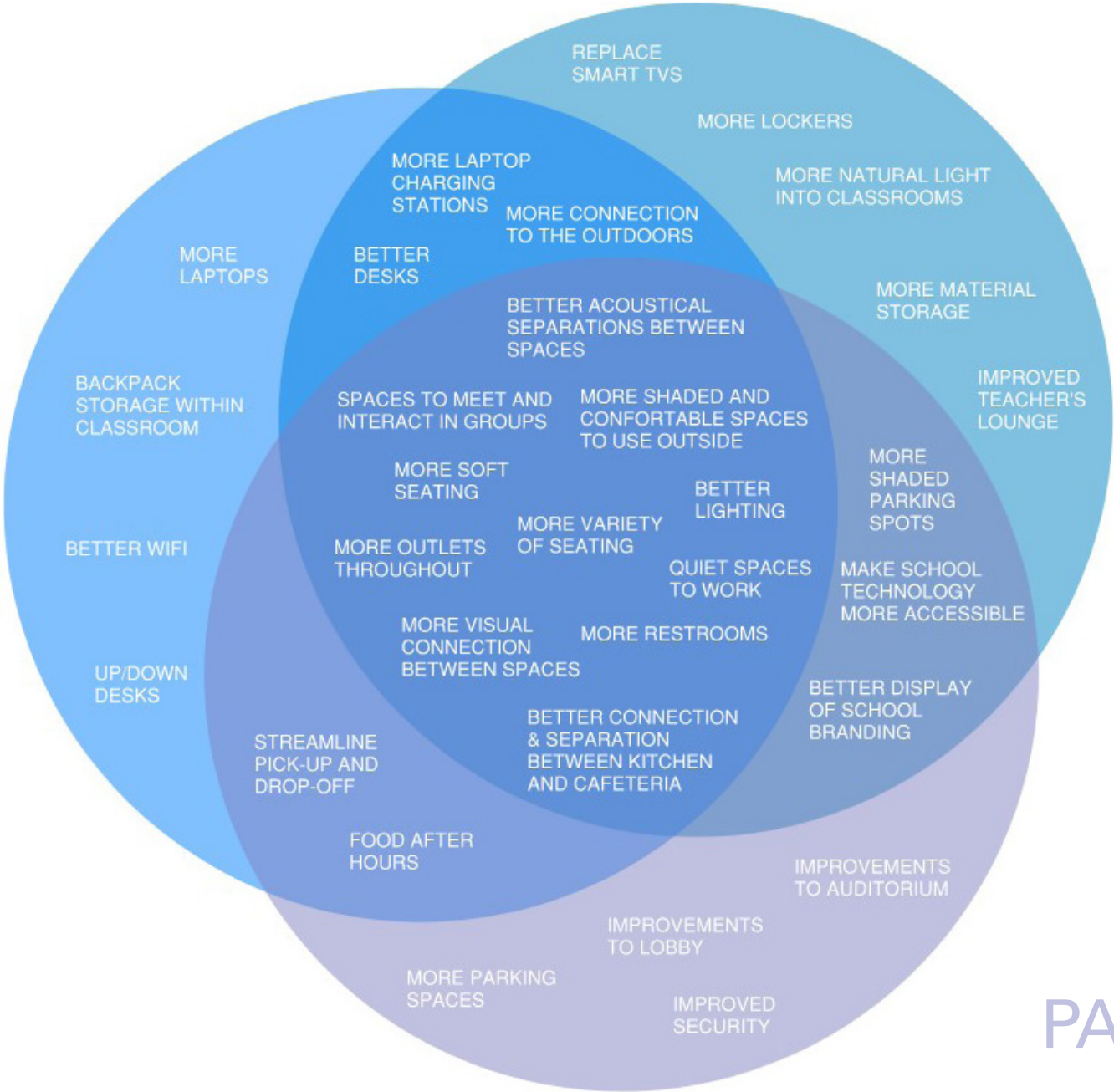


NORTH →

# FINDINGS AMONGST STAKEHOLDERS

STUDENTS

UAS STAFF

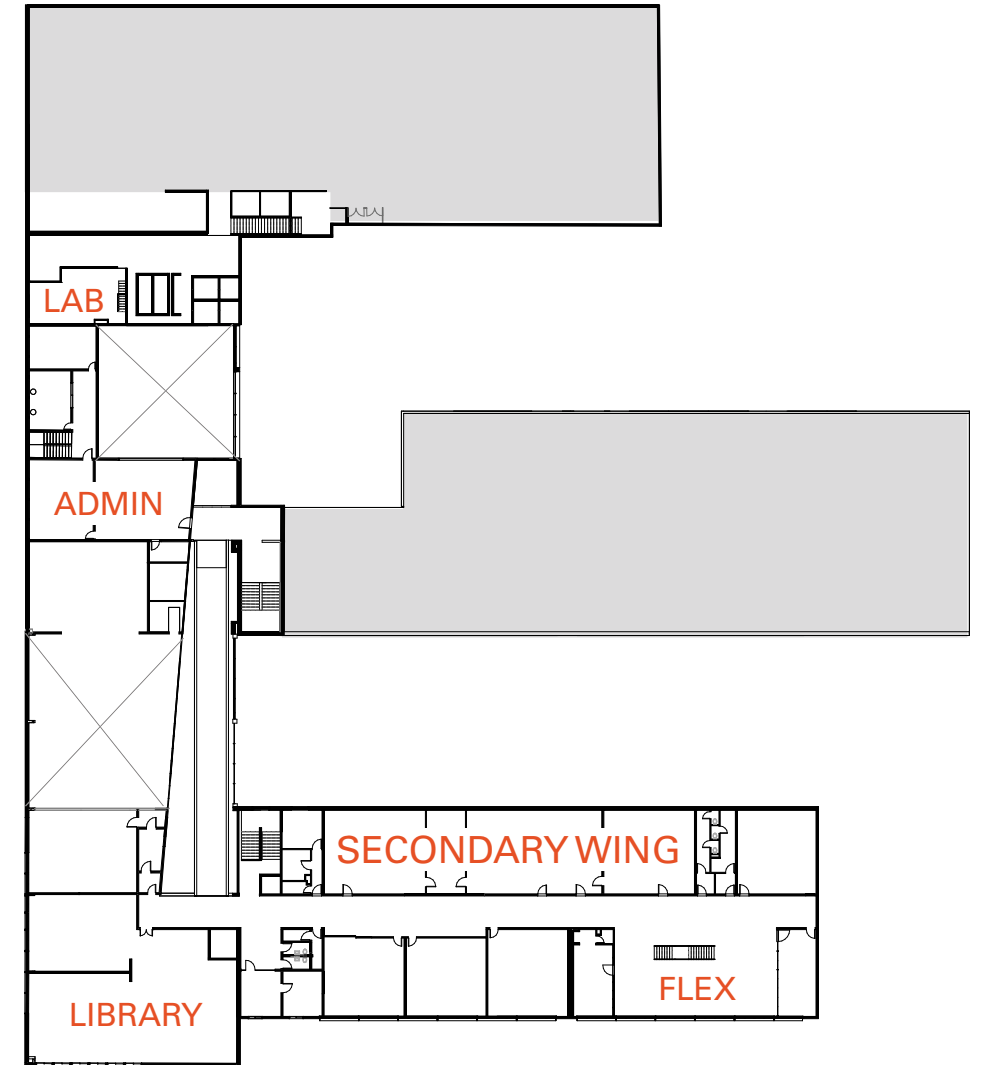
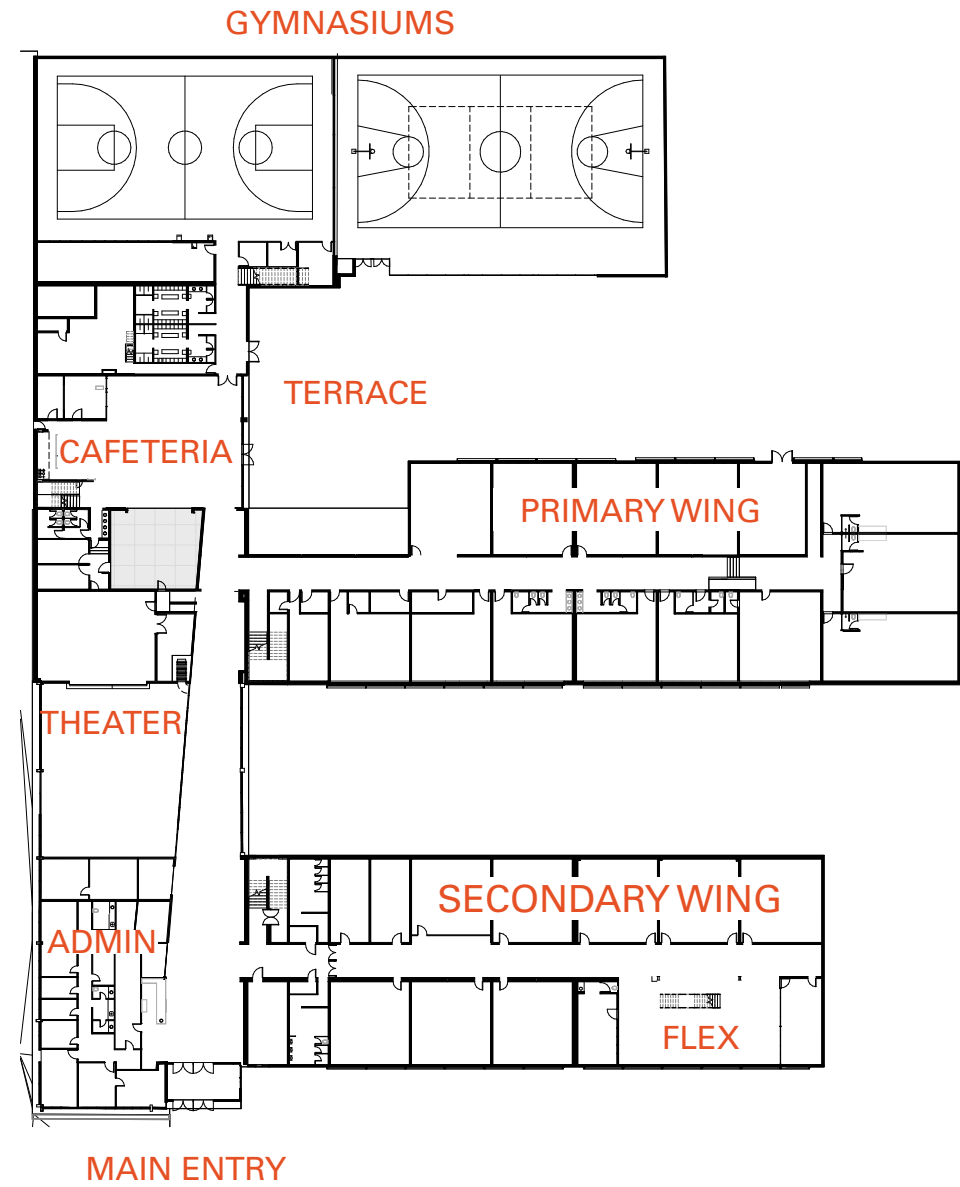
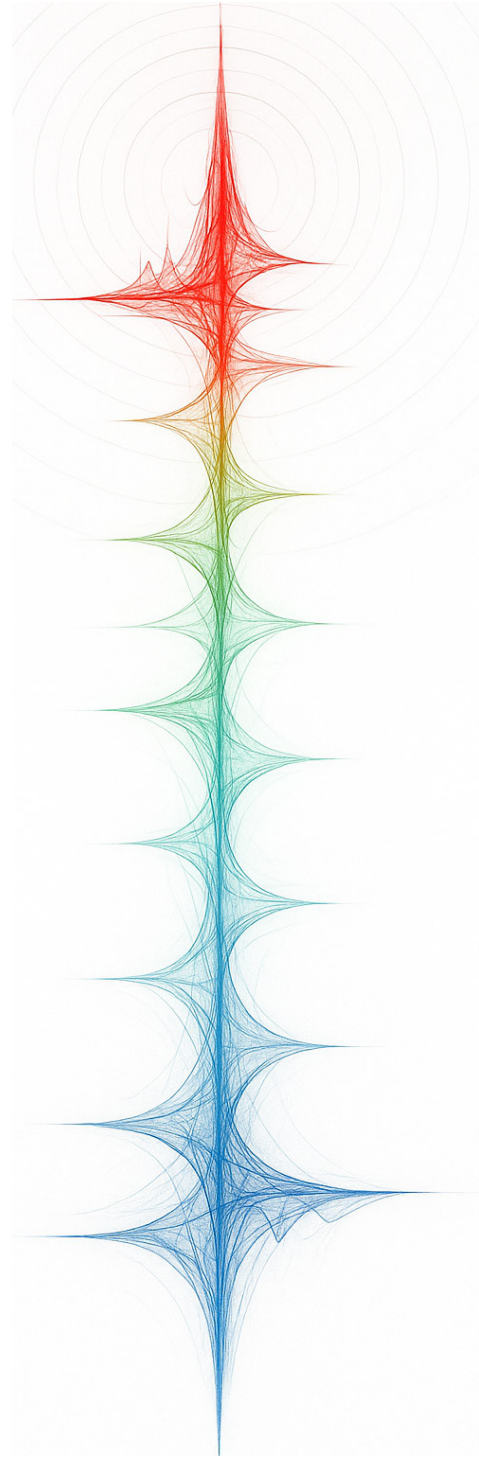


PARENTS

NOISY



QUIET



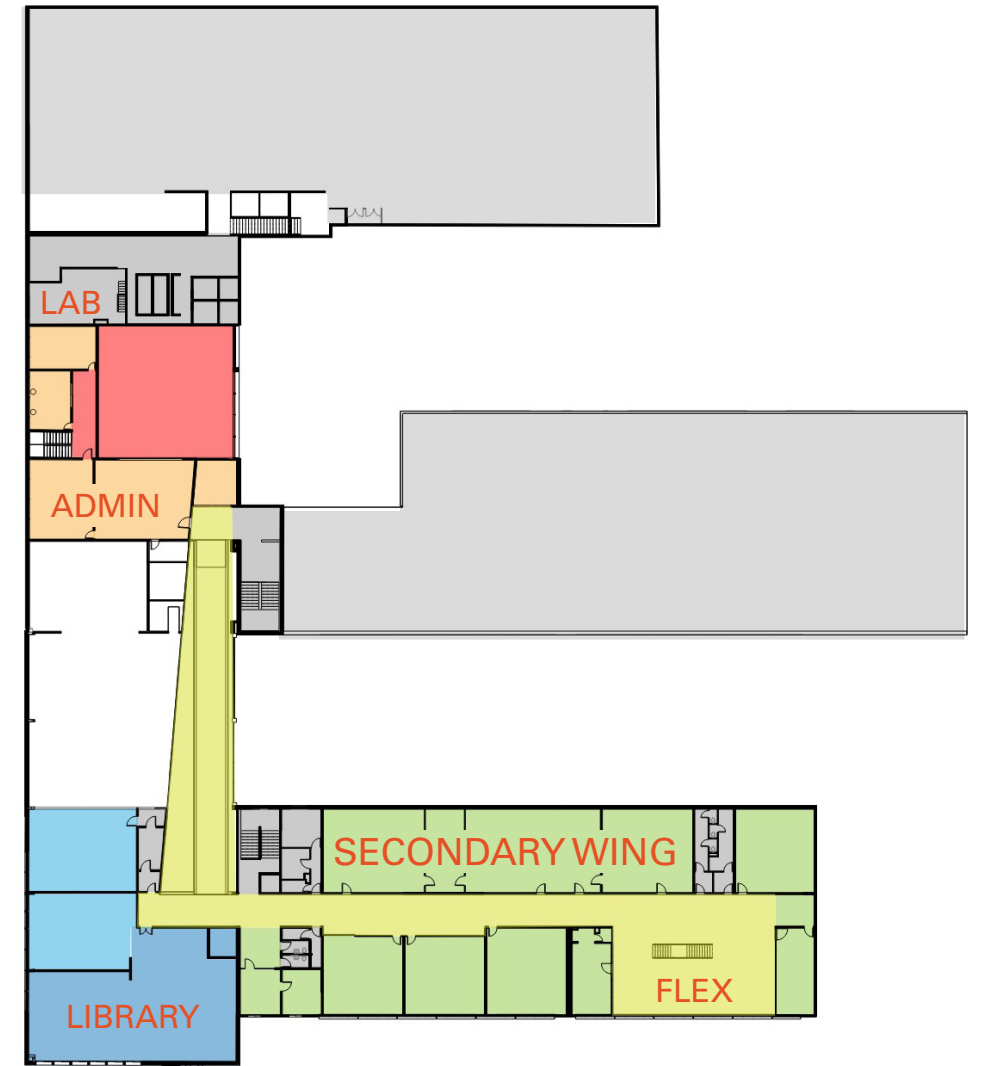
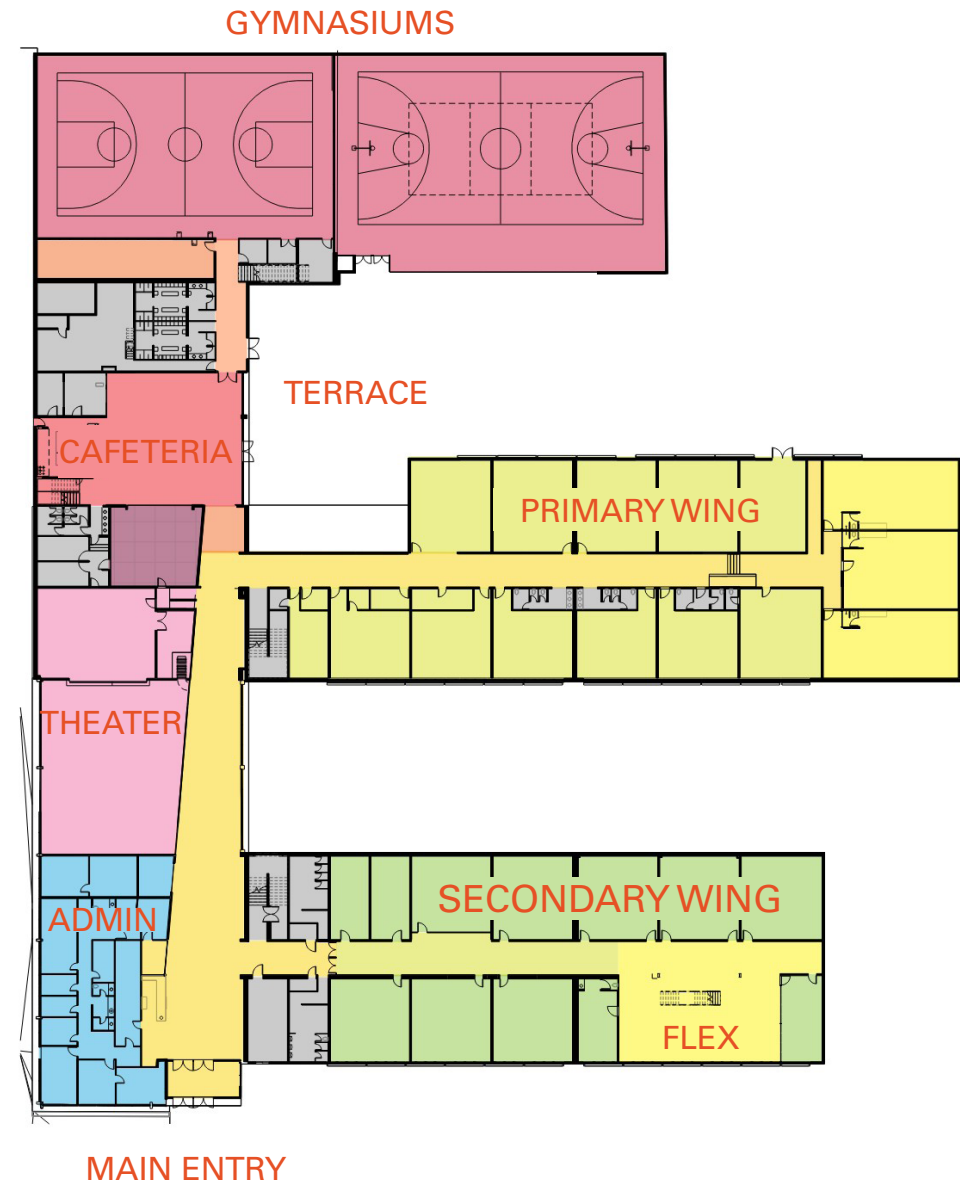
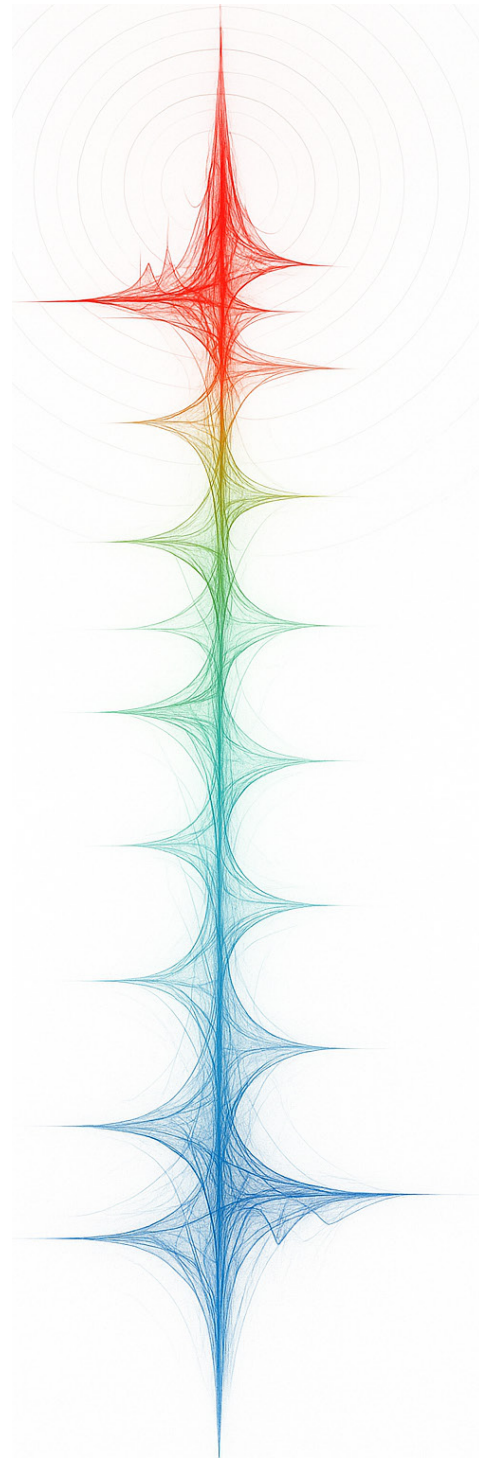
NORTH →



NOISY



QUIET



NORTH →











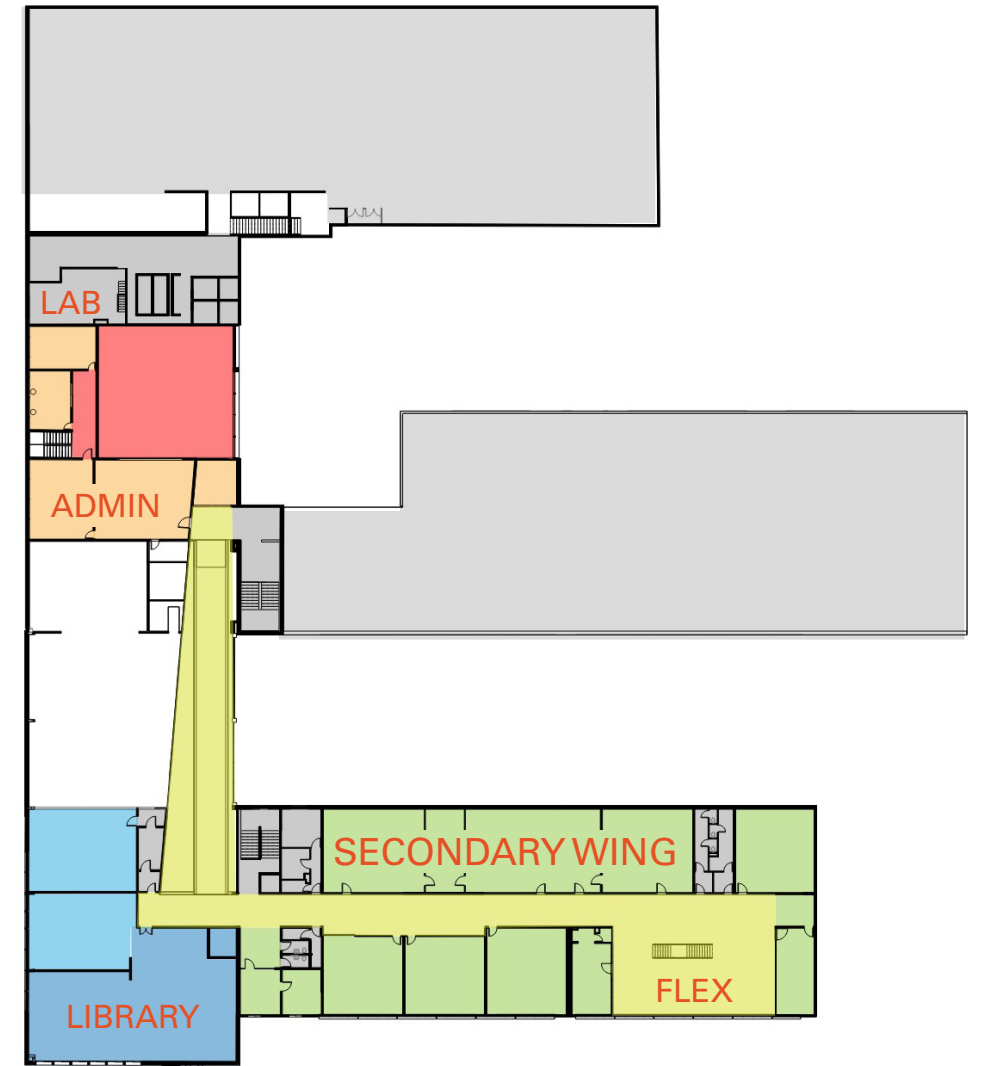
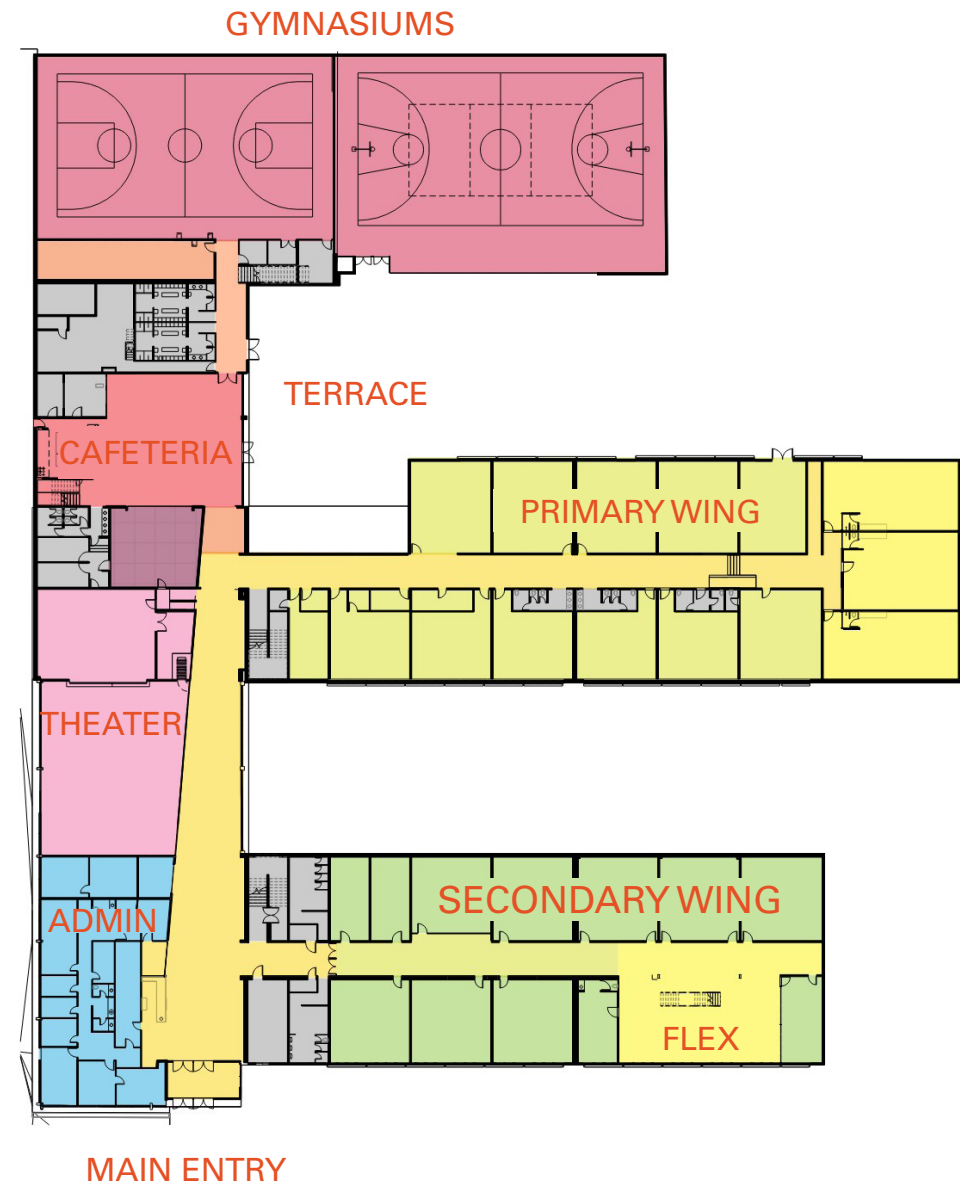
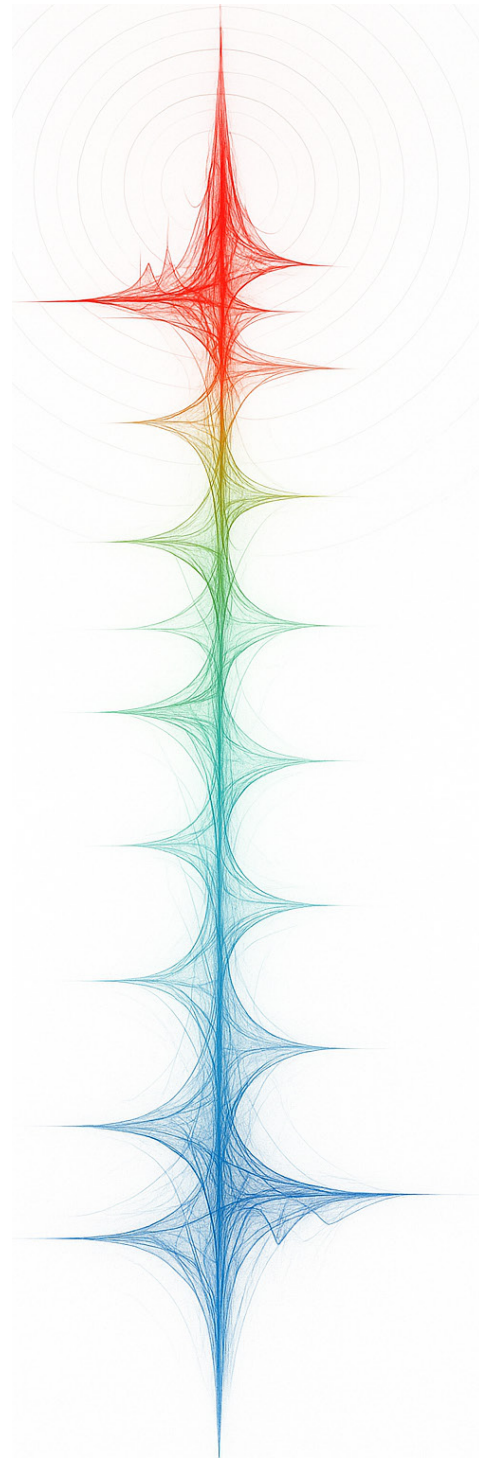




NOISY



QUIET

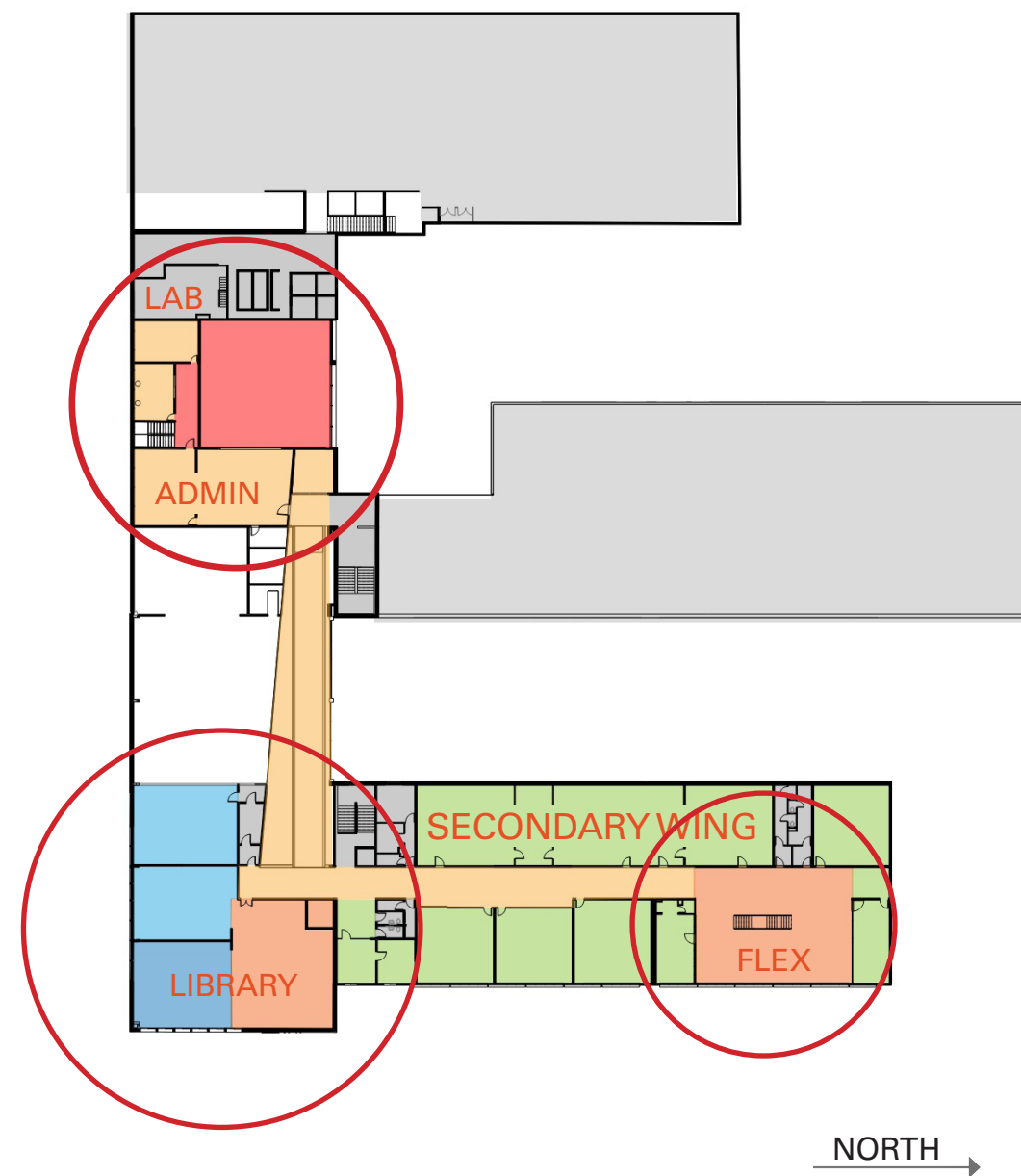
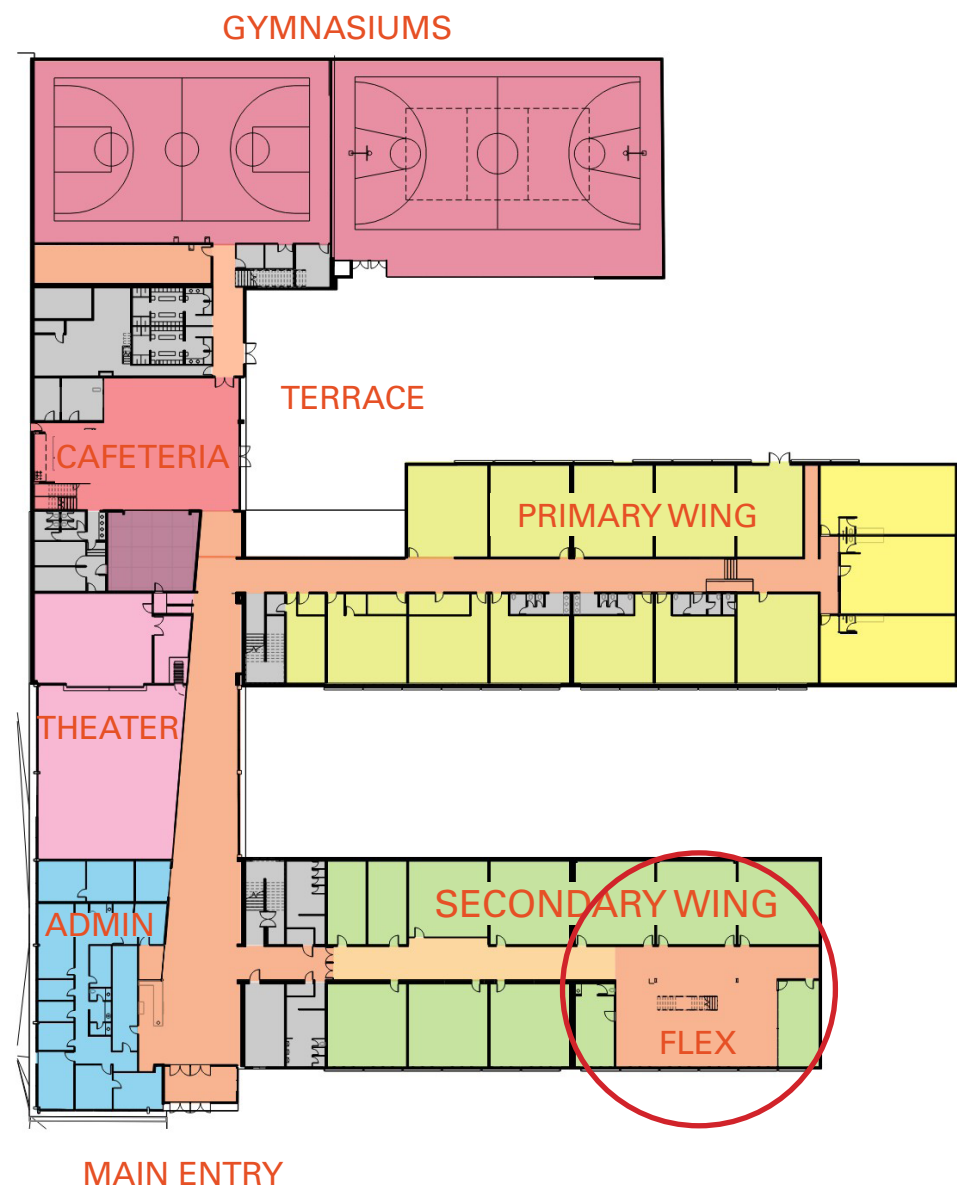
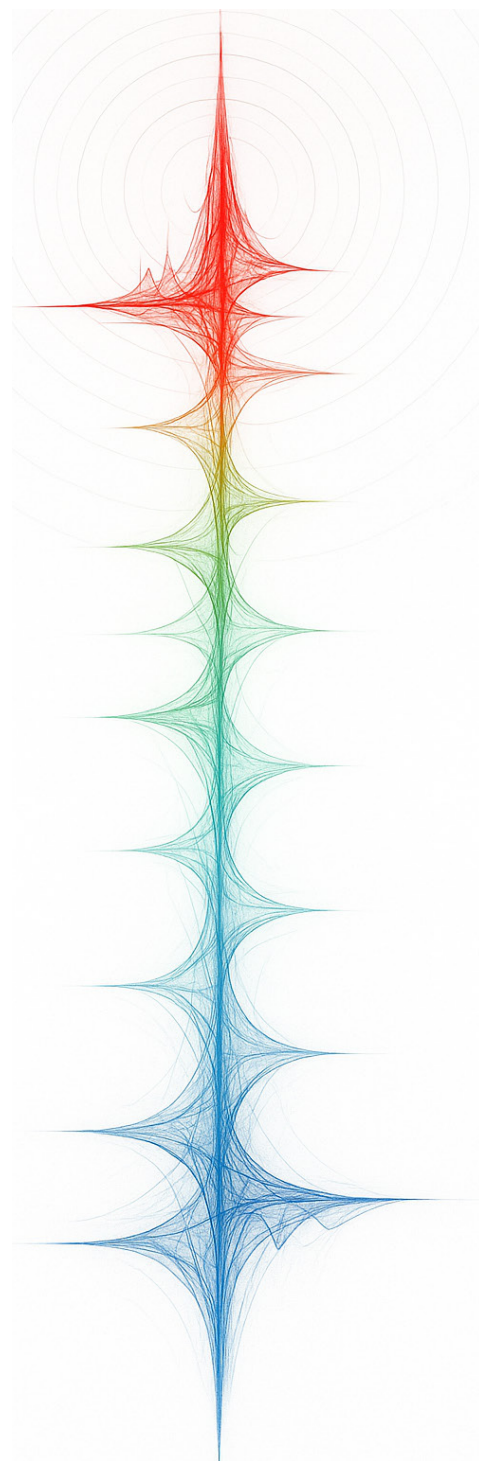


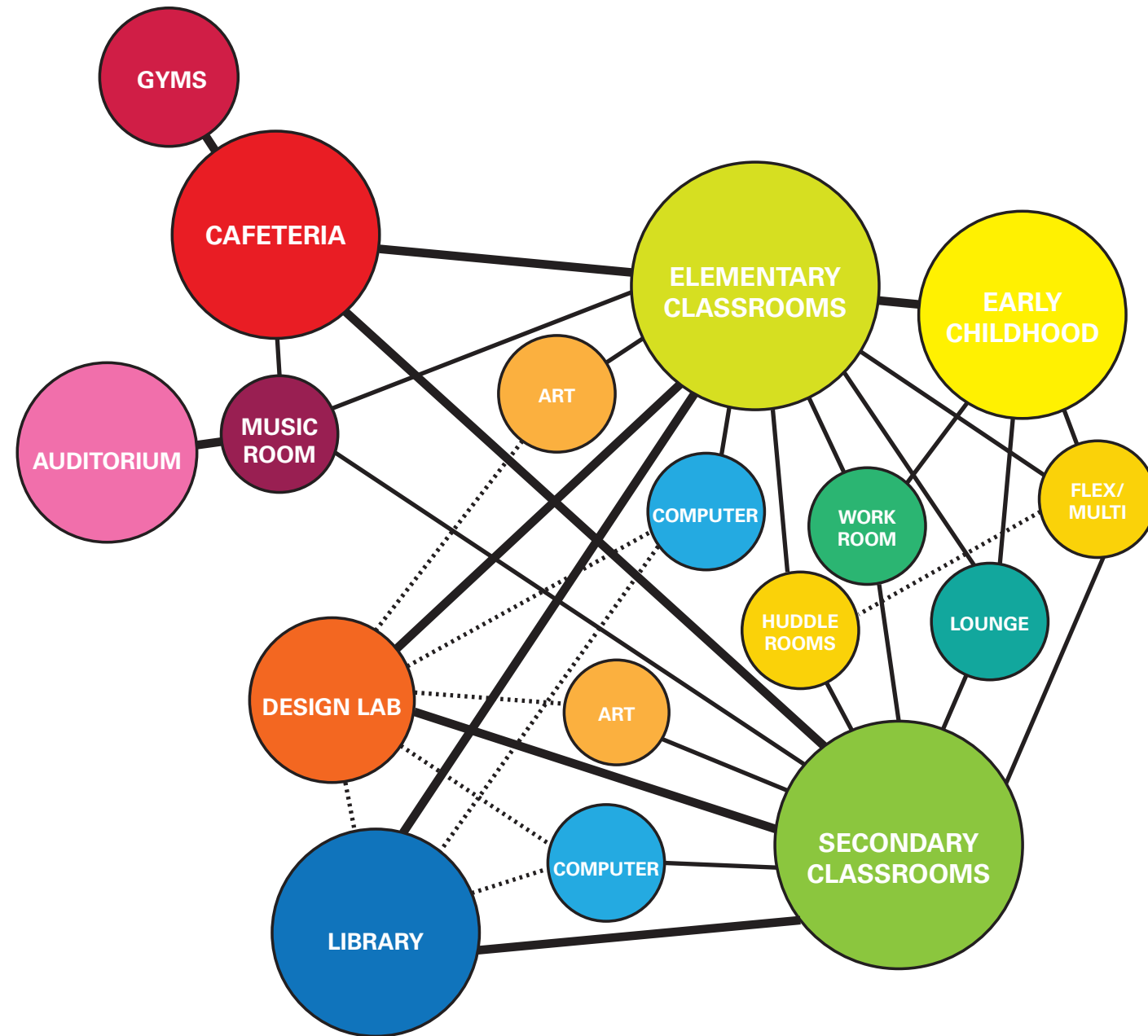
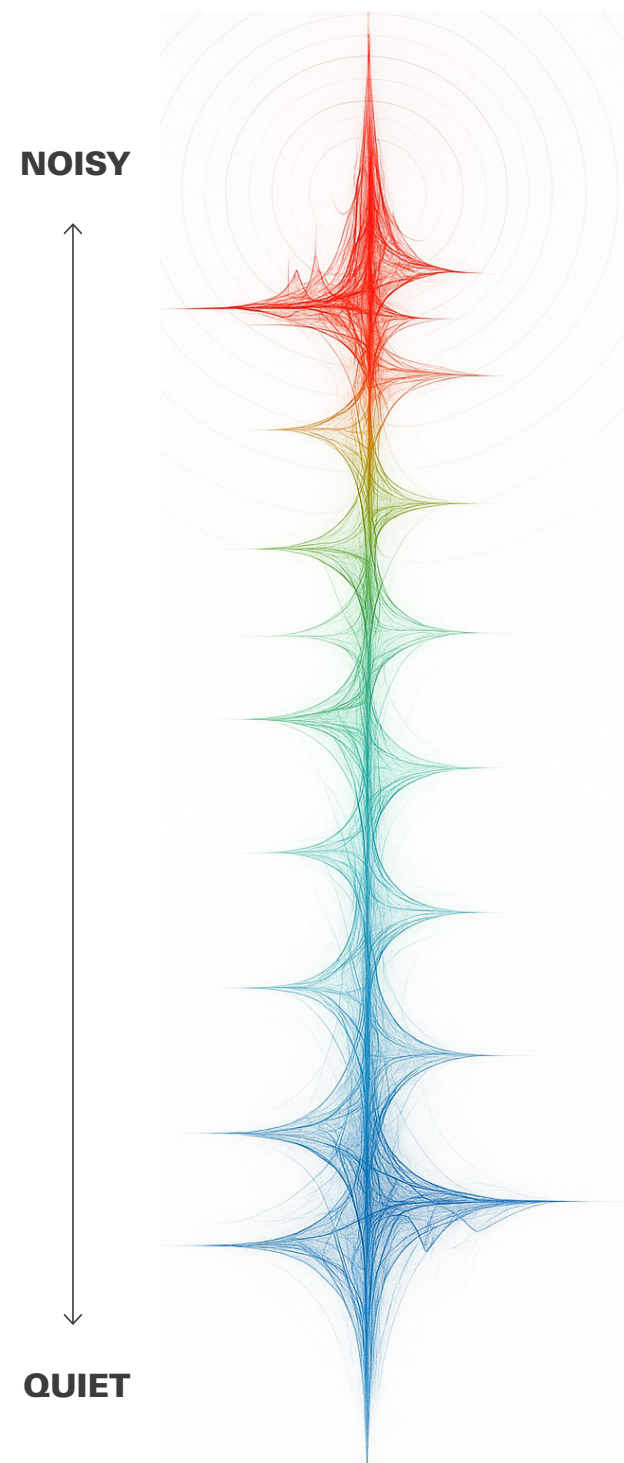
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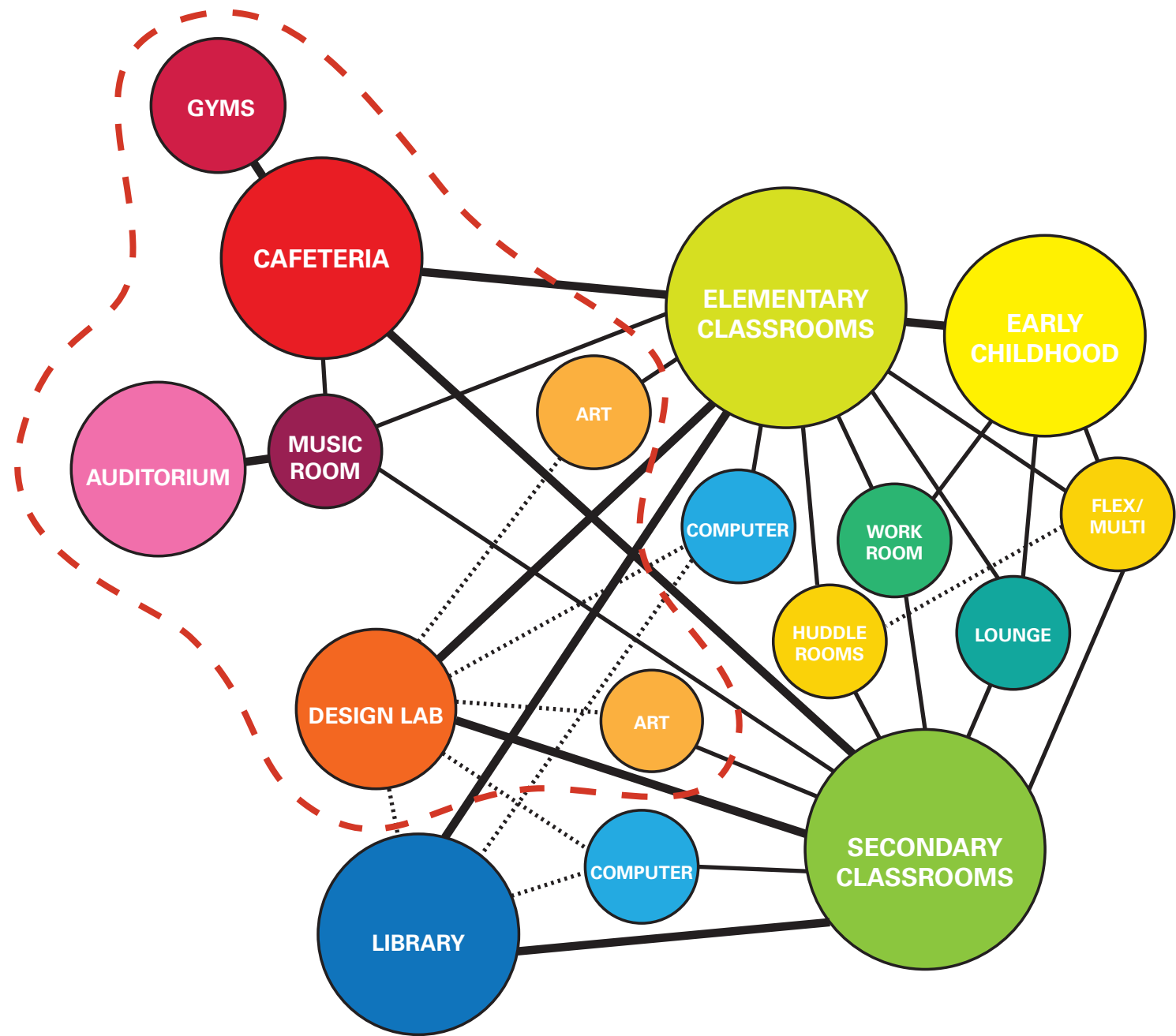
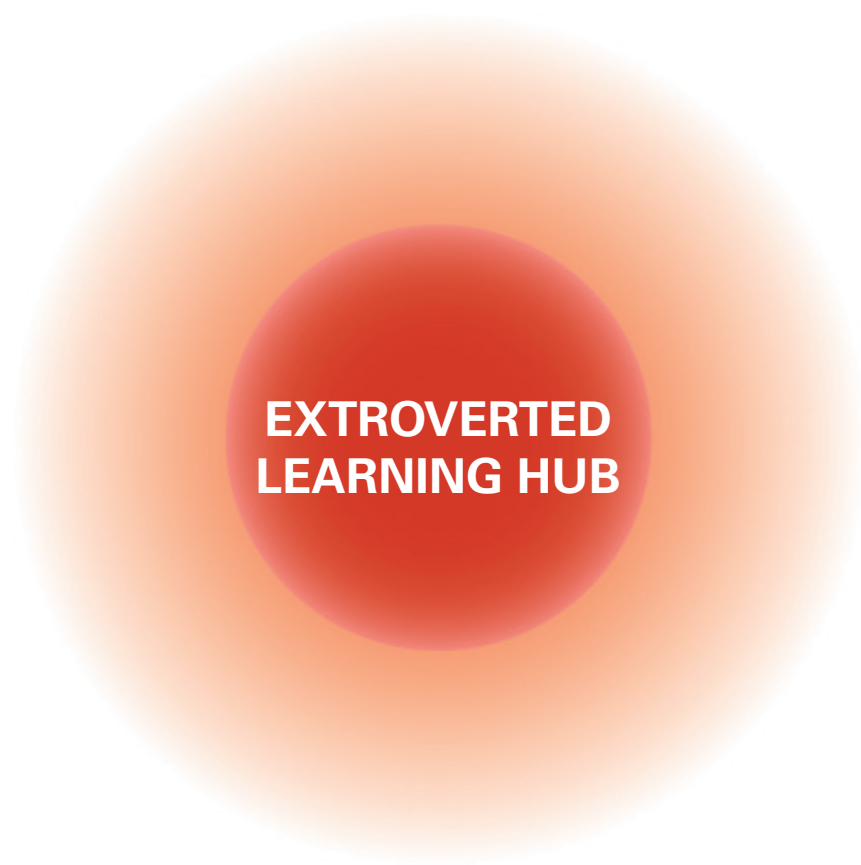
NOISY



QUIET







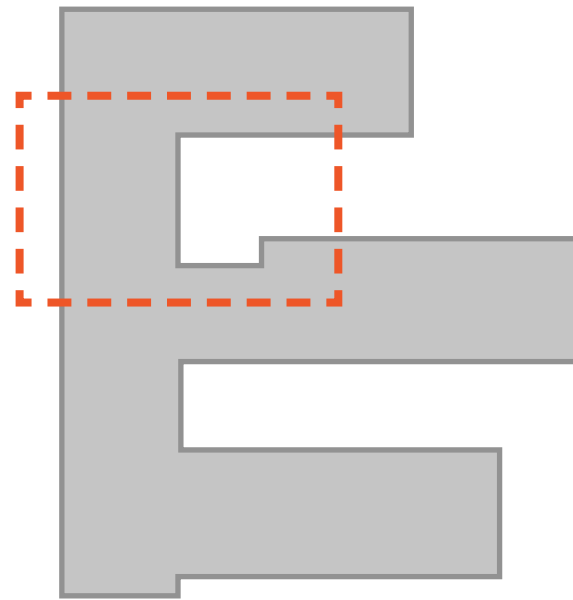






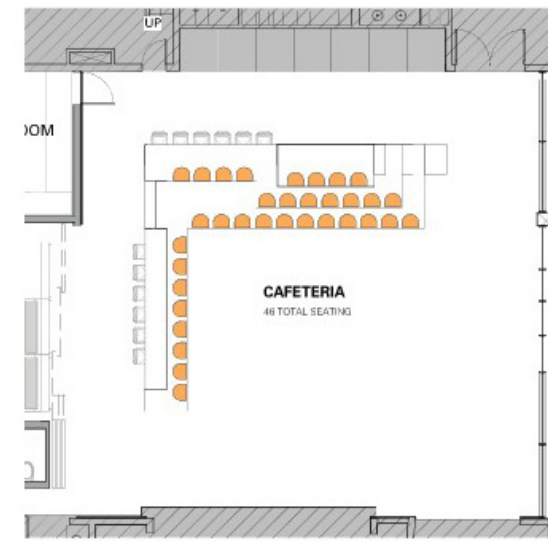


# LEVEL 1

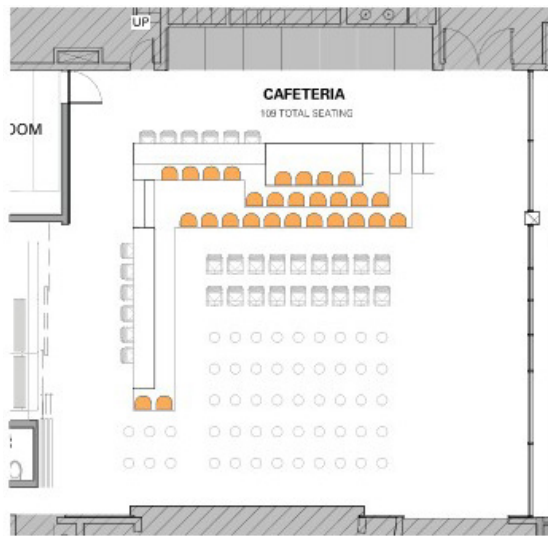




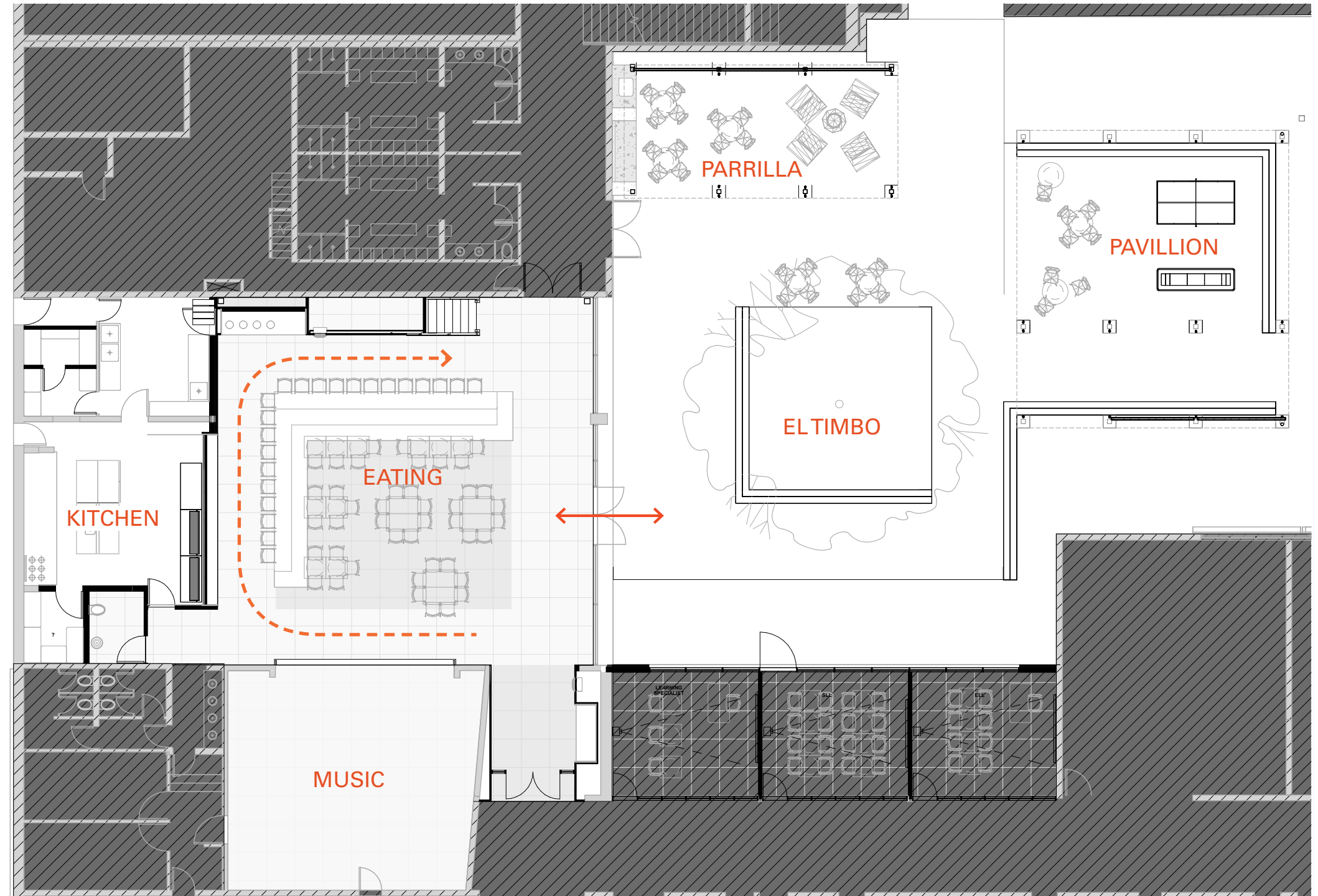
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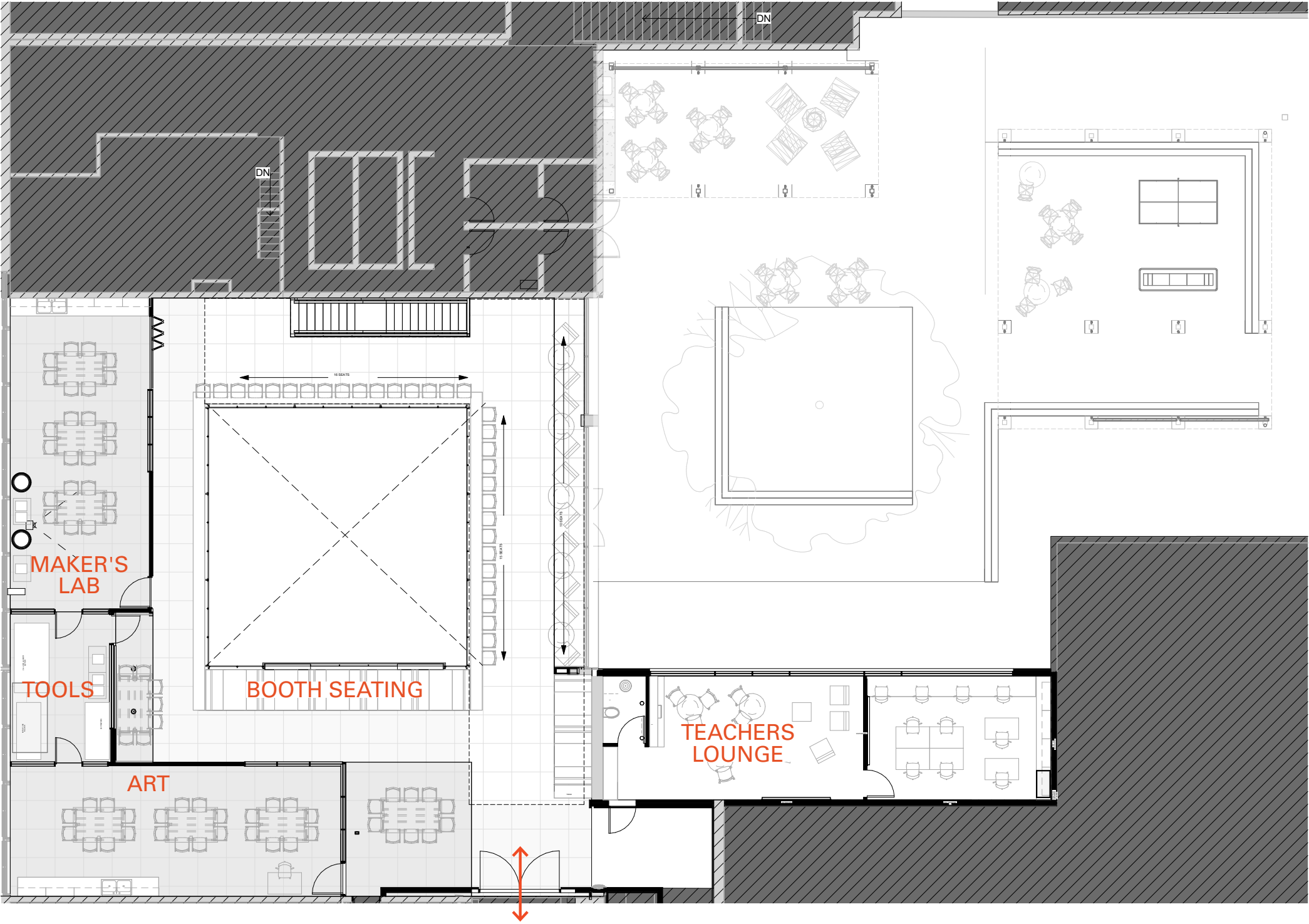
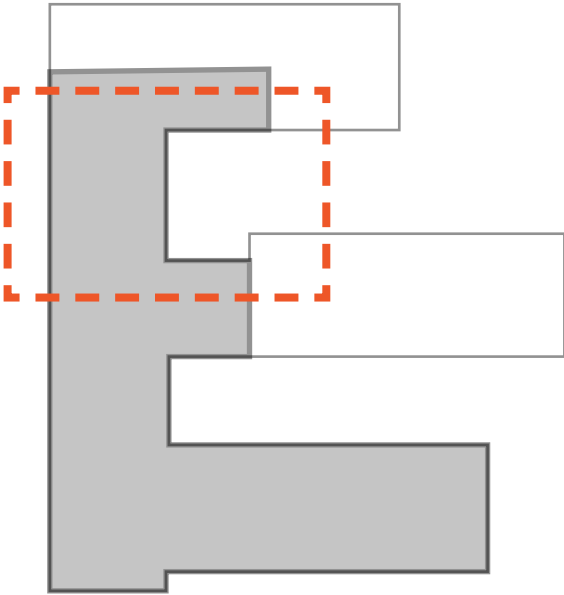
ACADEMIC / LECTURE



PERFORMANCE



# LEVEL 2























































Designing Together: Leveraging Collaborative Design Thinking in Planning Educational Spaces

















# Q+A