RESEARCH METHOD:
21. THE ANTROPOLOGIST

21. THE ANTHROPOLOGIST

This method involves going out into the world to experience and observe. It is inspired by how anthropologists study behaviour and culture in a non-judgemental and holistic manner noting all the different details of how other people live. This is a great inspiration and an important tool when creating solutions to problems or learning about a specific challenge.

Materials needed: A notebook and a pen and/or a smart phone with camera and a recorder or recording and photo equipment.

Time required: 45 minutes to half a day. Can be done as homework.

How?

1) Select and visit places relevant to the challenge you are dealing with (be sure to ask permission).

2) Use your senses to register as many details as possible and note: What does the place look like? How are people behaving and greeting you? Hang out and do some of the activities that the "locals" are doing.

3) Note your impressions and thoughts on a note pad, draw sketches of the surroundings and the people and objects or record impressions and thoughts on a cell phone.

4) Keep an open and non-judgemental mind while doing this activity!

5) Sort and analyse the information: what are the insights?

What's next: You could use Personas (method no. 29) to make insights more present and tangible.

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RESEARCH METHOD:
23. THE JOURNALIST

23. THE JOURNALIST

We all have a tendency to feel that we know the world and what is true or not, but we may have different opinions and preconceptions that prevent us from really understanding what is going on. This method focusses on getting out of the classroom and talking with people, asking questions or doing longer interviews to gain knowledge, insights and inspiration and get past one's own views

Materials needed: A notebook and a pen, a smart phone with camera and a recorder or recording and photo equipment.

Time required: Some time to prepare, maybe as homework and 30–45 minutes to conduct the interviews.

How?

1) Start of by discussing what you want to learn from the interview and what you are going to do: a) Who do you want to talk to? How many people? Do you want to do a group interview or an interview with two different interviewees: a child and an adult, a woman and a man, old and young? b) Where do you want to conduct the interview, in the street? In the interviewee's home? During a lunch break? This is important for how formal or unformal the interview will be. c) How much time do you have? Will you do a quick "Vox pop" or a lengthy interview? d) Do you want the interviewee to do something during the interview: make a collage or a drawing, walk you through their workspace, show you how something works, or solve a small assignment? e) Are the questions you want to ask factual and quantitative: How, when, where? Or "softer" and more qualitative: Why?

2) Rehearse the interview to see if the questions make sense and prepare notes on paper.

3) While interviewing, note down keywords on a note pad, record the interview on a cell phone, but be sure to ask for permission to do so.

4) Keep an open and non-judgemental mind while interviewing!

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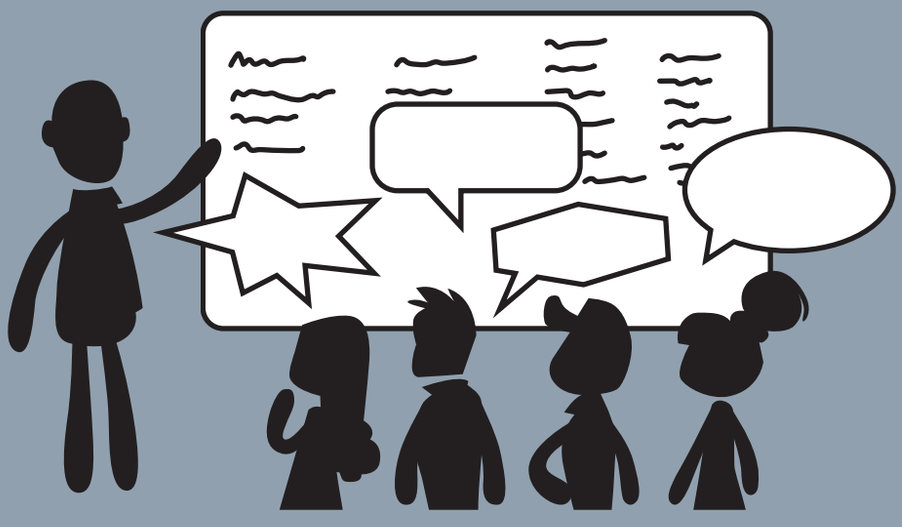
PROCESS METHOD – *COLLABORATION:*
03. EXPECTATIONS



03. EXPECTATIONS

Different people might have different ambitions, expectations and goals, and sharing the expectations of each individual involved in a project, a team work or in a class makes it easier to work together. It helps to avoid misunderstandings and creates common goals for the whole team.

Materials needed: Blackboard, cardboard, smartboard or sharable online board e.g. padlet.

Time required: 45 minutes–1.5 hours.

How?

1) All members of the group must decide what they want to get out of the present project: what they want to learn more about or what they want to achieve in the project or the class: Do they want to learn something specific? Is it important to have a better atmosphere in the group? Is there a specific goal?

2) A facilitator, who could be the teacher or a pupil, leads the subsequent group session where thoughts are shared and noted down on the blackboard or a large sheet of paper. Be sure to ask questions such as: what will you have gained from that goal? Why do you want to achieve that? Talk about the goals and wishes so that you understand each other well.

3) Discuss the differences that may have emerged in terms of expectations, goals and wishes and how to handle those differences in a constructive way.

4) Write down the most important expectations and goals and put them in a place where everybody can see them.

5) During the project or during the whole school year you can get back to the list and discuss whether you are achieving these expectations, goals or wishes.

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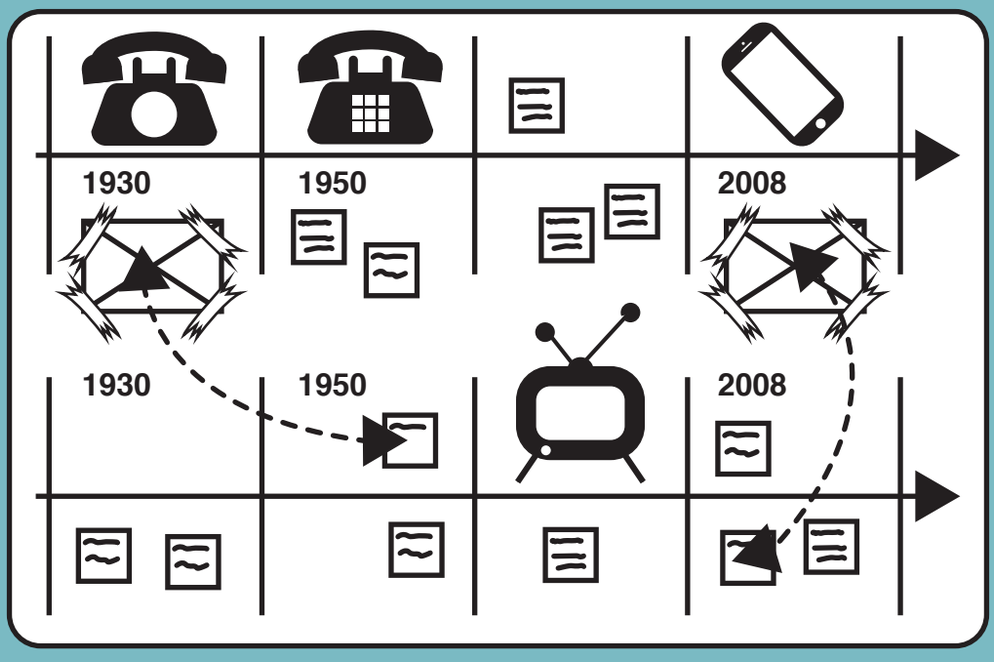
ANALYSIS METHOD:
27. BIOGRAPHY



27. BIOGRAPHY

The biography method looks at the challenge and related subject areas and what has happened historically, finding relationships, topics and patterns in what has happened to better be able to understand what is going on today and also what might happen in the future. Learning from the past!

Materials needed: Computers, the Internet, a library, paper, pens or an online shared digital board e.g. padlet.

Time required: 45 minutes to half a day.

How?

1) Gather historical data: photos, statistics, articles about themes, information and facts that are relevant to the project.

2) Create a timeline where you highlight the important dates or events, objects or individuals you have discovered.

3) Create a second timeline containing for example technological changes, historical events and cultural trends that occurred during the same period and compare the two timelines.

4) Can you see any patterns or relationships between the two timelines, for example in the way important technological changes or cultural trends have influenced the facts or data collected? What does it mean in relation to your challenge? Are there any other insights that have resulted from this exercise?

5) Take pictures or save the timelines and write down the discussion and insights gained and consider what you want to do with that new knowledge.

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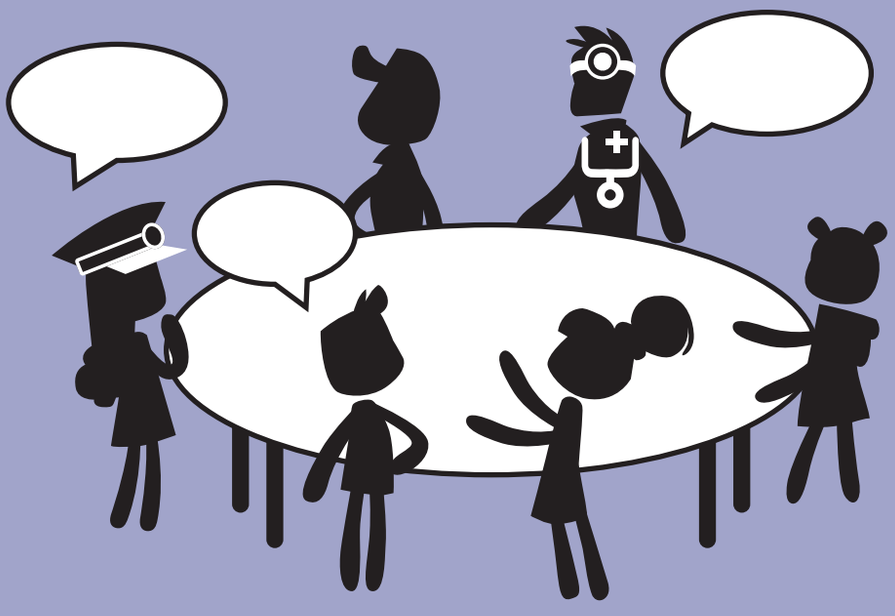
IDEATION METHOD:
34. MULTIPLE PERSPECTIVES



34. MULTIPLE PERSPECTIVES

This method is concerned with acquiring ideas, opinions and insights from a group of different people who are experienced or specialists in a specific theme or challenge and using that diversity of knowledge and opinions as inspiration for idea generation. The more diverse the group members are the better!

Materials needed: Pens and paper, recording equipment and camera or smart phone.

Time required: A half to a whole day to prepare, 45 minutes to do the workshop and 1.5 hours to analyse the material. This may be done as homework.

How?

1) Plan an ideation session by scheduling small exercises like collage making, building mock-ups with Play-Doh, LEGO bricks, or drinking straws or answering different questions. You could also plan an activity that is relevant to the theme in some way.

2) Learn who are the people who would have knowledge, experiences or ideas about the challenge you are working with. You might also invite people who have no particular experience but have strong opinions or views on things.

3) Find a location for the session that offers a relaxed and fun atmosphere or decorate your classroom so that it is inviting to be in.

4) Invite the participants and explain carefully beforehand what you intend to do and what you will use the results for.

5) Conduct the workshop encouraging the participants to explain and visualise their experiences, opinions and ideas about the challenge at hand.

6) Gather as many and as varied insights, opinions or ideas as possible.

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CREATION METHOD:
40. PROTOTYPING

40. PROTOTYPING

Prototyping is used to build a three-dimensional model of an idea to either develop the idea further by testing the shape, the idea, details or functionality or to show others what an idea or solution would look like and how it would work. Prototyping is crucial for idea development. You do not need to use expensive materials or a lot of time. You can use paper, cardboard, LEGO bricks or bits and pieces of waste or scrapped materials. Building, moulding and gluing also gives those pupils who are not talented in writing and abstract thinking the opportunity to shine in class.

Materials needed: Clay, cloth, paper, cardboard, milk cartons, drinking straws and all kinds of waste products and materials you can find, glue or glue guns. Go wild and use anything that can be glued together.

Time required: 45 minutes to one day.

How?

1) Collect an assortment of materials for model and prototype building. Different materials and waste products can often be used in the most surprising way.

2) Before making a more complicated prototype/model, make a scale drawing of the object.

3) Remember to do prototyping early in the project, as it can be really simple and cheap but still very useful.

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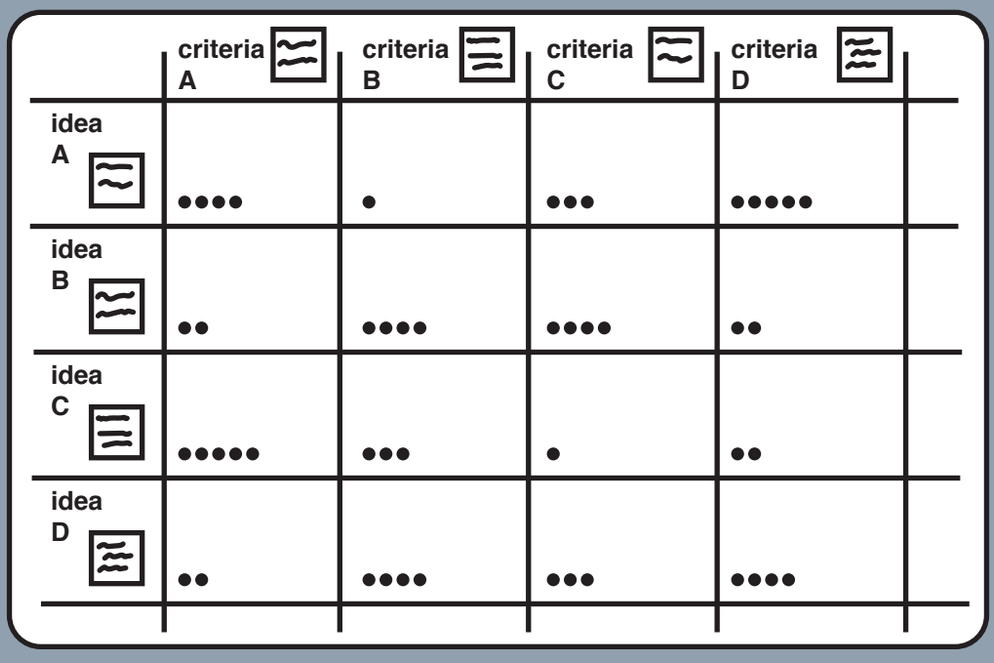
PROCESS METHOD – *FRAMING:*
11. SUCCES CRITERIA GRID



11. SUCCESS CRITERIA GRID

This method focusses on discussing and selecting the most important aspects or criteria for a specific project, learning experience or challenge, providing the pupils and teachers with a tool to guide their work and also to evaluate the process and the end result

Materials needed: Blackboard, cardboard, smartboard or sharable online board e.g. padlet.

Time required: 30–45 minutes to generate; should be used to evaluate the whole project.

How?

1) Generate ideas for different criteria that seem relevant for the challenge or the project.

2) Select the most important criteria by voting (max. five criteria).

3) When developing or evaluating the project, use these criteria to assess how you are doing and whether you are achieving what you want. You need to create a matrix listing the criteria at the top and the ideas on the left.

4) Rate the ideas, using points from 1 (low score) to 5 (highest score) within the different success criteria that were chosen.

5) See which ideas get the highest score and use that to discuss which ideas score highest and how to proceed.

6) Ideas that score highest may not be the ones you want to choose, but scoring according to criteria and discussing these clarify potential problems that need to be addressed.

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