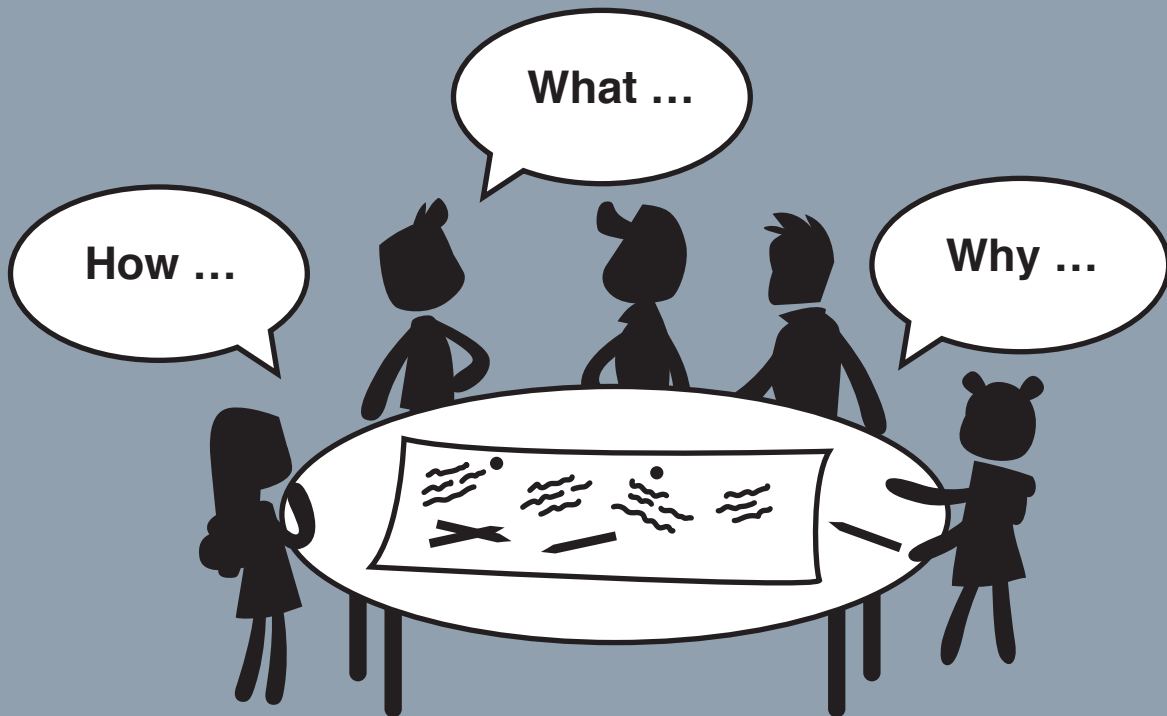# PROCESS METHOD – *FRAMING:*
08. FACT AND INSPIRATION FINDING

08. FACT AND INSPIRATION FINDING

Before doing research about a challenge this method is a way of discussing and identifying what kinds of information and inspiration might be needed to develop a solution to a challenge, deal with a project or study a specific challenge.

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

Time required: 45 minutes–1.5 hours.

How?

1) Choose a person to lead the session and make notes on a shared piece of paper

2) Discuss and answer the following questions:
– What do you know about the challenge or the present situation?
– What would you like to know more about?
– How might you be inspired and by what?

3) Note the most interesting answers and discuss how you might gather information about them: observation, interviews, engaging people in sketching together, etc. (see other research and ideation methods).

4) Evaluate and try to choose what to do considering the available time, how many you are, where you could go and who you could talk to.

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RESEARCH METHOD:
20. DESKTOP RESEARCH
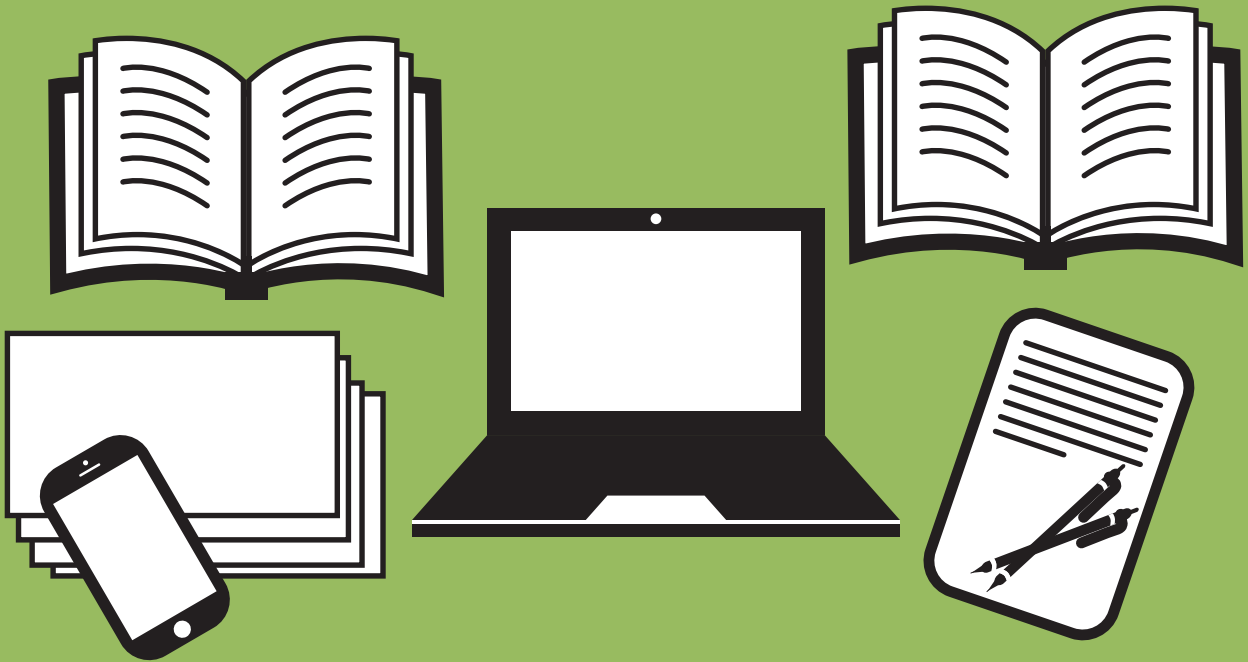
20. DESKTOP RESEARCH

The world is bursting with knowledge, information and inspiration, and most of it is readily available in libraries and on the Internet. Doing desktop research is a way of accessing lots of knowledge very quickly to better understand a challenge at the start of a project.

Materials needed: A computer, a desk, maybe a qualified librarian! A shared poster wall or digital blog area that everyone in the group can access and see.

Time required: 30–45 minutes. Can also be done as homework.

How?

1) You might want to start by using The 'To Do' List (method no. 9) to realise what you need to research.

2) Brainstorm and decide what kinds of material you want to look for and where to find them. You must aim for diversity and quantity: articles in the news media, TV, research articles, reports and other earlier assignments, websites, blogs and books.

3) Find a way of sharing the material with members of the group.

What's next: Do some Clustering (method no. 25) to organise and analyse the material and acquire insights into where you need to dig deeper or where the interesting questions or challenges lie.

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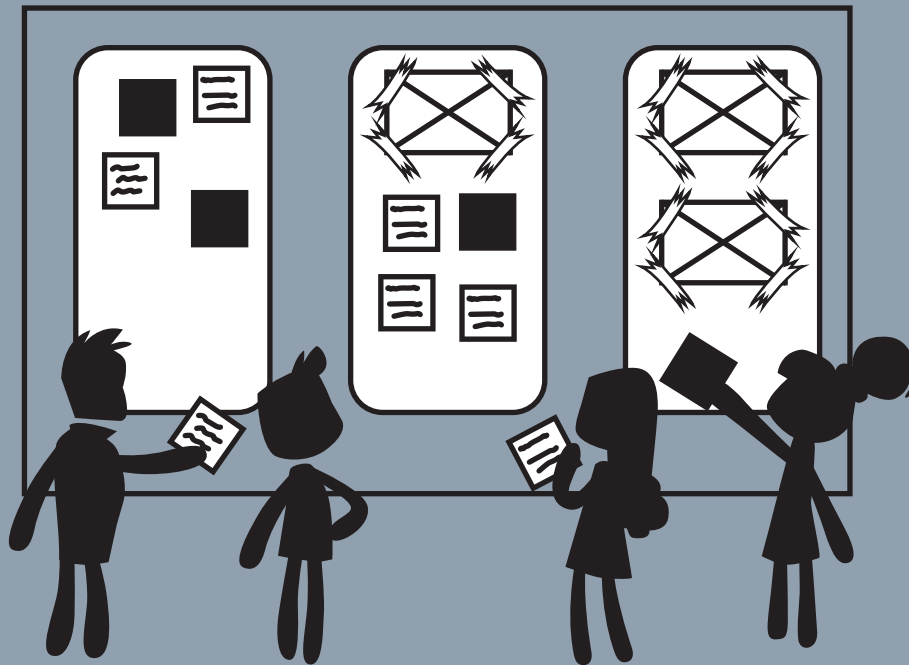
2) Rehearse the interview to see if the questions make sense and prepare notes on paper.

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 – *COMMUNICATION:*
15. DATA WALL

15. DATA WALL

The Data Wall is a method of obtaining an overview and an understanding of different complex information by collecting and displaying collected photos, notes and objects relevant to a project. Displaying and sharing information in a visual way is a powerful tool because displaying information so it is visible and can be moved around enables you to discover relationships, patterns and hierarchies that are otherwise not immediately apparent.

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

Time required: 45 minutes for start-up. Should be used and updated regularly during the project

How?

1) You need to have a space available on a wall or a board for pinning or attaching things.

2) Start by putting up all the different photos, drawings and notes that all the team members agree are relevant and interesting.

3) Shuffle all the items around until everybody is satisfied that they are placed correctly and are clearly visible.

4) Keep refreshing the data wall throughout the project by adding new information and removing non-relevant information and data. Also use it in teamwork sessions to discuss the progress of the project.

What's next: Try to look for hierarchies, relationships or categories between the items by using Clustering (method no. 25).

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ANALYSIS METHOD:
29. PERSONAS
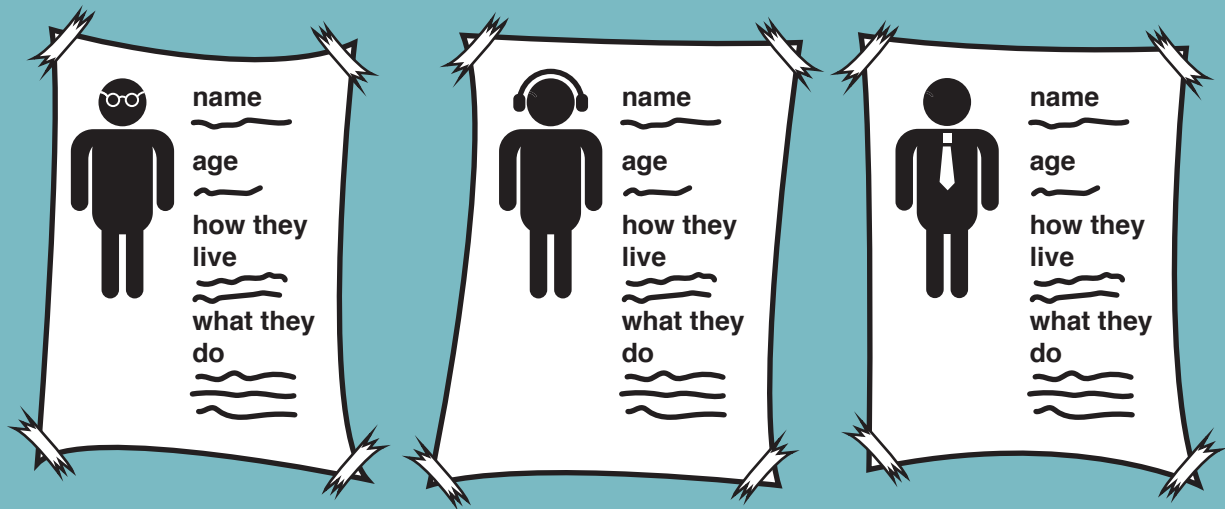
29. PERSONAS

This method transforms research and information collected into fictional characters that give an impression of how real people might relate to your project or use the product you are creating.

Materials needed: Photo equipment, notebooks or paper and pen, paper, glue and pencils or picture editing and layout software.

Time required: 1.5 hours to half a day.

How?
1) Start by collecting data about different target groups that are relevant to your challenge by using The Anthropologist (method no. 21) or by using Desktop Research (method no. 20). You need to collect data about several people within each segment or target group to make the information valid.

2) Cluster the information about each group on a large sheet of paper or on a computer using notes, photos and illustrations.

3) Brainstorm about every target group and try to describe their daily life, hobbies, their values and dreams, their tastes and preferences.

4) Create a fictional person for each target group that includes the general characteristics you have brainstormed about, with as much detail as possible: name, age, appearance, how they live, what they do, etc.

5) Place these personas on a shared space so you can see them at all times. This can inspire and guide you in developing a solution or provide answers that fit your needs and the challenge in a more tangible way than statistics, or a series of statements from the research would do.

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THE BIG HUNCH …
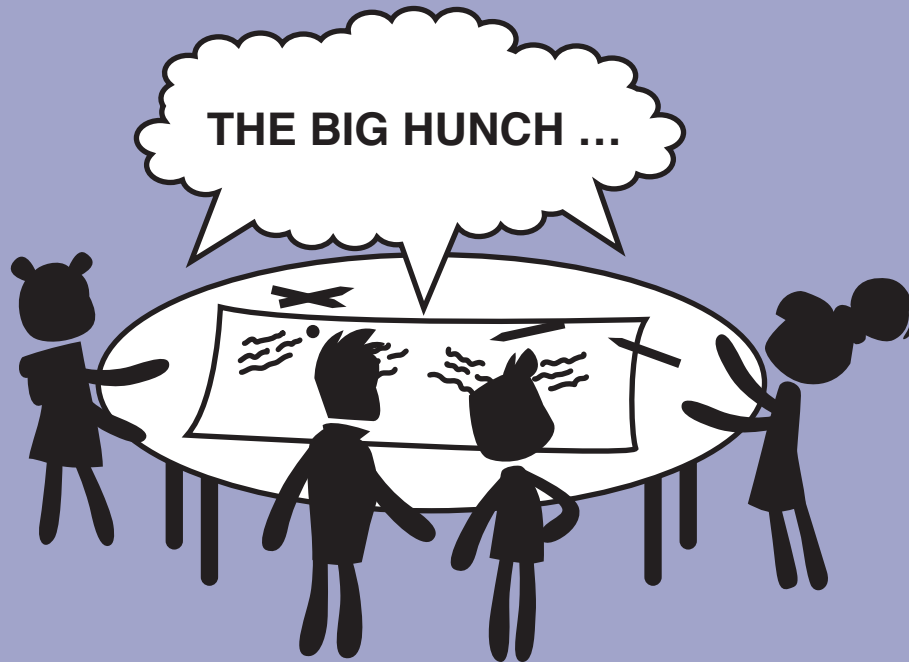
31. WHAT IF?

Often, when embarking on a development project or study area, we may have some immediate ideas that might be interesting or revealing. This method allows an initial brainstorm where everybody can express their immediate "Gut Feeling", "Hunch" or "Intuition." Let's not forget that even scientists start their work by forming a hypothesis!

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

Time required: 45 minutes.

How?

1) Gather the team at the start of a class or project and create an open-minded, relaxed atmosphere where everybody's thoughts and ideas are encouraged. It might be a good idea to relocate to a cosier place than the classroom or eat fruit or cake while doing this exercise!

Sit in a circle or on the floor. Be sure to have a shared whiteboard, blackboard or screen to write on for everyone to see.

2) Ask questions like: What do you think of this challenge? What do you expect to learn? What would you like to do with it? Where do you think the interesting challenges are? What kind of project or product do you think we need to develop? Where do you think the important potential is for learning?

3) Appoint a facilitator or take turns with older pupils who take notes and illustrate the suggestions and "hunches." Encourage everyone to express what is in their hearts and minds.

4) Read aloud from the list at the end of the session and see if anything really interesting has come up. Try to transform that into a hypothesis you can research afterwards. If you cannot, be sure to save the ideas for later in some form.

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CREATION METHOD:
39. THE RELAY
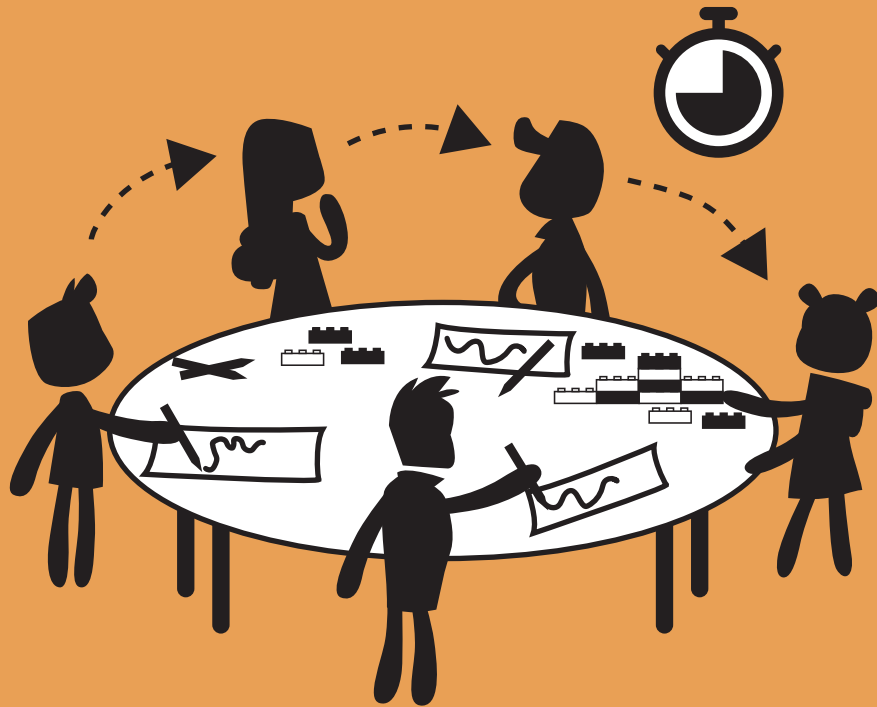
39. THE RELAY

A method of engaging in shared creation by combining short bursts of individual work and switching that work between team members to share and develop ideas. This method can be applied in different media such as writing, drawing or building and it allows for new combinations and perspectives. This method also creates a good team spirit when developing ideas!

Materials needed: A table for the team to sit around, drawing paper and pens, Play-Doh, LEGO bricks or clay, a timer.

Time required: 45 minutes.

How?

1) Get your material out on the table. There must be enough material for everyone on the team.

2) The whole group must individually draw, make a collage or model or write about the challenge or the idea you are developing together for five minutes.

3) When the time is up, pass on your work to the team member sitting next to you, and set the timer again to five minutes letting the next team member work on freely interpreting what is going on and developing new ideas. You are not allowed to interfere or explain too much even if your work is being changed a lot.

4) Keep on passing the work along until the whole team has worked on each other's ideas.

5) Select the best idea/ideas and write them up and discuss how they could be developed.

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PROCESS METHOD – *COMMUNICATION:*
16. PECHA KUCHA

20 x 20
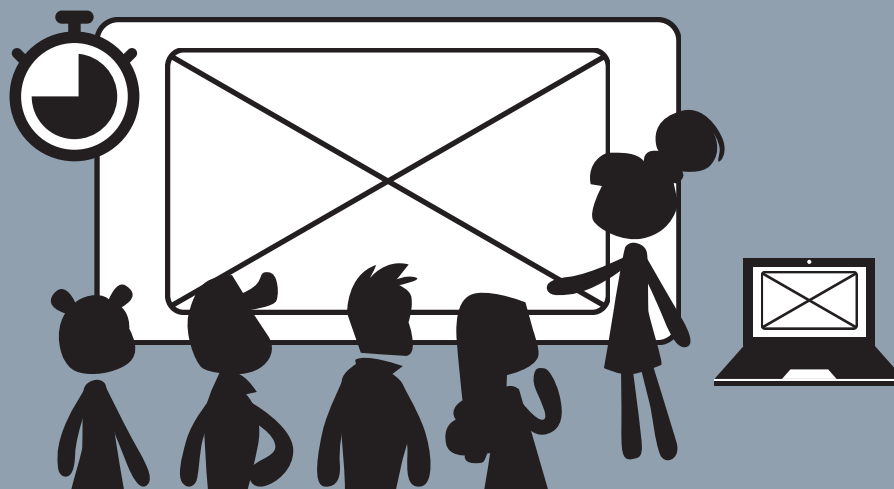
16. PECHA KUCHA

Pecha Kucha – Japanese for "chit-chat" – is a method of presentation where both the amount of material and the time is heavily restricted. This forces the presenter(s) to clarify their thoughts and aims and formulate and present their findings in a precise and clear manner. It generates an energetic and short presentation session.

Materials needed: Computers and overhead projector, OR 10 to 20 large sheets of paper and a timer

Time required: 1 day of preparation time and 6 minutes and 20 seconds per project or group.

How?

1) First choose a format and a time frame: The classic Pecha Kucha format is 20 slides or posters that are shown for 20 seconds each (6 minutes and 40 seconds in total). You can also do a shorter presentation: 10 slides or posters that are each shown for 10 seconds. At the early stages of the project you might have less

material making it easier to do shorter presentations.

2) The teacher specifies the content of the 10 or 20 posters or slides, for example: presentation of the team, the project and the challenge, the findings, analysis, ideas and solutions and conclusions.

3) The teams or pupils prepare the presentation carefully, rehearsing what they are going to say, who will say what and the timing of the slides, either by making the slides time themselves or by appointing a time keeper.

4) There must be a facilitator who keeps track of time for the presentation, which must be kept fast-paced and tempo-filled with clear cues, use of hand signals, a timer or an alarm app.

5) After each presentation other groups can be pre-appointed to comment and reflect, again within a specific time frame – not to exceed the presentation time.

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