



MODULE No: 2 “ENGAGE in research and definition”

Name “Research, Definition and Presentation” (4-5 hours)

OBJECTIVE: Define a (social) community challenge, explore possible solutions, create a problem statement and select ones to carry forward to prototyping.

LEARNING OUTCOME AND DESCRIPTORS

Following are descriptors to measure learning outcomes from the implemented lesson.

Knowledge on (K)¹

- The phenomenon of community and community challenges.
- The needs and challenges of citizens in a (local) community.
- Different methods to collect and critically review information.

Skills in (S)²

- Defining and analysing community-related (social) challenges.
- Identifying persons/people affected by these challenges.
- Communicating with different groups of people (stakeholders) in own community about a specific (social) challenge.
- Presenting questions in a clear manner, listening carefully and documenting answers using different methods.

Competences to (C)³

- Develop a problem statement for a community challenge and argue for its importance to peers.
- Receive and apply feedback to further develop a problem statement.
- Understand, define and present a problem statement.

TRAINING METHODS

This module is built on problem-based learning pedagogy and the Design thinking approach (see more details in the ENGAGE curriculum and the pedagogical section of this handbook). These methodologies can help pupils systematically extract, teach, learn and apply human-centred techniques to solve challenges/problems in a creative and innovative way. Design Thinking, in particular, seeks to understand the user (the persons benefitting from the solution).

The module is focused on individual work of pupils (possibly in a pair of two) in defining a challenge within a local community and on gathering information on this challenge and who it affects the most.

¹ Knowledge refers to being able to read, understand and interpret information and guidelines.

² Skills refer to the ability to apply knowledge to complete tasks, select relevant actions and measure their effectiveness.

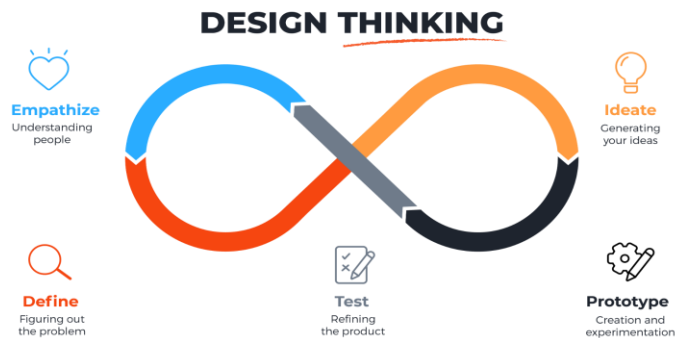
³ Participants/pupils will have competences to put to practice general knowledge and skills acquired.



Pupils will interview community members and stakeholders affected by the selected community challenge, gathering and documenting their responses. Then they will then use a design thinking approach to research define the challenge more clearly and start developing ideas on how to meet or solve these challenges that will be presented and further developed in Module 3 “Engage Ideas workshop”. The focus in this module is on individual explorations which in Module 3 will become group explorations.

OVERVIEW

This module is designed to be a follow up to the ENGAGE Module 1 “Sustainable Development Goals and Globalization” and the module “Ikigai” that aims to explore personal strengths, values and purpose in your community/world that also provided training in empathy and interviewing techniques. See picture (Source: [MAQE](#))



In the Ikigai exercise in Module 1 (week 1) pupils interviewed each other and filled in a personal profile for each other. They then used that personal profile to explore “How/what they can contribute to their local community/society” and what some local community (social) challenges are.

In this module the pupils will use an approach strongly related to the “Empathize” and “Define” stages of Design Thinking to investigate what the needs are of potential users of a solution to identified community challenge and put forth a clear problem statement of a specific community challenge identified which they will then present and work into a prototype in Module 3 “ENGAGE workshops”.

Key concepts

The work is based upon following key concepts that pupils will work with:

- **What community challenge (topics) do I need to investigate further?** Expanding on the challenges the pupils explored in module 1 and searching online for information on the topic, community sector and people affected.
- **Who do I need to talk to?** Deciding upon two to three people the pupils think can provide best information/insight on a community challenge/problem selected. Interviewing at least two.
- **What will I ask them about?** Creating a set of preparatory questions for the interviews and piloting it on a fellow pupil, a family member or a friend.
- **Defining a community challenge?** Using the outcome from the interviews to develop a clear problem definition to be presented in the idea workshop in Module 3.
- **Presenting and arguing for a specific community challenge** in an understandable problem statement and based upon the pupils’ investigation and interviews.

The final output of this module is a presentation of a problem statement as well as summarized findings from individual interviews and research that the pupils will present in the ENGAGE idea workshop.

Annex:

- Empathy template and Interview Guidelines



Activity	Method and organisation	Time
<p>What challenge (topics) do I need to investigate further?</p> <p>Who do I need to talk to? to gather information.</p> <p>What will I ask them about? Analytical and writing skills.</p> <p>Results: Interview questions and piloting with fellow pupils</p>	<p>Facilitator presents the Design Thinking model as well as facilitating discussion on the results from Module 1 on “What community needs” as topics for further investigation in identifying community challenges. Facilitators can use slides to fill in key topics/challenges identified in Modul e1 or the Ikigai analysis of what the world needs and our possible contribution.</p> <p>The facilitator/teacher then introduces interviewing techniques and guidelines, using open questions and active listening. Distributes empathy template and Interview guidelines. Describes how each topic is used.</p> <p>Pupils individually (or in pairs of two) identify a challenge they want to investigate further from the challenges each pupil explored at home. Once they have decided on a challenge to investigate they identify 2-3 people (community members) they want to interview to investigate the challenge further (understand what the challenge is and what the needs of the users are). They then create a set of questions for the interviews using interview guidelines and the empathy map.</p> <p>Pupils test the questions and template on a fellow pupil to gather feedback and adapt the questions accordingly. Pupils work two-and-two together and then exchange roles (or four and four if working in pairs).</p> <p>Facilitator walks between pupils, answers questions and assists.</p>	<p>15-20 min</p> <p>10-15 min</p> <p>10-15 min.</p> <p>10 min</p>
<p>Interviews with at least 2 community members affected by the challenge.</p> <p>Challenge: Training and applying and interview techniques.</p> <p>Results: Summary reports from each interview using empathy template.</p>	<p>Out of classroom session</p> <p>Using the Interviewing guide to review interviewing techniques, using open questions, active listening and documentation including non-verbal responses/communication.</p> <p>Individual work of pupils, or pairs of pupils, where they approach the selected people to interview either through phone, face-to-face or using online platforms like Teams or Zoom.</p> <p>Interviews with at least 2 people in the community and writing a short summary from each interview (anonymously) based upon the interview guides and empathy template including relevant points to consider when defining the community challenge and user perspective needs.</p> <p>Teachers are available to pupils to answer questions and assist, either online or in the classroom depending on pupils’ location.</p>	<p>60 - 120+ min</p>
<p>What did we learn?</p> <p>Challenges: To use Empty map to explore and define the community challenge</p> <p>Result: Empathy map templates.</p>	<p>Pupils meet and teacher facilitates discussion on their outcome for the interviews using the user empathy templates. Facilitator closes the discussion on interviews.</p> <p>Pupils work individually or in pairs on creating an Empathy Map using the information gathered during the interviews focusing on summarizing the thoughts, needs, motivations, feelings, attitudes, believes of the interviewees (WHO they are) and WHAT is important to them regarding the challenge in question (see Annex with Empathy map).</p> <p>Teacher walks between pupils, answers questions and assists.</p>	<p>10 min</p> <p>20-30 min</p>



Activity	Method and organisation	Time
<p>The problem statements</p> <p>Challenge: to analyse and conclude on information gathered.</p> <p>Result: Presentations defining community challenges (problem statement)</p>	<p>Teacher facilitates discussion on the empathy mapping exercise and presents the next step, “Define” which should bring clarity and focus to the design process (creating a new solution). The Define step results in writing of a “Point-of-View” (POV) or a Problem Statement which defines clearly the RIGHT challenge to address based on the new understanding of people and the problem space.</p> <p>Pupils prepare a problem statement using the point of view methodology (see slides). In this exercise the pupils should develop an understanding of the type of person they are designing a solution for (USER/WHO – descriptive) and synthesize and select a limited set of NEEDS (WHAT) that you think are important to fulfil (verb), BECAUSE/WHY (insight) for the community challenge. Each team of two creates a presentation either using PowerPoint, poster, or other ways they believe are best suited for the problems they discovered and want to solve. Pupils can develop several problem statements for the challenge.</p> <p>Teacher walks between students, answers questions and assists.</p>	<p>10 min.</p> <p>20-30 min.</p>
<p>Presentation: in powerpoint or other (videos)</p> <p>Challenge: presentation skills, concentration and participation in a democratic process.</p> <p>Result: maximum duration of presentation 2 minutes.</p>	<p>Teacher facilitates the presentations allowing for a max of 2 minutes for each presentation of a “Problem Statement” for an identified community challenge.</p> <p>Parallel to the presentations teacher will categorize and group the topics and ideas for each topic presented in the problem statements on a white board.</p> <p>Following the presentations the teacher will sum up and present the categorization, suggest mergers of ideas and get the pupils ‘approval.</p> <p>Following categorization pupils to participate in post-it votes for remaining ideas. Each pupil can vote for 3 ideas they would like to participate in developing further.</p> <p>Teacher is present and answers questions and gathers results.</p>	<p>60 min</p> <p>10 min.</p> <p>20 min.</p>

EVALUATION AND FEEDBACK

Following are a few general descriptors to evaluate the workshop process/outcomes and pupils participation:

1. Pupils’ engagement, everyone involved.
2. Communication and cooperation.
3. Number of
 - o Problem statements presented
 - o Number of interviews conducted
4. Quality of session output
 - o Empathy maps and their quality,
 - o Interviews, questions and results
 - o Problem statements and their relevance to the community needs identified in Module



It is possible to include a short pupils' self-evaluation form as well but teachers will evaluate each pupil based on following descriptors on learning outcomes.

The pupil should be able to:

DESCRIPTORS: Knowledge (K), Skills (S) and Competences (C)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
(K) on the methodology of empathy maps and how they apply to the society and community challenges				
(K) on the methodology of empathy mapping to document needs and perspective of citizens affected by a community challenge				
(K) on methods to collect, critically review and create a problem statements				
(S) in identifying and investigating community challenges				
(S) in defining persons affected by these challenges				
(S) in active listening and reporting skills when conducting interviews				
(S) in social skills meeting and interviewing people or stakeholders in their own community.				
(S) in communicating and presenting a problem statement				
(C) to gather information and apply feedback to develop problem statements				
(C) to create and present a problem statement				

TEACHER'S REFLECTION: