
co-
design.

Contents

the team.

Imogen Coote

Role: Coordinator
Background: Communication Design
Strength: Communication,
Throughout this project imogen held a leadership role, delegating tasks to peers & leading the group. Imogen also did the majority of the conceptualisation of activities & projects.

Haotan Li

Role: Completion
Background: Digital Design
Strength: Ideation
Li worked behind the scenes creating ideas for activities, precedents, and involved himrself in the scribing & documentation process

Eliza Castley

Role: Implementation
Background: Digital Design
Strength: Efficiency
Eliza did much of the heavy lifting within the team & created beautiful design assets throughout the project.

Harry Headlam

Hedlam
Background: Digital Design
Strength: Efficiency
Harry had done great work in the brainstorming stages

Initially out group did not have a written team agreement. This caused issues later on when it came to allocating duties and responsibilities. During the fist class Imogen had put her hand up to work in an unofficial leadership role. Unfortunately not all members were present during, and in the seccond week harry had joined the group and allocated himself as the unofficial group leader. This was challenging as harry was not well informed and did not have an appropriate grasp on what we needed to do, creating more confusion within our team. Our group would continue to struggle with allocating duties untill the final assessment task where Imogen had created a Table allocating the duties of each member with written scaffolds.

Within our group we had difficulty communicating due to language gaps, social anxiety and absences our team generally had an "i don't care/know, you choose" attitude. In the future communication styles should be taken into consideration when forming a team. While we did not agree upon responsibilities

timeline.

(13 week project)

01 Introduction

Understanding the roots of the problem

02 Investigation

Background research & Identifying the stakeholders

03 Workshop Preparation

Prepare Introduction and Priming Activity for stakeholder workshop

04 Workshop

Running the stakeholder workshop

05 Present Findings

Reflect and Presenting the findings of the stakeholder workshop

06 Sensitising Activity

Develop + test sensitising activity

07 Project Plan

Development of Project plan & workflow

08 + 09 Project Plan

Finalise project plan & workflow

10 Pilot Development

Create Pilot Activities and begin to source attendees

11 Pilot Preparation

Create Pilot Activities and begin to source attendees

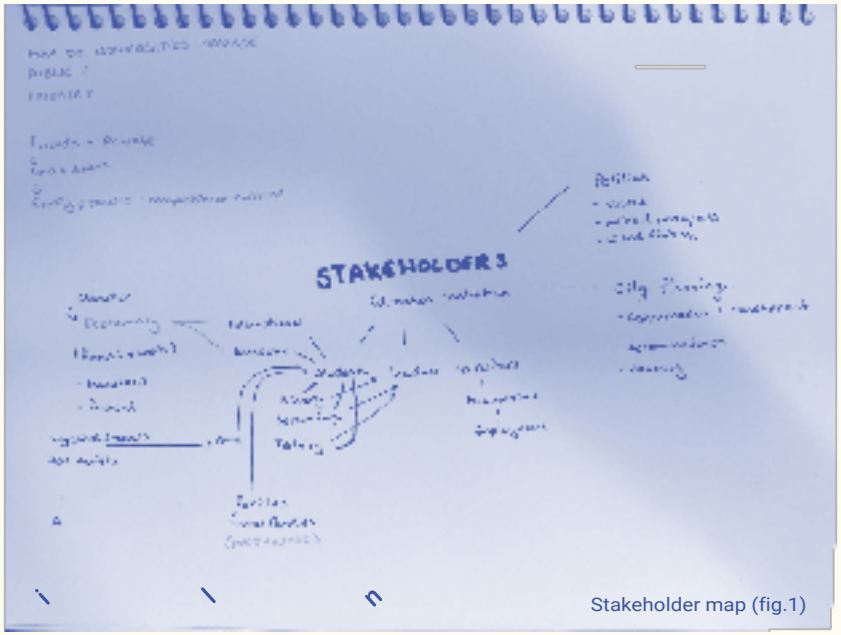
12 Pilot

conduct workshop

13 Charter + Reflection

Compile findings and Compose a charter; reflect on new learnings & begin development of at3 document

Stakeholders



Stakeholder map (fig.1)

"Stakeholder maps help to visually consolidate and communicate the key constituents of a design project, setting the stage for user-centred research and development" (Hanington and Martin, 2012)

As a team we composed this stakeholder map (fig.1) exploring the relationships our stakeholders shared with the Tasmanian Education system. During this activity Imogen acted as a scribe, documenting the ideas of Li and Eliza.

Stakeholder Workshop

Our group contributed to the stakeholder workshop by organising the Introduction and an Icebreaker activity. Together we brainstormed ideasfor a priming activity. (Fig.2)

For the introduction, Imogen contributed her "Acknowledgement of Country" short film which she had previously created. Imogen also created a brief Icebreaker activity titled "Hot Takes." This activity was designed to create an environment suitable for discussion. In Hot Takes, the workshop participants were shown a collection of controversial opinions relating to the Tasmanian education system and then encouraged to share their own 'hot takes'. Eliza created a short video that presented the controversial opinions, priming the participants for the Hot Takes activity. Each member created their own set of slides and script for the Introduction and Icebreaker activity, ultimately, Imogen's slides were used, and she represented the group as a speaker for the workshop.

At2 Brainstorm (fig.2)

AT2

(Evidence of iterative Development)

Stakeholders Interests

Government and Education Authorities:
Interested in improving educational outcomes, accountability, and resource utilization.

Teachers and Educators:
Focused on effective teaching practices, professional development, and support for diverse learners.

Parents and Families:
Concerned with their children's academic success, well-being, and future opportunities

Community and Industry:
Looking for a skilled workforce that contributes to local economic growth

Users Needs

Students:
Need engaging, relevant, and supportive learning environments that cater to their individual strengths and challenges.

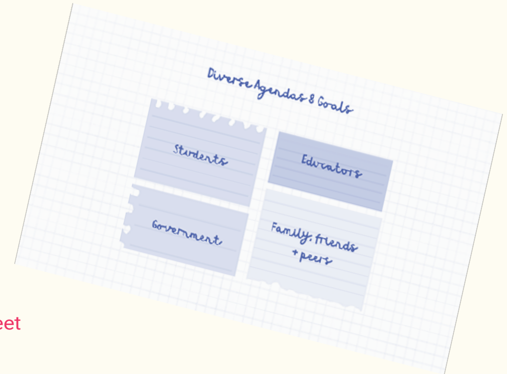
Teachers:
Require resources, training, and support to effectively meet the diverse needs of their students.

Parents:
Seek transparency, communication, and involvement in their children's education.

Community:
Desire a system that produces well-rounded, skilled individuals who can contribute positively to society.

AT2

(Evidence of iterative Development)



Slides from our Presentation

The Stakeholder Workshop

(Presenting Our Findings)

Following the stakeholder workshop, our group created a presentation compiling the findings of our investigation so far. To ensure the workload was evenly distributed among members, each member was allocated a section of the presentation. While the final presentation ran much longer than our allocated time, together we created an informative, captivating and engaging presentation that was well-received, especially thanks to Eliza's talented video editing skills.

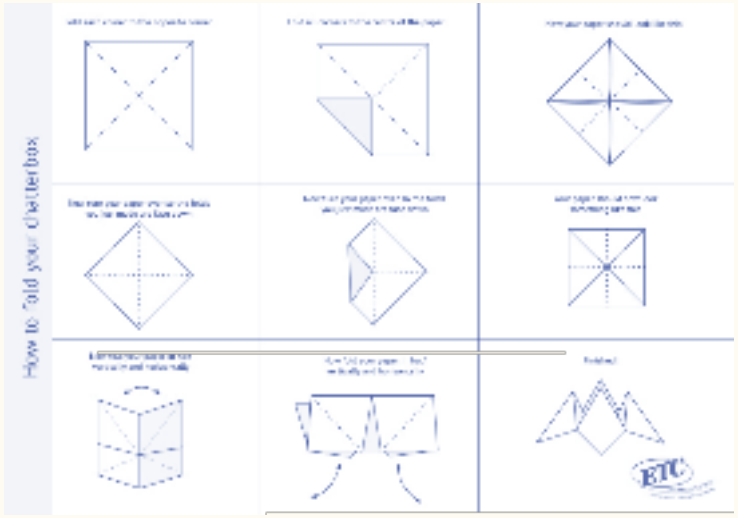
While the final product was of high quality, there was some tension within our team due to many members postponing their tasks until the last minute. Going forward our team should seek to improve its communication.

Sensitiser.

The precedent of this design was based on childhood chatterboxes. ‘Chatterboxes’ were perfect for our pilot as they carry a childlike innocence and enable users to reminisce about primary school days while also being engaging.

The chatterbox, designed by Eliza (fig.4), was designed to be welcoming, with the use of bright, friendly colours and subject-related symbols to relate it to the primary school theme. Several iterations were produced through the testing process, beginning with the basic form and colours for participants to pick from as they play the game, then the addition of symbols for the same reason. Prompts weren’t added until quite late in the design as the activity wasn’t fully fleshed out. Once they were, different angles were tested to ensure they were easy to read.
The final design includes circles that were suggested by a tester, allowing for users to tick off each prompt after they’ve completed it without having to check the activity sheet each time.

Eliza used an illustrated guide by ETC (fig.3) as a reference when creating our own instruction sheet(fig.5). We began by using their instructions to make a chatterbox, which allowed us to identify some faults and make corrections. Most of the illustrations were relatively intuitive, only requiring minor changes to make certain steps clearer. Comparatively, we created our own written steps as we felt we could improve on the precedent.



Design Precident (fig.3)

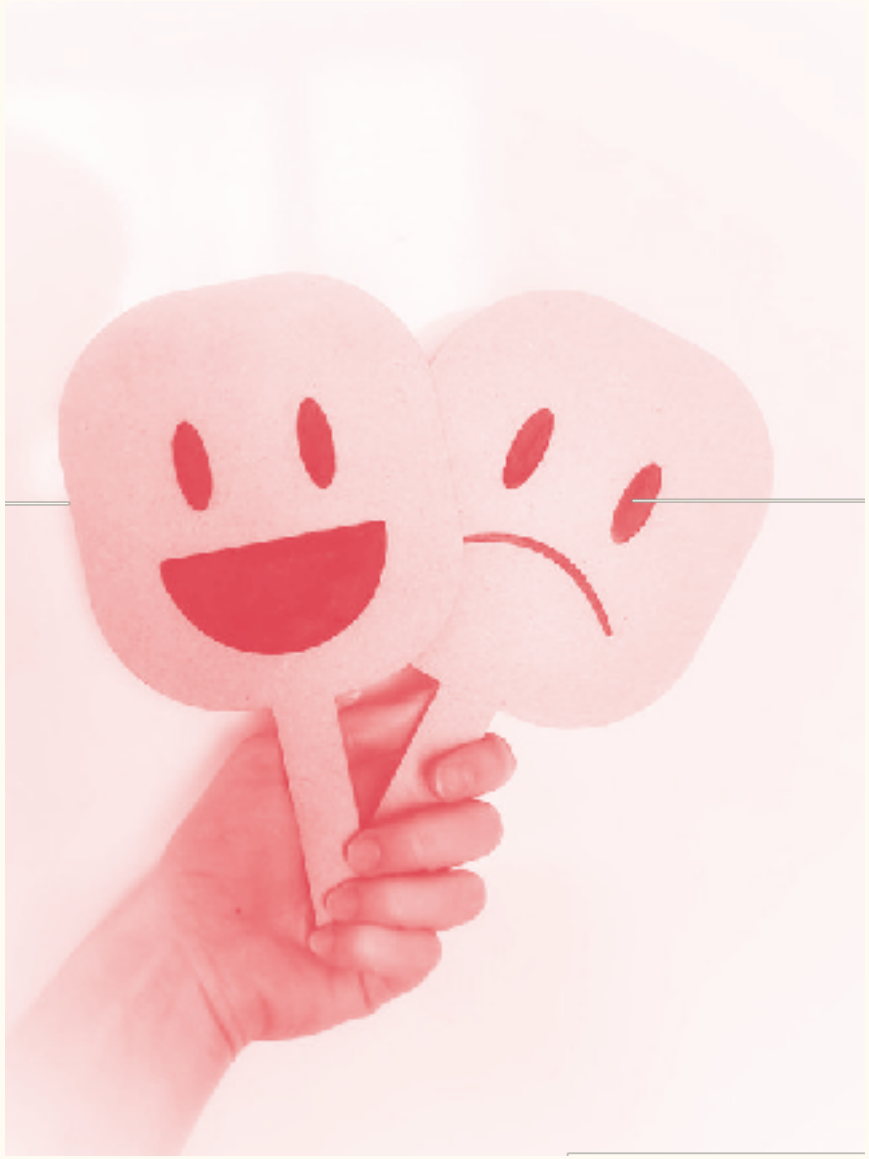
Our chatterbox (fig.4)

AT3

(Evidence of iterative Development)

Instruction sheet (fig.5)

Pilot Toolbox.



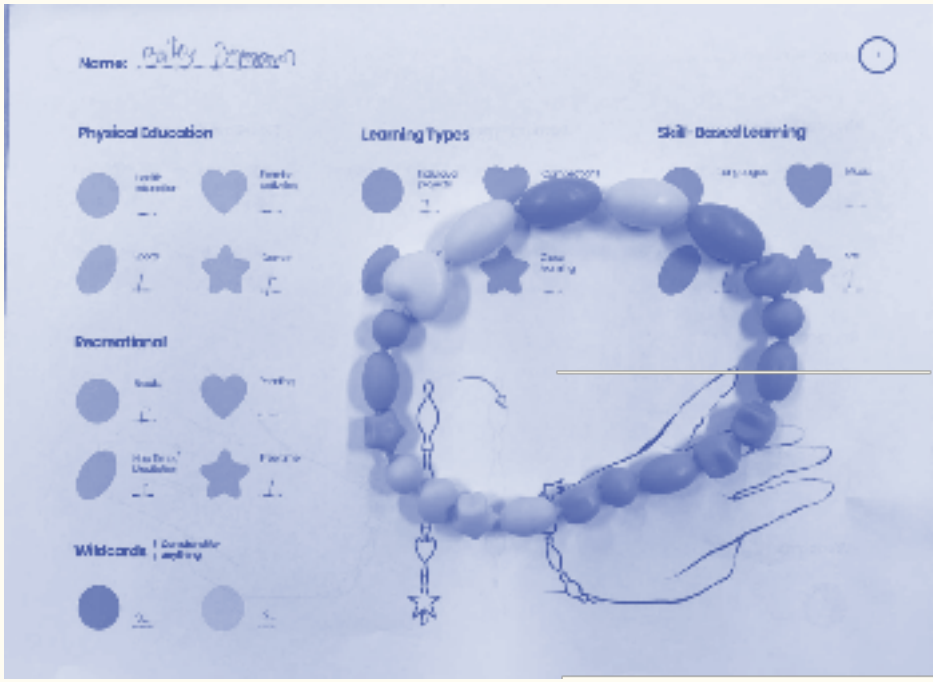
Paddles (fig.6)

When creating the paddles Imogen used a scrap piece of paper to ensure they would fit comfortably when held by an adult hand.

Since the CNC machine is quick to create cut-outs and the paddle design is simple, it allowed for easy testing. Additionally, creating the Adobe file based on real ideation sketches allowed us to quickly change aspects that we not going to work along with using Rhino to adjust the Illustrator file to fit into the CNC machines parameters.

We discovered that the engraved faces were dificult to see from a distance and decided to paint in the facial expressions (fig.6)

Initially we were going to create the 'bead activity using dyed pasta, however shortly discovered that the dye would stain its surroundings when in-contact with moisture and the process of dying pasta was timely. We decided that it would be cleaner, more cost effective and simpler to use interjoining beads. As a group we developed a code for this activity then Eliza designed a beautiful worksheet for the attendees. (fig.7)



Bead Activity (fig.7)

AT3

(Evidence of iterative Development)

Pilot Activity.

We had learnt from previous activities that more organisation and structure was needed. Going forward Imogen had stepped into a more official organisational role, encouraging discussion and assigning responsibilities.

During discussions Harry, Li and Eliza would often fall into silence. Imogen had hoped that by prompting the teammates to share their ideas, reinforcing that even 'silly ideas' would be valuable that the group would be more included to engage in discussion regarding the direction of the group & allocation of work. Unfortunately Brainstorms and discussions continued to fall into silence & Imogen conceptualised the bead activity & paddle activity and Eliza had created the priming activity. Eventually The lack of communication and contribution within discussions became a point of contention for Imogen & going forward she holds the belief that groups should be organised with communication styles taken into consideration.

Learning from the failings of our previous approach when it came to dividing the workload this time we allocated tasks to each team member before progressing. For these tasks eliza would work towards creating our priming activity, li would be responsible for the bead Activity and Imogen the Paddle activity. During the time we were allocating duties Harry was absent and unresponsive.

During the pilot there were many areas for us to improve. Harry Headlam was still unresponsive and on the morning of the pilot had informed the team that he got the dates wrong and had booked a trip to the mainland. It was evident during the pilot activity that Li did not prepare for his 'bead activity' and after not being able to explain the activity to the pilot attendees imogen took over His section, explaining the activity and encouraging discussion. Imogen would attempt to engage in discussion by leading with personal examples however this was not appropriate for the pilot as it may have created bias within the attendees, skewing the results, This continues into imogen's Paddle activity. The paddle activity was not adequately tested and its execution felt static and awkward. Minor amendments should have been made prior to the Pilot.

Schedule

12:00 PM	**Workshop Begins**
12:00 - 12:05 PM	Introduction & Acknowledgement of Country
12:05 - 12:25 PM	Icebreaker
12:25 - 12:45 PM	Coded Beads Activity
12:45 - 1:15 PM	Paddle Activity
1:15 - 1:25 PM	Discussion
1:25 - 1:30 PM	Reflection/Conclusion
1:30 PM	**Workshop ends**

Roles

Eliza - Manage participant applications, communications, sensitising & icebreaker activity.

Imogen - Present the introduction, run the paddle activity & provide general facilitation.

Li - Run the coded bead activity, provide general facilitation &document the event.

Harry - Note taking and control of the slides.

Conclusion

In conclusion, our exploration of participatory design within the Tasmanian education system has highlighted significant challenges, including low literacy and high school completion rates. By employing a collaborative design approach, we engaged multiple stakeholders to generate innovative solutions aimed at improving educational outcomes. Our process involved thorough investigation, stakeholder workshops, and pilot testing of activities designed to foster engagement and inclusivity.

Through this journey, we encountered challenges related to team communication and task allocation. However, these experiences underscored the importance of clear communication, structured leadership, and mutual respect in collaborative projects. By refining our approach and embracing the principles of participatory design, we aim to contribute to the creation of a more effective and supportive educational environment for future Tasmanians.

Our efforts demonstrated that a well-coordinated team and active stakeholder engagement can lead to meaningful and impactful design solutions. Moving forward, the lessons learned from this project will inform our continued work in developing strategies to enhance student retention and literacy rates in Tasmania, ultimately contributing to the socio-economic well-being of the community.