



# Agency

Session Three

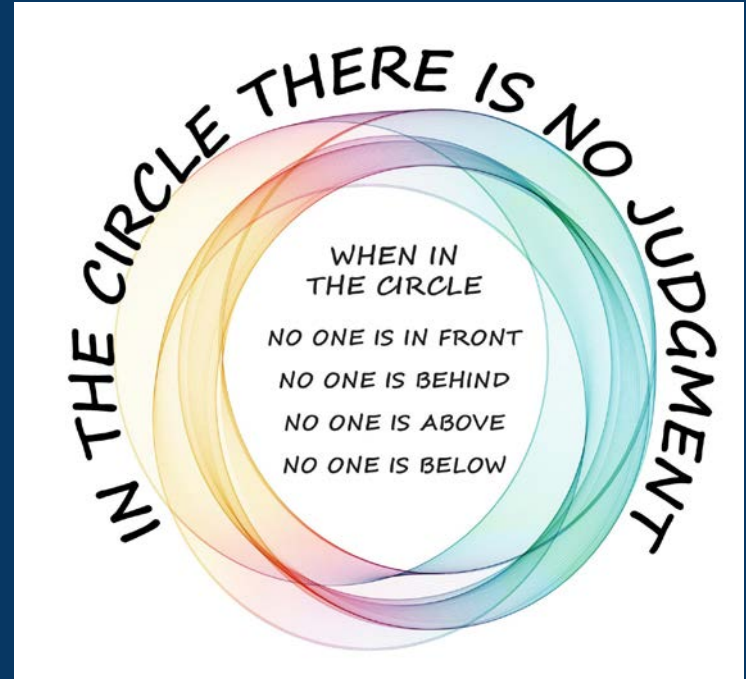
**Welcome Back  
to National  
School Redesign**



# We begin with a Connection Circle

Share your **name** and **school** and a **signature strength** you notice you **bring to your team.**

Then call on another person in the gallery to share



# Reminder of our previous Team Design Time in Breakouts

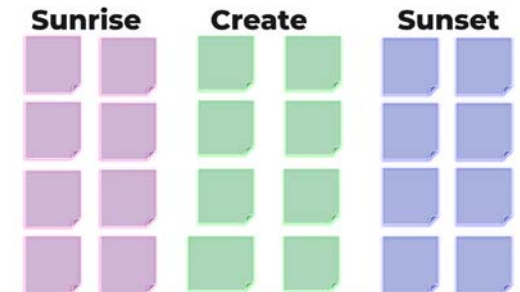
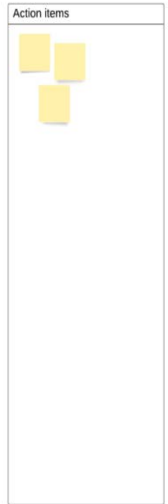
Based on your sharing of interviews, observations, shadowing and creating your empathy map and storyboard – are there areas you would like to build upon or “sunrise” to support belonging at your school?

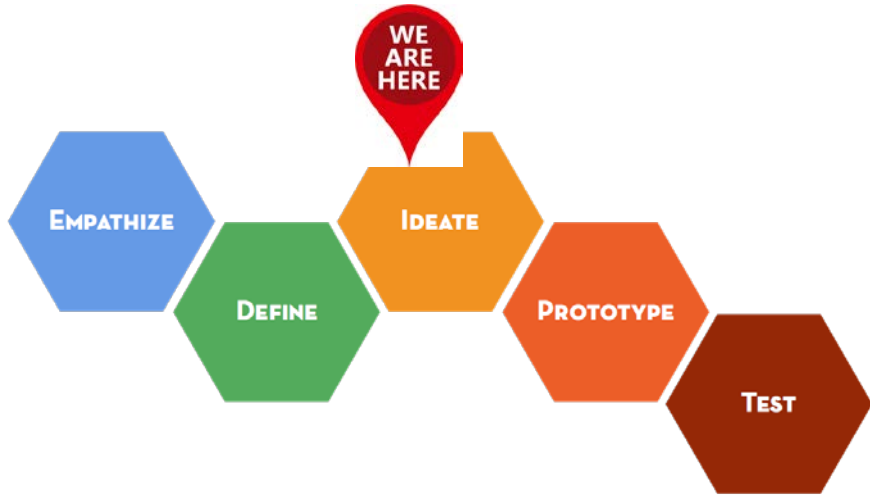
Are there areas that came up as opportunities to create new spaces or loose structures?

Did anything surface that you need to sunset?

**Individually reflect on the following question:**

**What aspects of your environment stop you from having more agency with other people?**







# Brainstorming Rules

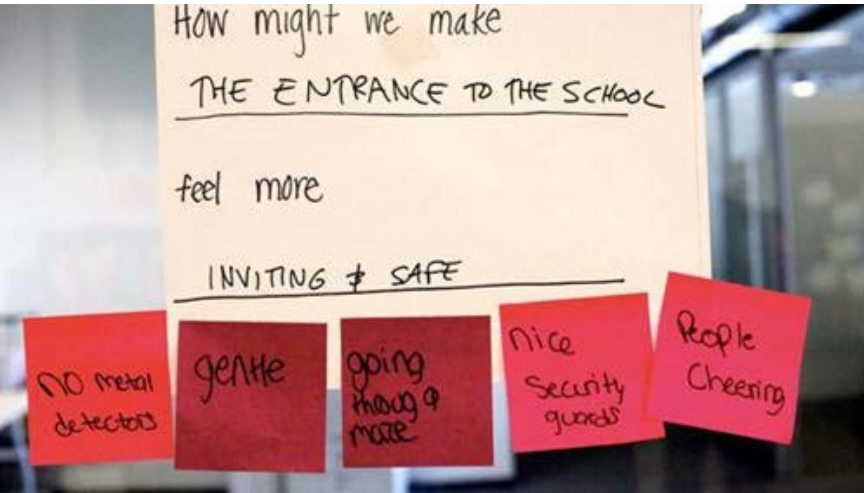
1. One conversation at a time
2. Go for quantity
3. Headline!
4. Build on the ideas of others
5. Encourage wild ideas
6. Be visual
7. Stay on topic
8. Defer judgment – no blocking



# Crafting A 'How Might We' Question

Reflect on the themes, opportunity areas and stakeholders that you explored through the interviews, shadowing, observing, *empathy* mapping, Sunrise, Create, Sunset and reflection activities.

- Brainstorm using a **How Might We** format:
  - 1. **What is the ACTION?** (reimagine, encourage, improve, foster, amplify, partner, create, break)
  - 2. **Who is the SUBJECT?** (people, students, teachers, visitors, classes, buses)
  - 3. **What is the OUTCOME you seek?** (joyfilled, fun, engaging, heard, validated)



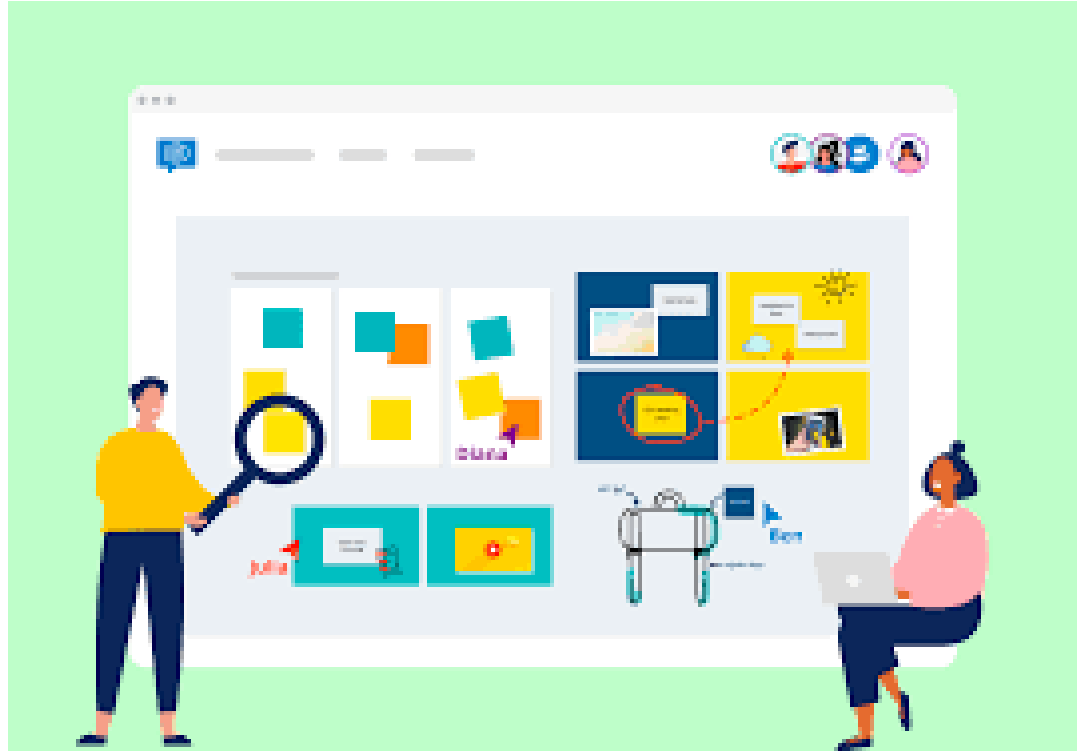
# Team Time - Part 1

- **Brainstorm as many “how might we” questions as you can**
- **Build on each others ideas as it makes sense**
- **Have a dialogue and together determine which “how might we” question best serves for prototyping for your team.**





- **Share your teams “how might we” Question or wherever you are in the process**



**Now that you selected your how might we question :**

**Describe behaviors, capabilities and habits you might need to bring about your response.**

**Be as specific as you can.**

**Build on each others ideas when it makes sense.**

**Brainstorm any tools or processes that might make it easier to try something new.**

**Any things you might see or touch that help support the new habits?**

## **Team Time - Part 2**



# Whole Group Share Out





## PROTOTYPE

Build rough versions of what you're working on to test key ideas. Designing for equity requires creative experimentation.



# Guiding our Prototyping

# Why Prototype?

- To gain empathy – foster deeper, better understanding
- To explore – build to think
- To test – learn and refine solutions
- To inspire – inspire with your prototype

A tangible, testable representation  
of your idea



# Prototype: How?

Quickly build rough versions

Let go of your prototypes

Create experiences

Identify the variable you want to explore



# prototype: start rough and rapid



*Creativity is allowing yourself to make mistakes.  
Art is knowing which ones to keep.*





# Ideas for Virtual Prototyping

- Graphic representation (e.g., in Google Slides)
- Video
- Building a physical prototype (w/ collective input; upload a photo for testing)
- Skit
- Storyboard (see Pinterest)
- Website/App/Deck/Social Media Account (e.g., Instagram)
- Animated short (e.g., [Powtoon](#))
- Model
- Simulation



Andy is brainstorming new instructions with his colleagues in the Staff Room.



A teacher Jane comes in to use the copy machine in the room.



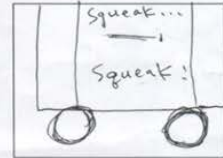
The copy machine is making noise. Andy and his colleagues can barely hear each other.



It lasts about 10 minutes...



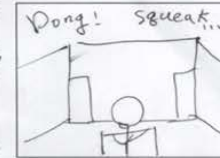
The room is quiet again. They start to discuss again.



There is the sound of wheels approaching!



Another teacher Peter pushes a cart into the room to put the computer away in the storage.



More noises are made.



Andy and his colleagues decide to leave the room.

# prototype: create experiences



# Prototype: Fail early and often



## Does it meet your school community needs?

**TRY**

Gather authentic feedback about prototypes to check your assumptions and intentions. Feedback is a gift used to improve whatever is being designed and ensure that the design is attuned to stated equity goals.



# Try your solution



**Your team has articulated what it wants to learn about a prototype.**

- You're early in your process, you've crafted a rough prototype and you want to see if your design is headed in the right direction.
- You want to see what emerges as a result of your prototype. Your team has articulated what it wants to learn about a prototype.



# How do we engage the people who are giving us feedback in the process of adapting the prototype?

- Community gatherings
- Surveys
- Data analysis
- Prototype description–Rough Draft
- Focus Groups
- Piloting



Use your prototype as a probe to continue to gain empathy for your users.

# Experiencing the prototype



set the scene for the  
new world with your  
prototype

give a **short**  
**explanation** to set  
context

act like a **guide**  
(not a lead)



# Observing the experience



**capture** what worked,  
and what didn't work

see how people **use and misuse** your prototype

**listen** > **talk** to give  
users a chance to  
interpret

# Engaging the user



**iterate** on the fly to  
communicate learnings

ask specific, **open-  
ended** questions

remember: the **user is  
the expert**

# Next steps:

**February 6**

**We will share  
our prototypes  
and testing**

Consultancy  
Office Hours  
Registration





**What are you  
wondering?**

# Thanks!

Do you have any  
questions?

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