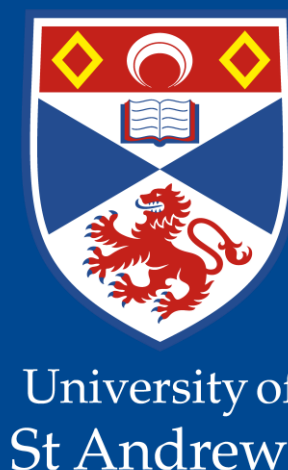


Feedback and dialogue between staff and students

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Design Thinking and how it can be beneficial in education?

How might we ensure that we provide new cohorts of students with educational experience that meets their needs in a constantly changing environment? Constant disruption and challenges in the education sector can be overwhelming but they can also serve as an **inspiration** for action and can be turned into opportunities if only we know how to tackle them. From **inspiration**, through **iteration** to **implementation**, **design thinking** provides clear steps and tools that can be used by anyone desiring to engage in the process of searching for improvements or solutions. This **Case Study** will illustrate the process based on identified challenge in engaging students with module feedback. Let us take you through the stages.

Two of the United Nations Sustainable Development Goals



Let's empathize

The first step is therefore identifying the main stakeholders in the process of collecting and interacting with module feedback. In this case study we focus on **core stakeholders** – staff teaching on the module, i.e. educators and students or learners taking the module. This stage requires developing **empathy** with a stakeholder to understand their needs, experience, actions, thoughts and feelings.

Let's ideate

This stage requires creativity and is aimed to generate a high volume of potential solutions. For us it was important to find something that can be **tested quickly, cheaply and be able to generate further insights to progress with the project.**

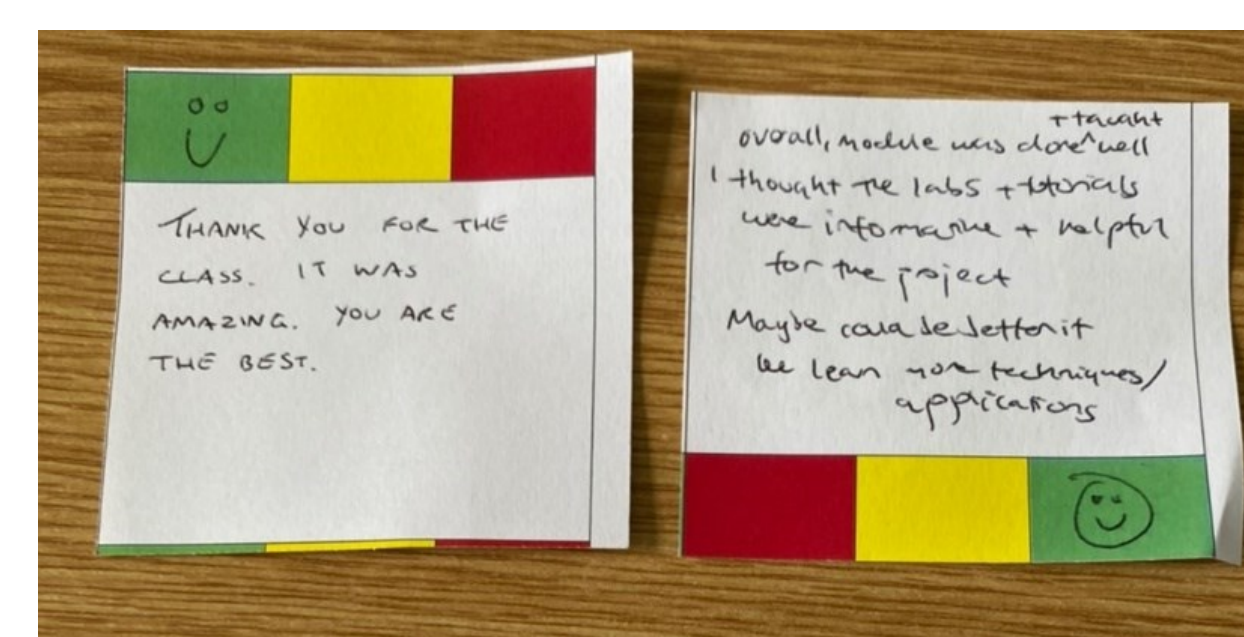


Figure 1: Traffic Lights Feedback Prototype

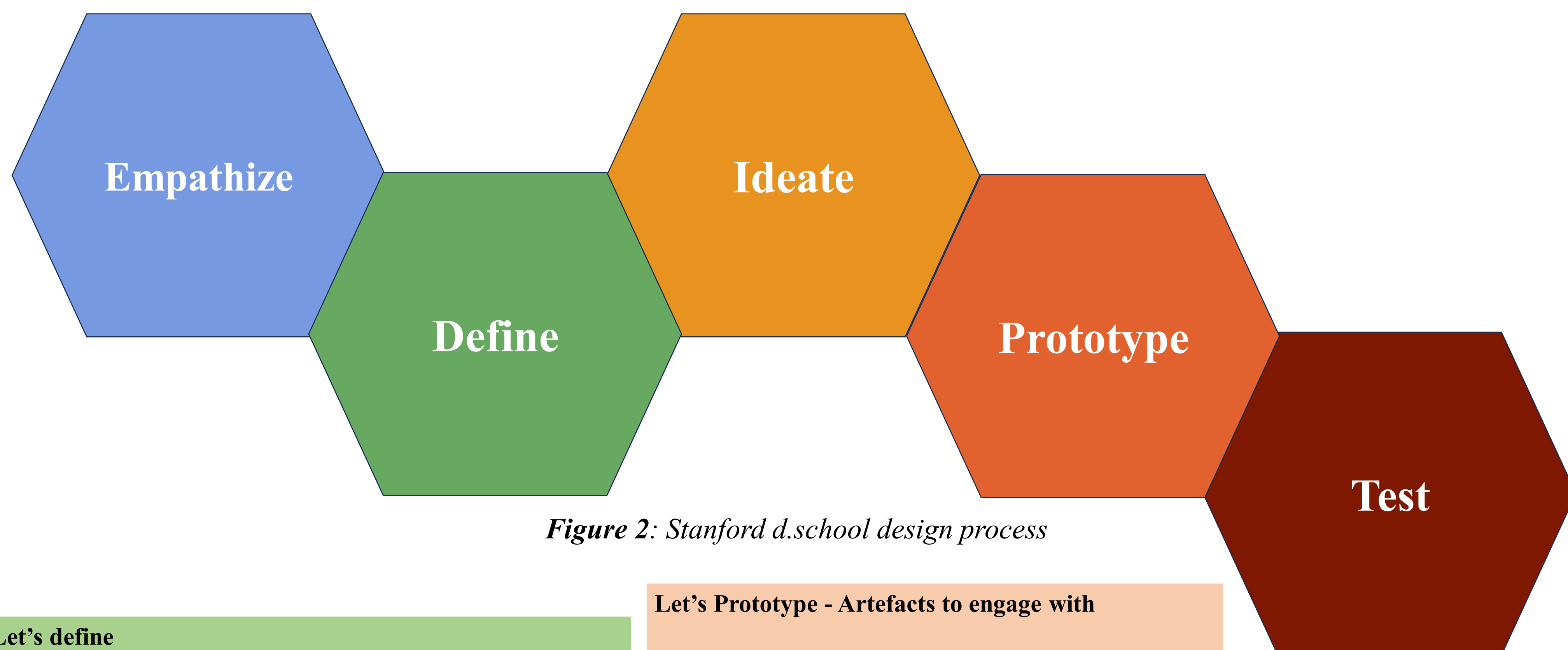


Figure 2: Stanford d.school design process

Let's define

In this stage we define a **persona** (generic representation) for each stakeholder. We give them a name, age, highlight their emotions, goals, quotes, needs, pain points and specific insights uncovered during the empathy work. This is a very powerful step as we work with humans and actual needs that need to be addressed – which is the essence of human-centred design.

Let's Prototype - Artefacts to engage with

Our **porotype** was motivated by the following considerations – we wanted to collect feedback in the classroom, while the course was still running, make it easy for student to provide that feedback in an anonymous way. We know about many digital ways of collecting feedback through surveys – but we also heard that there is a huge number of surveys out there that students are simply tired of completing them.

Let's test - Show don't tell

We don't tell them, we show them to see their reaction – we don't talk to them about the benefits – we want their honest reaction.

What's next?

The process does not end here. Upon reflecting on the steps above we can decide to iterate and continue experimenting with different approaches by adjusting our prototype or experimenting with different prototypes. The whole process needs to include all stakeholders' perspectives, and their needs that define the desirability of a solution, but these can also become the design constraints that shape the outcome as much as considerations related to the feasibility and viability of different improvements or solutions.

Reference: Stanford University Institute of Design. (2023). *An Introduction to Design Thinking: Process Guide*. Retrieved May 31, 2024, from <https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>