

# Design Sprint

Design Thinking Crash-course  
for ICM512, assignment M1.2

The purpose of this modified Design Sprint is to introduce you to the steps in the Design Thinking process in a quick, low-stakes manner. You'll Zoom with a partner, taking turns interviewing. Exercise your empathy muscle by reflecting on their experience. Before you start, read the Shimano example in Tim Brown, *Design Thinking*, for inspiration. Understanding the depth of the research team's work will help you in the assignment. Pay attention to why adults gave up bicycling — how can you adapt this thinking in researching your user experience? Work with your partner, taking turns — switching roles, evaluating, following the steps in the process. Use the outline here — worksheet in this PDF for notes, then type it up or make a custom presentation. In the past, we called this exercise a Crash-course. The objective then was to redesign the gift-giving process, and you can see a [previous version here](#).

Define > Ideate > Decide > Prototype > Test

# Outline

## 1. Define

### Part A. Empathy: 1st interview (Take turns – 5 min. each)

Take turns interviewing the “expert,” your user, about their experiences in all or any aspects of becoming/being a student at QU. This is the first of 2 interviews. Let your findings “simmer” while your partner interviews you. Examples of experiences: the cafeteria, choosing the curriculum, being lonely, grading, the application process, etc.

### Part A. Empathy – dig deeper: 2nd interview (Take turns – 5 min. each)

Focus on one or a few of the key issue(s) revealed in the first interview, and dig deeper to identify issues, pain points, opportunities for improvement, etc. Your findings will be the basis for the problem statement below.

### Part B. Needs and insights (Work individually – 5 min)

Note findings, facts, insights for defining a problem and/or opportunity.

### Part C. Define problem (Work individually – 5 min)

Pick one issue/challenge/need to write a problem statement. Use the “formula” below – a time-proven method to force you to think methodically.

\_\_\_\_\_ is a challenge for \_\_\_\_\_ because\_\_\_\_\_

### Part D. HMW Statement (Work individually – 5 min)

A How Might We (HMW) statement is based on the problem statements and following this formula/format gives you a greater chance at formulating a relevant solution, like this example.

How Might We ensure more people pay their taxes before the deadline?

## 2. Ideate

Generate ideas that you can test with your user.

### Part A. Lightning demos (Work individually – 10 min)

With the HMW, search offline or online for inspiration, i.e., the app store. Look for examples of how others have approached similar issues.

### Part B. Concept sketches (Work individually – 10 min)

Sketch based on the HMW, lightning demos, and your ideas.

## 3. Decide

### Part A. Present concepts (Take turns – 5 min. each)

Present your concept sketches and let your user vote on the best idea.

### Part B. Capture feedback (Work individually – 5 min)

### Part C. Reflect + iterate (Work individually – 5 min)

Refine your ideas/concepts and generate new or revised concepts.

## 4. Prototype

Build a solution from the revised concepts (Work individually – 15 min)

This can be 2D, 3D, or a combination.

## 5. Test

Present prototype and get feedback (Take turns – 5 min. each)

What worked?

What could be improved?

Questions

Ideas

Use the following worksheet for your assignment

# 1. Define

## Part A. Empathy

Take turns: 5 min each

Grace described her experience at QU as a “typical undergrad experience with living on campus in the dorms and eating the “ok” food from the dining hall. She would walk from class to class with her friends, talking and grabbing a drink from Starbucks first. Now that she is in grad school her experience has changed. With the online classes she can feel disconnected from her classmates that she doesn’t know because it lacks the campus “vibe”. Then of course there can be technical difficulties with trying to get into class on zoom. There are upsides to online school that she enjoys but she does miss the feeling of being on campus.

Take turns: 5 min each

Kelly’s Experience at QU as a online only student has been very simple. She logs on for class meeting when they go live and then she does the work according to modules and mainly connects professors and peers through email and zoom. She works full time at another university so this program allows her to still work and go back to school to eventually get a job In her desired field ...graphic design

Switch roles & repeat interview

Switch roles & repeat interview

## 1. Define continued

### Part B. Needs and insights

Individual work 5 min

Note any findings, facts, and surprising insights that you can use to define problems and opportunities.

Kelly insights: Grace has a different perception of QU as she is in person and I am completely online and have never been on campus.

Grace's insights: I didn't know that Kelly was not a QU undergrad so she never had an on campus life at QU.

### Part C. Define problem

Individual work 5 min

Based on part B, pick one issue/challenge/need and create a problem statement in this format: \_\_\_\_\_ is a challenge for \_\_\_\_\_ because \_\_\_\_\_

Online QU Grad school is a challenge for non QU undergrad student because of their different environments and professor expectations.

### Part D. HMW Statement

Individual work 5 min

Write HMW's based on the problem statement in this format:  
*How Might We: ensure more people pay their taxes before the deadline?*

How might we find a way to blend the QU undergrad and non QU undergrad students to create a universal experience.

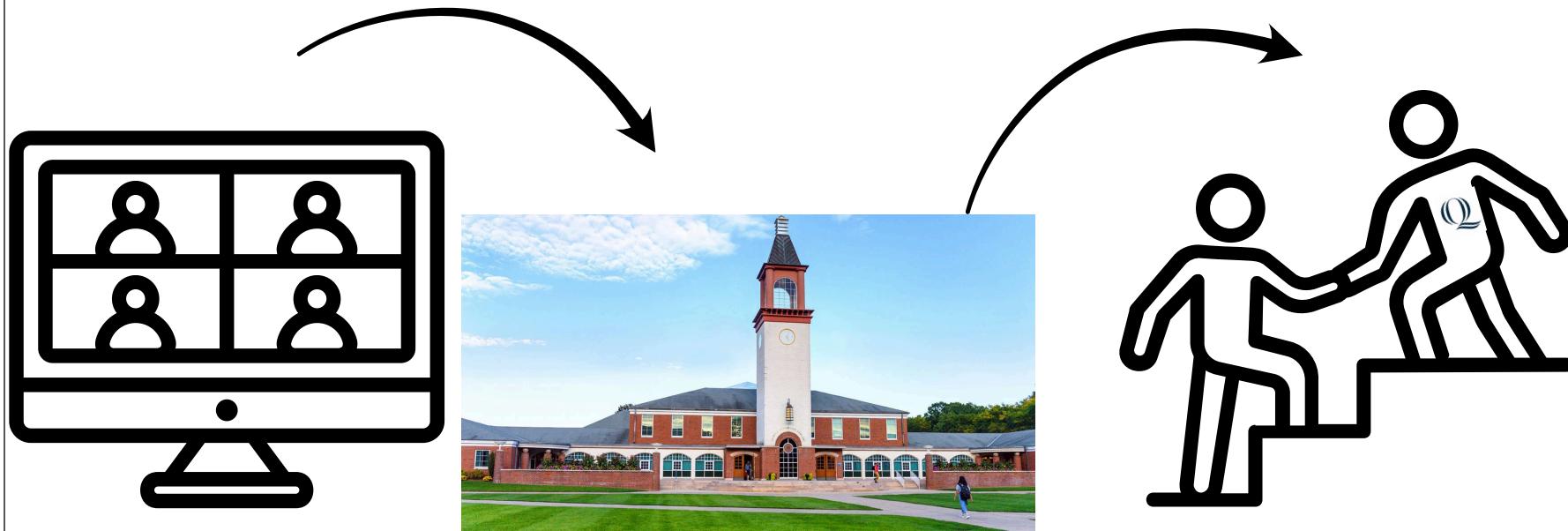
# 2. Ideate

## Part A. Lightning demos

Individual work 10 min

Search online and offline for relevant examples to solutions to the problem statement and HMW. Sketch and explain here.

Pairing new grad students with QU alumni or current graduate students who completed their undergrad at QU, so they can share tips and insights, kind of like a buddy system. You can take your non QU undergrad buddy and take them on a ft through campus to show them what its like and meet their friends who went to undergrad at QU. Another option is to have people who are in the New England are come to campus and have “lunch and learn” to meet people in the program or if people didn’t go to QU but are in the area can learn about QU and get a feel for the campus life.



### Part B. Concept sketches

Individual work 10 min

Create as many concept sketches as you can based on the HMW, lightning demos, and your ideas.



Virtual Tour of QU done by Undergrad Buddy Mentor

Peer calls with buddy mentor about the student experiences at QU

# 3. Decide

## Part A. Present concept sketches

Take turns: 5 min each

Present concept sketches for your user and let them vote on the idea they feel best solves the problem

Grace's Idea: I came up with the idea of having a QU undergrad be paired with a non QU undergrad as if it were a buddy system. Then you can share your experiences and what it's like being a QU student as if a QU upper class men was talking to a QU under class men.

Kelly's idea: off the Idea of a buddy system to help new students feel acclimated to QU even if they are a virtual student, I came up with the Idea of weekly peer calls with their buddy mentor and virtual tours on campus to help feel about of the QU community

Switch roles

## Part B. Capture feedback

Individual work 5 min

Note down the response to your concept sketches and ideas.

We both liked the other persons idea so we decided to blend them together for make it the new grad school orientation.

## Part C. Reflect + iterate

Individual work 5 min

Refine your ideas/concepts and generate new or revised concepts based on the test feedback.

Change: make you and your non QU undergrad buddy meet up at the beginning of the program and take them on a tour of campus, giving them a look into what your undergrad experience was like. Then moving throughout the program you guys can have weekly ft/meet ups and talk about what's going on in your classes and use each other as a support system throughout your time in the program.

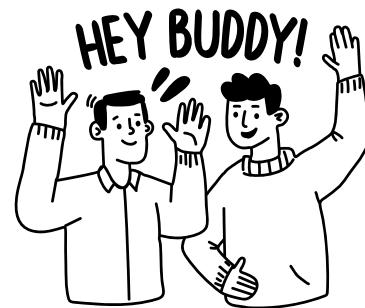
# 4. Prototype

Individual work 15 min

Build your solution from the revised concepts. This can be 2D, 3D, or a combination.



50 New to QU  
Students meet up  
with 50 Returning to  
QU Students and get  
paired off



**weekly  
phone calls**



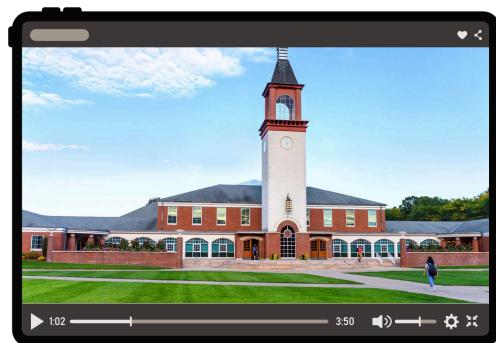
**weekly virtual  
tours of campus**

# 5. Test

Present prototype and get feedback

Take turns: 5 min each

Present your prototype here.



Switch roles

Individual work 5 min

What worked?

We both came with ideas to the Interview on a Issues with attending online grad school at Qu and further developed off the Ideas and blended our solutions together

What could be improved?

Pairing off at the beginning of the program at orientation and remaining with your buddy throughout your time In the program

Questions?

None!

Ideas

Pairing off at the beginning of the program at orientation and remaining with your buddy throughout your time In the program

