

Design Thinking Focus Group for the Course Creating Digital Collections

Conducted Online via Zoom in April 2021

Aim

Gaining insights into the students' experience and their perception of the pedagogic approach of the course.

Research Questions

- What do students value in learning through the course?
- What do they negatively consider about the course?
- What kind of emotional narratives do they state about their learning experiences?
- Were the Intended Learning Objectives of the course fulfilled?

Activity 1: Value Walk (the online version)

Duration: 30min

Introduction

Typically, we would do this by moving to different parts of the room. One side is the positive side and the other is the negative side. In between spaces also counts. In the middle means neutral. You can be at any point of the spectrum.

Since we are doing this online, we will have to do it a bit differently. We will ask you to lean to the right or to the left depending on your response to certain statements. You can lean all the way to the right, a little bit to the right (equally to the left), or you can stay in the middle if your response is neutral.

Let's test this. Can you all lean to your left? This is the positive side. Can you all lean to your right? This is the negative side.

Procedure

Depending on how much you lean towards one or the other side you indicate how strongly you feel about the statements we are going to read. We will read a series of statements - all in relation to the digital collections course - and record how many of you are in each position. Then we will ask some of you to explain why you are leaning towards the positive or the negative side. We can also ask you a follow-up question.

Statements to be read out loud by the moderator:

1. Working in a group towards a common goal (lean to the left if you consider this Important - lean to the right if you consider this Not important)
2. The current societal relevance of the project (Important - Not important)
3. Connecting your personal experience with a global dialogue (Important - Not important)
4. Having 3D models (of your personal object) expressing this connection (Important - Not important)
5. Having the project publicly available (Important - Not important)
6. Using #dariahTeach to learn the 3D Skills - Structure from Motion (Positive- Negative)

Activity 2: Breakup/Love Letter

Duration: 30min

Introduction

We talk of 'Creating Digital Collections' as a capstone course which allows you to use many of the skills, theories, and methods learned in other courses to work on this final group project.

Most of the courses in the programme are prescribed with a coursebook that allows for little deviation. In CDC you take control of your own learning; we only provide the contours of what you are working on. Here the success or failure is much greater, as well as the need to work collaboratively to achieve a common goal.

We would like you to write a brief love or break-up letter depending on how you feel about your 'partner', in this case the Digital Collections course.

In your letter, be sure to make reference to using #dariahTeach, as well as the project as a whole

Procedure

1. To ensure their anonymity, they will have to log out of their Google Accounts
2. They should pick up a google doc of either "love letter" or "breakup letter"
3. They write a love/breakup letter individually (10 min.)
4. Each participant explains the summary of their letters (10 min.)
5. They summarise and discuss the issues mentioned in their letters (10 min.)

Activity 3: Plus/Delta

Duration: 20min

Introduction

With this activity we would like to gather your responses regarding the tasks and activities that we should keep in the CDC course and those that would benefit from changes and improvements

Procedure

On a google jamboard we have drawn a plus sign for positive observations and a Delta symbol representing things that need to be changed. You should think and write on digital sticky notes positive aspects that we should not change in the plus column (positive observation) and things that need/have to be changed in the future in the Delta column.

In your jamboard, be sure to make reference to using #dariahTeach, as well as the project as a whole

Activity 4: Pains/Gains

Duration: 20min

Introduction

For this exercise, we will work with a scenario: You are going to provide some advice to next year's students. They have seen the Covid project website linked through the Masters blog and they would like to know more about this. Some are worried about the skills, time, and effort required, while others are excited about the new skills they will learn and the competencies they will gain. Based on your own personal experience working on the project for the digital collections course, including your process for learning the 3D skills, working with others, managing your time etc., you are going to provide them with some advice by indicating what were your pains/struggles in working on this project and what were, despite the pains, the ultimate gains/benefits for you.

Procedure

You will collaboratively work on one jamboard. We would like you to put down your individual reflections regarding, on the one hand, the pains and struggles that you experienced working on this project, and on the other hand, the ultimate gains/benefits for you. After you are done with this, you will work together to cluster these into thematic groups. Afterwards, we will have a discussion based on these.

Activity 5: Wrap Up Discussion

Duration: 20min

In this last part of the focus group we would like to discuss your overall experience with the course. Are there things that were not covered in the previous activities and you would like to raise?