# DO YOU REALLY KNOW WHAT IT'S LIKE?

Using Participatory Design Methods to enhance
the Student Voice in HE

**Melanie Levick-Parkin**
**Senior Lecturer Visual Communication Design**

# THE STUDENT EXPERIENCE

## Facts

# THE STUDENT EXPERIENCE

# Facts and alternative 'facts'

Human **EXPERIENCE** is a highly complex, messy, subjective, contradictory kind of thing.

Student feedback is primarily designed to tell us how they are feeling about something and not WHY?

# DO YOU REALLY KNOW WHAT IT'S LIKE?

# DO YOU REALLY KNOW WHAT IT FEELS LIKE?

USER EXPERIENCE > DESIGN SERVICE DESIGN > CO-DESIGN

# THE TOOLKIT is based on

## Service Design Principles

**Which are:**

## 1. USER-CENTRED
Services should be experienced through the customer's eyes.

## 2. CO-CREATIVE
All stakeholders should be included in the service design process.

## 3. SEQUENCING
The service should be visualized as a sequence of interrelated actions.

## 4. EVIDENCING
Intangible services should be visualized in terms of physical artifacts.
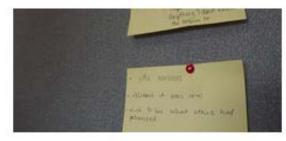
## 5. HOLISTIC
The entire environment of a service should be considered.

5 principles of Service Design from Schneider and Stickdorn (2010, p15)

# 3. SEQUENCING
The service should be visualized as a sequence of interrelated actions.

# 3. SEQUENCING

The service should be visualized as a sequence of interrelated actions.

**The 'Peak' Experience –** the bit of an experience that is really good.

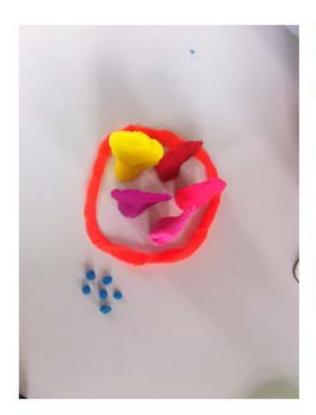**The 'Pinch' Experience –** the bit of an experience that is really bad.

**The 'Supporting' Experience –** the lead up to either of the above or what happens in-between.
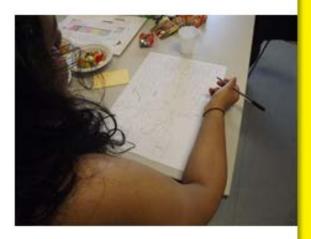
# 4. EVIDENCING

Intangible services should be visualized in terms of physical artifacts.

THE TOOLKIT is informed by the foundational values of

Participatory Action Research – **PAR**

DEMOCRATISATION > EMANCIPATION > SOCIAL JUSTICE

# THIS TOOLKIT is for:

**Course leaders**
**Module leaders**
**Subject group leaders**
**Programme leaders**

… anyone who wants to improve the student experience and enhance the student voice within the design of this experience.

YOU DON'T NEED TO KNOW ANYTHING ABOUT DESIGN TO USE THIS TOOLKIT

# THE TOOLKIT

## PART 1

Helps the leader to decide on an area of focus.

Helps the leader prepare for the workshop

Helps the leader train student volunteers to run the workshop

# THE TOOLKIT

## PART 1

**Helps the leader to decide on an area of focus:**

What is it they want to find out about?

- Something to improve
- Good practice to build on
- Needs to be something they can/want to change!

**What do you want to find ou**

TIP: Do not pick things which have already bee which you have no influence over. The aim is fo follow up/act on the insights you gain through yo students' participation.

# THE TOOLKIT

## PART 1

Helps the leader to decide on an area of focus.

**Helps the leader prepare for the workshop:**

- What materials and spaces are needed for the workshop
- Recruiting Participants and planning group sizes

**Helps the leader train student volunteers to run the workshop:**

- This toolkit aims to attend to issues of potential power in-balances between researchers and participants.

# THE TOOLKIT

## PART 1

Helps the leader to decide on an area of focus.

Helps the leader prepare for the workshop

Helps the leader train student volunteers to run the workshop

## PART 2

Provides the workshop outline, tasks and materials.

## PART 3

Supports the leader in the analysis of data

# THE TOOLKIT

**PART 3**

Supports the leader in the analysis of data

- How to work with data based on visual and material support methods
- To consider that Design Methods are iterative:

**Discovery - Design - Test - Implement**

repeat process

# THE TOOLKIT

**Will be available on LEAD site online**

**Email invitation to use the toolkit will go out shortly**

**I will be available to support any leaders who would like to use the toolkit**

Please come and have a chat with me afterwards if you are interested!

**THIS TOOLKIT is for:**

Course leaders
Module leaders
Subject group leaders
Programme leaders

... anyone who wants to improve the student experience and enhance the student voice within the design of this experience.

**YOU DON'T NEED TO KNOW ANYTHING ABOUT DESIGN TO USE THIS TOOLKIT ?**

If you think this toolkit may be useful for you to enhance the student voice and experience on your course or module, please email me:

m.levick-parkin@shu.ac.uk

# DO YOU REALLY KNOW WHAT IT'S LIKE ?

Using Participatory Design Methods to enhance the Student Voice in HE

# DESIGN METHODS TOOLKIT

**Available Now!**

Melanie Levick-Parkin
Senior Lecturer in Visual Communication Design
A LEAD Associate Initiative

## DO YOU KNOW WHAT ITS REALLY LIKE?

Using Participatory Design Methods to amplify student voice and enhance their HE experience.

Positive and future-directed student participation in the reviewing and design of curriculum delivery can be notoriously difficult to facilitate.

How can we use participatory and creative methods, to model the development of continuous improvement, based on co-creative and inclusive practices?

This toolkit has been developed in order to facilitate non-designers in the utilization of well-established and effective professional design methods to enhance their students' experience, by creating spaces of agency and engagement with the design of their courses.

## THE TOOLKIT:

### PART 1
Helps the leader to decide on an area of focus.
Helps the leader prepare for the workshop
Helps the leader train student volunteers to run the workshop

### PART 2
Provides the workshop outline, tasks and materials.

### PART 3
Supports the leader in the analysis of data

<YOU WILL BE INTRODUCED TO A RANGE OF CREATIVE RESEARCH METHODS, WHICH YOU CAN TAILOR TO YOUR OWN NEEDS>

THANKS VERY MUCH !