



Pedagogical (Re)-vision: from Concept to Course

ALISE 2017

Pre-conference Workshop

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The Agenda

- Welcome & Introductions
- Brief background and Resources
 - IMLS National Forum Planning Grant: *Educate to Innovate: Re-visioning Library and Information Science Education* (January 2015)
 - http://slis.simmons.edu/blogs/ourinformationfuture/files/2015/01/ILMS_AboutYourDesignShop.pdf
 - January 2016 ALISE Workshop – Design thinking
 - <http://slis.simmons.edu/blogs/ourinformationfuture/alise-2016/>
- Library Test Kitchen (LTK) a case study
- Round Table Discussions
- Plenary Session
- Next Steps and Adjourn

Envisioning Our Information Future and How to Educate for It



January 14 - 16, 2015, Simmons College

Made possible in part by the Institute of Museum and Library Services

Future-focused LIS Education must ...

- Design curricula focused on innovation, continuous learning, and critical engagement within a global, diverse context
- Help students to understand the challenges ahead and to keep pace with the rate of change
- Prepare graduates to successfully lead and shape our information future.
- Ensure that LIS educators stay ahead of trends that are shaping our information world



1

A future by Design, Not by Default



A FUTURE
BY DESIGN,
NOT DEFAULT

ENVISIONING
OUR INFORMATION
FUTURE and
HOW to EDUCATE
FOR IT

TOOLS

WHAT
JOURNEY MAP
AEIOU (ACTIVITIES, ENVIRONMENTS,
INTERACTIONS, OBJECTS, USERS)
LOOK-ASK-TRY-HOW
PAIN POINTS
DESIGN PRINCIPLES

STRUCTURE
EMPATHIZE
DEFINE

IDEATE
PROTOTYPE

TEST

RESOURCES

DESIGN THINKING for
LIBRARIES

www.designthinkingforlibraries.com

DESIGN THINKING
at a GLANCE (PRINT)

RETHINKING
the FAMILIAR to
DEVELOP INNOVATIVE
IDEAS for CHANGE

DESIRABLE
VIABLE
FEASIBLE

TRANSFORMATIVE ACTION

ANATOMY of
a COURSE

PAIN POINTS of
a STUDENT

HOW MIGHT WE...

DESIGN PRINCIPLES

UNDERSTANDING
USERS and CONTEXT

HOW MIGHT WE...

USE IN
WORKPLACE
ROI
CURIOSITY
SOCIAL IMPACT
JOB!
MASTER TOUR
EXPERTISE
QUALIFICATION

CONSTRAINTS

- TIME
- WAYs & LEARNING
W/OUT a CLASS (location)
- PROFESSOR EXPERIENCE
- RELEVANCE
- FINANCIAL CHALLENGES
CONTENT/COMMUNITY NEED
- EXPECTATIONS
- BALANCE (WORK/LIFE)
- HETEROGENEITY of
CLASS

BREAKING
FIXEDNESS



DIVISION

SIT

SYSTEMATIC
INVENTIVE
THINKING

GO FAR!

BRAINSTORM

CONCEPT
POSTER

BASIC CONCEPT

DESIRABILITY

FEASIBILITY

VIABILITY

BENEFITS BASED
ON USER EXPERIENCE
(FUNCTIONAL + EMOTIONAL)

STUDENT

PHYSICAL
MODELED

FLEXIBLE

RELEVANT

MODULAR

AVAILABLE

INCLUSIVE

CUSTOMIZED

EMPATHIC

STUDENT
DRIVEN

APPLICABLE

EXPERIENTIAL

SCALABLE &
CUMULATIVE

SUSTAINABLE

ALIGNED w/
EMPLOYER
NEEDS

DESIGN
PRINCIPLES



MACRO

RELEVANCE



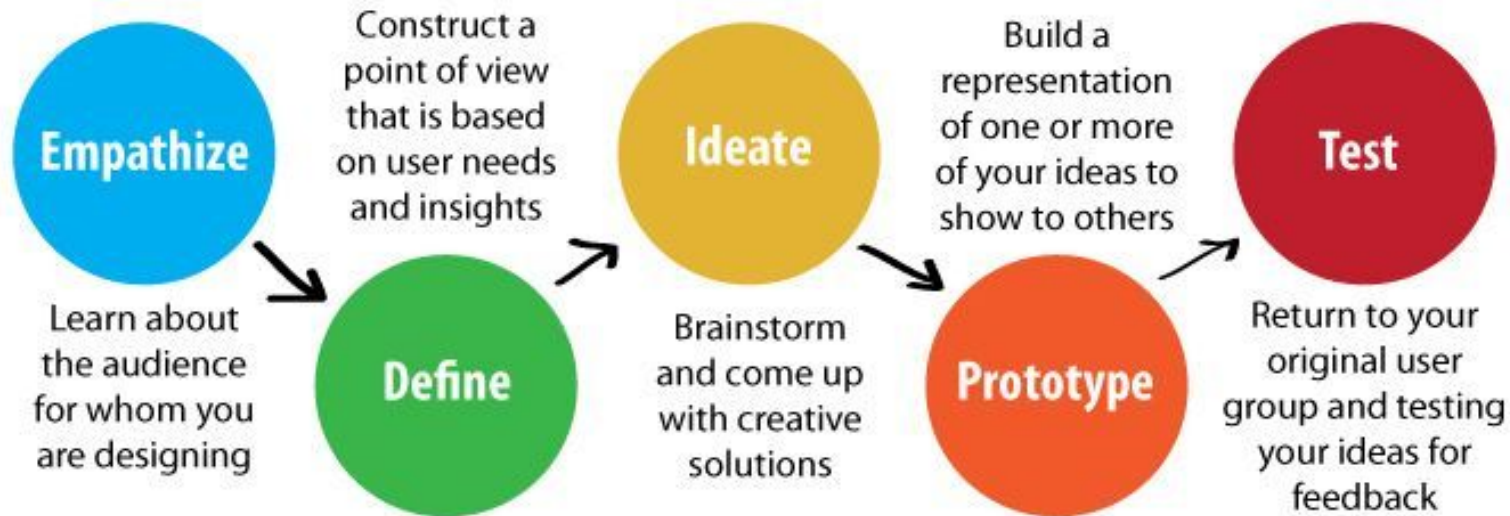
MICRO

How can we rethink the familiar more deliberately to generate innovative ideas for change?

ALISE 2016 Workshop Objectives

- To **explore design thinking principles** and **processes** that can be used **for re-visioning our courses** (micro level) and **curriculum** (macro level)
- To **explore and apply tools** that navigate from design “problem” to “solution” using guides from IDEO

Design Thinking Process



Concept Poster – Earliest stage prototype

1. BACKGROUND & INSIGHTS

BACKGROUND & INSIGHTS

In the space below briefly outline the Pain Points, Behavioral Archetypes, Design Principles, and Key Stakeholders as they relate to your basic concept.

Pain Points

Design Principles

Key Stakeholders

2. BASIC CONCEPT

BASIC CONCEPT

Value Proposition

Description of the
Concept

Benefits based on Customer Experience (functional & emotional)

Benefits based on User
Experience

Functional Benefits

Emotional Benefits

3. KEY ASSUMPTIONS

Key assumptions & anticipated issues:

DESIRABILITY

Identify the critical assumptions about desirability around which your concept is built. What tests can you run to verify (or refute) these assumptions?

Identify key
assumptions around
Desirability.

FEASIBILITY

What are issues will you need to address around technological feasibility? Feasibility vis-a-vis various stakeholders and their interests? Legal feasibility? Other feasibility issues? How will you test them?

What are the issues
around Feasibility?

VIABILITY

What issues will you need to address around the business model, including cost structure, price, pricing model? Identify the assumptions you are making around viability. How will you test them?

Identify key
assumptions re:
Viability.

Concept Poster – An Artist in Every Library

BACKGROUND & INSIGHTS

Pain Points

Artists need places to work and are often struggling to connect with new audiences.

Libraries struggle to engage patrons in new ways and communicate their assets as more than “just books.”

The variety of information sources, formats, content continue to proliferate and can be difficult for patrons to imagine and contextualize.

Design Principles

Integrated
Interactive
Dynamic

BASIC CONCEPT

Description of the Concept

A large-scale residency program that places an artist in every library, archive, and museum.

Functional Benefits

Would rejuvenate institutions and promote critical engagement with information.

Emotional Benefits

Artists, library staff, and patrons feel part of a larger community that is relevant and vibrant.

KEY ASSUMPTIONS

Desirability

Artists will want to relocate and operate in some capacity out of another facility.

Patrons will be interested in engaging with artists' work.

Feasibility

It will be possible to provide useful space to artists to work.

Viability

Institutions/organization will be able to find the funds to facilitate and support this kind of program.

How might we...

- ... foster more student engagement within each class session?
- ... configure assignments to accommodate student schedules?
- ... maximize the relevance of readings that are material to course content?
- ... design a course that incorporates different learning styles?

Breaking fixedness – the example of a course module

- Chart out a process of experiencing a module of a course. (Journey Map)
- Isolate each step. (Division)
- Can you rearrange them to create a new and attractive offering for students?
- (Keep the pain points you identified earlier in mind.)

Exercise in division

- What are the implications of moving from
 - Overview
 - Readings
 - Lecture
 - Discussion
 - Posting Response
 - Assignment for Assessment
- To
 - Overview
 - Readings
 - Assignment for Assessment
 - Lecture
 - Discussion
 - Posting Response

Innovative pedagogy: rethinking approaches to designing LIS curriculum

- Simmons College piloted a Library Test Kitchen (LTK) course in summer 2016
 - (<http://www.simmons.edu/news/school-of-library-and-information-science/2016/august/library-test-kitchen-2016>)
- To teach library students how to apply design thinking in their institutions, communities, and careers.
- To gain strategies for bringing experimentation into risk-averse environments, and the ability to think creatively to interpret librarianship for contemporary needs and situations.

LTK@SLIS (Simmons)

[https://www.youtube.com
/watch?v=BB4JcqMo-Mc](https://www.youtube.com/watch?v=BB4JcqMo-Mc)

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Round Table Discussions

- Handout: Designing and Implementing a Library Test Kitchen Course
- Concept Poster
- Other implementations

Plenary session

- Reporting by table on feasibility, desirability, viability
- Post-LTK Reflections from Simmons
- Discussion of examples of Design Thinking in other courses
- Wrap-up and next steps
- Adjourn

Thank-you

<http://slis.simmons.edu/blogs/ourinformationfuture/>