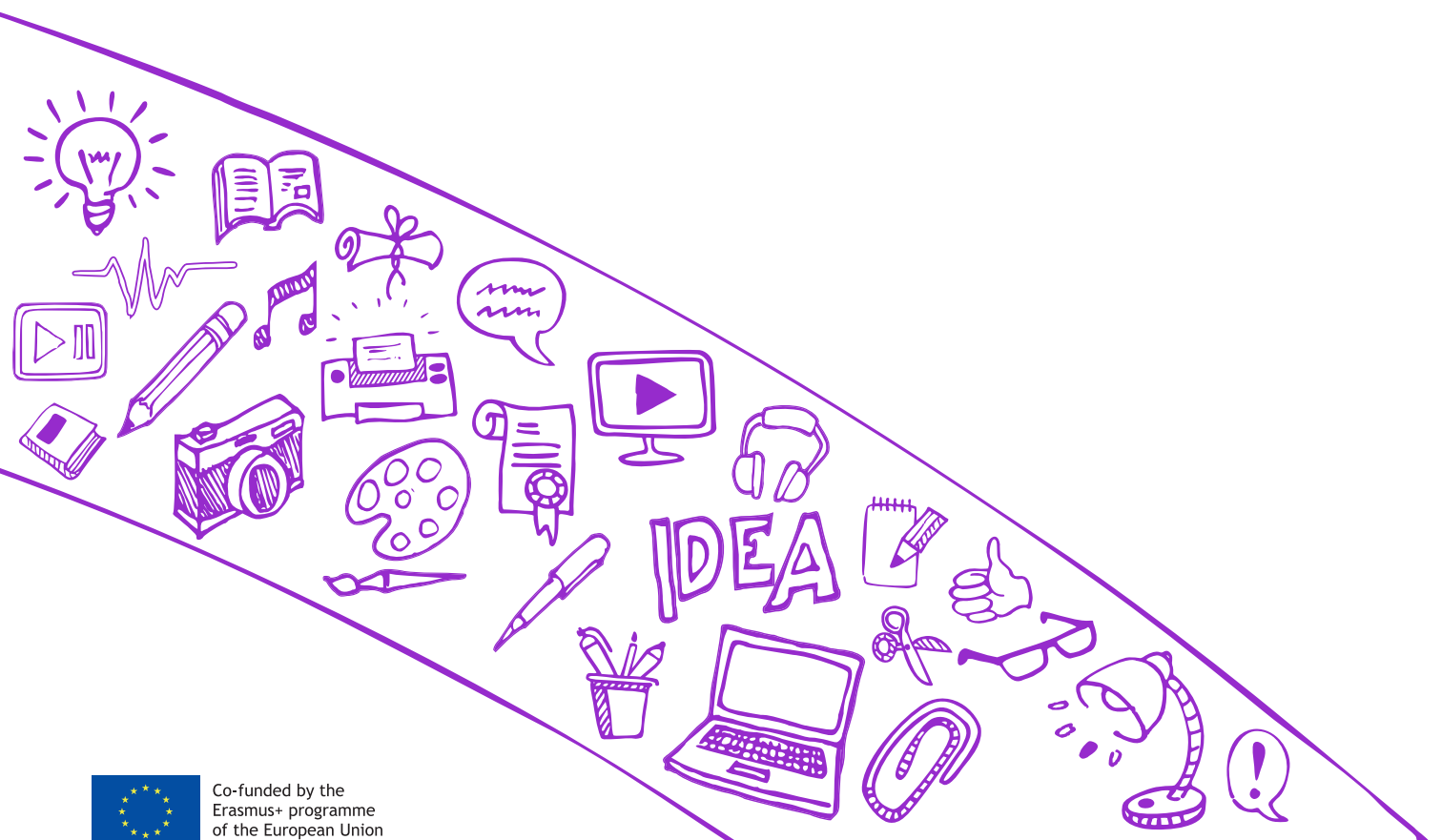


Module 6

Applying your creative practice for solving community challenges

Part 2



Course description

Below you can find a template in order to structure the courses for each module. The duration of the entire module is 4 hours including 2x 15 minutes break and 30 minutes lunch. Please use and fill the template below with the foreseen activities. Use one template for one activity.

Activities

- Opening of the module
- Exercise 1: Reporting on homework and discussion “What have we learned so far?”
- Exercise 2: Work on the presentations
- Exercise 3: Show time + Q&A
- Closing session debrief and takeaways

Addressing competencies

- Creativity
- Critical thinking
- Teamwork
- Self-awareness
- Self-efficacy
- Communication skills
- Presentation skills
- Addressing community challenges

Learning outcomes

- Practice design thinking method step by step
- Conducting interviews with focus groups
- Effective communication
- Introduce participants to entrepreneurial thinking
- Practice collaboration
- Applying ideas in different contexts



Concrete steps for the implementation

This final module is dedicated to demonstrating how creativity can be applied to our daily challenges, both individual and communally. It will introduce a tailored process of creative solution design and implementation, based on Design Thinking, entrepreneurship, and project management methodologies. Learners will engage in a group project on a community challenge they identify.

The final two modules are connected and at the end of the modules, there will be a reflection time on what are the main learnings from the whole course.

For concrete steps – please see below.

Detailed step by step scenario is proposed with PowerPoint.

Learning materials

Visual PowerPoint, creative mentoring, group work on concrete challenges, “outdoor” activities, active teamwork in between sessions.

Methodological explanation

Considering the recurring pandemic situation, the course has been planned as an online learning opportunity, but its content is flexible in terms of delivery. It can be a standalone course or part of another curriculum.

Online based experience and flexibility: this will allow the trainer and learners to learn at their own pace and convenience.

Depending on the art field in which the trainer is involved, as well as the level of preparation of learners and their interests, the trainer decides what frequency to deliver the 5 modules with.

Debriefing questions

- *How did we practice creative solution design?*
- *What was challenging?*
- *What are the outcomes from our creative design?*
- *What have we learnt from the course and what has been improved?*

Feedback

Once the module is complete, ask learners for feedback. Use a brief online form or ask them at the end of the module.

Google form for receiving feedback about the course. Questions to ask: see above

Description of joint practical assignments

Please see the detailed scenario below.

Guidelines for peer to peer learning and evaluation

Peer-to-peer learning is an approach to teaching where learners teach each other. Without direct intervention from the trainer, students engage in collaborative learning.

As a trainer you will monitor the process, but peers are in charge. Working one-on-one within the group tasks and in breakout rooms, peers provide each other individualised help, promote teamwork, and gain new insights from one another.

In the context of the module, peer-to-peer learning is a way for the learners to:

- Learn new skills and tactics from others in the group, through shared experiences
- Support others and be supported in their journey
- Help learners to improve their overall performance – as students or workers. This is in contrast to individualised learning. Most skills can't be learned independently, but require teamwork

Tips and tricks for trainers

Encourage learners to value the process as much as they value the outcome.

Help them to see in what other areas they can apply the design thinking process – to solve personal and community challenges in the future.

Potential pitfalls

Some participants may strive for perfectionism and thus may have the tendency to quit. Help them with individual mentoring and support – to value the process and what they will learn rather than the result in terms of presentation.

Potential adaptation for face-to-face learning

This workshop can be easily adapted to offline and online environments as well. The plan originally is written for the online setting, (using resources like Jamboard) for discussions and breakout rooms, using any call programs (Zoom, Teams etc.)

After the activity part of the workshop, you can have a short break before the debriefing.

Further reading resources

Guides

The Field Guide to Human-Centered Design by IDEO.org

<http://www.designkit.org//resources/1>

Design Project Guide by Hasso Plattner Institute of Design at Stanford

<https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/589ba9321b10e3beb925e044/1486596453538/DESIGN-PROJECT-GUIDE-SEPT-2016-V3.pdf>

Articles

Design Thinking for Social Innovation by Tim Brown & Jocelyn Wyatt, 2010 https://new-ideo-com.s3.amazonaws.com/assets/files/pdfs/news/2010_SSIR_DesignThinking.pdf

Human-Centered, Systems-Minded Design by Thomas Both, 2018

https://ssir.org/articles/entry/human_centered_systems_minded_design

Books

The Vein of Gold: A Journey to Your Creative Heart by Julia Cameron, 1996

<https://www.amazon.com/Vein-Gold-Journey-Creative-Heart/dp/0874778794>

Entrepreneurial You by Dorrie Clark, 2017

<https://www.amazon.com/Entrepreneurial-You-Monetize-Expertise-Multiple-ebook/dp/B06XJ4NWR9>

Change by Design, Revised and Updated: How Design Thinking Transforms Organizations and Inspires Innovation by Tim Brown, 2019

<https://www.amazon.com/Change-Design-Revised-Updated-Organizations/dp/0062856626>



Opening

Opening and check-in



10 minutes



Recap of the work from previous module and check-in with DiARC Digital Cards

<https://nmct.eu/creativecards/>

Question to all for check in:

BB One word or sentence that describes my time between latest module and this final one

Exercise 1

Reporting on homework and discussion “What have we learned so far?”



40 minutes

Facilitate a debriefing process. Start with invitation to participants who have worked between modules (there are chances someone couldn't invest the time) on brief reporting – photos and videos with a storyline, about their work between the final two modules.

After each one, sharing trainer and other participant give feedback:

- *What seems to be done well*
- *What can be added / done for an even greater outcome*
- *Congratulate the participant for the effort.*

(Participants who haven't worked on the homework are invited to organize the steps within the homework during the time allotted for Exercise 3 – working on presentations.)



After everyone individually presents their homework, continue with a Group Discussion. Questions to reflect on:

- *What are the outcomes from our creative design so far?*
- *What did we manage to plan and create within 4 hours in the previous module?*
- *What creative work did we delivered to the communities we want to serve / help?*
- *What have we learnt so far?*

Exercise 2



90 minutes

Each group to work on their presentation – PPT, video, story, choice of them how will they present, summarising:

1. *Intentions – when starting the course*
2. *Planning creative work*
3. *Creative work as process – what have we learned by studying the process*
4. *How did we approach design thinking – a story about learning and practicing: phases, how did they choose the community challenge they want to support being solved?*
5. *Outcome – what community did we support through creative work and how did we do it*
6. *Lessons learned*



It is important as a trainer to demonstrate a presentation here or launch one from the Internet to see what direction teams to take.

The topic of the presentation:

- *What did we experience?*
- *How did we experience it?*
- *What did we achieve?*

The goal is to inspire others to participate in similar processes.

Split teams into Breakout rooms while working and visit each room to support the work.

Participants that manage to prepare their PPTs earlier are invited to compare their current scores on the creativity test (presented in Module 1) with their original score. This will allow them to explore how things have changed for them.



Link to the test: <https://www.datcreativity.com/task>



15 minute break

Exercise 3

Show time + Q&A



40 minutes



10 min for each team to create their presentation



Q&A from the other teams

Optional – for the presentations, everyone can invite a representative of the community they supported through their project.

Or the Trainer can invite the DIARC project contact point to serve as a jury or public.

Closure of the module



15 minutes

Debriefing

Feedback gathered through online google form.



Certification and thanks for joining us.

The creative journey now begins!!!

Course contact points

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