

Faculty of Design

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## Facilitating generative emergence within large-scale networks

Aguirre, Manuela, Agudelo, Natalia and Romm, Jonathan

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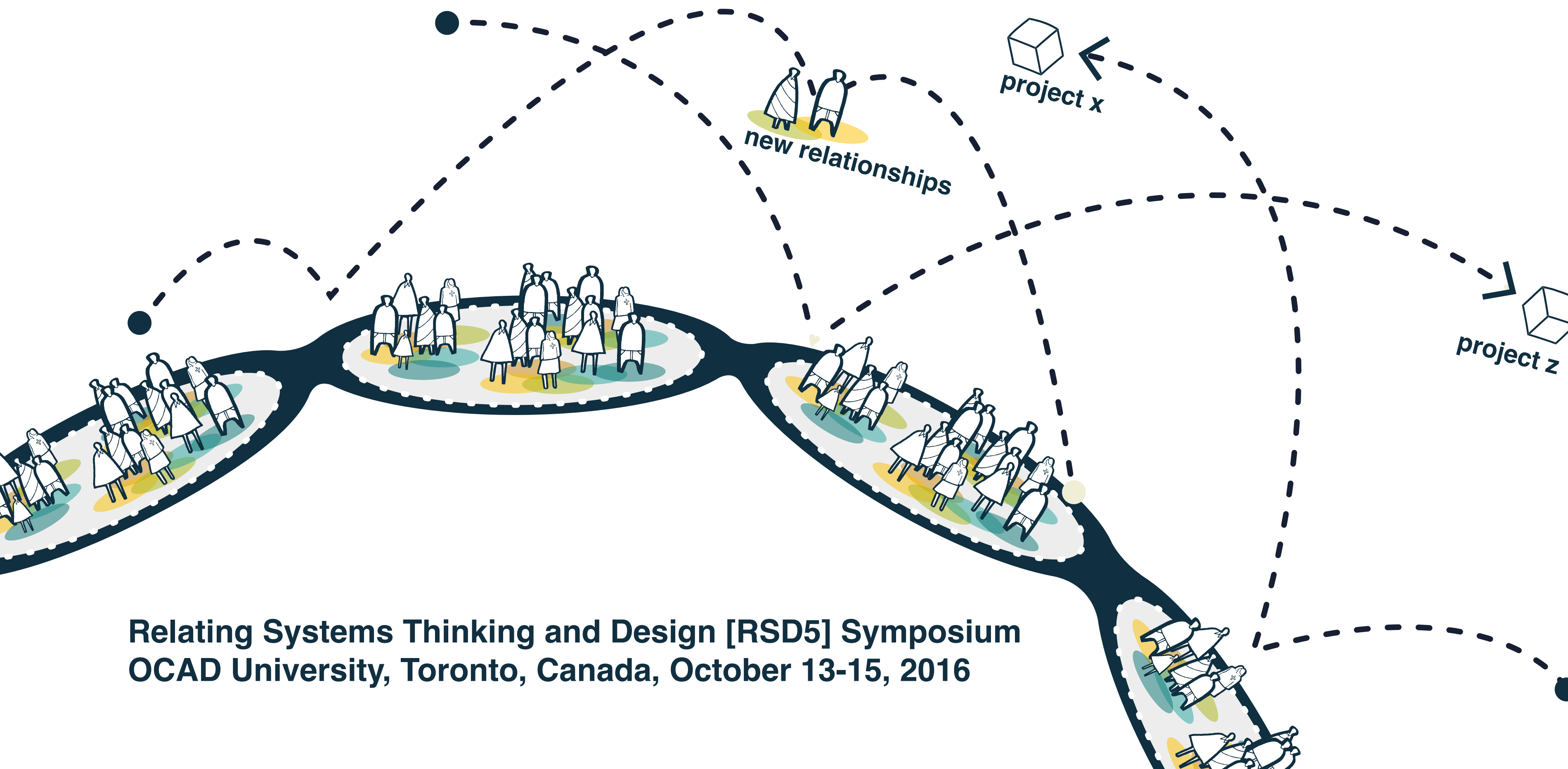
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# Facilitating generative emergence within large-scale networks

Manuela Aguirre, Natalia Agudelo, Jonathan Romm



Relating Systems Thinking and Design [RSD5] Symposium  
OCAD University, Toronto, Canada, October 13-15, 2016



Arkitektur- og designhøgskolen i Oslo  
The Oslo School of Architecture and Design



# muddling through the 3rd and 4th domain of design

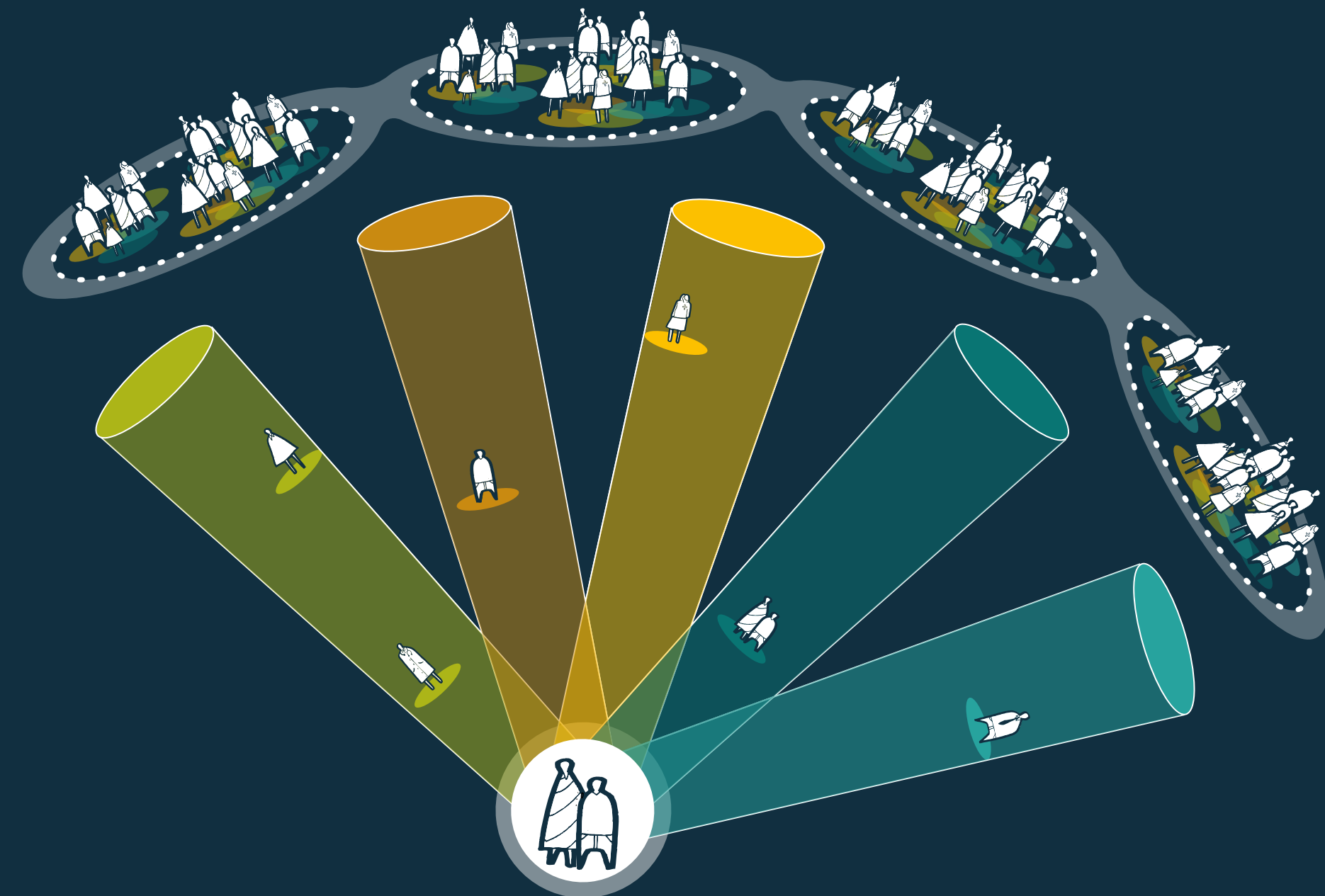
## Wicked problems

- social complexity
- polarized tensions
- conflicting agendas
- power inequalities

*How to start?*

*Whom and how to invite?*

*How to sustain momentum over time?*



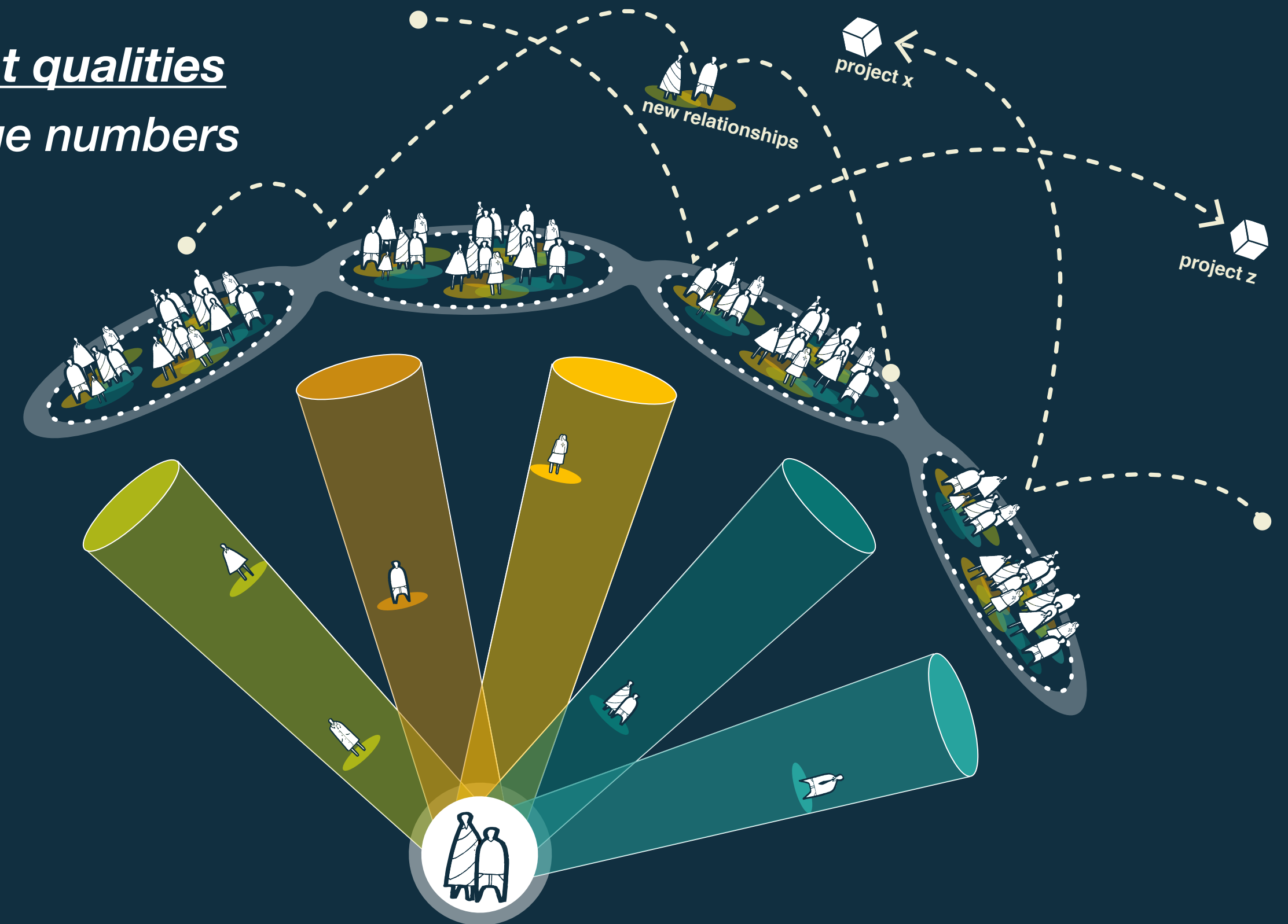
muddling through (Lindblom, 1959; 1979)  
wicked problems (Rittel & Webber, 1973)  
fourth domain (Jones and van Patter, 2009)

# generative emergence in large-scale networks

[jen-er-uh-tiv / ih-mur-juh ns]

*“Network effects in large social networks display emergent qualities that cannot be designed or planned in the absence of large numbers of active participants” (Jones, 2014:117)*

- engage diverse perspectives in dialogue
- spread ownership and agency
- co-envision possible futures across silos
- embody experiential intelligence\*
- embrace change and challenge assumptions\*
- playfully open to risk\*



\* Schweitzer, Groeger & Sobel, 2016. The 11 Design Thinking Mindsets.



**two cases** - *different in nature*  
*but share the same body*  
*(of work)*





**case 1:** Center for Connected Care

**network type:** Formal network for healthcare innovation

**partners:** 17 institutions (public, private and academic)

**timing:** 8 year funded commitment

**purpose:** diffuse and adopt patient-centric innovation in Norway

**scope:** Four main events (January-September 2016)



**case 2:** Guts to Change

**network type:** Informal network for social innovation

**partners:** two-hundred individuals (mixed sectors)

**timing:** 6 months of design-driven volunteer movement

**purpose:** transform a 'crisis' into a participatory opportunity

**scope:** Four main events (November 2015-May 2016)



# Research by Design

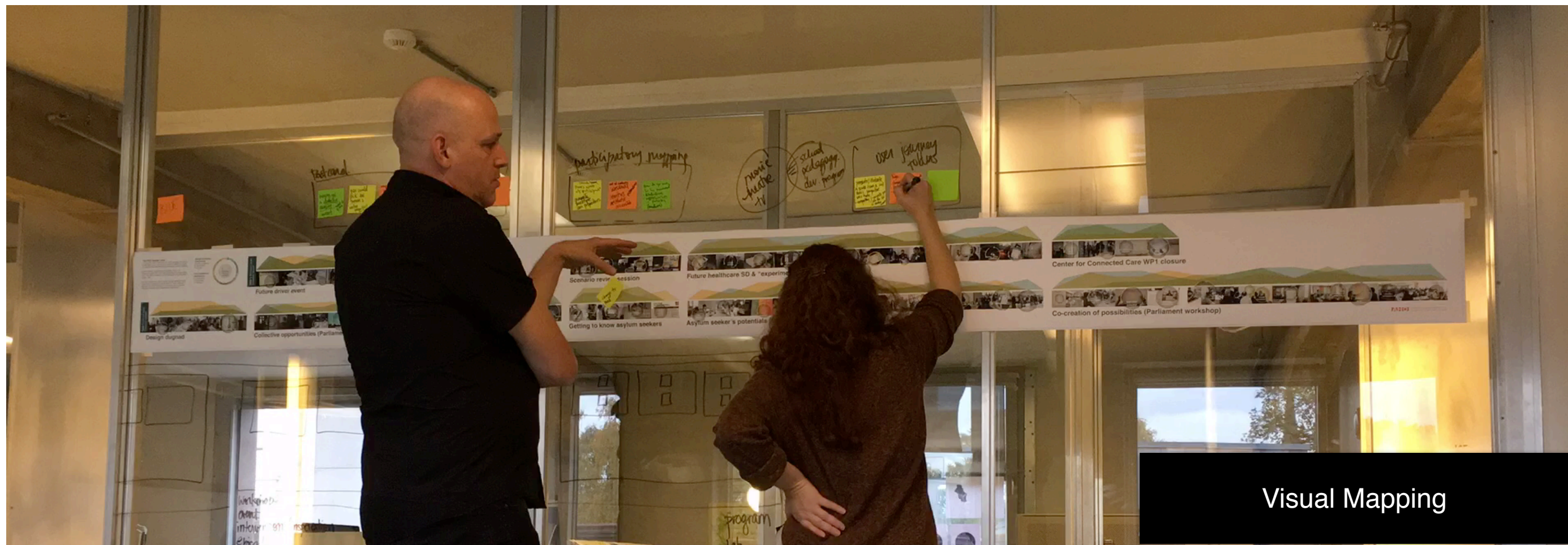
“A special research mode where the **explorative**, **generative** and **innovative** aspects of design are engaged and aligned in a systematic research inquiry” (Sevaldson, 2010:11).



Observations



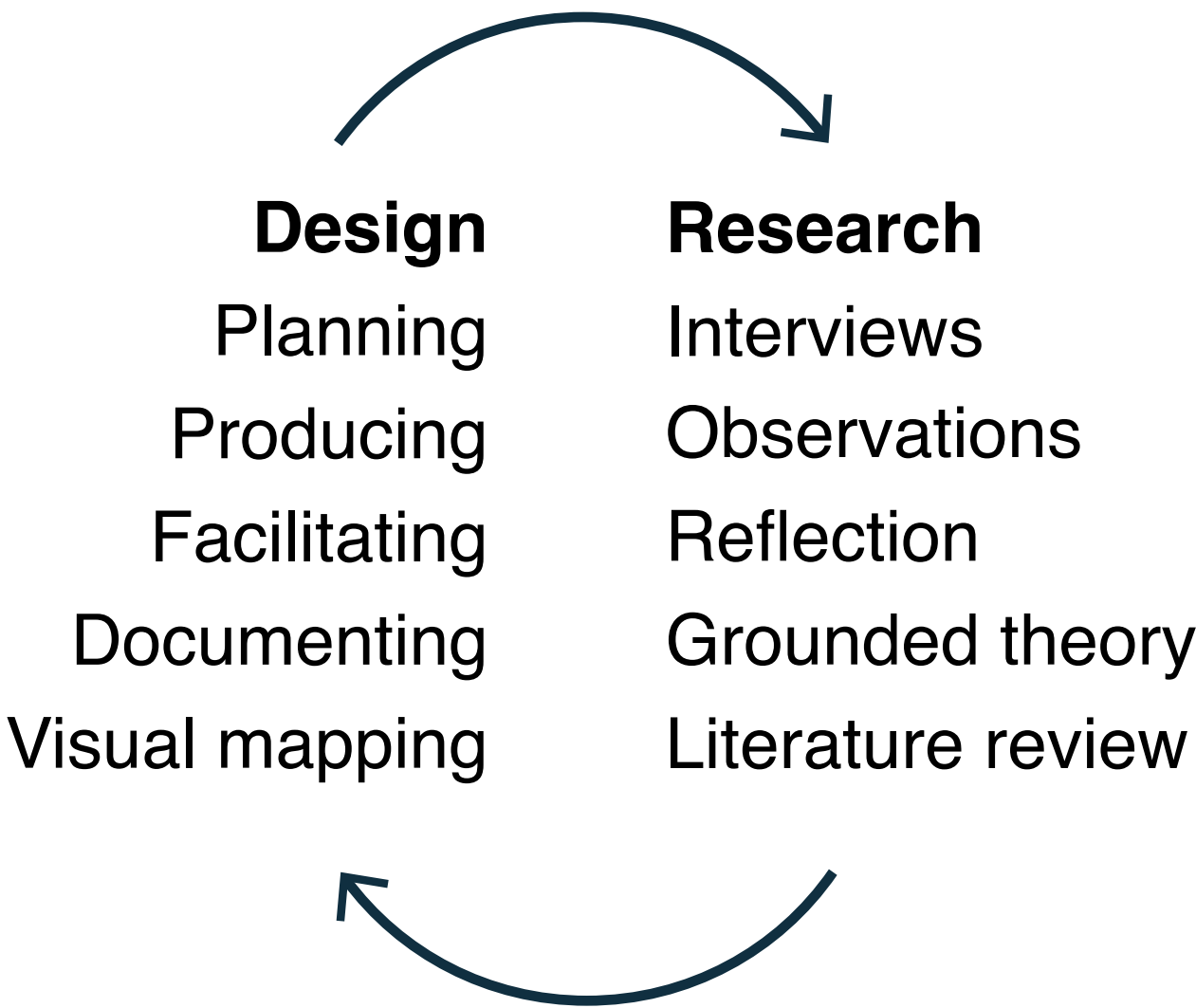
Facilitation



Visual Mapping



Documentation







## Facilitation / *facilis* “to make easy”

Facilitation is an increasing role designers perform.  
Designers as ‘value facilitator’.

Designers use a variety of tools for facilitation of generative conversations, such as:

1. Generic tools (post-it, whiteboard, flipcharts, makers)
2. Templates (business model canvas, service blueprint, SWAT)
3. **Designed facilitation tools (tailored designed tools)**



***What are the dimensions of  
these designed facilitation tools?***

facilitator as design roles: Body, Terrey, & Tergas, 2010; Manzini, 2015; Meroni & Sangiorgi, 2011;  
Napier & Wada, 2015; Tan, 2012; Thackara, 2005).

designers as value facilitators: Wetter-Edman et al., 2014



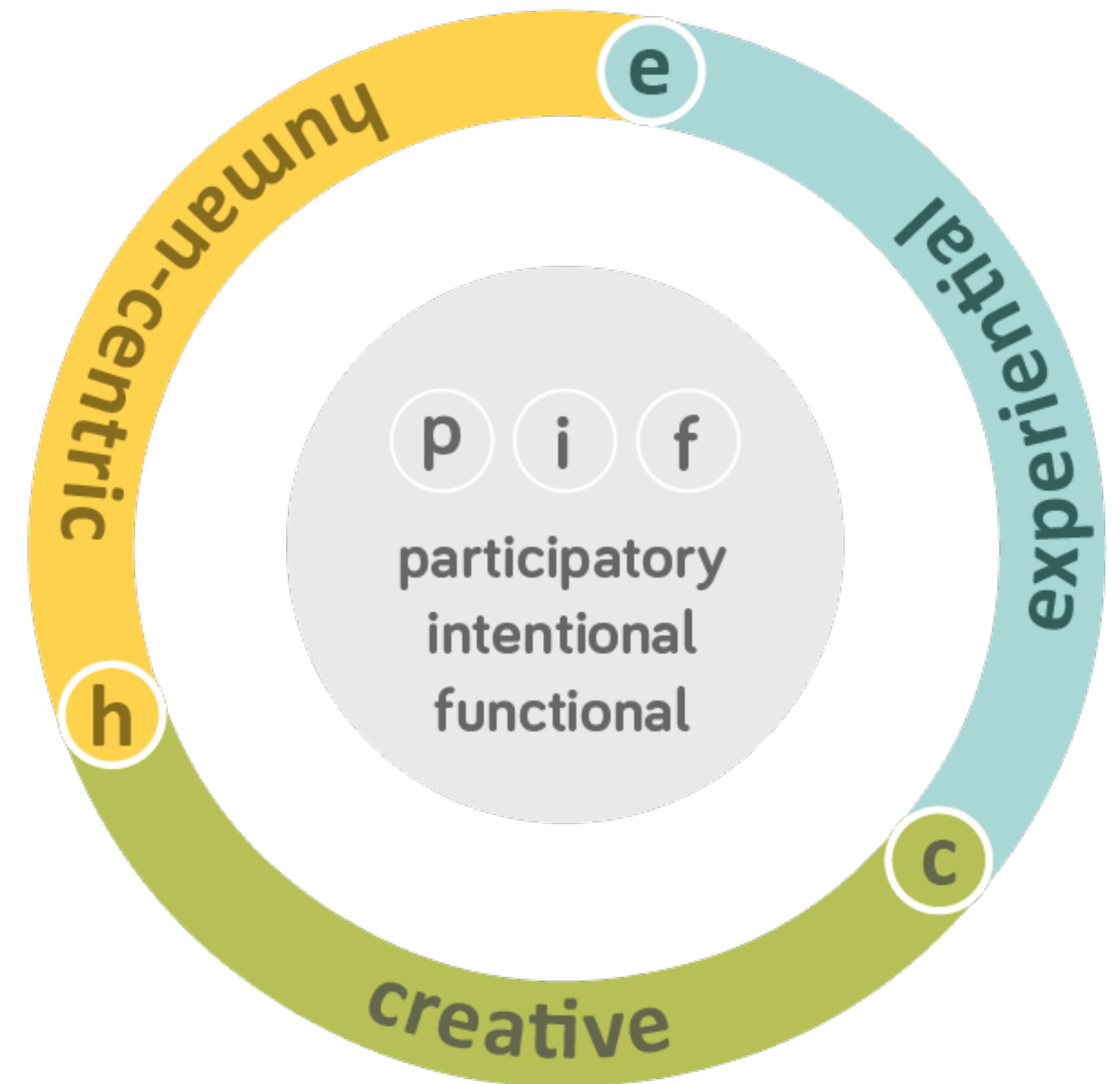
# Dimensions of designed tools for facilitation

## Core dimensions

- 1) **Intentional**: purposeful and outcome-oriented.
- 2) **Functional**: considers logistics, usability and ergonomics.
- 3) **Participatory**: enables collaboration and dialogue.

## Design dimensions

- 1) **Human-centric**: prompts empathic insights or embodies new perspectives.
- 2) **Experiential**: makes use of immersive, extraordinary, sensorial and aesthetic interactions.
- 3) **Creative**: promotes abductive and lateral thinking.  
Produces novel design material.



# Dimensions of designed tools for facilitation

## Core dimensions

- 1) **Intentional**: purposeful for a specific outcome
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## Design dimensions

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- 3) **Creative**: prompts abductive and lateral thinking. Produces novel design material.





high



human-centric



Prompts empathic insights or embody new perspectives.

experiential



Immersive, extraordinary, sensorial, aesthetic.

creative



Prompts abductive and lateral thinking. Produces novel design material.

med.



human-centric



Invites participants to articulate different perspectives.

experiential



Interactive, applies metaphors or symbols, playful.

creative



Invites abductive and lateral thinking. Builds on existing design material.

low



human-centric



Addresses issues of diverse perspectives.

experiential



Accessible, provides ambience or has a peripheral presence.

creative



Allows for reflection, feedback and critique to evaluate design material.

none



human-centric



This dimension is not addressed or is irrelevant.

experiential



This dimension is not addressed or is irrelevant.

creative



This dimension is not addressed or is irrelevant.



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## human-centric



Invites to describe ideas from different perspectives.

## experiential



Idea card layout helps to describe ideas in a cohesive and easy way.

## creative



Prompts abductive thinking to support the production of multiple ideas.

h

idea  
cards

c

e





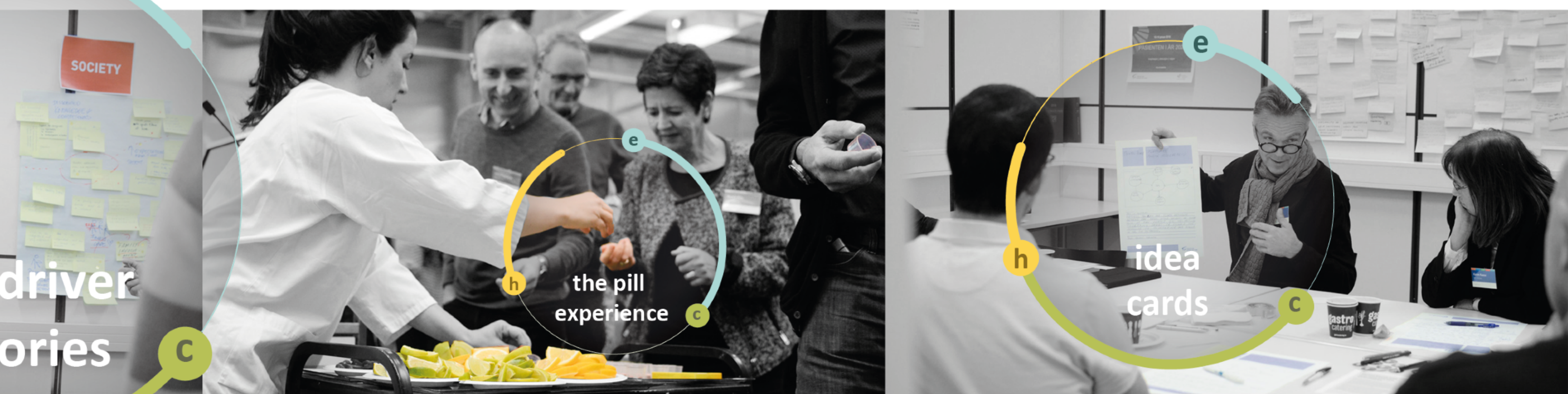
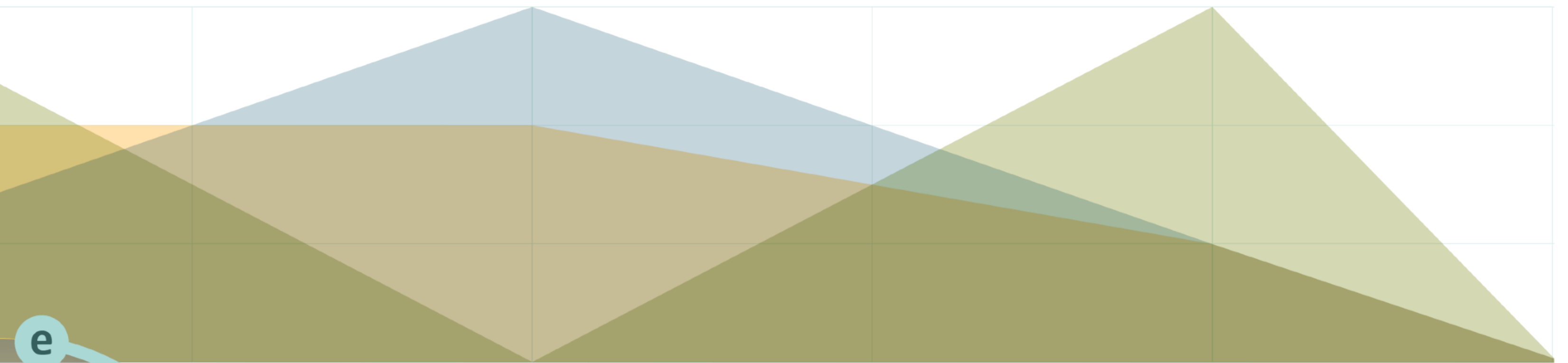
e

h

idea  
cards

c





**human-centric** ●●●  
articulation of drivers  
from multiple  
perspectives.

**experiential** ●●●  
by usage of colour  
related to themes.

**creative** ●●●  
lateral thinking and  
of multiple future  
scenarios of change.

**the pill experience**

Participants were exposed to an experience by being symbolically medicated with “miracle frooties” - a pill that twists the sensoric ability of taste. This in order to gain empathic insight in to a medicated patients’ perspective and how a patient is depended on trusting provides to give good instructions related to medication.

**human-centric** ●●●  
invites participants to reflect  
upon a patients perspective  
related to medication.

**experiential** ●●●  
Highly immersive, sensorial  
and symbolic theatrical  
experience.

**creative** ●●●  
Not addressed.

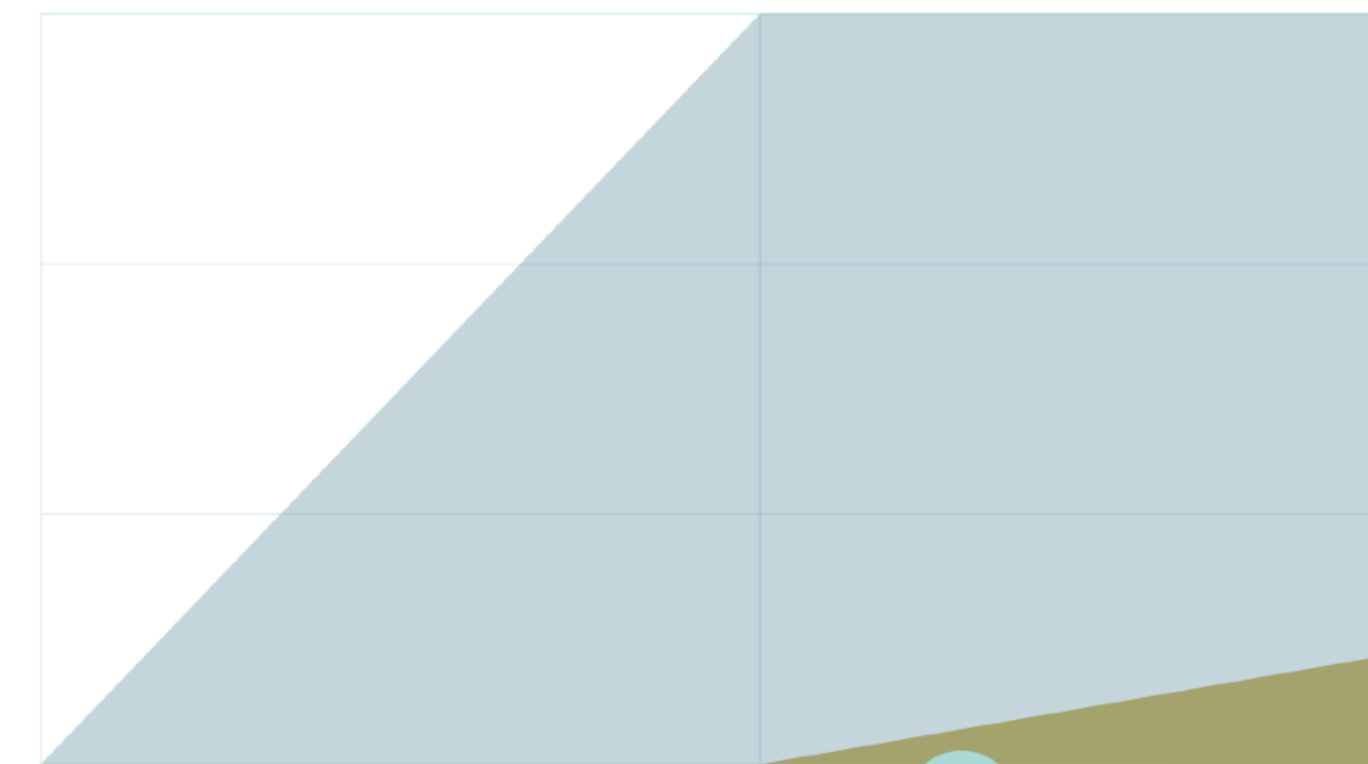
**idea card**

Idea cards developed to help participants describe ideas for possible future C3 projects related to each theme.

**human-centric** ●●●  
Invites to describe ideas from  
different perspectives.

**experiential** ●●●  
Idea card layout helps to  
describe ideas in a cohesive  
and easy way.

**creative** ●●●  
Prompts abductive thinking to  
support the production of  
multiple ideas.



**floor plan division**

The floor was divided in four sections mirroring the four scenarios that were presented to “move” the participants mentally in to each scenario.

**human-centric** ●●●  
Irrelevant.

**experiential** ●●●  
Immersive, prompts the  
participants to relate to the  
different scenarios spatially.

**creative** ●●●  
Irrelevant.



## Future event

**group tags**

**postcard co-rating**

**theme descriptions**

**group tattoos**

**future driver categories**

**the pill experience**

**idea cards**

<b>human-centric</b> ●●● Ensures the formation of diverse discussion groups.	<b>postcard rating</b> After exhibiting the postcards from the future the participants were asked read the postcards from their future and to rate them qualitatively, by sticking heart stickers on them.	<b>human-centric</b> ●●● Rating desired future states, expressed from various perspectives.	<b>theme descriptions</b> Each of the five themes of C3 was described in a provocative futuristic way, both from a patient and from a provider perspective. This in order to provide group discussions of the themes from a variety of stakeholder perspectives.	<b>human-centric</b> ●●● Invites for understanding of the themes from various perspectives.	<b>group tattoos</b> A set of water tattoos were designed and produced for each C3 theme. Each group member was asked to wear his chosen water tattoo to support the group formation of each theme.	<b>human-centric</b> ●●● Ensures diversity in the thematic discussion groups.	<b>future driver categories</b> The participants were asked to suggest future drivers of change from various perspectives related to their chosen themes. Future drivers were categorised in three main categories: Economy, society & technology. The category posters were designed to match the colour of each theme.	<b>human-centric</b> ●●● Invites articulation of drivers of change from multiple stakeholder perspectives.	<b>the pill experience</b> Participants were exposed to an experience by being symbolically medicated with "miracle frootics" - a pill that twists the sensoric ability of taste. This in order to gain empathic insight in to a medicated patient's perspective and with a patient is dependent on trusting, provides to give good instructions related to medication.	<b>human-centric</b> ●●● Invites participants to reflect upon a patient's perspective related to medication.	<b>idea card</b> Idea cards developed to help participants describe ideas for possible future C3 projects related to each theme.	<b>human-centric</b> ●●● Invites to describe ideas from different perspectives.
<b>experiential</b> ●●● Four schemes were produced as a peripheral aesthetic element.	<b>experiential</b> ●●● Uses heart stickers as a playful, interactive and well known metaphor.	<b>experiential</b> ●●● Rating desired future states, expressed from various perspectives.	<b>experiential</b> ●●● Each of the five themes of C3 was described in a provocative futuristic way, both from a patient and from a provider perspective. This in order to provide group discussions of the themes from a variety of stakeholder perspectives.	<b>experiential</b> ●●● Invites for understanding of the themes from various perspectives.	<b>experiential</b> ●●● A set of water tattoos were designed and produced for each C3 theme. Each group member was asked to wear his chosen water tattoo to support the group formation of each theme.	<b>experiential</b> ●●● Ensures diversity in the thematic discussion groups.	<b>experiential</b> ●●● The participants were asked to suggest future drivers of change from various perspectives related to their chosen themes. Future drivers were categorised in three main categories: Economy, society & technology. The category posters were designed to match the colour of each theme.	<b>experiential</b> ●●● Invites articulation of drivers of change from multiple stakeholder perspectives.	<b>experiential</b> ●●● Participants were exposed to an experience by being symbolically medicated with "miracle frootics" - a pill that twists the sensoric ability of taste. This in order to gain empathic insight in to a medicated patient's perspective and with a patient is dependent on trusting, provides to give good instructions related to medication.	<b>experiential</b> ●●● Invites participants to reflect upon a patient's perspective related to medication.	<b>experiential</b> ●●● Idea cards developed to help participants describe ideas for possible future C3 projects related to each theme.	<b>experiential</b> ●●● Invites to describe ideas from different perspectives.
<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.	<b>creative</b> ●●● Not addressed.

## Scenario review event

**floor plan division**

**scenario boards**

**narrative demonstrators**

**feedback place holders**

<b>floor plan division</b> The floor was divided in four sections mirroring the four scenarios that were presented to "move" the participants mentally in to each scenario.	<b>human-centric</b> ●●● Irrelevant.	<b>scenario boards</b> The four scenarios were presented on illustrated colour branded boards. Variations related to the identified future drivers are highlighted. Signposts from the present were also described related to each scenario.	<b>human-centric</b> ●●● Each board had an aesthetic presence and was supported by illustrations and colour branded.	<b>narrative demonstrators</b> Each scenario was illustrated by narratives related to each C3 theme from various perspectives, demonstrated by using a variety of medias such as: video storytelling, sketches and rough prototypes.	<b>human-centric</b> ●●● Prompting various stakeholder perspectives.	<b>feedback place holders</b> Each scenario board had place holders for feedback post-it notes with written comments from the participants.	<b>human-centric</b> ●●● Addresses issues of diverse perspectives.
<b>experiential</b> ●●● Immersive, prompts the participants to relate to the different scenarios spatially.	<b>experiential</b> ●●● Irrelevant.	<b>experiential</b> ●●● Each board had an aesthetic presence and was supported by illustrations and colour branded.	<b>experiential</b> ●●● Prompting various stakeholder perspectives.	<b>experiential</b> ●●● Each scenario was illustrated by narratives related to each C3 theme from various perspectives, demonstrated by using a variety of medias such as: video storytelling, sketches and rough prototypes.	<b>experiential</b> ●●● Immersively illustrated and aesthetically narrated demonstrators.	<b>experiential</b> ●●● Addresses issues of diverse perspectives.	<b>experiential</b> ●●● Irrelevant.
<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.	<b>creative</b> ●●● Irrelevant.

## Volunteer events

**photo prompts**

**sketching**

<b>human-centric</b> ●●● Participates multiple perspectives.	<b>Photo prompts</b> Applying visual or photographic material to inspire or prompt reactions in participants.	<b>human-centric</b> ●●● It prompts participants to share their individual perspectives with each other.	<b>Sketching</b> Live sketching in large scale formats to synthesize a group's collective ideation process or suggest an individual alternative to a larger group.	<b>human-centric</b> ●●● This dimension is not addressed.
<b>experiential</b> ●●● An interactive way of using large canvases to engage multiple participants.	<b>experiential</b> ●●● Combines materials, photos, and making looks. Highly aesthetic.	<b>experiential</b> ●●● An interactive way of using large visuals to engage multiple participants.	<b>experiential</b> ●●● Live sketching in large scale formats to synthesize a group's collective ideation process or suggest an individual alternative to a larger group.	<b>experiential</b> ●●● This dimension is not addressed.
<b>creative</b> ●●● Prompt reflection and creative thinking.	<b>creative</b> ●●● It prompts abductive thinking and co-design of new alternatives.	<b>creative</b> ●●● Prompt reflection and creative thinking.	<b>creative</b> ●●● Live sketching in large scale formats to synthesize a group's collective ideation process or suggest an individual alternative to a larger group.	<b>creative</b> ●●● This dimension is not addressed.

## Collective opportunities - 'the Parliament event'

**inspiration posters**

**group visualization**

**facilitator's kit**

**group table signs**

**super-powers**

**journey map**

**opportunity space canvas**

**'how might we' template**

**individual 'to-do' template**

<b>inspiration posters</b> Using large, colorful and playful posters to transform the Parliament. The tone of voice of the posters inspired collective action and prompt the value of the multiplicity of perspectives.	<b>human-centric</b> ●●● Prompts collaboration among diverse perspectives.	<b>group visualization</b> Each of the twelve groups was visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc.). It visually represented that each group was diverse.	<b>human-centric</b> ●●● It has an ambient presence and allows participants to huddle around it.	<b>facilitator's kit</b> Facilitator's kits were carefully developed to onboard the twenty-four facilitators in a quick way. These kits contained instructions, materials such as post-its, markers and templates. They were carefully put together in transparent folders.	<b>human-centric</b> ●●● Each kit is nicely packed with materials making facilitator's feel valued.	<b>group table signs</b> Visible signs were placed on each group, iterating the group's theme and the multiple perspectives within each group.	<b>human-centric</b> ●●● Color-codes the multiple perspectives present in the group.	<b>super-powers</b> The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.	<b>human-centric</b> ●●● It invites people to reflect upon their own and other's perspective.	<b>journey map</b> Allowing participant's to reflect and collectively build an asylum seeker's journey maps. This is an opportunity to dive into the subject matter with empathy by looking at the situation from the perspective of the persons most affected.	<b>human-centric</b> ●●● It prompts empathic insights and embody new perspectives.	<b>opportunity space canvas</b> A large canvas to ideate on a shared opportunity space. The canvas prompts a structured brainstorming that ideated on actors, needs, barriers and enablers.	<b>human-centric</b> ●●● Prompts collaboration among diverse perspectives.	<b>'how might we' template</b> A large canvas that prompted the group to synthesize their collective learnings. They had to finish the sentence "how might we" - encouraging them to commit to a particular idea.	<b>human-centric</b> ●●● Addresses issues of diversity.	<b>individual 'to-do' template</b> The individual 'to-do' came right after the 'collective learning' canvas. It prompts participants to move from the collective to the individual space, and ideate on how they could individually contribute in the short and long term. These 'to-do' were anonymously photographed.	<b>human-centric</b> ●●● It addresses individual perspectives.
<b>experiential</b> ●●● Provides an ambient presence and allows participants to huddle around it.	<b>experiential</b> ●●● Facilitator's kits were carefully developed to onboard the twenty-four facilitators in a quick way. These kits contained instructions, materials such as post-its, markers and templates. They were carefully put together in transparent folders.	<b>experiential</b> ●●● Each of the twelve groups was visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc.). It visually represented that each group was diverse.	<b>experiential</b> ●●● Each kit is nicely packed with materials making facilitator's feel valued.	<b>experiential</b> ●●● Visible signs were placed on each group, iterating the group's theme and the multiple perspectives within each group.	<b>experiential</b> ●●● Color-codes the multiple perspectives present in the group.	<b>experiential</b> ●●● Allowing participant's to reflect and collectively build an asylum seeker's journey maps. This is an opportunity to dive into the subject matter with empathy by looking at the situation from the perspective of the persons most affected.	<b>experiential</b> ●●● It prompts empathic insights and embody new perspectives.	<b>experiential</b> ●●● The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.	<b>experiential</b> ●●● It invites people to reflect upon their own and other's perspective.	<b>experiential</b> ●●● A large canvas to ideate on a shared opportunity space. The canvas prompts a structured brainstorming that ideated on actors, needs, barriers and enablers.	<b>experiential</b> ●●● Prompts collaboration among diverse perspectives.	<b>experiential</b> ●●● A large canvas that prompted the group to synthesize their collective learnings. They had to finish the sentence "how might we" - encouraging them to commit to a particular idea.	<b>experiential</b> ●●● Addresses issues of diversity.	<b>experiential</b> ●●● The individual 'to-do' came right after the 'collective learning' canvas. It prompts participants to move from the collective to the individual space, and ideate on how they could individually contribute in the short and long term. These 'to-do' were anonymously photographed.	<b>experiential</b> ●●● It addresses individual perspectives.	<b>creative</b> ●●● It nudges participants to create a shared long-term vision.	
<b>creative</b> ●●● Allows reflection among the diverse perspectives, but not in relation to creation.	<b>creative</b> ●●● Facilitator's kits were carefully developed to onboard the twenty-four facilitators in a quick way. These kits contained instructions, materials such as post-its, markers and templates. They were carefully put together in transparent folders.	<b>creative</b> ●●● Each of the twelve groups was visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc.). It visually represented that each group was diverse.	<b>creative</b> ●●● Each kit is nicely packed with materials making facilitator's feel valued.	<b>creative</b> ●●● Visible signs were placed on each group, iterating the group's theme and the multiple perspectives within each group.	<b>creative</b> ●●● Color-codes the multiple perspectives present in the group.	<b>creative</b> ●●● Allowing participant's to reflect and collectively build an asylum seeker's journey maps. This is an opportunity to dive into the subject matter with empathy by looking at the situation from the perspective of the persons most affected.	<b>creative</b> ●●● It prompts empathic insights and embody new perspectives.	<b>creative</b> ●●● The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.	<b>creative</b> ●●● It invites people to reflect upon their own and other's perspective.	<b>creative</b> ●●● A large canvas to ideate on a shared opportunity space. The canvas prompts a structured brainstorming that ideated on actors, needs, barriers and enablers.	<b>creative</b> ●●● Prompts collaboration among diverse perspectives.	<b>creative</b> ●●● A large canvas that prompted the group to synthesize their collective learnings. They had to finish the sentence "how might we" - encouraging them to commit to a particular idea.	<b>creative</b> ●●● Addresses issues of diversity.	<b>creative</b> ●●● The individual 'to-do' came right after the 'collective learning' canvas. It prompts participants to move from the collective to the individual space, and ideate on how they could individually contribute in the short and long term. These 'to-do' were anonymously photographed.	<b>creative</b> ●●● It addresses individual perspectives.	<b>creative</b> ●●● It nudges participants to create a shared long-term vision.	



# Series of events

## Future drivers' event

Case 1: formalized health innovation network

postcard from the future

human-centric

Participants received an e-mail prior to the seminar with a template of a postcard from the future, that they could fill out and bring along to the event. The postcards were designed as if they were sent from the year 2025 to thank C3 for something the centre have managed to innovate. The participants could choose who the order of the postcard could be.

experiential

creative

human-centric

Allows participants to articulate future ideas from different user perspectives.

experiential

creative

group tags

human-centric

The workshop name tags were marked with group colour related to the five themes and was used to create mix groups of participants.

experiential

creative

postcard rating

human-centric

After exhibiting the postcards from the future the participants were asked read the postcards from the future and to rate them qualitatively, by sticking heart stickers on them.

experiential

creative

theme descriptions

human-centric

Each of the five themes of C3 was described in a provocative futuristic way, both from a patient and from a provider perspective. This in order to provide group discussions of the themes from a variety of stakeholder perspectives.

experiential

creative

group tattoos

human-centric

A set of water tattoos were designed and produced for each C3 theme. Each group member was asked to wear his chosen water tattoo to support the group formation of each theme.

experiential

creative

future driver categories

human-centric

The participants were asked to suggest future drivers of change from various perspectives related to their chosen themes. Future drivers were categorised in three main categories: Economy, society & technology. The category posters were designed to match the colour of each theme.

experiential

creative

the pill experience

human-centric

Participants were exposed to an experience by being symbolically medicated with "miracle fruit" - a pill that voids the sensoric ability of taste. This in order to gain empathic insight in to a medicated patient's perspective and with a patient is depended on trusting, provides to give good instructions related to medication.

experiential

creative

tool name

human-centric

Idea cards were developed to help participants describe ideas for possible future C3 projects related to each theme.

experiential

creative

## Scenario review event

Scenario review event

floor plan division

human-centric

The floor was divided in four sections mirroring the four scenarios that were presented to "move" the participants mentally in to each scenario.

experiential

creative

scenario boards

human-centric

The four scenarios were presented on illustrated colour branded boards. Variations related to the identified future driver themes were highlighted. Signposts from the present were also described related to each scenario.

experiential

creative

narrative demonstrators

human-centric

Each scenario was illustrated by narratives related to each C3 theme from various perspectives, demonstrated by using a variety of medias such as: video storytelling, sketches and rough prototypes.

experiential

creative

feedback place holders

human-centric

Each scenario board had place holders for feedback post-it notes with written comments from the participants.

experiential

creative

## Future h

Future h

boarding cards to the future

human-centric

Each participant was given a boardingcard to the year 2025. The cards included a mixed group number indication and the event programme.

experiential

creative

# Series of events

## Design-driven volunteer events

Case 2: informal network for social innovation

journey map

human-centric

Allowing participants to reflect and collectively build an asylum seeker's journey maps. This is an opportunity to dive into the subject matter with empathy by looking at the situation from the perspective of the persons most affected.

experiential

creative

system's gig-map

human-centric

Extensive systemic visualization that shows how many stakeholders and institutions relate and interact across multiple scales and levels of governance.

experiential

creative

photo prompts

human-centric

Applying visual or photographic material to inspire or prompt reactions in participants.

experiential

creative

sketching

human-centric

Live sketching in large scale formats to synthesize a group's collective ideation process or suggest an individual alternative to a larger group.

experiential

creative

## Collective opportunities - 'the Parliament event'

Collective opportunities - 'the Parliament event'

inspiration posters

human-centric

Using large, colorful and playful posters to transform the Parliament. The tone of voice of the posters inspired collective action and prompt the value of the multiplicity of perspectives.

experiential

creative

group visualization

human-centric

Each of the twelve groups was visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc.). It visually represented that each group was diverse.

experiential

creative

facilitator's kit

human-centric

Facilitator's kits were carefully developed to onboard the twenty-four facilitators in a quick way. These kits contained instructions, materials such as post-its, markers and templates. They were carefully put together in transparent folders.

experiential

creative

group table signs

human-centric

Visible signs were placed on each group, iterating the group's theme and the multiple perspectives within each group.

experiential

creative

super-powers

human-centric

The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.

experiential

creative

journey map

human-centric

Allowing participant's to reflect and collectively build an asylum seeker's journey maps. This is an opportunity to dive into the subject matter with empathy by looking at the situation from the perspective of the persons most affected.

experiential

creative

opportunity space canvas

human-centric

A large canvas to ideate on a shared opportunity space. The canvas prompt a structured brainstorming that ideated on actors, needs, barriers and enablers.

experiential

creative

'how might we' template

human-centric

A large canvas that prompted the group to synthesize their collective learnings. They had to finish the sentence 'How might we' - encouraging them to commit to a particular idea.

experiential

creative

individual 'to do' template

human-centric

The individual 'to-do' came right after the 'collective learning' canvas. It prompt participants to move from the collective to the individual space, and ideate on how they could individually contribute in the short and long term. These 'to-do' were anonymously photographed.

experiential

creative



user journey folders

scenario feedback cards

C3 posters

pillows, candles and essence

my to do

human-centric

Invites participants to reflect upon a service perspective related to their service concept.

experiential

Illustrated and narrated as a comic strip and aesthetically presented.

creative

Invites for participant reflection and feedback on existing design material.

concept evaluation sheets

Each participant was asked to fill out an evaluation sheet related to each concept, rating value for users, business and public and indicating how futuristic the concept was on a 20-year time scale.

human-centric

Invites participants to reflect upon a service perspective related to each service concept.

experiential

Interactive layout helps to give feedback on concepts in a cohesive and easy way.

creative

Invites for participant reflection and feedback on presented design material.

scenario feedback cards

Each group of participants was given a set of feedback cards to give their feedback on how C3 fits in to the scenario landscape.

human-centric

Irrelevant.

experiential

Interactive and playful layout helps participants to give feedback on the scenarios in an easy way.

creative

Invites for participant reflection and feedback on the scenarios.

C3 posters

As a backdrop for discussions about the future of C3, a set of posters were developed and hung up on the walls in the discussion room.

human-centric

Irrelevant.

experiential

Makes C3 material accessible, provides peripheral presence.

creative

Invites for participant reflection around C3 in general.

pillows, candles & essence

A room for reflection and slow thinking was designed for participants as part of the event. After a while the participants could discuss C3 issues in pairs.

human-centric

Prompts empathic insights or embody new perspectives.

experiential

Immersive, extraordinary, sensual, aesthetic.

creative

Prompts abductive and lateral thinking.

my to do

As part of the room for contemplation, the participants were asked to write down personal to-do lists, suggesting short and long term personal commitments.

human-centric

Irrelevant.

experiential

Accessible, and easy to you use template. Symbolic C3 look and feel.

creative

Prompts abductive and lateral thinking. Produces novel design material.

poster exhibition

project plotting table

visual discussion summaries

time capsule

human-centric

Addresses issues of diverse perspectives.

experiential

Accessible, provides ambience or has a peripheral presence.

creative

Allows for reflection, feedback and critique to evaluate design material.

project plotting table

In order to get an overview of the C3 project portfolio a plotting table was developed. The participants were asked to place the projects marked by flags, on the map relative to their stage of development. The flags were marked in relation to each theme and relevant WP. The map used a topographic metaphor to add a playful dimension acting as an invitation for participant interaction.

human-centric

Addresses issues of diverse perspectives.

experiential

Immersive, extraordinary, sensual, aesthetic.

creative

Allows for reflection, feedback and critique to evaluate design material.

visual discussion summaries

Visual summaries were scotched out 'on the fly' as part of the closing discussion. They serve as a playful documentation and summary of the reflections that surfaced during the event discussion session.

human-centric

Addresses issues of diverse perspectives.

experiential

Applies metaphors or symbols, playful.

creative

Irrelevant.

time capsule

A 2020 time capsule with participant notes about what C3 will become in 2050 was used in order to mark the closure of WP1 symbolically.

human-centric

Irrelevant. Dimension not addressed.

experiential

Immersive, extraordinary, sensual, aesthetic.

creative

Prompts abductive and lateral thinking. Produces novel design material.

Manuela Aguirre  
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Natalia Agudelo  
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Jonathan Romm  
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The Oslo School of Architecture and Design (AHO)

idea generation

concept pitch

large group reflections

group picture

human-centric

Invites participants to articulate their diverse perspectives.

experiential

Accessible, aesthetic, interactive and creates a new ambience.

creative

Invites abductive thinking and creates novel design material.

idea generation

The competences surfaced during the structured brainstorming session were transformed into concepts. This was prompted by the question 'how might we connect our goals to our competences.'

human-centric

Allows participants to reflect on diverse perspectives.

experiential

Accessible, aesthetic, interactive and creates a new ambience.

creative

Invites abductive thinking and creates novel design material.

concept pitch

Ideas were pitched using the idea canvas. The whole group who represented the idea talked.

human-centric

Addresses issues of diverse perspectives.

experiential

Accessible format.

creative

This dimension is not addressed or is irrelevant.

large group reflections

The session concluded with a reflective group discussion where both the organizers, hosts, and asylum seekers shared their perspectives in plenary. The reframe of individual perspectives and inspiration was a common theme.

human-centric

Addresses issues of diverse perspectives.

experiential

Accessible format.

creative

Prompt reflection and creative thinking.

group picture

A group picture was taken to symbolize the collective effort and express 'we are in this together' feeling.

human-centric

This dimension is not addressed or is irrelevant.

experiential

Creates a shared memory and iconic picture of 'we are all in this together'.

creative

This dimension is not addressed or is irrelevant.

group visualization

super-powers

individual potential

sharing potentials

inspiration posters

project canvas

concept pitch

large group reflections

group picture

human-centric

Addresses issues of multiple perspectives by color-coding them.

experiential

It has an ambient presence and allows participants to huddle around it.

creative

Allows reflection among the diverse perspectives, but not in relation to creation.

super-powers

The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.

human-centric

It invites people to reflect upon their own and other's perspective.

experiential

It is an immersive and playful way to embody a hero.

creative

It invites abductive thinking in relation to your own abilities and potentials.

individual potential

Expressing your individual potential by writing it on a speech bubble. This could be then shared (anonymously or openly) through social media.

human-centric

Invites participants to articulate their different perspectives.

experiential

Immersive, extraordinary, sells into a new context, aesthetic.

creative

Prompts abductive thinking and produces design material.

sharing potentials

#MyPotentials (individual potential speech bubbles) were shared in social media platforms. By hash tagging them, they could be searchable, thus creating a new type of database.

human-centric

Addresses issues of diverse perspectives.

experiential

Interactive, bringing the digital into the physical space.

creative

Allows for reflection, feedback and critique to evaluate design material.

inspiration posters

Inspirations posters were used to prompt reflection and transform the space.

human-centric

Prompts collaboration among diverse perspectives.

experiential

Provide ambience and transforms the existing environment.

creative

Prompt reflection and creative thinking.

project canvas

The project canvas captured the essence of different projects and prompt participants to articulate how it worked in a simple way. It also prompt participants to reflect on how each individual perspective (asylum seekers, public, private and academic sectors) could contribute or be part of the idea.

human-centric

Prompts collaboration among diverse perspectives.

experiential

Accessible, allows multiple participants to be part of the conversation.

creative

Invites abductive thinking to build on existing design material.

concept pitch

Each project owner pitched their project to the larger group. They used the project canvas as a support structure that could guide their presentation script.

human-centric

Addresses issues of diverse perspectives.

experiential

Accessible format.

creative

Articulates a new idea or creation. Prompts reflection.

large group reflections

The session concluded with a reflective group discussion where both the organizers, hosts, and asylum seekers shared their perspectives in plenary. The reframe of individual perspectives and inspiration was a common theme.

human-centric

Addresses issues of diverse perspectives.

experiential

Accessible format.

creative

Prompt reflection and creative thinking.

group picture

A group picture was taken to symbolize the collective effort and express 'we are in this together' feeling.

human-centric

This dimension is not addressed or is irrelevant.

experiential

Creates a shared memory and iconic picture of 'we are all in this together'.

creative

This dimension is not addressed or is irrelevant.

**AHO**  
Arkitektur- og designhøgskolen i Oslo  
The Oslo School of Architecture and Design



<p>part of the room for contemplation, the participants were asked to write down personal to-do lists, suggesting short and long term personal commitments.</p>	<p><b>human-centric</b> ●●●</p> <p>Irrelevant.</p>
	<p><b>experiential</b> ●●●</p> <p>Accessible, and easy to use template. Symbolic C3 look and feel.</p>
	<p><b>creative</b> ●●●</p> <p>Prompts abductive and lateral thinking. Produces novel design material.</p>

<p>poster exhibition</p> <p>As a summary of the outcome from the first work package an exhibition of posters were set up as a backdrop for the event reflections, feedback and discussions.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of diverse perspectives.</p>
	<p><b>experiential</b> ●●●</p> <p>Accessible, provides ambience or has a peripheral presence.</p>
	<p><b>creative</b> ●●●</p> <p>Allows for reflection, feedback and critique to evaluate design material.</p>

<p>project plotting table</p> <p>In order to get an overview of the C3 project portfolio a plotting table was developed. The participants were asked to place the projects marked by flags, on the map relative to their stage of development. The flags were marked in relation to each theme and relevant WP. The map used a topographic metaphor to add a playful dimension acting as an invitation for participant interaction.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of diverse perspectives.</p>
	<p><b>experiential</b> ●●●</p> <p>Immersive, extraordinary, sensorial, aesthetic.</p>
	<p><b>creative</b> ●●●</p> <p>Allows for reflection, feedback and critique to evaluate design material.</p>

<p>visual discussion summaries</p> <p>Visual summaries were scetched out "on the fly", as part of the closing discussions. They serve as a playful documentation and summary of the reflections that surfaced during the event discussion session.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of diverse perspectives.</p>
	<p><b>experiential</b> ●●●</p> <p>applies metaphors or symbols, playful.</p>
	<p><b>creative</b> ●●●</p> <p>Irrelevant.</p>

<p>time capsule</p> <p>A 2020 time capsule with participant notes about what C3 will beome in 2020 was used in order to mark the closure of WP1 symbolically.</p>	<p><b>human-centric</b> ●●●</p> <p>Irrelevant. Dimention not addressed.</p>
	<p><b>experiential</b> ●●●</p> <p>Immersive, extraordinary, sensorial, aesthetic.</p>
	<p><b>creative</b> ●●●</p> <p>Prompts abductive and lateral thinking. Produces novel design material.</p>

# what is an event?

## Co-creation of possibilities - ‘follow-up Parliament event’

<p><b>Group visualization</b></p> <p>Each of the twelve groups were visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc). It visually represented that each group was diverse.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of multiple perspectives by color-coding them.</p>
<p><b>Super-powers</b></p> <p>The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.</p>	<p><b>human-centric</b> ●●●</p> <p>It invites people to reflect upon their own and other's perspective.</p>
<p><b>Individual potential</b></p> <p>Expressing your individual potential by writing it on a speech bubble. This could be then shared (anonymously or openly) through social media</p>	<p><b>human-centric</b> ●●●</p> <p>Invites participants to articulate their different perspectives.</p>
<p><b>Sharing potentials</b></p> <p>#MyPotentials (individual potential speech bubbles) were shared in social media platforms. By hash tagging them, they could be searchable, thus creating a new type of database.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of diverse perspectives.</p>
<p><b>Inspiration posters</b></p> <p>Inspirations posters were used to prompt reflection and transform the space.</p>	<p><b>human-centric</b> ●●●</p> <p>Prompts collaboration among diverse perspectives.</p>
<p><b>Project canvas</b></p> <p>The project canvas captured the essence of different projects and prompt participants to articulate how it worked in a simple way. It also prompt participants to reflect on how each individual perspective (asylum seekers, public, private and academic sectors) could contribute or be part of the idea.</p>	<p><b>human-centric</b> ●●●</p> <p>Prompts collaboration among diverse perspectives.</p>
<p><b>Concept pitch</b></p> <p>Each project owner pitched their project to the larger group. They used the project canvas as a support structure that could guide their presentation script.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of diverse perspectives.</p>
<p><b>Large group reflections</b></p> <p>The session concluded with a reflective group discussion where both the organizers, hosts, and asylum seekers shared their perspectives in plenary. The reframe of individual perspectives and inspiration was a common theme.</p>	<p><b>human-centric</b> ●●●</p> <p>Addresses issues of diverse perspectives.</p>
<p><b>Group picture</b></p> <p>A group picture was taken to symbolize the collective effort and express 'we are in this together' feeling.</p>	<p><b>human-centric</b> ●●●</p> <p>This dimension is not addressed or is irrelevant.</p>



# Design facilitated tool

*an enabling interaction*

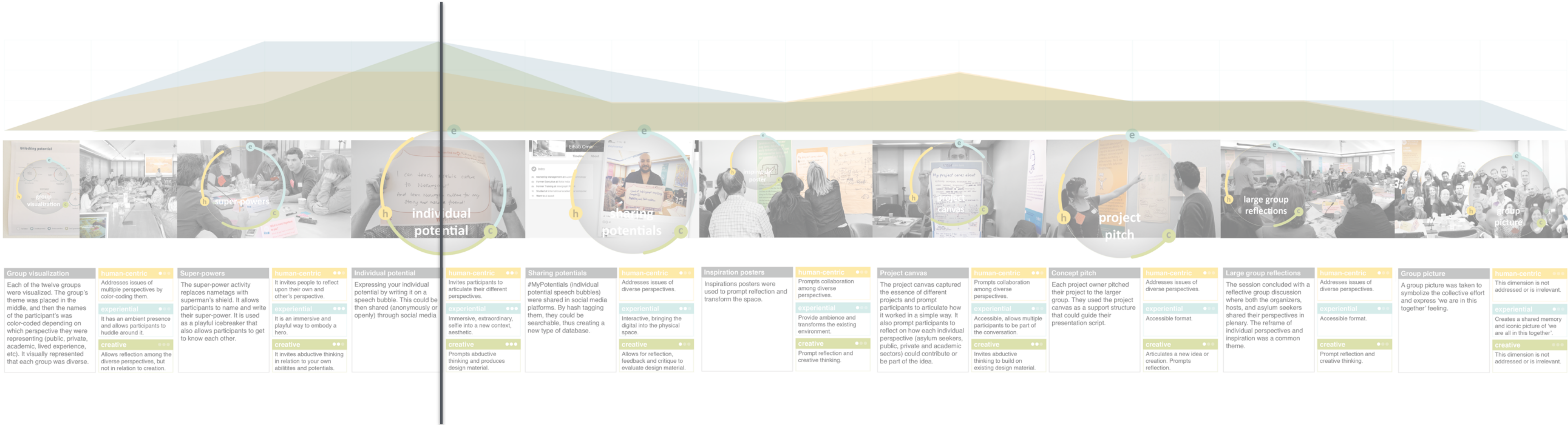
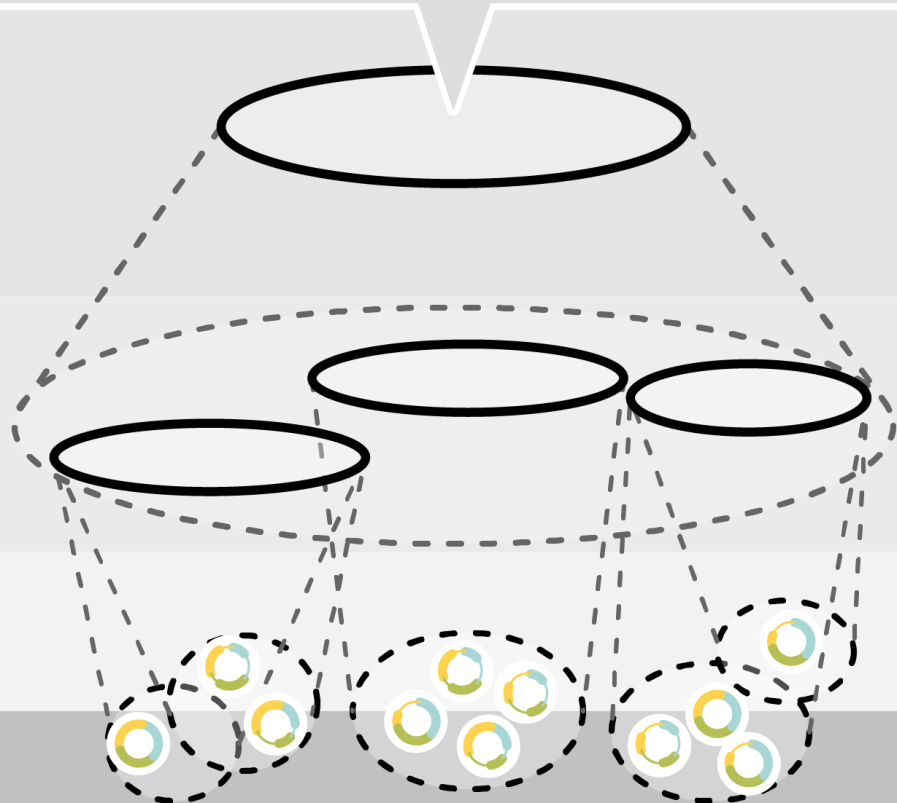
Level #5: **Series of events**

Level #4: **Event**

Level #3: **Event phases**

Level #2: **Activities**

Level #1: **Tools**



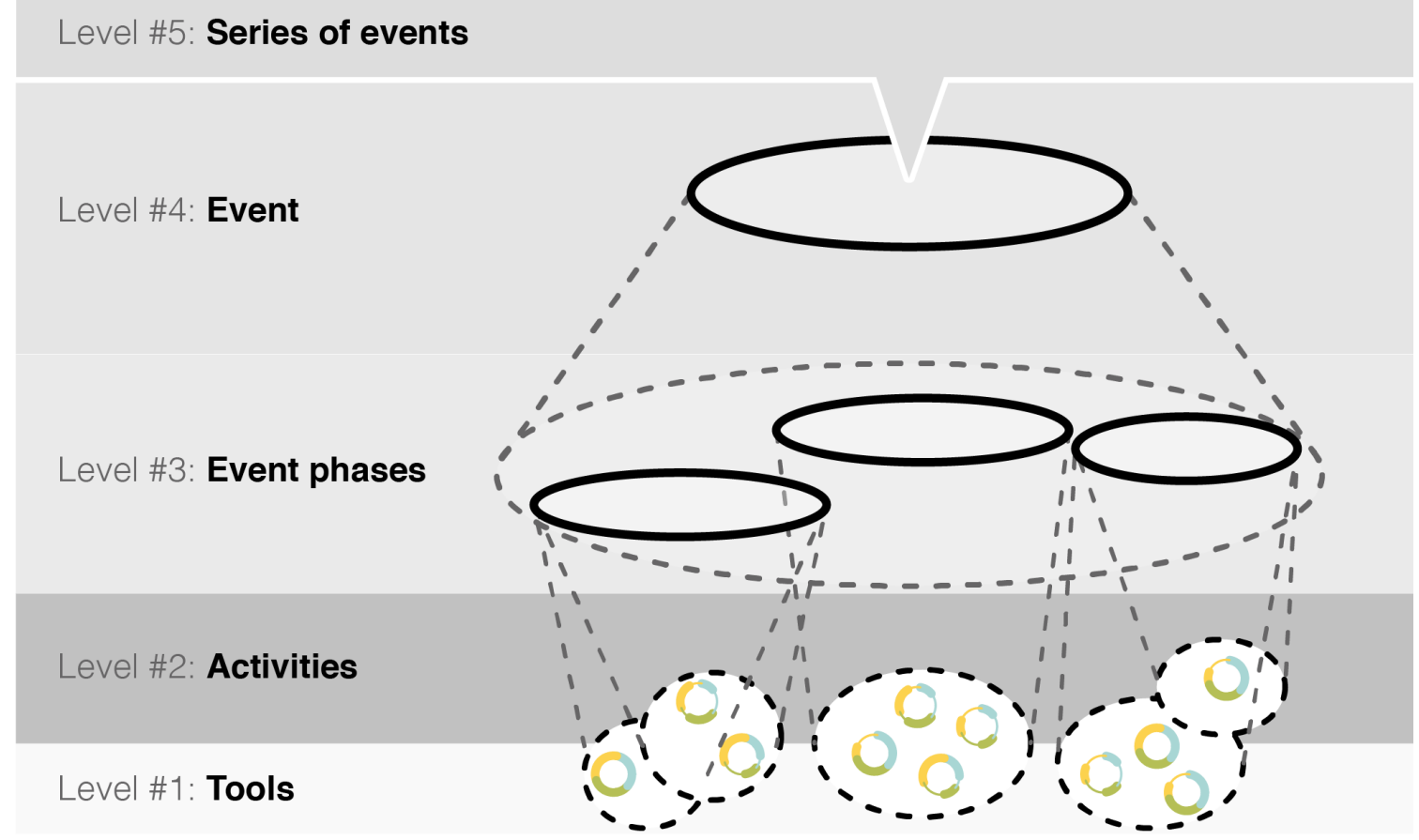
<b>Group visualization</b> Each of the twelve groups were visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc). It visually represented that each group was diverse.	<b>human-centric</b> ● ● ● Addresses issues of multiple perspectives by color-coding them. <b>experiential</b> ● ● ● It has an ambient presence and allows participants to huddle around it. <b>creative</b> ● ● ● Allows reflection among the diverse perspectives, but not in relation to creation.	<b>Super-powers</b> The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.	<b>human-centric</b> ● ● ● It invites people to reflect upon their own and other's perspective. <b>experiential</b> ● ● ● It is an immersive and playful way to embody a hero. <b>creative</b> ● ● ● It invites abductive thinking in relation to your own abilities and potentials.	<b>Individual potential</b> Expressing your individual potential by writing it on a speech bubble. This could be then shared (anonymously or openly) through social media	<b>human-centric</b> ● ● ● Invites participants to articulate their different perspectives. <b>experiential</b> ● ● ● Immersive, extraordinary, selfie into a new context, aesthetic. <b>creative</b> ● ● ● Prompts abductive thinking and produces design material.	<b>Sharing potentials</b> #MyPotentials (individual potential speech bubbles) were shared in social media platforms. By hash tagging them, they could be searchable, thus creating a new type of database.	<b>human-centric</b> ● ● ● Addresses issues of diverse perspectives. <b>experiential</b> ● ● ● Interactive, bringing the digital into the physical space. <b>creative</b> ● ● ● Allows for reflection, feedback and critique to evaluate design material.	<b>Inspiration posters</b> Inspirations posters were used to prompt reflection and transform the space.	<b>human-centric</b> ● ● ● Prompts collaboration among diverse perspectives. <b>experiential</b> ● ● ● Provide ambience and transforms the existing environment. <b>creative</b> ● ● ● Prompt reflection and creative thinking.	<b>Project canvas</b> The project canvas captured the essence of different projects and prompt participants to articulate how it worked in a simple way. It also prompt participants to reflect on how each individual perspective (asylum seekers, public, private and academic sectors) could contribute or be part of the idea.	<b>human-centric</b> ● ● ● Prompts collaboration among diverse perspectives. <b>experiential</b> ● ● ● Accessible, allows multiple participants to be part of the conversation. <b>creative</b> ● ● ● Invites abductive thinking to build on existing design material.	<b>Concept pitch</b> Each project owner pitched their project to the larger group. They used the project canvas as a support structure that could guide their presentation script.	<b>human-centric</b> ● ● ● Addresses issues of diverse perspectives. <b>experiential</b> ● ● ● Accessible format. <b>creative</b> ● ● ● Articulates a new idea or creation. Prompts reflection.	<b>Large group reflections</b> The session concluded with a reflective group discussion where both the organizers, hosts, and asylum seekers shared their perspectives in plenary. The reframe of individual perspectives and inspiration was a common theme.	<b>human-centric</b> ● ● ● Addresses issues of diverse perspectives. <b>experiential</b> ● ● ● Accessible format. <b>creative</b> ● ● ● Prompt reflection and creative thinking.	<b>Group picture</b> A group picture was taken to symbolize the collective effort and express 'we are in this together' feeling.	<b>human-centric</b> ● ● ● This dimension is not addressed or is irrelevant. <b>experiential</b> ● ● ● Creates a shared memory and iconic picture of 'we are all in this together'. <b>creative</b> ● ● ● This dimension is not addressed or is irrelevant.
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[ 2 min for introduction ]



# Activity

*individual or collective exercises*



Group visualization

Each of the twelve groups were visualized. The group's theme was placed in the middle, and then the names of the participant's was color-coded depending on which perspective they were representing (public, private, academic, lived experience, etc). It visually represented that each group was diverse.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Super-powers

The super-power activity replaces nametags with superman's shield. It allows participants to name and write their super-power. It is used as a playful icebreaker that also allows participants to get to know each other.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Individual potential

Expressing your individual potential by writing it on a speech bubble. This could be then shared (anonymously or openly) through social media

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Sharing potentials

#M/Potentials (individual speech bubbles) were shared in social media platforms. By hash tagging them, they could be searchable, thus creating a new type of database.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Inspiration posters

Inspirations posters were used to prompt reflection and transform the space.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Project canvas

The project canvas captured the essence of different projects and prompt participants to reflect on how it worked in a simple way. It also prompt participants to reflect on how each individual perspective (asylum seekers, public, private and academic sectors) could contribute or be part of the idea.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Concept pitch

Each project owner pitched their project to the larger group. They used the project canvas as a support structure that could guide their presentation script.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Large group reflections

The session concluded with a reflective group discussion where both the organizers, hosts, and asylum seekers shared their perspectives in plenary. The reframe of individual perspectives and inspiration was a common theme.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

Group picture

A group picture was taken to symbolize the collective effort and express 'we are in this together' feeling.

human-centric ● ● ●

experiential ● ● ●

creative ● ● ●

[ 15 min ]



# Event phase

*a purposeful theme for activities*

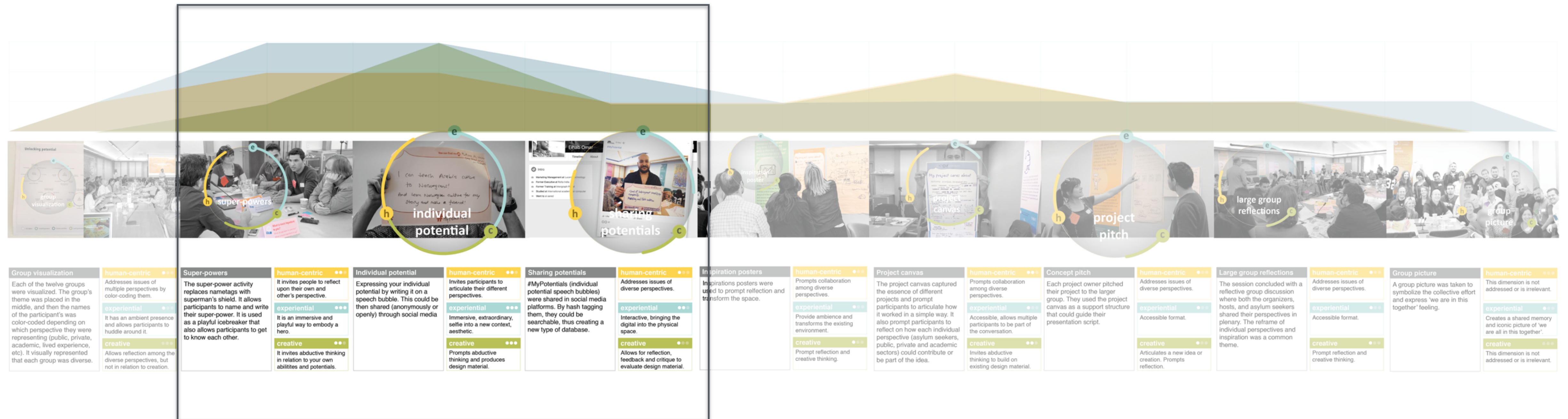
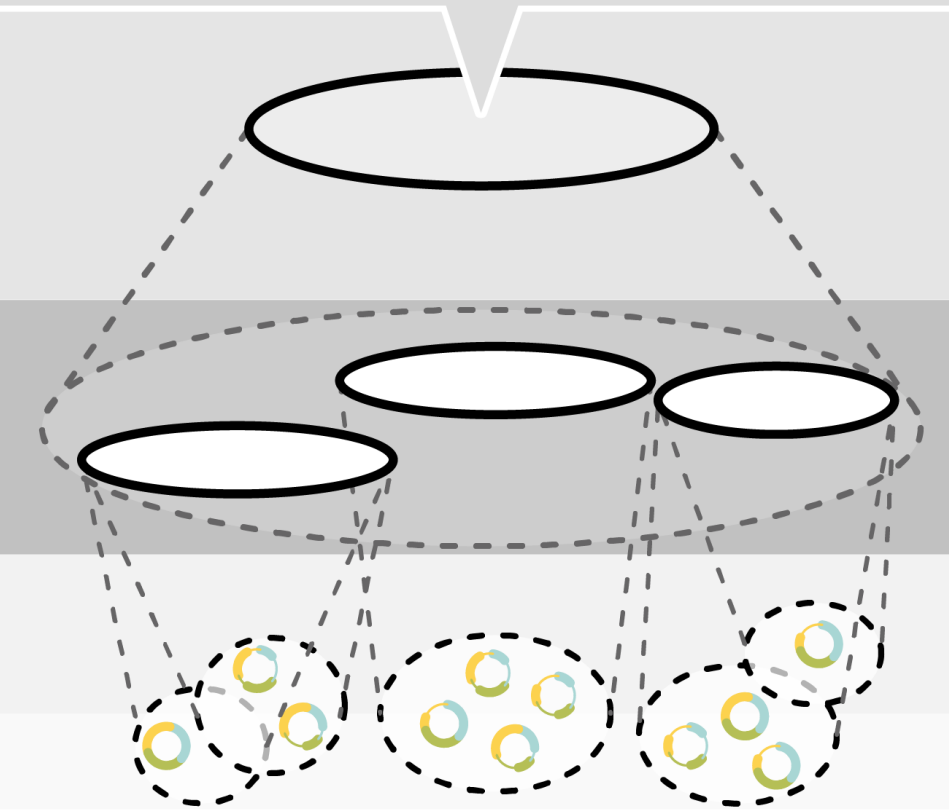
Level #5: **Series of events**

Level #4: **Event**

Level #3: **Event phases**

Level #2: **Activities**

Level #1: **Tools**



*[ 1 hour and twenty min. ]*



# Event

*a participatory workshop or session*

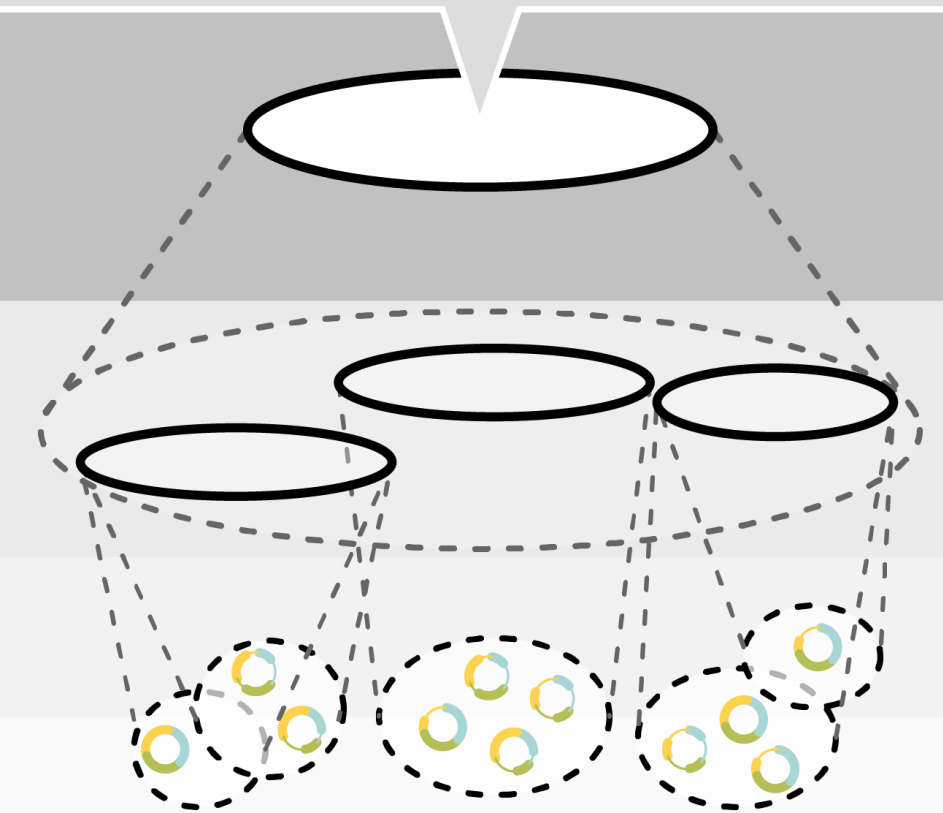
Level #5: **Series of events**

Level #4: **Event**

Level #3: **Event phases**

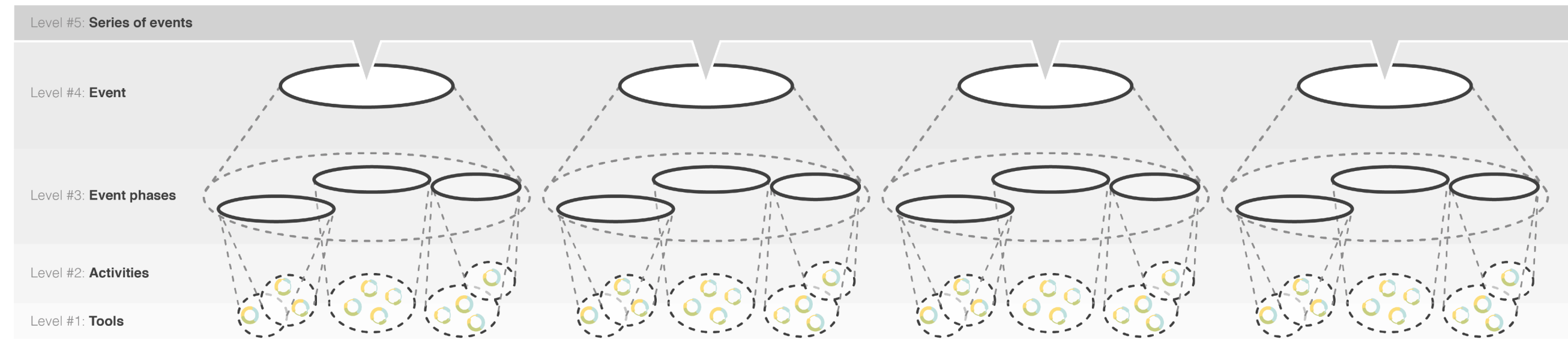
Level #2: **Activities**

Level #1: **Tools**



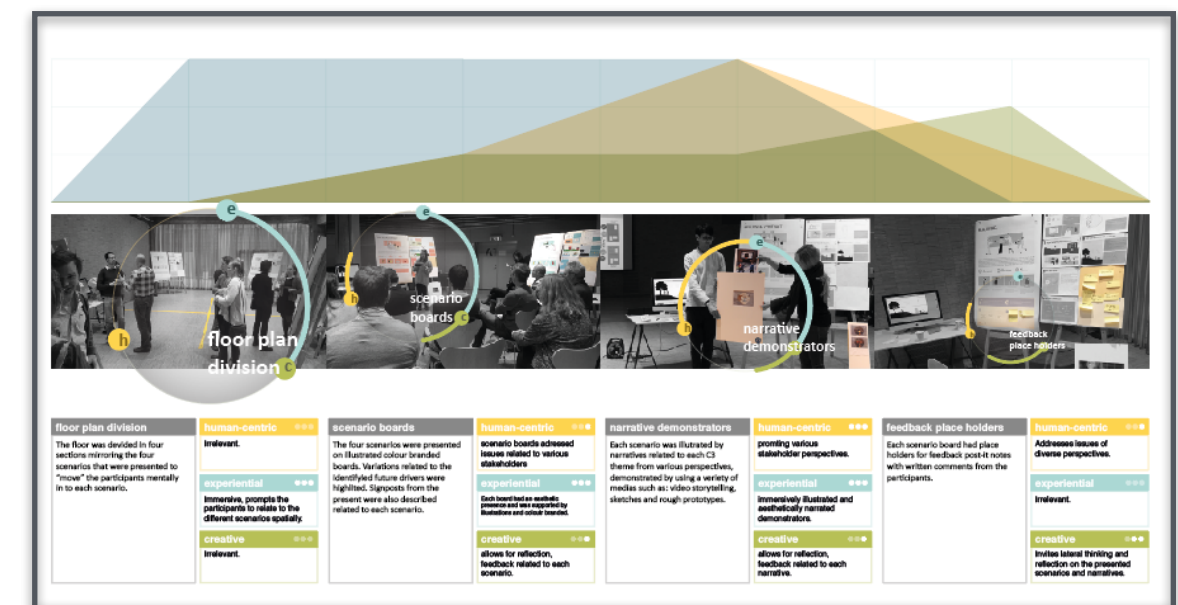
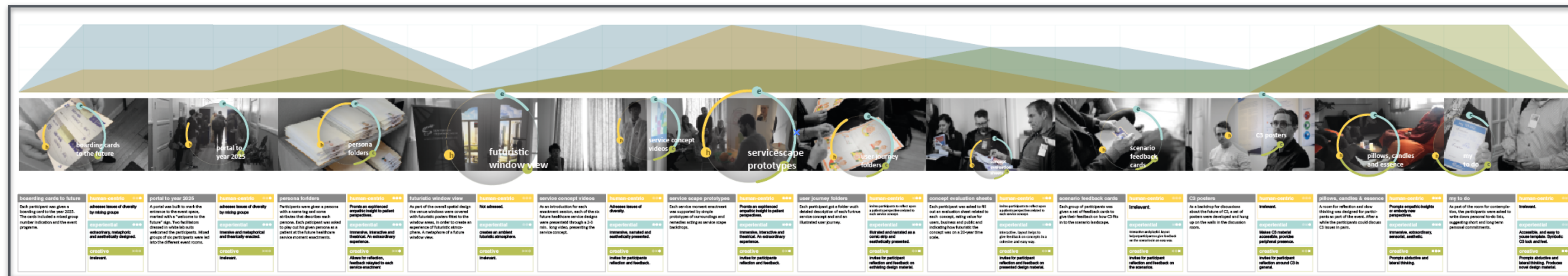
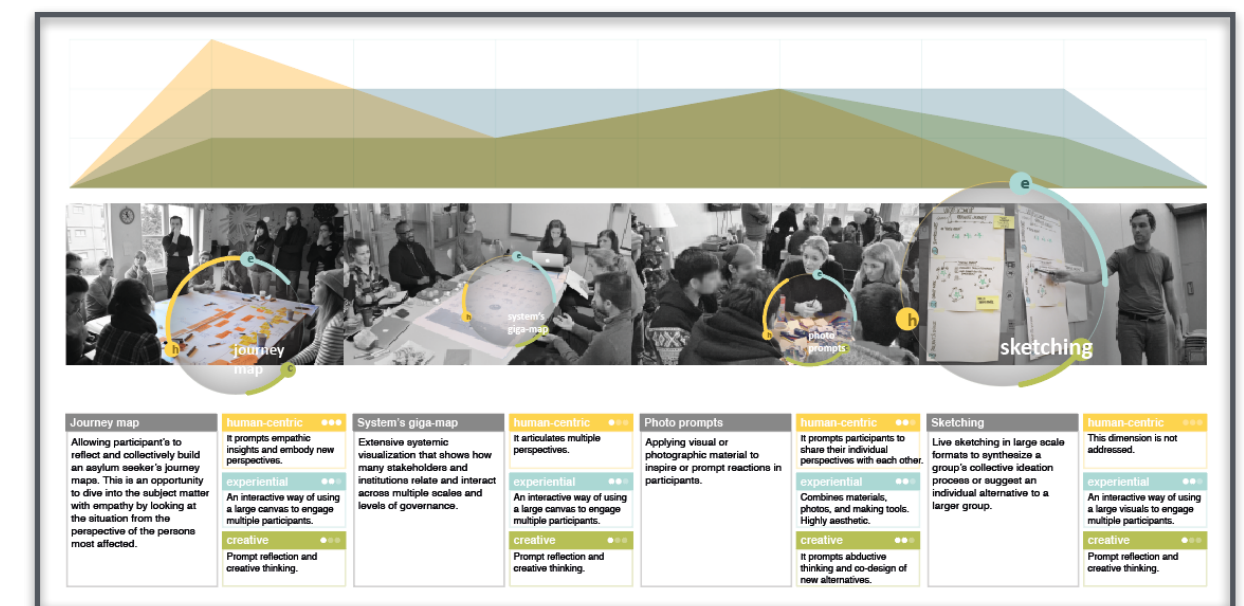
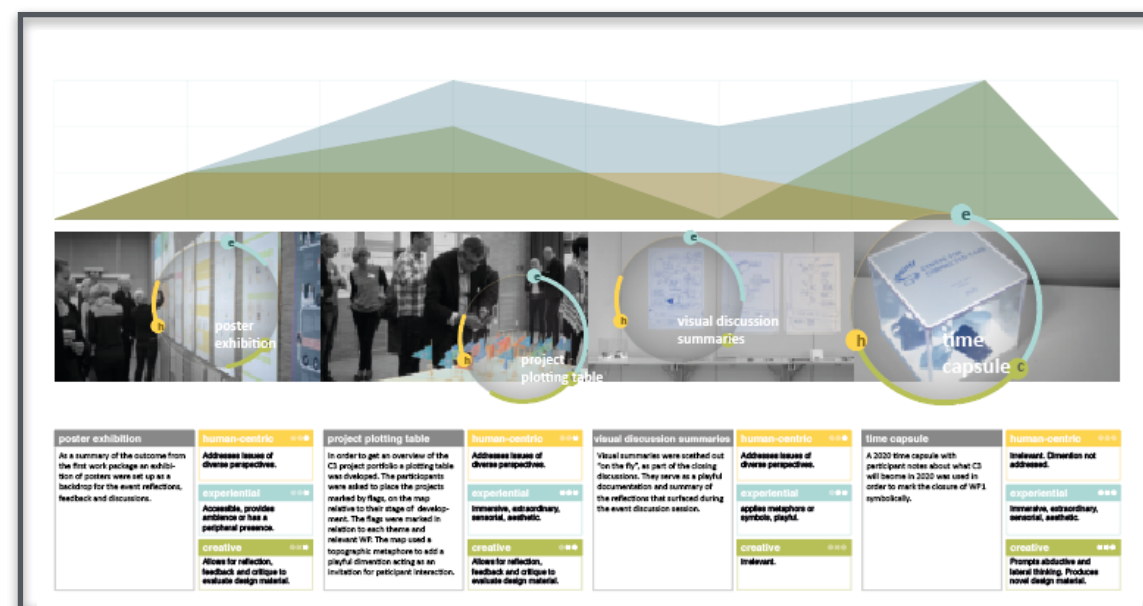
[ four hours ]





# Series of events

## *orchestration of events over time*



[ one year ]



# HEC flows

*patterns may emerge*



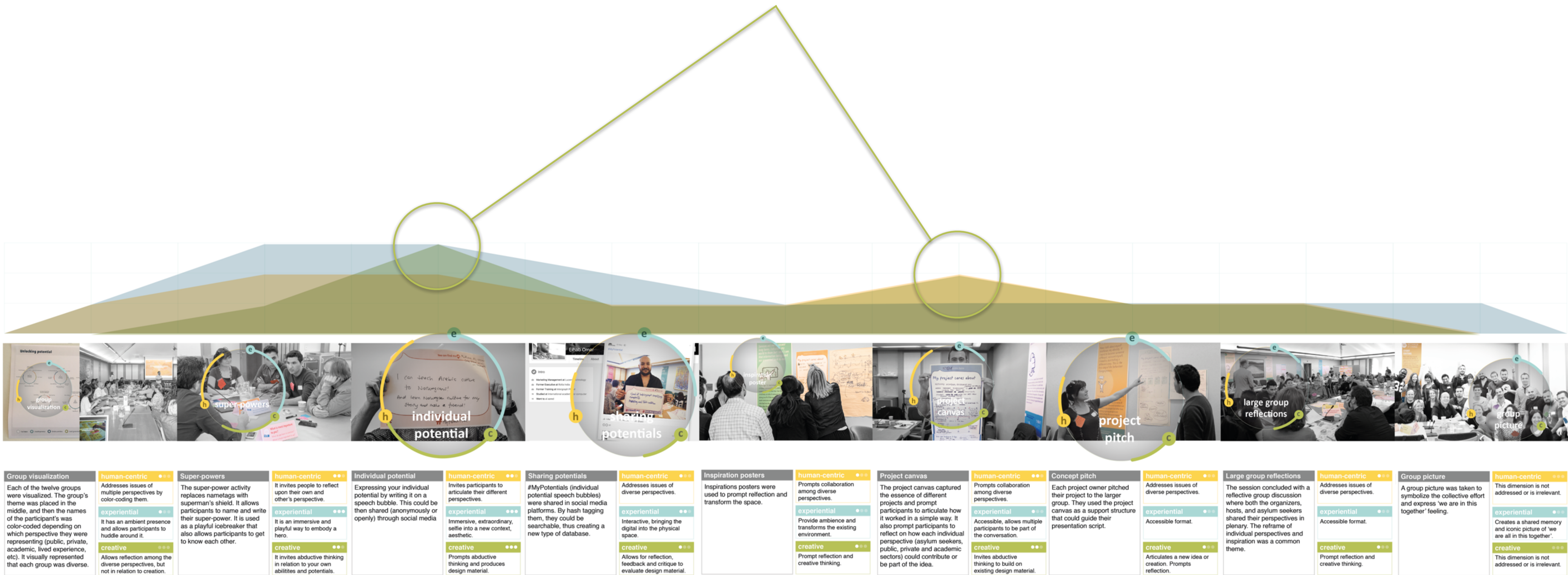


# experiential beginnings and endings





# two creative peaks





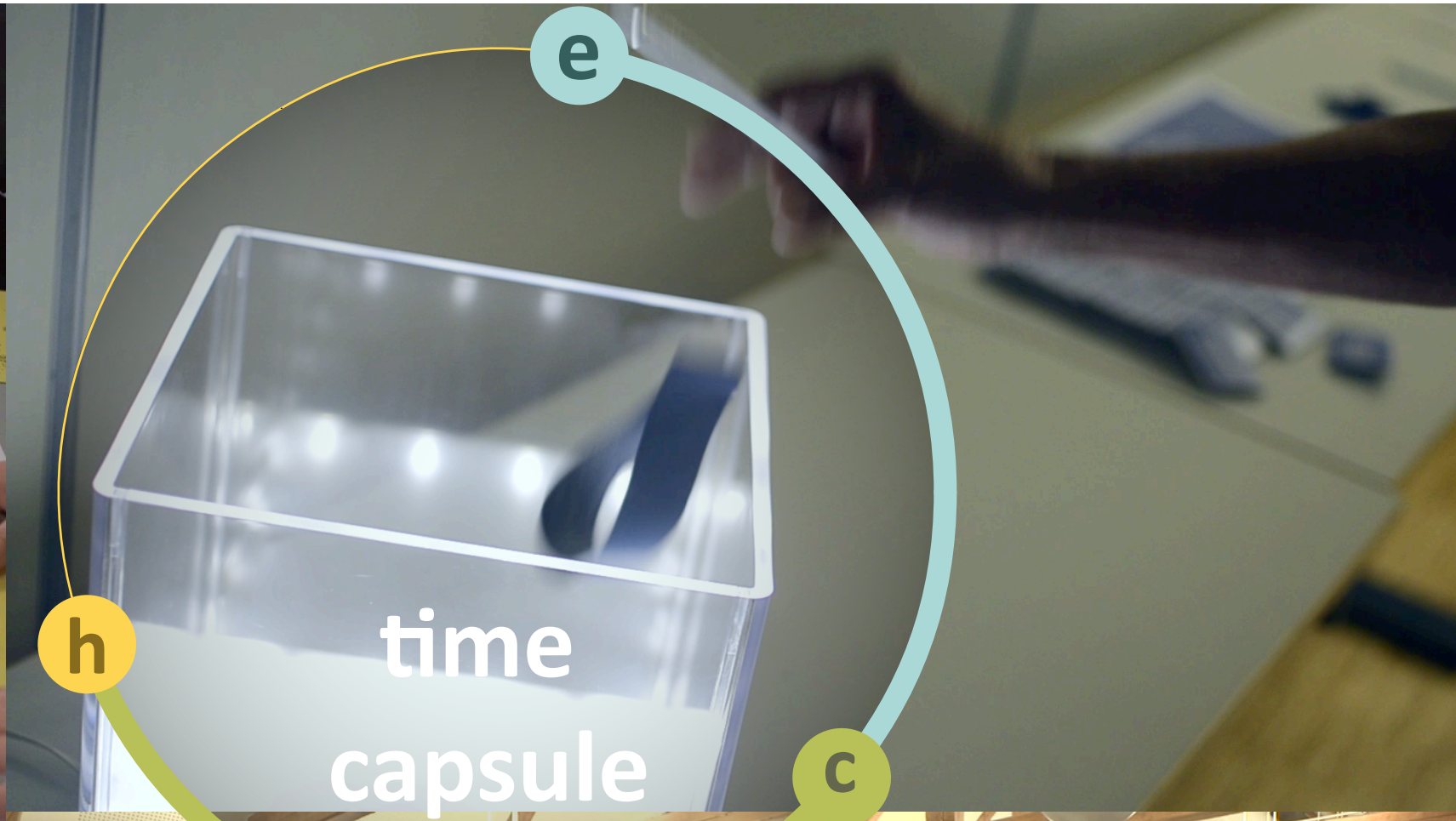






h individual 'to do' template c







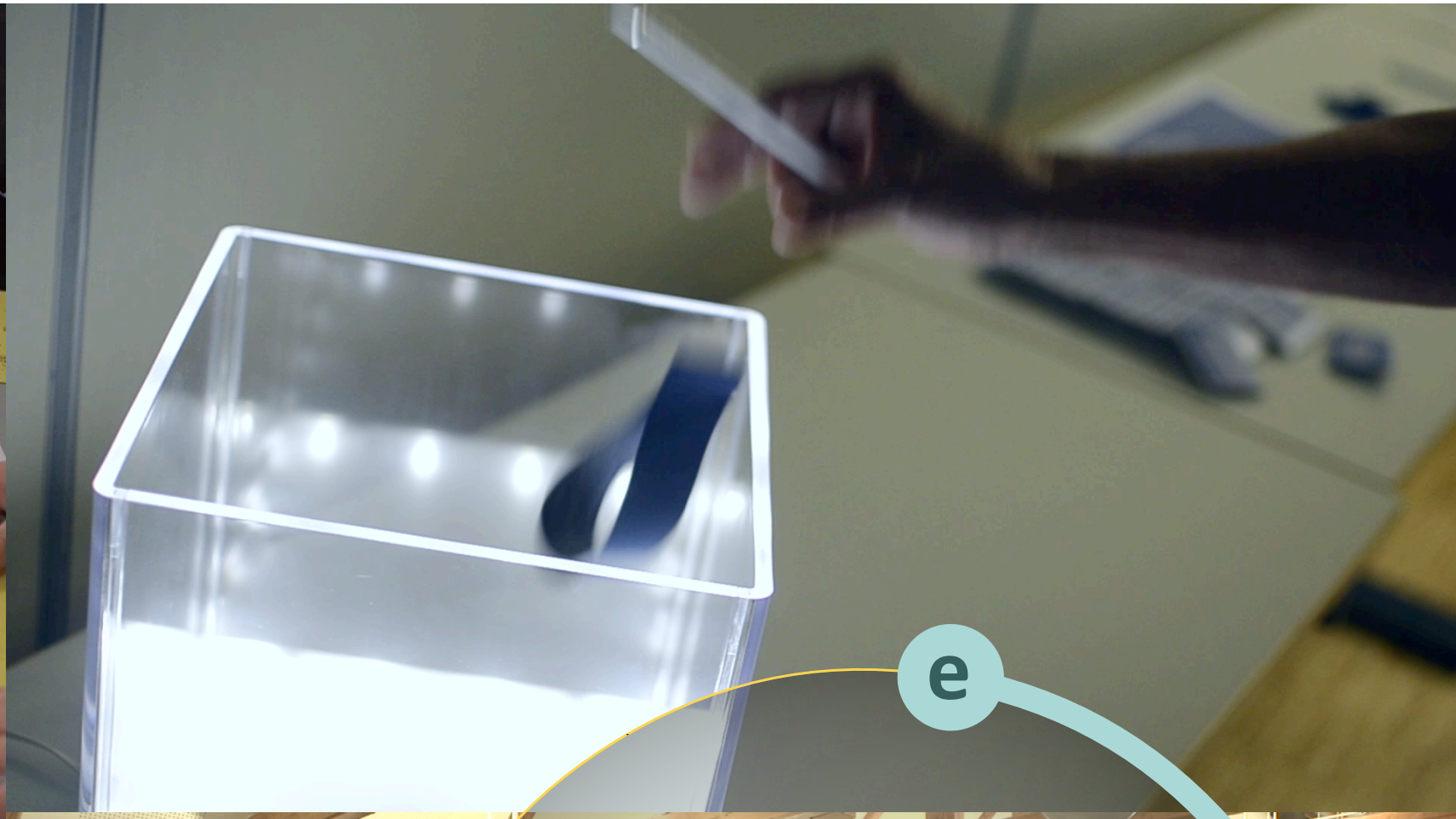


h opportunity  
space canvas c









collective  
'to do' photo



# why are we doing this?

- make tacit knowledge explicit
- explore how designers work in the 4th domain
- improve design practice
- gain insights on how design tools perform





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# Carefully designed facilitation tools supports generative emergence within large-scale social complexity

- enables constructive conversations
- exposes multiple worldview
- infuses creativity
- brings context to life

## Moving forward

- strengthen the framework in connection to similar bodies of work
- further develop the lens by involving other practitioners
- deepen our understanding of flows and event orchestration

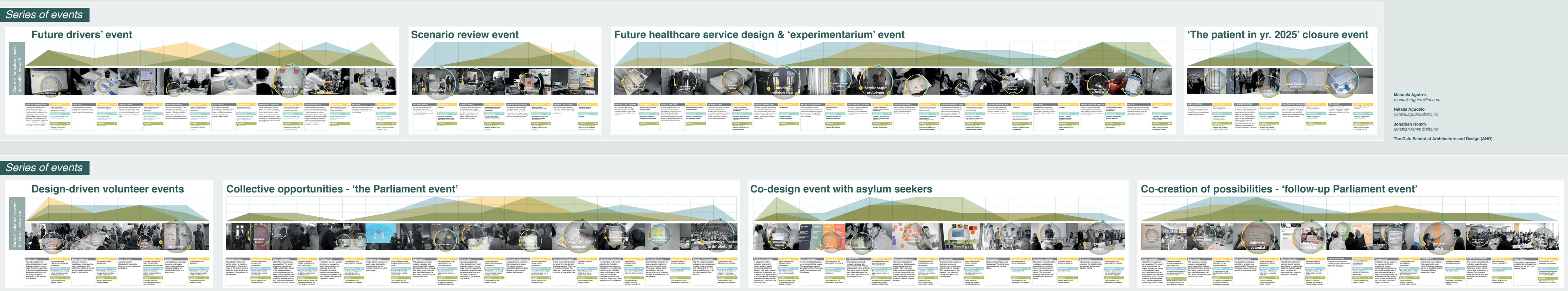




takk!

Manuela Aguirre, Natalia Agudelo, Jonathan Romm

Analyzing tools for facilitation through the ‘HEC Design Lens’  
*Comparing two cases of design-facilitated large-scale networked series of events*



Special thanks to all the participants of Guts to Change and Center for Connected Care!

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