

Faculty of Design

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Analyzing tools for facilitation through HEC design lens

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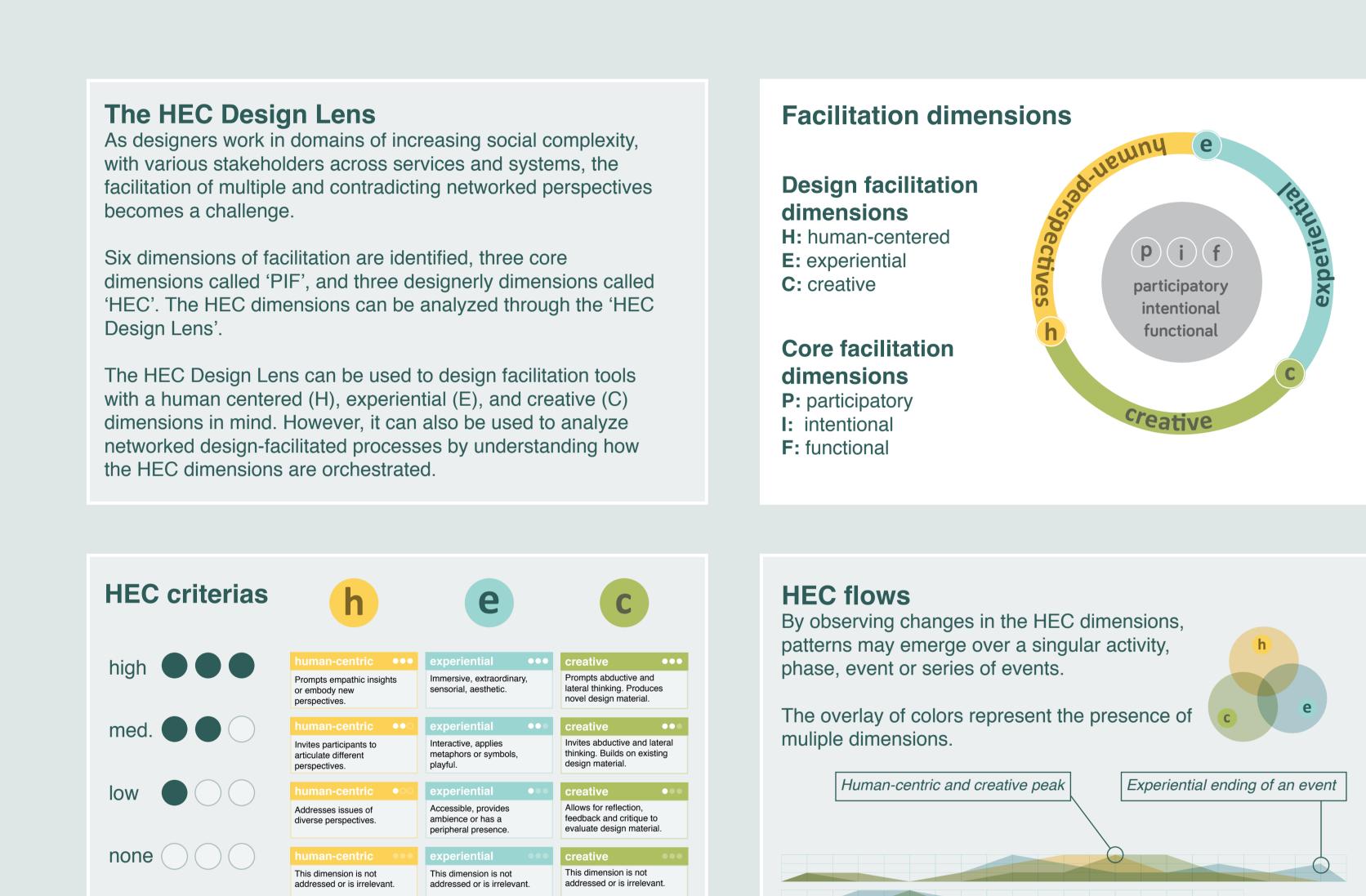
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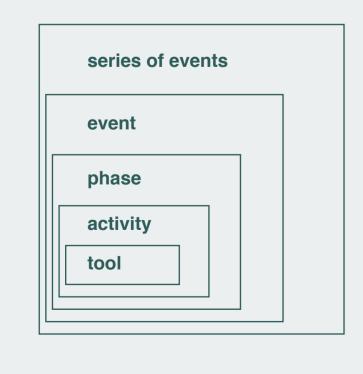
Analyzing tools for facilitation through the 'HEC Design Lens'

Comparing two cases of design-facilitated large-scale networked series of events

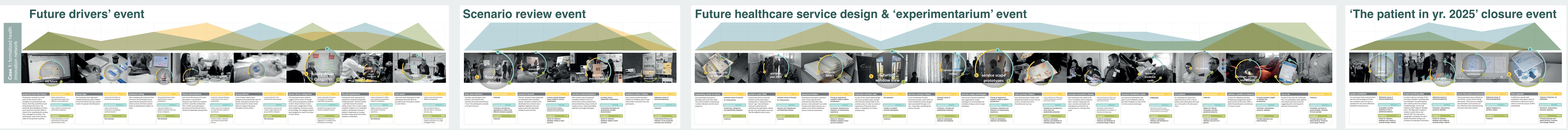


Five levels of inquiry for networked series of events In large-scale networked processes, network participants are gathered through a series of events which can take the shape of co-design or reflection sessions or workshops.

- In order to analyze a series of events, we have made a division of five different levels **Design-facilitated tool:** a tailored tool that aid the facilitation process of activities
- phase. Phases are ussually divided by bre planned sequence of events that consititute a work package, program or project.

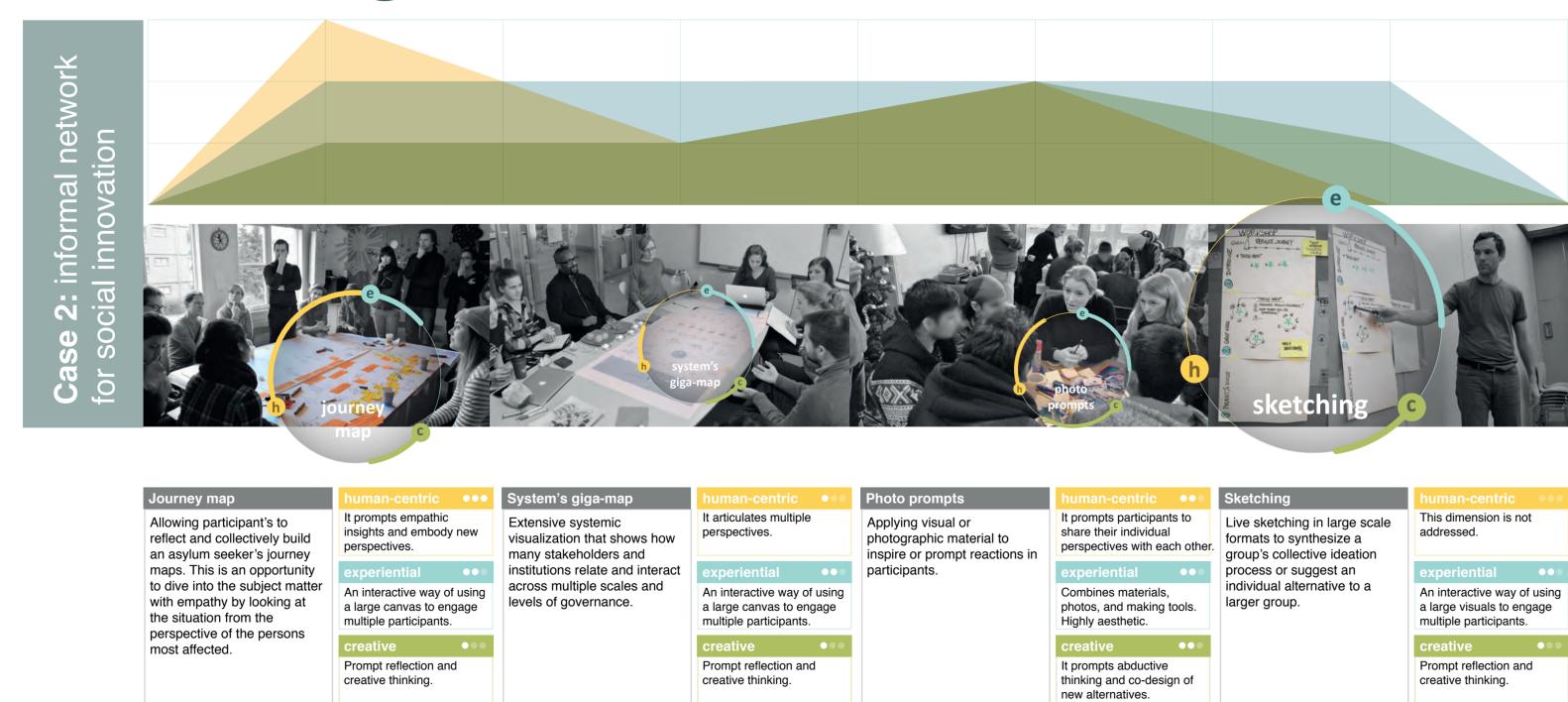


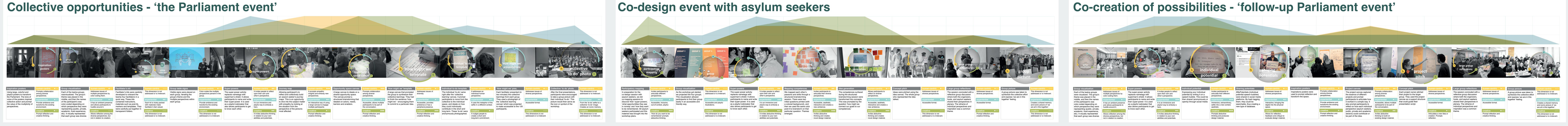
Series of events



Series of events

Design-driven volunteer events





Inspiration posters	human-centric •••	Group visualization	human-centric •••	Facilitator's kit	human-centric •••	Group table signs	human-centric •••	Super-powers	human-centric •••	Journey map	human-centric •••	Opportunity space canvas	human-centric •••	'How might we' template	human-centric •••	Individual to-do template	human-centric •••	'How might we' pres.
Using large, colorful and playful posters to transform the Parliament. The tone of	Prompts collaboration among diverse perspectives.	Each of the twelve groups wasvisualized. The group's theme was placed in the	Addresses issues of multiple perspectives by color-coding them.	Facilitator's kits were carefully developed to onboard the twenty-four facilitators in a	This dimension is not addressed or is irrelevant.	Visible signs were placed on each group, iterating the group's theme and the	Color-codes the multiple perspectives persent in the group.	The super-power activity replaces nametags with superman's shield. It allows	It invites people to reflect upon their own and other's perspective.	Allowing participant's to reflect and collectively build an asylum seeker's journey	It prompts empathic insights and embody new perspectives.	A large canvas to ideate on a shared opportunity space. The canvas prompt a	Prompts collaboration among diverse perspectives.	A large canvas that prompted the group to synthesize their collective learnings. They had	Addresses issues of diversity.	The individual 'to-do' came right after the 'collective learning' canvas. It prompt	It addresses an individual human perspective.	Each facilitator presented (in two minutes) the collective learnings from each group.
voice of the posters inspired	experiential •••	middle, and then the names	experiential •••	quick way. These kits	experiential •••	multiple perspectives within	experiential •••	participants to name and write	experiential •••	maps. This is an opportunity	experiential •••	structured brainstorming that		to finish the sentence 'how	experiential •••	participants to move from the	experiential •••	They used a photograph of
collective action and prompt the value of the multiplicity of perspectives.	Provide ambience and transforms the existing environment.	of the participant's was color-coded depending on which perspective they were	It has an ambient presence and allows participants to huddle around it.		Each kit is nicely packed with materials make facilitator's feel valued.	each group.	Provide ambience and transforms the existing environment.	their super-power. It is used as a playful icebreaker that also allows participants to get	It is an immersive and playful way to embody a hero.	to dive into the subject matter with empathy by looking at the situation from the	An interactive way of using a large canvas to engage multiple participants.	ideated on actors, needs, barriers and enablers.	Accessible, allows multiple participants to be part of the conversation.	might we' - encouraging them to commit to a particular idea.	Accessible, provides ambience or has a peripheral presence.	collective to the individual space, and ideate on how they could individually	It uses the metaphor of the selfie in a different context.	the 'collective learning canvas' which was projected to make accessible to the 120
	creative •••	representing (public, private, academic, lived experience,	creative •••	were carefully put together in transparent folders.	creative •••		creative •••	to know each other.	creative •••	perspective of the persons most affected.	creative •••		creative •••		creative •••	contribute in the short and long term. These 'to-do' were	creative •••	participants.
	Prompt reflection and	etc). It visually represented	Allows reflection among the		This dimension is not		This dimension is not		It invites abductive thinking		Prompt reflection and		Prompt reflection and		Prompt reflection and		It nudges people to	
	creative thinking.	that each group was diverse.	diverse perspectives, but not in relation to creation.		addressed or is irrelevant.		addressed or is irrelevant.		in relation to your own abilitites and potentials.		creative thinking.		creative thinking.		creative thinking.		create a short and long-term commitment.	

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