Hackathon Agenda

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Disciplines

Civic and Community Engagement | Community-Based Learning | Community-Based Research | Higher Education | Service Learning

Hackathon Workshop Plan

WORKSHOP SET-UP
- **BEFORE THE BREAK: Choose your adventure.**
  - There is a break immediately prior to the Hackathon. Before this break, tell folks to pick one--Research Design or Course Design. When they return, we'll get them in small groups based on this choice.
- **DURING BREAK: Room Set-Up**
  - Set up 6 stations 3 each of Research Design and Course Design. See Supplies list below.
  - Push tables near periphery and hang a big labeled sheet on the wall near each table
  - Alternately: set up the stations while folks are on break, then send them out at the start of the activity.
- **AFTER BREAK: Get into groups**
  - As folks come back from break, ask them to get into a small group. (Research Design or Course Design).
  - They can have 3 minutes at the start to introduce themselves to each other.

Station Supplies:
- 6 flip charts (can adjust number of groups based on how many folks still there)
  - LABEL them with COURSE DESIGN or RESEARCH DESIGN
- Markers at flip charts
- Pads of sticky notes at flip charts
- Handouts: CE Spectrum Handout + Components of Course and Research Design

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WORKSHOP PLAN

5 mins: Set-up the small groups
- Ensure that folks are actually in the appropriate groups and give them a few minutes to introduce themselves to each other.

15 mins: Spectrum Intro (LYNN or KATIE?)
- Idea of CE at different points of the Design Process
- Idea that CE should be intentional - CE by Design

20 mins: Community Engagement by Design (MATTHEW) detailed slide notes here
- Matthew intro (who I am, why I am here)
- Articulate WHY we're bringing design into this institute
  - Conversation around the concept that innovative practices can be applied to any/all disciplines
  - Community Engaged Research/Teaching is an innovative practice

- Intro Social Innovation and Design Thinking
  - What it is
  - How this approach offers a framework we can utilize
- Transition into the idea of HCD as a framework for intentionally designing CE
  - The Goal: to involve the community as co-designers
- Applying Design Thinking Principles:
  - Identifying Users (and trying to understand them)
    - Key idea: often when we speak of community we speak to the collective and not the individuals who make up the community
  - An example: homelessness
    - Who are the various folks impacted by this issue? The same design won't work for them all
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- Reminder of the Rules for Brainstorming (as they signal that they are about to do a brainstorming exercise)
  - Highlight a few key guidelines
  - Hand out on tables which lists all → reminder that as a team, this should be there manifesto for the duration of the Workshop (teams reference as needed)

LAUNCH ACTIVITY <mark>(KATIE)</mark>

5 mins: Set-Up the Framework and small groups ("Design Teams")
- Participants will have decided whether they are focusing on "Research" or "Teaching" for this workshop and will already be in groups (see above)
  - Alternately: do the set-up and then give them three minutes to get into groups
- Give them the scenario:
  - Depending on which they chose, they're part of an interdisciplinary team of instructors and/or researchers tasked with designing new community-engaged courses or research projects that focus on opioid addiction in Richmond.
  - Clarify: for the sake of today, you're either designing a course OR a research project, not both.

10 mins: User/Stakeholder Exploration- FULL GROUP DISCUSSION
- 1: Identifying the Users or Stakeholders:
  - **Central Question:** knowing your scenario, who would be impacted by this work?
  - **Brainstorm together:** the people experiencing addiction; their family members and friends; doctors, pharmacists, and medical providers; law enforcement and criminal justice professionals; service providers; policy makers; etc. and subgroups of these (e.g. young adults or veterans who are addicted)
  - Realization that there is not a single user but multiple, many, and this is not finite
- 2: How would that user/stakeholder typically be involved in the design of learning activities in courses that relate to homelessness? How would the end user typically be involved in the design of how research findings are disseminated?

○ Key point/bridge: they usually aren't involved as co-designers. Our goal today is to help you consider how these stakeholders *could* co-design

2 mins: Research and teaching design components setup
● Reference the hand-out and talk through these. We've broken down courses and research projects into several components. For the sake of today's workshop, we will focus on only one at a time.
  ○ We will assign you the Design Component to work on in each round of our workshop (Round 1: Learning Activities and Sharing Findings)
  ○ KEY POINT: We assert that users can be involved as co-designers of any and all of these components.
● Explain that the remainder of this workshop will allow us time to practice the inclusion of "design users" or stakeholders in the design process (Remember your scenario!)

15 mins: Brainstorm Round 1
Design Component Brainstorm (small groups)
● **LIGHTNING: 1 minute, pick one user/stakeholder** (off the list the large group just discussed)
● Remaining 14 minutes of Discussion: How might end users be involved in the design of learning activities/findings dissemination?
  ○ Note: We are *not* asking you to brainstorm what those learning activities/findings dissemination might be, but rather to consider how the stakeholder might be involved in designing them.
  ○ Remember, this can vary by fields, by end user groups, as well as everyone's previous experience level. Look at the "example techniques" on the Spectrum handout
● REPORTING: Where does that involvement fall along the Spectrum?
  *** *Jen to provide examples as we work thru these steps*
PROVIDE CALL OUT that Teams are going to SHARE in 2 mins - ID where does this engagement fall on the spectrum of Community Engagement??

5-10 mins: Team Share
- Where does that involvement fall along the Spectrum?

==AT THIS POINT, WE ARE AT 75-80 MINS==

10 mins: Brainstorm Round 2
Go Deeper: How can you move your Design Component further along the Spectrum?
● Continue to focus on this component (learning activities or findings dissemination)
● Lighting Round → One more step along the Spectrum towards co-leading
  ○ So for instance, if your group ranked your ideas for end user engagement as "consulting", imagine ways you might engage them further to the right -- at "involve" or "collaborate" and so on

- Reminder to teams that this does not have to be 'perfect' … 'finished' …. This is a rapid brainstorm session

15 mins: Design Component Brainstorm- Round 2
- Now that you've brainstormed ways to involve your stakeholders into the "easy" component, we want you to focus on the more foundation ones: **the research question and learning objectives.**
- How might your stakeholder group be involved in co-designing the learning objectives/research questions?
    - Literally how, in what ways can they be involved? Look, for instance, at the techniques listed on the spectrum. How might you use those (or others) to engage the users or stakeholders in the *design* of these components?

10 mins: Team Share
- So how did you imagine involving your User in this design? What are some of the ideas you came up with?

10 min: Full group reflection
- How did this feel in comparison to the way you've approached your work in the past?
    - Especially when we are thinking about these fundamental starting points for course and research design?
    - (Goal: this is kind of a paradigm shift, right)

5 mins: Closing
- Reminder time! The users can be included deeply and intentionally in any of the design components and at any level of the spectrum. Wherever/however we do, we still have to think about doing this work ethically, responsibly, and well.
- We've given you tools/best practices for incorporating the user in the process

WE ARE AT 130 MINUTES HERE.

BIG OL INSTITUTE WRAP UP:
- So why is this CE stuff important?
- We've made a case for doing it
- We've given you opportunities to think through what it looks like
- We've tried to give you both boots-on-the-ground ideas as well as some guiding principles for how to do this effectively and ethically

If you want to see effective change, the end user must have agency.
(We've talked about how it's the right thing to do…. We've talked about being inclusive… But really: it's about making it WORK.)