Design Thinking for SDGs

Empathize

Tuesday August 17, 2021

Prof Hyun-Kyung Lee
Prof Semee Yoon
Today’s agenda

1) DT Step 1: Empathize
   ○ Empathize with your P, issues in Sustainable Development
   ○ Activity: Empathize recap

2) DT Step 2: Define your problem
   ○ Activity: How Might We question and Problem Statement
Session 1

Empathize
Ideate
Possible solutions
Co-create
Combine, prioritize, select

Prototype
Build to test
...to understand
...to ideate
Tell stories

(re)Define
Dissect the brief
Define the problem
Redefine the problem

Understand
Experience, empathize;
users and stakeholders
Research, benchmark

Test
Test to learn
With people!
Provide experiences
Understand = Empathize
“Developing a formal, meaningful, and emotional connection with users so they stop being consumers of a design and instead become co-designers.”

Identify highs and lows in people’s experiences.

KOLKO, 2015
Success rate for new products is 40-50% 

Research shows that lack of understanding and meeting user needs is one of the most important reasons for product failure.
80% of companies believe they deliver a superior customer experience

8% of their customers agree
What makes a good user experience?

- Must deliver value for both the creator and user
- Helps the user to reach their goals
- Can be used and accessed by users of a full range of abilities
- Easy operate and performs as intended also in practice
- Easily findable, and in the case of digital solutions content within them
- Performs the task it is supposed to do over a reasonable amount of time
- Conforms with user needs and desires
- Valuable
- Useful
- Accessible
- Usable
- Desirable
- Findable
- Credible
Male

Born in 1948

Grew up in Great Britain

Married with children

Successful and wealthy

Likes dogs

Spends his winter holidays in the Alps
Male

Born in 1948

Grew up in Great Britain

Married with children

Successful and wealthy

Likes dogs

Spends his winter holidays in the Alps
Male
Born in 1948
Grew up in Great Britain
Married with children
Successful and wealthy
Likes dogs
Spends his winter holidays in the Alps
Designers active

(Market research)

User-Centered Design

"design for"

Participatory Design

"design with"

Lead User Innovation

"design by"

Users active

DFK

DESIGN FACTORY KOREA
Build empathy and understanding for the user we are designing for.

Gather insights +
Empathy

See their world

Appreciate them as human beings

Understand their feelings

Communicate your understanding
Interact with people – find out who they are, what they do, how they feel

Try to put yourself to their shoes, to understand their experiences

Ask them to share their stories, listen with an open mind

Look for pain points, difficulties they have, things you find surprising – and why

Document your findings and insights and share with your team
Interviews

Ask Why

Structured – open ended
Individual interviews
Focus groups
In context
**Empathy Map Canvas**

1. **WHO are we empathizing with?**
   - We want to understand able-bodied children and children with disabilities as they play in an inclusive playground.

2. **GOAL**
   - Children of different abilities need to familiarize themselves with each other.
   - They need to help each other feel included regardless of their ability.

3. **What do they SEE?**
   - Disabled children see able-bodied children playing on playgrounds "designed" for them.
   - Able-bodied children see disabled children they may have never interacted with before on these playgrounds.

4. **What do they SAY?**
   - Able-bodied children may be too young to understand the concept of disability, so they may look at disabled children rather funny and ask questions about their differences.
   - Disabled children may be confused as to why able-bodied children are playing in their playgrounds or express their desire to play with them.

5. **What do they DO?**
   - Children with disabilities play in these inclusive playgrounds, but they seem to only play with other disabled children instead of with able-bodied children.
   - The same situation seems to apply to able-bodied children as well.

6. **What do they HEAR?**
   - The problem with inclusive playgrounds is that they don't receive enough attention, so they are built and not improved on.
   - The interested of disabled individuals, including children, are still not prioritized by the government.
   - There may also be pushback by certain parents who don't want their able-bodied children to play with disabled children.

7. **What do they THINK and FEEL?**
   - Children of different abilities do not know how to play with each other.
   - Disabled children live with the fear of prejudice from able-bodied children, even though the playground is built to be inclusive.
   - Children of different abilities can better understand one another and become familiar with how to accept each other.
   - Disabled children can unlearn their fears and feel accepted in inclusive playgrounds.


© 2017 Dave Gray, xplanned.com*
playful signs

✔ hopscotch to play and learn about inclusion

Who can play in this playground?

inclusive signs

✔ braille

✔ tactual map

embossed carving(?)
3D printed map?

✔ sound

ex. a device attached to a traffic light

Height of the sign

✔ what about children in wheelchairs? their eye-level?

Color of the sign

✔ color universal design

example of colors which are distinguishable by people having color weakness

Introduction sign

✔ different shapes of children

우리는 모두 다르지만 우리는 모두 꿀통공놀이터에서 함께 놀야요.
We are all different, but we all play together in KT playground.
At the end of tomorrow's session, each team will briefly show their empathy map.