

Case Studies in Design Informatics 1 – INFR11094

Tutorial 5

Designing for Diverse Audiences and Contexts

design
informatics



THE UNIVERSITY
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In last tutorial...



Last time, we explored how we can design and develop technology responsibly through the AREA framework, a tool that helps those involved in technology research to do so responsibly.

This week ...

We will explore how we can design for, and with, diverse audiences and for diverse design contexts.

Specifically, we will practice reflecting on, and challenging our assumptions, as well as considering how to engage appropriately with key stakeholders.

This can help us to ensure our design is responsive to real needs, preferences and values of particular groups.

Thinking back to the last tutorial, what does it mean to be reflexive in the design process?

Unintended Consequences

How could the work be used or mis-used?
What negative consequences might it have?
What might happen if it goes wrong?

Example actions: 2023-05-05

- Identify unanticipated outcomes from related projects.
- Consider state, military, and criminal applications.
- Solicit a broad range of lay, expert and peer inputs.
- Design to minimise risk from unanticipated or malicious use.

Reflect

Product

Equality, Diversity & Inclusion

How inclusive are our practices?
How diverse is the team?
How representative are participants and stakeholders?
Are the process and the outputs both accessible?
Is anyone excluded?

Example actions: 2023-06-07

- Conduct an Equality Impact Assessment (EIA) and develop an Equality, Diversity and Inclusion (EDI) action plan.
- Use accessibility guidelines and resources.
- Ensure reasonable adjustments are in place.
- Employ positive action.

Reflect

People

Means of Reflection

What assumptions do we bring to the work?
Does everyone in the project understand RI?
How and when do we make time to reflect?
How do we measure or monitor the work?

Example actions: 2023-06-08

- Reflect on past projects.
- Identify your own priorities, privileges and biases.
- Identify a lead for RI.
- Agree an RI Action Plan and review periodically.
- Convene an advisory board.
- Schedule sessions and agenda items dedicated to RI.

Reflect

Process

Under-represented

Are any groups of stakeholders under-represented, overlooked or excluded?
How can they be included and supported?
Can anyone else represent them?

Example actions: 2023-05-30

- Monitor whether participants and data are representative.
- Identify possible reasons.
- Work with specialist organisations and community leaders.
- Provide material support for people to participate (e.g. travel & child support).

Engage

People

Stakeholder Involvement

Can stakeholders have more substantial involvement in the work?
Can they shape the goals or how the work is done?
How is stakeholder involvement supported and acknowledged?

Example actions: 2023-06-07

- Involve stakeholders when defining aims, research questions and methods.
- Give stakeholders substantive project roles.
- Employ co-design or co-creation methods.
- Be flexible, e.g. allow online involvement.

Engage

Process

Stakeholder Input

How can stakeholders influence the product or outputs?
Are a wide range of stakeholders considered?
When and at what stage?
Does this include people with relevant lived experience?

Example actions: 2023-06-08

- Define objectives and expectations for stakeholder input.
- Convene a user/stakeholder panel or advisory group.
- Employ human-centred design methods.
- Get early and frequent feedback.

Engage

Product

In the rest of the tutorial...

We will explore how we can design for, and with, diverse audiences and for diverse design contexts, focusing particularly on the assumptions we might be making, where these come from, and how we can overcome them by involving stakeholders in the design process.

https://miro.com/app/board/uXjVJz7VNDs=?share_link_id=991666470517

Activity 1:

Choosing a target group and design context (10 mins).

- 1. Get into groups of 3-4.**
- 2. Decide which of the following target groups from the following list you would like to focus on:**
 - Older adults (70+ years of age)
 - Children (7-12 years of age)
 - Adult wheelchair users
 - Teenagers (13-17 years of age) with cognitive disabilities
- 3. Pick a design context from the following list or develop your own:**
 - Developing new modes of computationally-mediated communication for your group
 - Teaching your group about digital literacy
 - Supporting your group in accessing tourist destinations
 - Developing platforms that help your group develop community

Activity 2:

Listing and challenging assumptions (30 mins)

Part one: Listing assumptions (10 mins)

On the Miro, list assumptions you might make about your target group in relation to your chosen design context. What might their needs be? What challenges do you think they might face? What might a designer need to pay attention to when designing a technology for them?

Activity 2:

Listing and challenging assumptions (30 mins)

Part two: Reflecting on assumptions (10 mins)

Now, start reflecting on where your assumptions have come from and add post-its saying why you have made them.

- Do you have direct experience with engaging with your target group?
- Do you have lived experience as a member of that group?
- Are they based on things you have read or experienced?
- Might any of your assumptions be stereotypical or biased?

Activity 2:

Listing and challenging assumptions (30 mins)

Part three: Identifying what you don't know (10 mins)

Based on the previous activities, are there things about your target group you are not sure about, that would be important to find out during the design process?
What are they?

Activity 3:

Considering who to involve in the design process, how and when (20 mins)

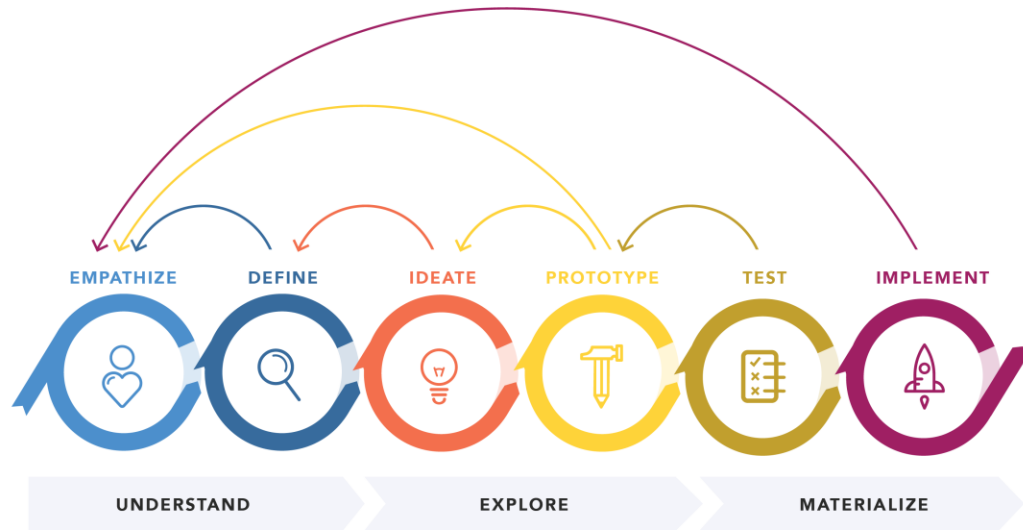
Part one: Considering who to involve in the design process (5 mins)

Discuss the following and add post its to your Miro:

- Who might you consider involving in the design process as participants or co-designers?
- Would the target group itself be appropriate to involve?
- If not, why not?
- Are there any other stakeholders who would be appropriate to involve, and what insights might they bring?

Activity 3:

Considering who to involve in the design process, how and when (20 mins)



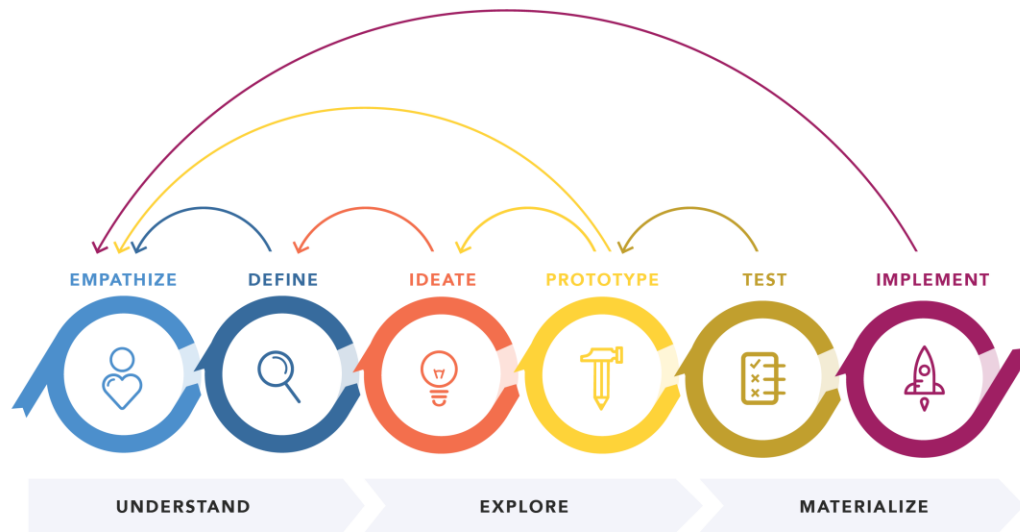
Part two: Considering methods you might utilise and stages of the design process (15 mins)

Spend some time thinking about design methods you know, and browsing the following links for other methods:

- <https://www.designmethodsfinder.com/methods/search/all>
- <https://hcitang.org/uploads/Teaching/ideo-method-cards-2by1.pdf>

List which methods might be appropriate to utilise to find out more about the target group and design context, and to challenge/validate your assumptions. At what stages of the design process would these methods be most valuable? What could they help you find out?

Activity 4: Present and discuss



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Each group should now present their findings focusing on

- Your initial assumptions
- Whether and how you challenged your thinking throughout the tutorial
- Who you might involve in the design process and at what stages, and what design methods might be appropriate

Wrapping up:

In this tutorial we have explored how to surface and challenge our assumptions of target groups. This is important to avoid unconscious stereotyping and oversimplified thinking when considering who we are designing for and will be particularly important for your final coursework (CW2.1).

From next week onwards, our lectures and tutorials will focus on specific design methods that actively involve target groups.

Questions?