Empathy Mapping

Rachel Goc (she/her)
Bea Jimenez (she/her)

Contributors: Jean Clipperton *(she/her) and* *Jonathan Diehl* *(he/him)*

Slides at: https://tinyurl.com/3pyeaevu

Introduce Yourselves

- Introduce yourself in the chat and include:
  - Name
  - Department
  - Breakout group preference:
    - Humanities
    - STEM
    - Small class
    - Large class

Learning Objectives

- Articulate what empathy mapping is and how it can connect to Universal Design for Learning Principles

- Create a student-based empathy map in order to better understand student perspectives

- Apply ideas from the empathy map to course policies, assessments, or other instructional practices

Parking Lot

The parking lot is a place to provide feedback across the entirety of practicum. You can visit it as often as you'd like to offer your feedback and/or see what others are sharing.

- Reflect on / share what you have learned so far

- Ask questions you have about content covered so far
  Note: helpful to signal the session(s) you're referencing

- Provide feedback on sessions and cohort meetings
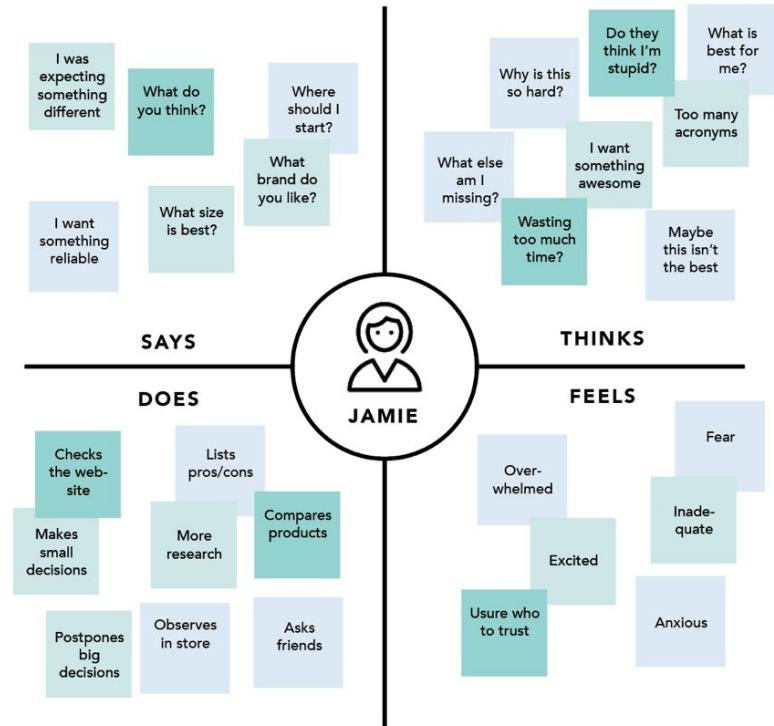 Note: helpful to signal the session(s) you're referencing

Today's Agenda

1. **Introductions and What Is Empathy Mapping**

2. **Examples and Walk-Through**

3. **Creating Your Own Empathy Map**

4. **Recap and Wrap-Up**

What is empathy mapping?

An empathy map is a simple, easy-to-digest visual that captures knowledge about someone's behaviors and attitudes.

EMPATHY MAP *Example (Buying a TV)*

I was expecting something different

What do you think?

Where should I start?

What brand do you like?

What size is best?

I want something reliable

Why is this so hard?

Do they think I'm stupid?

What is best for me?

Too many acronyms

What else am I missing?

I want something awesome

Wasting too much time?

Maybe this isn't the best

SAYS

THINKS

JAMIE

DOES

FEELS

Checks the web-site

Lists pros/cons

Compares products

Makes small decisions

More research

Postpones big decisions

Observes in store

Asks friends

Over-whelmed

Fear

Inade-quate

Excited

Usure who to trust

Anxious

NNGROUP.COM   NN/g

From Core 2: Engagement

Consider the students' perspective: **are you answering the following questions for your students?**

- Why should I care about this?
- Why should I learn it?
- Why is this important to me?

*Empathy mapping **provides us with a toolkit to answer these questions** and helps us to get into the mind of the students we are teaching.*

As the expert, this may be clear to you, but from their perspective they don't yet see the bigger picture.

Instructor - example

STUDENT NAME

Tea

ABOUT YOUR STUDENT

In Masters program. The course is an elective for her., Building Transformational Client Relationships. She is considering a career change and may be tgaking this course to help her decide whether consulting or coaching is right for her. She is younger than average age. Sh

Instructor

To **friends**: "I just need to get through this class."
"Does anyone know if this professor grades hard?"

To **instructor**: Are there group projects?"
"Is there an attendance grade?" "Is the final cumulative?"

SAYS

"How much math is there?"

"Why do I need this class?"

THINKS

DOES

FEELS

Before the quarter started, checked on Reddit and other websites to see which section they should try to sign up for.

Waits to see if they can avoid buying any course materials.

Willing to do the minimum needed to get the grade they want.

Wants easy, straightforward assignments

Nervous about unfamiliar content.

How could Jean's empathy map inform instructor choices?

1. **In Canvas** - Provide information about key competencies or previous foundational concepts up front, link to videos in Canvas page for concepts that you don't have time to cover in class.
2. Do a **pre-class survey** to have students suggest material/content that they find relevant to course concepts.
3. **On first day** - Provide a real-world examples of how the content affects the world Jean lives in.
4. At least one major **assessment** has more than one submission type.
5. **Throughout the course**, the instructor makes sure to bring in illustrative examples from a range of real-world contexts (builds on point 2, above).

Empathy mapping exercise

Who are your students?

- Empathy mapping works best when you can be as specific as possible with whom you are empathizing with.
- Use data from:
  - CTECS
  - Surveys
  - Interviews
  - Research in your field
  - Department data

Breakout groups: Instructions

- Breakout groups of approx. 3
- Work on student persona (add to / edit slides here based on breakout room number)
- Create a persona
- Think about how to teach to this student

Breakout groups: Timeline

Suggested timeline:

- 15 min making a map
- 15 min thinking about how you'd teach them

Prepare 1-2 sentences about your student(s) and 1 or 2 things that you can change or adapt in your course to teach them.

Student Personas

WHO	ABOUT / ATTRIBUTES	POINT IN TIME
- Student athlete - First gen - Transfer student - Graduating senior - First Year …	- ADHD - Longhaul COVID - Family / work-life balance - First course in this subject - Major student - Not a major; completing for distribution - Not a major; course required/suggested for different major …	- Start of the quarter - Midterm - Final - Last class for major …

STEM 1

STUDENT NAME

Ellen

ABOUT YOUR STUDENT

Not a major in this field. Might not have the strongest background knowledge. Possibly had a previous bad experience with the subject matter.

STEM 1

Is there a curve? Will this be on the exam? Is the final cumulative? How much time will I need to spend in this course?

SAYS

Why do I have to be here? Do I belong here? The professor deducts points for unimportant or arbitrary reasons. I've never been good at this.

THINKS

DOES

FEELS

Sit in the back of the class. Come to office hours unprepared or with general unease. May not brush on on weaker background material. Reluctant to participate in class.

Lost. Frustrated.

STEM 1

STUDENT CHALLENGES

Lack of confidence, inefficient study methods

STUDENT GOALS

Just pass and get it over with.

How could your empathy map inform instructor choices?

Your ideas could include things like: Canvas site structure, communication, course attendance and participation policies, assessment types, etc.

Incorporating self-reflection on their work

Skills spotlight on how to study, how to write up HW, how to read the text, where to find background material for review, etc

HUMANITIES 1

STUDENT NAME

Maria

ABOUT YOUR STUDENT

First course, required in professional program, limited prior experience, adult learner, working full time, family care responsibilities

HUMANITIES 1

Nothing - no questions to instructor
Informal conversations with close peers
I just have to get a good grade/pass

SAYS

Think they aren't ready or as "smart" as others in class
Cognitive overload - new systems, new content, new people

THINKS

DOES

Do not read syllabus before first class
Does not seek help or support

FEELS

Excited, anxious about content and technology
Self conscious, intimidated
Money concerns - tuition is expensive and will I do well

HUMANITIES 1

STUDENT CHALLENGES

Time management; technology skill development; confidence, building relationships with peers in an online environment

STUDENT GOALS

Get through this class with a passing grade

How could your empathy map inform instructor choices?

Your ideas could include things like: Canvas site structure, communication, course attendance and participation policies, assessment types, etc.

Canvas clarity and transparency

Sample work (projects, papers, etc)

Clear learning goals for students - course specific - real world context

Clear rubrics (or evaluation tools)

Opportunities to develop relationships (peers and instructor)

Create welcoming and supporting atmosphere/safe spaces- multiple modes/opportunities to meet with faculty and ask questions and get support

Scavenger hunt syllabus activity (gamify/team based)

SMALL 1

STUDENT NAME

Chelsea

ABOUT YOUR STUDENT

Chelsea is a full time student that has come straight to this graduate program from her undergraduate studies. She some work experience, but nothing full time. She volunteered at various organizations throughout undergrad. Chelsea's concentration in her degree is highly research-focused.

SMALL 1

● She wants to go to med school after she completed her MPH degree	● Scientifically-minded, doesn't have much training or knowledge about community-based efforts/health so doesn't always consider these things when pursuing her studies
SAYS	**THINKS**
DOES	**FEELS**
● Avoids speaking with advisor	● As though non-scientific training within degree isn't relevant to her

SMALL 1

STUDENT CHALLENGES

Lack of communication with instructor, lack of interest in class topic (challenging because it is required for the degree)

STUDENT GOALS

Finish degree, enroll in med school after MPH degree is complete

How could your empathy map inform instructor choices?

Your ideas could include things like: Canvas site structure, communication, course attendance and participation policies, assessment types, etc.

Small 2

STUDENT NAME

Tia

ABOUT YOUR STUDENT

Tia is in a masters program in Learning and Organizational Change. The course is called Building Transformational Client Relationships and it is an elective course for Tia but related to her field. She is considering a career change and one of the reasons she is taking the course is to help her decide if consulting vs. coaching is right for her career. Tia is a younger than average age student in the program, and she is a first gen college grad. She is a single mother.

Small 2

"I sure hope this course helps me make a decision about my career path" "I'm hoping to meet people who do these things so that I can network and better understand the choices I'm facing" "Will this course provide insight into consulting and coaching?"	Will this course help with my career choices? I have less experience than others in the class, will I be able to contribute? How will I balance this class with my work and childcare responsibilities?
SAYS	**THINKS**
DOES	**FEELS**
Look up student evaluations and review them carefully Talk with program peer advisor	Fear Anxiety Hope and excitement Lost (without guidance from parents)

Small 2

STUDENT CHALLENGES

For Tia to understand how this course will help her make practical career choices; Writing skills; Feeling like she knows less than others; schedule and time balancing - academic-work-life; connecting to other students in the class

STUDENT GOALS

Career choice clarity; do well academically and get a "good grade"; make friends and connections; networking with other students and alumni

How could your empathy map inform instructor choices?

Your ideas could include things like: Canvas site structure, communication, course attendance and participation policies, assessment types, etc.

- Provide opportunities for students to engage with each other organically
- Remind students about resources like the writing lab, provide foundational and review materials on canvas
- Record online classes to allow for more flexible attendance without missing content - provide opportunity to complete class exercises asynchronously
- Offer flexible assignment completion
- Offer ways to engage both synchronously and asynchronously
- Offer office hours

Small 2

STUDENT NAME

ABOUT YOUR STUDENT

Large 2

SAYS	**THINKS**
DOES	**FEELS**

LARGE 2

STUDENT CHALLENGES

STUDENT GOALS

How could your empathy map inform instructor choices?

Your ideas could include things like: Canvas site structure, communication, course attendance and participation policies, assessment types, etc.

Report Out

What changes are you planning to make?

What surprised you about this activity?

What was challenging about making the map and applying it?

TLT - example

Instructor

Professor Niya New-to-NU

ABOUT YOUR INSTRUCTOR

Tenure track faculty brand new to Northwestern, previous teaching experience mainly as a graduate instructor, instructor of record for one course, research funding secured, actively applying for more funding, major journal article forthcoming. Teaching first class in winter quarter, hasn't taught that material before.

TLT - example

To **department** - "I'm excited and ready to dig into my research and contribute to the department."
To **trusted individuals** - "I can't understand this office and systems, why is it so difficult to find anything or get a straight answer here?"

SAYS

"I've got so much going on."
"Where do I find office X?"
"Can I say no to X request? Or is that going to have repercussions?"

THINKS

DOES

FEELS

Asks mentor or other younger department members out for coffee to ask for advice.

Not teaching until Winter, so worry about that later

Spends bulk of time on research, applying for funding, and learning departmental service duties.

Excited about new role but overwhelmed by work

Anxious about tenure process and making connections needed at NU and beyond

Wonders if NU students will be different from previous institution's students.

Using the empathy map, how can TLT best help Niya?

1. Mid-fall quarter, email her with resources to help her remember to plan for winter class
    a. Check-list for prepping Canvas site
    b. Info about NU students
    c. Just-in-Time help appointments

2. Share instructor community learning and networking opportunities

3. Create on-demand training

4. Advocate for teaching support with departmental chairs, so that resources and training are easy for Niya to find in her department