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00:00:01,819 --> 00:00:05,689

Hello Everyone. My name is Bea Jimenez; my colleague is Rachel Goc.

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00:00:05,689 --> 00:00:10,606

And we are learning engineers at the Teaching and Learning Technologies Group.

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00:00:10,953 --> 00:00:12,603

Before diving into the agenda,

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00:00:12,903 --> 00:00:17,642

we are going to talk about the learning objectives for today.

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00:00:17,643 --> 00:00:21,993

So Rachel and I are going to talk about what an empathy map is.

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00:00:22,323 --> 00:00:28,923

Don't worry if that term is unfamiliar to you. It will be very familiar by the end of today's session.

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00:00:29,703 --> 00:00:36,863

The goal of this session is to make sure that you understand what an empathy map is and how it connects to the UDL

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00:00:37,143 --> 00:00:47,253

Practicum, and give you this empathy map tool that will allow you to understand your students' perspectives better and also empathize with them.

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00:00:47,403 --> 00:00:55,592

Ultimately, this tool will enable you to reflect on how to implement more effective course policies,

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00:00:55,593 --> 00:01:02,253

maybe assessments, or any other instructional practices that can benefit your students' learning.

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00:01:02,313 --> 00:01:03,352

Right?

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00:01:03,861 --> 00:01:06,157

So today's agenda.

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00:01:06,652 --> 00:01:09,802

We are going to see what an empathy map is in just a second.

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00:01:11,002 --> 00:01:17,632

And we are going to also see some examples and walkthrough about what an empathy map is.

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00:01:18,592 --> 00:01:24,742

Rachel is going to walk you through the process of how you would do an empathy, an actual empathy map.

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00:01:25,642 --> 00:01:33,232

And then you will be creating your own empathy map, based of the students that you would encounter in your class.

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00:01:35,034 --> 00:01:43,944

And then finally, we are going to do a recap and a wrap up about what you have learned from the session and from the activity.

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00:01:47,224 --> 00:01:51,664

So without any further ado, let's talk about what an empathy map is.

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00:01:52,204 --> 00:01:59,854

An empathy map is usually the first step in design thinking. For those who are not very familiar with this term,

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00:02:00,124 --> 00:02:11,194

Design thinking is a process that—traditionally used by designers, that will allow you to design solutions with the problem statement in mind.

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00:02:12,094 --> 00:02:18,744

This tool really relies on observing, with empathy, how people interact with the, with the environment.

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00:02:20,254 --> 00:02:25,834

Empathy maps are standard tools in multiple fields like marketing or design.

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00:02:27,034 --> 00:02:36,064

And usually marketers use this tool to understand how humans interact with something, with a product or service.

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00:02:36,424 --> 00:02:47,584

And basically the idea is to create a map, a visual tool that captures how people think and feel, and also what they might be saying or doing.

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00:02:48,514 --> 00:02:52,564

The reason why we want to do, why we want to do this,

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00:02:52,564 --> 00:03:00,334

with you today, is to find, maybe new instructional practices or tools that can benefit your students'

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00:03:00,724 --> 00:03:09,783

learning. Also it can benefit the innovation. Sometimes, especially after teaching for a few years,

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00:03:09,784 --> 00:03:14,814

we start feeling comfortable about what we are teaching and how we are teaching.

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00:03:15,244 --> 00:03:25,354

Therefore, sometimes we skip trying new things, or sometimes that impedes us being more innovative or shifting things in our classes.

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00:03:26,224 --> 00:03:37,204

So this empathy map tool is just a nice way to spin your perspective or start thinking about new you things that you can implement in your class.

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00:03:39,164 --> 00:03:52,874

As you can see here, traditional empathy maps are split into four quadrants: says, thinks, does, and feel, with that user or persona in the middle.

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00:03:52,904 --> 00:04:00,134

In this case, our personas are going to be a segment, a segment of your student population.

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00:04:00,524 --> 00:04:09,074

So for instance, here in this slide, this is an example about a consumer, Jamie, who wants to buy a TV.

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00:04:09,794 --> 00:04:13,874

Jamie is saying that she wants to to buy a TV.

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00:04:13,964 --> 00:04:20,624

Right? She wants something reliable. She's asking herself, what's the best size for her?

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00:04:21,004 --> 00:04:26,414

Jamie probably is thinking, "Why so hard to buy a tv? Too many options."

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00:04:26,714 --> 00:04:31,994

She feels completely overwhelmed and anxious about the process and making the right choice.

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00:04:34,454 --> 00:04:40,784

And so for many of you, you have experienced different kinds of students who are taking your classes.

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00:04:41,084 --> 00:04:51,524

So they might be students who are athletes, or maybe they're early in their, in their career,

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00:04:51,524 --> 00:05:00,974

or maybe they are students who are majors or minors, students who who are fulfilling just credit requirements or course distribution,

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00:05:00,974 --> 00:05:06,674

right? So maybe it's not their—they are not as motivated as others to take the class.

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00:05:07,814 --> 00:05:14,744

So each of those students are going to say, feel, or think differently.

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00:05:15,224 --> 00:05:23,443

So, today we are going to focus in just one segment of your student population, who's taking your course, so you

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00:05:23,444 --> 00:05:30,884

can really think about what those students might be wanting or what their goals might be for your course.

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00:05:31,094 --> 00:05:46,173

Right? I would say one thing, and it's that an empathy map usually is coming from a source of data, like, focus groups, or direct interviews, or surveys,

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00:05:46,174 --> 00:05:51,364

etc. But for today we are not going to do that research base.

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00:05:51,364 --> 00:06:01,024

We don't have enough time to do that. But we want you to think about your previous experiences with, with your students. Things that you have,

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00:06:01,594 --> 00:06:11,624

you, you have heard them say, CTEC results, and basically any other type of feedback that you have received in the past. Right?

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00:06:11,644 --> 00:06:20,314

That kind of feedback can be just, things that you have seen in the CTEC surveys,

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00:06:20,434 --> 00:06:27,544

direct feedback that you receive from them, your perceptions in the classroom, past experiences, etc.

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00:06:27,544 --> 00:06:37,743

Okay? So, so we want to acknowledge that this exercise today is about learning about this process, right?

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00:06:37,744 --> 00:06:44,464

So hopefully you will be finding some ways that it can be helpful for your course in the future.

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00:06:44,764 --> 00:06:51,034

If you are going to engage with this tool deeply in the future,

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00:06:52,834 --> 00:07:00,694

maybe it would be—we want to encourage you to root this process into real student feedback and data.

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00:07:00,694 --> 00:07:09,414

But for today, let's try to think about what are past experiences and what you already know about your students.

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00:07:15,546 --> 00:07:25,506

If you're going to use empathy map in-depth in the future, we recommend you to just generate more than one empathy map.

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00:07:25,686 --> 00:07:32,436

So maybe you have identified in your class that you have students who are just, who are

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00:07:32,436 --> 00:07:40,146

first generation students, students who are just minors and maybe this course is not

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00:07:40,356 --> 00:07:47,165

as important as other courses, and students who are very motivated to take the class

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00:07:47,166 --> 00:07:53,546

because this is, this is going to be their research topic in the future, right? Something like that.

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00:07:53,556 --> 00:07:57,216

So you, you—probably in your class you have different segments, right?

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00:07:57,876 --> 00:08:06,576

And each segment of your students can be a persona. We are going to call each segment "persona."

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00:08:06,666 --> 00:08:18,456

So the idea is to empathize, which—with each of those personas, and create a different empathy map for each of those segments, or personas.

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00:08:18,756 --> 00:08:26,226

But right now, for today we're just going to focus on one persona, one segment of your class. So you can choose.

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00:08:27,366 --> 00:08:30,995

[Rachel:] Sorry Bea! [Bea:] Sorry. Go ahead. [Rachel:] Please finish your, finish your thought. [Bea:] No no go ahead,

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00:08:30,996 --> 00:08:34,026

go ahead. [Rachel:] Well, I was just going to point out that, I think—so,

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00:08:34,176 --> 00:08:36,126

when you eventually do more than one,

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00:08:36,126 --> 00:08:43,846

what you're going to find is that, you're going to see repetitive practices, and that you also may find that you notice— this is essentially, right,

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00:08:43,896 --> 00:08:50,856

the bedrock of the UDL approach, which is that you're gonna maybe start to notice that something that helps a specific persona of student,

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00:08:51,306 --> 00:08:55,926

you know it's certainly not gonna hurt other students, or it's gonna also apply in other cases.

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00:08:55,936 --> 00:09:05,495

So it's, it's less that whatever you're going to create in your class is going to be so different based on the personas, and more that honestly,

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00:09:05,496 --> 00:09:11,226

it's gonna allow you to identify some trends, and some practices that are going to build, for a number of different students.

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00:09:11,406 --> 00:09:19,981

So it's not going to be, I think, long-term as, like, this student needs this, but this student needs this, kind of dichotomy.

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00:09:21,055 --> 00:09:27,095

Well if everything is clear, I'm go to pass the word to Rachel.

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00:09:27,985 --> 00:09:36,445

[Rachel:] Yes! So, I actually kind of started to, to go here, which was that, right, you're coming to this workshop in the context of a UDL practicum, right?

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00:09:36,745 --> 00:09:37,765

Specifically.

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00:09:37,953 --> 00:09:43,803

And so really, again, the empathy mapping is helping you come to these questions about your students' perspective:

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00:09:44,013 --> 00:09:49,232

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

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00:09:49,233 --> 00:09:54,843

Again as we, as we have here, that you, as the expert in this class, you know what it is.

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00:09:55,383 --> 00:10:00,663

But students often don't see that. It needs to be stated really explicitly for them.

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00:10:00,903 --> 00:10:08,583

And so, this empathy map process is sort of just helping you get into a better practice of understanding the students' position,

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00:10:08,793 --> 00:10:15,933

so that you're better at explaining your position to them, and why they should care about the class, and why it's important.

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00:10:16,351 --> 00:10:21,241

Okay great! Moving on, then. Let's get to the, the, the, the details here.

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00:10:21,301 --> 00:10:25,051

Oh! Sorry. [laughs] I basically just said this. I forgot there was this section-little-bit here.

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00:10:25,051 --> 00:10:33,511

So I have a little example here of an empathy map process that a gene clipperton ah,

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00:10:34,351 --> 00:10:39,151

one of our, our, our original contributors did something very similar in one of her classes.

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00:10:39,541 --> 00:10:44,311

So she looked at a student winning them gene, an honor and a student.

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00:10:44,641 --> 00:10:50,641

They looked at a student who isn't a major in their field but is taking the course to fulfill a degree requirement.

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00:10:50,971 --> 00:10:58,020

And it is also the first day of class. Now, that example empathy map that we showed you at the start was very broad, right?

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00:10:58,021 --> 00:11:07,171

Oh, someone wants to build a tree. But what we're finding is that empathy maps in the sort of context of higher ed and instructional design,

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00:11:07,561 --> 00:11:15,601

thinking about specific points in your class can be very helpful and really help you ground this in a specific experience for your students.

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00:11:16,231 --> 00:11:24,361

Great. So the next slide, please. So what is Gene, my student, saying to friends?

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00:11:24,411 --> 00:11:29,661

She's saying, Ah, I just got to get to this class. Maybe she asked around before the quarter start.

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00:11:29,901 --> 00:11:34,801

Does anyone know if this professor grades hard and then right away to the instructor?

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00:11:34,821 --> 00:11:38,360

They're saying things like, are there group projects? Is there attendance grade?

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00:11:38,361 --> 00:11:41,961

Is the final cumulative. They want to know about the grades.

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00:11:42,111 --> 00:11:51,411

Right. So from the instructor perspective, sometimes these students are feeling very grade focused and very much not about the learning.

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00:11:52,461 --> 00:11:58,611

And I'll take the next. Yeah, thank you. This person is probably also coming to it from a little bit of anxiety.

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00:11:58,821 --> 00:12:02,901

They're wondering, this isn't in my field. I don't know this subject well.

100

00:12:03,261 --> 00:12:08,420

How much math is there? Oh, why? I have so many other things I'd rather spend my time on.

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00:12:08,421 --> 00:12:15,861

Why do I need this class? And then they're doing probably before the quarter.

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00:12:15,861 --> 00:12:20,841

They checked on Reddit and some other websites to see which section they should sign up for.

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00:12:20,991 --> 00:12:27,530

Was there one instructor who's reportedly easier at grading or reportedly more interesting to be

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00:12:27,531 --> 00:12:34,311

in class where they're going to wait to see if they really have to buy the course materials?

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00:12:34,521 --> 00:12:39,411

Do I really need that textbook? So that means that the first couple of weeks a year class,

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00:12:39,561 --> 00:12:47,031

they may not have purchased your course materials and that can have a real effect on their participation and engagement.

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00:12:47,751 --> 00:12:50,871

Finally, what they're feeling and work's dropping leading here, right?

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00:12:51,741 --> 00:12:55,611

That they're want to do the minimum to get the grade that they want.

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00:12:55,671 --> 00:12:59,151

Notice I didn't say an A, although a lot of Northwestern students want A's.

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00:12:59,331 --> 00:13:02,661

That may not be their goal in this class.

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00:13:02,841 --> 00:13:06,351

It is. They're focused on the grade that they have decided they need.

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00:13:06,621 --> 00:13:14,541

They want straightforward, easy assignments, and they're nervous about stepping outside of their comfort zone because what's the payoff for them here?

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00:13:14,541 --> 00:13:18,591

It's not my major. So this is where a student is.

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00:13:18,711 --> 00:13:21,891

Enter entering your class on that first day.

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00:13:22,041 --> 00:13:27,771

And of course, where their head is, is maybe not at all where I want their head to be,

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00:13:27,801 --> 00:13:33,651

which is about understanding the importance and relevance of this class for them, even if they're not a major.

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00:13:34,221 --> 00:13:41,461

So what do I do? So I'll take my next slide, please. So what could this how could this help inform my decisions at all?

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00:13:41,661 --> 00:13:45,231

Yeah. Thank you. So in canvas, some things I would do.

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00:13:45,261 --> 00:13:48,711

Would I provide straight up front the key competencies,

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00:13:49,101 --> 00:13:56,001

any previous foundational ideas that this person who is not a major in my field might have missed?

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00:13:56,491 --> 00:14:03,440

Take a real thought about what are the things that if they don't have some literacy in, they're going to struggle right away with.

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00:14:03,441 --> 00:14:06,920

But I don't have time to teach in this class link.

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00:14:06,921 --> 00:14:12,081

A couple of those foundational videos into your first module or your day one class,

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00:14:12,321 --> 00:14:19,701

so that if you see students who are struggling with that right at the start, you have those resources available for them at the very beginning.

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00:14:20,811 --> 00:14:28,681

Next, you could do a pre class survey to have students suggest material or content that they might find relevant to course concepts.

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00:14:28,701 --> 00:14:31,881

Now of course, pre class, it's a little bit like do they really know?

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00:14:32,151 --> 00:14:40,731

But the more that you can activate any pre knowledge they have, the more they're already starting to get invested in the class.

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00:14:40,971 --> 00:14:45,620

So a pre class survey is a great option on the very first day of class.

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00:14:45,621 --> 00:14:48,741

In addition to reviewing my syllabus policies,

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00:14:48,981 --> 00:15:00,381

I'm going to give some examples of how my class connects to some real world or somehow relevant examples to what the world that Jean lives in.

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00:15:00,561 --> 00:15:05,090

Make that effort right up front to connect things. I think we've got.

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00:15:05,091 --> 00:15:13,791

Yeah. And then also have at least one major submission excuse me, one major assessment that has more than one submission type.

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00:15:14,091 --> 00:15:21,920

So somewhere along the way in your course, someone could write a paper or they could record a presentation or they could provide

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00:15:21,921 --> 00:15:26,631

some other sort of submission that proves to you that they know their content.

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00:15:27,261 --> 00:15:36,411

So giving them that choice is a great way for them students to feel more like they have some control over the class crates.

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00:15:36,861 --> 00:15:44,151

And then again, as much as you can throughout the course, I would really try and bring in examples that connect to what we're learning,

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00:15:44,331 --> 00:15:47,961

to the real world that can feel a little artificial at some point.

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00:15:47,961 --> 00:15:49,911

It really sort of depends on your class,

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00:15:50,181 --> 00:15:56,961

but the more you can kind of take a step back and try and put your content within a larger context that helps all of your students,

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00:15:56,961 --> 00:15:59,961

but especially a student in Jean's situation.

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00:16:01,271 --> 00:16:04,061

So now we're going to give it a shot here.

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00:16:04,751 --> 00:16:17,051

And when you go through a bear alluded to this earlier, is that as we're talking now and in the future, it really try and be as specific as you can.

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00:16:17,261 --> 00:16:22,661

So think about things students that see texts, any surveys that you have used in class,

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00:16:23,591 --> 00:16:29,231

interviews that you've had with teachers or students giving you feedback on things in the future?

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00:16:29,231 --> 00:16:31,481

If you really wanted to dig into this process again,

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00:16:31,481 --> 00:16:40,541

we'd recommend that you are sort of try and capture some more data at certain points in your quarter to improve your your empathy map.

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00:16:41,051 --> 00:16:46,061

Any research in your field. For example, if you're in a language instruction area,

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00:16:46,331 --> 00:16:53,381

there is a lot of great research out there thinking about attitudes and perceptions of students in a particular classroom environment.

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00:16:53,531 --> 00:16:59,351

Using that peer-reviewed research that is out there can be a very helpful starting place as well.

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00:17:00,101 --> 00:17:04,811

Your department might have some data for you, about, are my students majors, non-majors,

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00:17:04,811 --> 00:17:07,840

what do they know coming in? Assemble your data.

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00:17:07,841 --> 00:17:12,821

You're a researcher. Use those skills to really get as specific as you can.

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00:17:13,391 --> 00:17:19,271

And of course, I don't expect you to have all this with you today. So, we're, we're, we're learning the process here.

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00:17:22,579 --> 00:17:25,484

So, maybe choose—you don't have to choose all of these attributes, but if some of these especially are common ones

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00:17:25,484 --> 00:18:12,442

that you see in your class, consider adding some of these qualifiers, to your thing.

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00:17:36,852 --> 00:17:42,102

Is it a student athlete, a first generation student, a transfer student, a first year, etc.?

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00:17:42,132 --> 00:17:47,802

You know your students' personas best. What are some attributes that might be relevant here?

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00:17:48,522 --> 00:17:52,002

Are they—is it a first course in their subject?

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00:17:52,212 --> 00:17:58,212

Is it that student that you know is going to have disrupted attendance, for a variety of reasons?

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00:17:58,872 --> 00:18:05,592

And then, when in the quarter are you thinking about this student? Start of the quarter, midterm, final?

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00:18:06,612 --> 00:18:12,102

These points in time can help you, again, sort of pinpoint the practices that are relevant.

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00:18:20,567 --> 00:18:20,930

Okay and then, you're going to fill out that map a little bit.

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00:18:22,944 --> 00:18:26,394

What do they say? What do they think? What do they feel? What do they do?

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00:18:26,574 --> 00:18:30,233

And remember, this can also be: what do they not do?

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00:18:30,234 --> 00:18:35,754

So in our example, we had a student who did not buy their book. As an instructor,

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00:18:35,994 --> 00:18:41,693

think about both what the student does that you see, and maybe think about what—the things you know a

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00:18:41,694 --> 00:18:46,314

student does that are outside of the classroom that are reflecting their attitudes and thoughts to it.

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00:18:47,211 --> 00:18:50,641

Oh, yes. And please include then, what are some of the student challenges?

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00:18:50,641 --> 00:18:54,300

So it might be motivation, it might be time management. There are a million of them.

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00:18:54,301 --> 00:18:57,481

Right? And then what are the student goals for your course?

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00:18:58,921 --> 00:19:05,521

So think through those, and then, try and think about: how could your empathy map inform your choices?

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00:19:05,821 --> 00:19:10,471

This could be everything from literally how you build a canvas page,

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00:19:10,771 --> 00:19:18,840

how often or how you communicate, your course attendance policy, your participation policy, assessment types,

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00:19:18,841 --> 00:19:25,470

etc. I think all across the board, from the software, to the real life, to the classroom,

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00:19:25,471 --> 00:19:31,381

to the homework. All parts of your course are open for conversation here. So try and come up with

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00:19:31,821 --> 00:19:33,198

some ideas on that.

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00:19:33,548 --> 00:19:36,308

One thing that happened in a previous version of this,

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00:19:36,998 --> 00:19:46,268

the practicum, in this specific session, was, I did have a group who did a really great map of a student who needed a lot from the instructor.

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00:19:46,838 --> 00:19:54,908

They may or may not have had an ANU accommodation, but they were that student who was really asking for a lot from that teacher.

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00:19:55,148 --> 00:20:00,158

And what I really liked that I saw in that map, was that the group said that they were gonna

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00:20:00,158 --> 00:20:05,108

try and form a care team, so that they were gonna connect with the students advisor,

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00:20:05,348 --> 00:20:07,868

connect with another instructor maybe,

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00:20:08,168 --> 00:20:16,718

or find some other key humans in this student's life or academic journey that they could share this burden with.

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00:20:16,748 --> 00:20:23,618

Because we do know sometimes students are going to come to you and ask you for a lot, and come again, and come again.

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00:20:23,798 --> 00:20:26,348

And there are times when you're gonna want to give that support,

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00:20:26,588 --> 00:20:33,218

but you do need to be protective of your own mental health, and time, and we want to encourage you to do that.

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00:20:33,458 --> 00:20:41,438

So, I really liked this idea of someone saying, sometimes I'm going to have a student who might want more of me than I can really give.

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00:20:41,738 --> 00:20:47,258

That doesn't mean I just have to slam the door and feel like I failed them, and they are frustrated with me.

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00:20:47,528 --> 00:20:55,088

I really liked this suggestion of, finding some other people that could—you could pass around some of the care for this student.

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00:20:55,688 --> 00:20:58,658

So, one thing that I saw in a previous class that I really wanted to share,

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00:20:58,658 --> 00:21:04,508

and it leads into my next point, which is: really remember that there is—take that +1 approach.

192

00:21:04,688 --> 00:21:10,478

There are so many great suggestions here. At the end of the practicum, you're gonna be totally overwhelmed with new ideas.

193

00:21:10,688 --> 00:21:16,328

You do not need to implement them all. Choose a few, choose one and go from there.

194

00:21:16,388 --> 00:21:21,848

It is the right place to start. You are not failing if you don't completely overhaul everything and go from there.