The co-design playbook
Strategies for collaborative innovation
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Co-design is a method for working closely with end users and stakeholders to explore new ideas and develop solutions that meet their needs. At Jisc we are firm believers in the power of the co-design process. It’s clear, simple and agile and helps us to create better products and services for our members.

We developed this collaborative approach as a way of working with our members and we wanted to share it with you to make sure you get full value out of it too. We think that you will find it a useful model to explore.

This is our co-design playbook, describing a number of ‘plays’ that we have used and found helpful in guiding co-design activities. Plays are ways of answering questions and developing new ideas through activities and they help us to understand problems, users and markets more deeply.

Co-design is an evolving practice. With this playbook we want to share approaches we have found useful in our work. We know we still have a lot to learn about how to improve co-design so this is a snapshot of where we are now rather than a finished and complete method.

As co-design is a collaborative endeavour, we welcome input and feedback – and we are keen to hear how you use the plays in your own organisation. Please share your thoughts with Andy McGregor, Jisc’s deputy chief innovation officer, at andy.mcgregor@jisc.ac.uk.
1. Undertake in-depth interviews with users
2. Map existing user journeys
3. Engage institutions
4. Talk to experts
5. Find out what end users think
6. Interview end users in context
7. Ad hoc interviews
8. Immerse team in environment
9. Deploy cultural probes
10. Survey the field as it stands
11. Investigate how other people have approached related problems
12. Go on a service safari
13. Engage with ‘extreme users’
14. Create a ‘day in the life’
15. Personas
16. Map user lifecycles
17. Actor and factor maps
18. Create future user journeys
19. Create a range of scenarios
20. Tell compelling stories about the future
21. Use framework models
22. Create a set of service principles
23. Construct roadmaps
24. Make and test lo-fi prototypes
25. Digital prototypes
26. Prototype analogue interactions
27. Blueprinting a service

What do stakeholders need?
What is the context of use?
What can we learn from other services?
How can we map and share insights?
How can we make the future tangible?
How can we create shared frameworks to guide action?
How can we prototype ideas?
How can we communicate how a service works?
Part one: Co-design
Why does Jisc co-design?

Co-design is our collaborative innovation model. It is designed to involve our users, Jisc members, in all aspects of our R&D work. Through co-design we are better able to develop new services that address pressing issues in higher and further education through technology.

Co-design projects involve a range of different stakeholders working together to create innovative, practical and effective products and services for HE and FE.
Why should you co-design?

At Jisc we developed this collaborative approach as a way of working with our members. We wanted to share it with you to make sure you get full value out of it too.

We believe that co-design can help you to:

» Create better products and services
» Ensure your work is valued and valuable
» Help partners work with you more easily
» Increase participation of end users in the creation of products and services
» Be more transparent about roles, direction and progress
» Run more flexible projects and increase the speed of response and delivery
» Better integrate ideas from co-design into your other activities

For the staff of academic institutions, co-design is a means to get directly involved in the creation of services you need to support you doing your job easily and efficiently, as well as placing digital technology at the centre of your operations.

For students, co-design is an opportunity to get involved in shaping their own experience of HE and FE.
Who is involved in co-design?

Co-design is all about collaboration. Engaging colleagues, stakeholders, and end users is a crucial part of a successful co-design process.

Clearly, there may be many different kinds of people involved in co-design work. A large-scale project might involve multiple teams within an organisation, people working at different levels across several educational institutions and students.

We focus on roles.

There are four key roles people can play within the context of a co-design project: Deciders, Planners, Makers and Users.
Deciders are people who are involved in high-level decisions about projects. They work in a strategic capacity within co-design initiatives.

**Key responsibilities**

» Setting challenges and targets
» Allocating resources to a project (ie acting as a signatory)
» Estimating risk against impact at an overarching project or project portfolio level
» Final project reviews
» Representing a co-design project at a high level to an audience of peers and the sector in general

**Key engagement factors**

» Heavily time pressured, so in need of support. They require ways of engaging in the co-design process that are easy, require little preparation, and allow them to participate in effective ways
» Effective summary communications are a must, especially to keep informed of progress (without overloading)
Planners

Planners are responsible for setting up projects and managing processes as projects progress. They may include project managers, senior makers and external partners who manage resource use during a collaboration, such as CTOs and CIOs.

Key responsibilities
» Ensuring the right activities are planned to achieve an effective end result
» Keeping a project within an appropriate time frame and budget
» Reviewing outputs of each project phase to ensure things are kept on track
» Dealing with unforeseen eventualities (like the failure of a method to yield the expected and/or required result) and re-planning accordingly
» Organising dissemination of project materials throughout the process to other audiences

Key engagement factors
» A person’s role as a planner will often overlap with other roles (eg deciders or makers), placing additional demands on their time
» Managing across institutions will often mean that planners from different places will have to work together to coordinate activity, which can be challenging
» Planners need to receive regular, manageable communications about the operations of (especially) makers
Makers encompasses all the people who are involved in actively developing a co-design project at the frontline. For example, researchers, web designers, back-end developers, communicators, expert consultants.

Key responsibilities
» Makers will be responsible for specific tasks (e.g., create a user interface, perform a piece of research) or a range of tasks in a given area (e.g., be involved in research, design, or development in general).
» Makers also need to engage with all critical project steps to keep abreast of progress and ensure their work is integrated into the whole.

Key engagement factors
» Makers may be easy to engage individually. Bringing to bear their various skills through collaboration is the greater challenge.
» Makers may have other demands on their time, requiring careful planning and/or flexibility to bring their best to a co-design team.
» While a given maker may bring a particular area of expertise to a project (e.g., GUI design or copywriting), it is worth involving them in other areas too - web designers can be informed and inspired by participating directly in research, for example, even if they do not have sole responsibility for it.
Users are the most important group to engage if we are to ensure a co-design initiative’s long-term success. They are the people who will eventually use the products and services that co-design projects develop. They may include professional institutional staff (e.g., tech support), academics (teaching, research, and management) and students.

Key responsibilities

» Informing the co-design process of what they, and people like them, need from the products and services developed through co-design
» Participation in co-design workshops, interviews, and other approaches

Key engagement factors

» Users can be difficult to reach, so engagement will often require collaboration with others
» We do not expect them to have (or to require) an understanding of the details of ‘backstage’ systems, management structures, project processes, etc except where this impinges on their experience as users
Part two: Engagement
Engaging people in co-design

Co-design involves working effectively with people. Therefore, a lot of effort should be dedicated to engagement in any co-design project. This section outlines some approaches that can be used to engage all the relevant stakeholders.
Ways to engage: activities

Co-design activities can be ongoing, such as steering groups, or one-offs, such as workshops, and both types can be used to engage stakeholders. Activities to consider include:

Co-design plays
The plays in this book aren’t solely ways to engage but many of them (such as workshops) will have – either as activities or outputs – a strong engagement component to them, which should be considered as part of the mix.

Workshops
Workshops are used within projects when direct input from internal staff or partner stakeholders is required. Both a play and a way to engage, in some instances it may be worth running a workshop purely for its engagement value.

Feedback
This is used where a project has reached a conclusion or significant milestone in its development and where external validation is being sought for the outcomes at that point.

Student voices
Publicising input from students is an effective way to reflect the importance of the student perspective and can help to persuade other students to engage with the project.
Panels
Panels are used as mechanisms for reviews and feedback to engage stakeholders and provide the project team with a sounding board.

Reviews
Reviews are used at project level where external and expert feedback is required in addition to an internal project review.

Steering groups
Steering groups can be formed for each initiative to set direction and choose projects and interventions.
Ways to engage: content, formats and outputs

The content produced as part of co-design is a useful way to engage with audiences and attract them to the project, and it can be packaged and communicated in a variety of ways.

Project status updates
Status updates are a concise summary that allow anyone wanting to find out about the project to understand quickly its key elements. They are the workhorse of engaging internally and with stakeholders who may be directly involved in a project, and should be made available online for anyone to access.

Project narratives
Developing a project narrative is important to communicate what the project is about as well as its history, rationale and future. This can be used as much in an exhibition or event as it can for a case study once completed.

Blogs and vlogs
Project blogs and vlogs are a good way to keep an open channel of engagement with interested audiences where resource permits. However, these should be seen as an ongoing engagement rather than a one-off.

Social media
As with blogs and vlogs, using social media as a way to engage audiences is highly effective where the mix of content, audience and context makes sense for particular projects.
Presentations
Presentations should be used sparingly, when another format would not work, and should not become the lowest common denominator for engagement.

Case studies
Case studies are useful but, like presentations, should not be relied upon as the sole means of communicating about a completed project to remote audiences.

Exhibitions
Exhibitions can be used to tell the story and showcase examples from a project or intervention once completed.

White papers
White papers can be a highly effective way to engage with certain types of project stakeholders.

Events
Events can be used to launch a co-design initiative such as a new co-design year or project.
Engagement paths for key roles:
Example ways to engage in the project process

Deciders

- **Workshop** at outset to inform trajectory and remit of a project
- **Events** to launch initiatives
- **Panels and steering groups** for those able and willing to remain involved as advisors
- **Feedback** at critical project milestones
- **Events** to launch products and services
Planners

Workshop at outset to inform trajectory and remit of a project

Events to launch projects

Co-design plays

Project updates on a regular basis

Workshops on a regular basis to bring the makers together (also sometimes users, deciders, and other planners)

Case studies after delivery of the project

Events to launch products and services

Social media content disseminated

Project narratives

Co-design 2017 playbook
Makers

Workshop at outset

Co-design plays undertaken by the makers on the team

Workshops on a regular basis to bring the makers together (also sometimes users, deciders, and planners)

Reviews within the team, with other makers, experts, users, etc

Presentations

Co-design 2017 playbook
Co-design plays that involve users

Panels of users engaged throughout the process

Workshops that users attend

Social media

Student voice

Structured feedback eg surveys, user testing
Part three: The playbook
Using co-design

The playbook outlines how Jisc does co-design and describes a number of plays that can be used to guide your co-design activities.
Plays are ways of answering questions and developing new ideas. They are not intended to be prescriptive and there is no ‘right way’ to undertake them. They can be adapted to the needs of an individual project.

The plays explained here are arranged in three different groups, according to the kinds of activity they are designed to assist:

» **Understanding** the problem or opportunity in more depth

» **Imagining** what might be done with these insights

» **Building** products and services

**Understand, imagine** and **build** plays are activities that are useful throughout a project, not just in the planning stages at the start of a project.

Plays can also interact. Intuitively, a project begins with understanding the situation, then we imagine the possibilities, and finally we build something we have imagined. However, building a prototype can be the best way to understand a situation.

Some of the plays are more general and are easily scalable and applicable to many different kinds of projects; others can help to answer more specific, focused questions, and these are noted on the card.

To help you choose and plan activities, each play has an at-a-glance summary of variables so you can make decisions based on your needs and resources more easily:

- Qualitative or quantitative?
- How much time?
- How many people?
- Core team size?
- Cost
- Specialist skill required?
Play categories: understand, imagine and build

Understand

How do we learn about opportunities and challenges when we’re exploring a given area?
‘Understand’ plays involve developing understanding and insight. This includes qualitative and quantitative approaches, and also packaging data and findings in such a way that they can be distributed to partners and the public in the future.

Imagine

How do we develop visions of the future and strategies to bring them about?
‘Imagine’ plays involve producing perceptions of what the future – of the sector, of technology, of individual experiences – might look like. This will often involve considering a range of scenarios, but the overall purpose of this work is to produce a positive vision - an aspirational state of affairs to be actively pursued. Imagine plays also include developing strategies to reach a particular goal.

Build

How do we work out what is the right thing to build and how to build the thing right?
‘Build’ plays involve constructing something new, whether products or services. In the case of products, this will typically mean developing minimal viable prototypes that will go through iterative cycles of design and gathering feedback. Designing services will also usually involve creating service blueprints that describe how the service functions, and associated customer journeys or other materials that bring to life the experience of using the service.
Understand

How do we learn about the opportunities and challenges around developing a product or service?
Aim to interview a set of users for at least an hour, alone, in pairs, or in a larger group, depending on the kinds of questions to be asked and the resources available.

Remember that this work is intended to inform and inspire, not to prove beyond dispute, so small numbers are acceptable. Six to eight interviews is often sufficient for a small project or a phase of a larger one and even two or three can be useful in the early stages of a project.

Write discussion guides beforehand – not exhaustive lists of questions, but the key points that you want to cover with them. Share with them any materials that are appropriate, such as things that already exist (for example, existing web interfaces) or new ideas that you have (prototypes etc).
User journeys map a user’s experience across a timeline. These are vital ways of both understanding how a product or service is used, and of identifying how this could be made better (whether creating a new product or service, or redesigning an existing one).

Journeys are best developed on the basis of research with users. They can be as simple or as complex as is necessary. In the example below, from Jisc’s 2015 Summer of Student Innovation, there is a very simple set of phases.

### User journey

<table>
<thead>
<tr>
<th>Before</th>
<th>Sign-up</th>
<th>Set-up</th>
<th>Use</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hears of the product for the first time</td>
<td>Finds website and log in</td>
<td>Familiarises and uses the service for the first time.</td>
<td>Engages in regular use, and adopts into daily routines.</td>
<td>Unforeseen event for user or product occurs</td>
</tr>
<tr>
<td>Considers use</td>
<td>Takes action to activate service or sign into a formal agreement</td>
<td>Adapts product to own preferences</td>
<td></td>
<td>Altered use</td>
</tr>
<tr>
<td>Does online research</td>
<td></td>
<td></td>
<td></td>
<td>Stops using</td>
</tr>
</tbody>
</table>

Qual 2 - 3 days  3 - 6  1 - 3  Low  Med

30  Co-design 2017 playbook
Stakeholders need to be involved in the core of the process. Wherever possible one or more stakeholders should be brought into the project team. In the early part of a project, engaging stakeholders can be as simple as the core team ‘finding out what is already known’ - collecting and giving visibility to existing knowledge that is dispersed throughout their organisations, as well as assessing the needs of institutions. This can be achieved informally, or through workshops, interviews and other means.

Helpful in answering:
What do our stakeholders need from this project?
Engaging people who have expert insight into the area you are working in can be a powerful way to enhance a co-design project by giving a ‘sector perspective’, especially in relation to short and long-term trends. Identify and approach relevant experts to take part in workshops or interviews with the project team. Don’t just rely on experts, though. They bring a ‘big picture’ vision that is a useful complement to, but not a replacement for, understanding the experiences of end users.

**Helpful in answering:**
What do our stakeholders need from this project?
A key group to engage is end users. They provide a rich source of insight into how and why they use the kinds of products or services you will be designing, and their participation can inspire new ways of looking at a situation as well as ensuring that you build something they will find useful, usable, and desirable.

However, sometimes it is not obvious exactly how to get access to end users. If you know exactly what you are looking for and want to speak to a sizeable cohort of people, participant recruitment agencies can be useful but can be costly.

Otherwise, an effective method is to speak with people who are in regular contact with the types of end user relevant to the project or intervention, and ask them for help bringing you together with the right kind of people. When you have engaged with them, you can also ask them to recommend other people they know that might be willing to take part.

**Helpful in answering:**
What do our stakeholders need from this project?
**Contextual interviews** are similar to in-depth interviews but are conducted in people’s personal contexts, whether at work, at home, or in some other relevant place. This allows you to explore their day-to-day life with them, see how they use things and develop conversations based on what you observe.

As with any interview, it’s useful to have a plan to guide the conversation, with a list of areas to be covered, while still allowing enough freedom for the subject to open up and discuss wider concerns.

**Helpful in answering:**
What is the context of use?
To understand end users quickly, conduct interviews ‘on the street’ or in another suitable place where you can approach them (such as during breaks in a conference). Keep the interviews short and to the point (15 minutes or less), focusing on a few key questions. This produces less deep insight into how individual users see the world, but is useful to try out ideas quickly and get a sense of general patterns.

Helpful in answering:
What is the context of use?
To understand the context in which a product or service will be used, arrange to accompany end users as they go about their everyday life (shadowing). This allows you to identify behaviours and situations that you would not have known to ask about in an interview setting (and that interviewees would not have remembered or thought it relevant to tell you about).

When appropriate, ask questions while shadowing users; when it is not, simply observe and take notes. (Video recording is a helpful way to do this, and is readily shareable with others in the team). Alternatively, arrange to take on the role of an end user for a day (supervised!), so that you can get a deep insight into the context in which the products or services you are designing will ultimately be used.

**Helpful in answering:**
What is the context of use?
When it is difficult to arrange to accompany or observe users, consider creating ‘cultural probes’ for them: materials you can give them to take away and bring back. Examples include diaries you ask them to complete about their day-to-day life over the course of a week, or a camera with a list of things you are interested in seeing pictures of.

Questions given as prompts work better if they are not too specific; you will learn as much about the users through how they interpret your questions as you will from their explicit answers. ‘Take a picture of something you have to do that you find boring’ will produce more insight than ‘take a picture of your car’.

**Helpful in answering:**
What is the context of use?
Thoroughly review existing products and services in the area, and share these insights across the team.

**Helpful in answering:**
What can we learn from other products, services and users?
Consider which organisations work in an analogous space to the one you are investigating. One exercise, for example, is to think about how another organisation might approach the design of a system or interface: how would Apple, Amazon or the Wikipedia team build it? In a more mundane sense, when designing a particular feature of, or interaction with, a service or product, consider who else does this well - conduct a survey of how different sites handle and return search results when designing a system that performs that function, for example.

**Helpful in answering:**
What can we learn from other products, services and users?
Service safaris involve experiencing other services and products that you may not be familiar with. They are a good way to understand what makes the difference between a good service experience and a bad one. It’s also quite fun and can get members of the development team into the right mindset for the task ahead.

Helpful in answering:
What can we learn from other products, services and users?
To gain deep insight into some of the issues surrounding the project, look for ‘extreme users’ of existing systems. For example, if you are looking to replace or redesign an existing interface, locate people who use that interface (or a similar one) all the time, and also people who have never used it. Understanding these extremes will enable you to think about the full spectrum of people who might have to use something you design, and how you cater for very different uses.

Helpful in answering: What can we learn from other products, services and users?
Map out a typical day in the life of your users, from when they wake up to when they go to sleep. This allows you to compile a large amount of information and understand with more clarity when and where people have interactions relevant to the area that you are exploring.

**Helpful in answering:**
How can we map and share our insights?
Create a series of fictional characters based on your insights, one for each main pattern of behaviour you have seen. Give them a name, some background information, a set of likes and dislikes (what activities do they enjoy, what do they find annoying, boring or upsetting). Personas of this kind allow you to focus your investigations on what kind of experience you are developing for your users in a structured way, while still feeling ‘human’.

**Helpful in answering:** How can we map and share our insights?
Extend customer journeys over longer time periods, rather than specific interactions with something you want to design. Typical phases of a user lifecycle might be ‘acquisition’ (how do people become aware of the system), ‘early life’ (how do they learn to use it), ‘in life’ (how do they typically use it), and ‘maintain’ (what happens when something goes wrong, and why would people stop using it). These enable a much longer-range view of how and when people will engage with something you are designing.

**Helpful in answering:**
How can we map and share our insights?
Actor and factor maps are an effective way to represent visually all the relationships that exist between stakeholders, systems, technologies, regulatory frameworks, alternatives competitors, business models etc in a service.

Mapping these ecologies can help ensure that you have a complete overview of the landscape in which the service or product being designed will need to operate.

Helpful in answering:
How can we map and share our insights?
Imagine

How do we develop visions of the future, and strategies to realise them?
Current user journeys when using a system can be easily turned into **future user journeys**, and the structure of the journey makes this process much easier.

Going through the current journey, identify all the points where a new product or service might provide a better experience for the users. Later on, the kinds of systems that would enable these better experiences can be designed - the point is to concentrate on the user journey before considering technical constraints.

Sketch these ideas - they do not have to be realistic or well-drawn! - and add descriptions, then map them against their position on the journey. This is a highly effective way to create and to share new ideas.
19. Create a range of scenarios

Develop a range of future scenarios for the current project or programme. Make sure there are enough to show very different images of ‘how the world might be’. Too few will mean useful ideas are omitted, too many will mean a lack of sufficient detail in each. Three or four detailed scenarios is usually enough. Extrapolate from current trends but do not try to predict - scenarios are tools to inspire discussion and debate, so ‘unlikely’ but plausible ideas should also be included.

Helpful in answering:
How can we make the future tangible?
Find ways of making future scenarios feel concrete and tangible for discussion within the team and with others. Prose is helpful but images and film are also useful - consider what skills you might draw on to bring your scenarios to life (working with students, illustrators, filmmakers, concept designers, etc). Try designing bits and pieces of this world to make it feel ‘real’: what would an email look like, or a diary entry, or a receipt from buying something?

Helpful in answering:
How can we make the future tangible?
Use models such as the ‘Design Double Diamond’ or the Business Model Canvas to help guide what it is that you’re trying to define. There are numerous different tools widely published and available that can be a useful way to very quickly establish the building blocks of the strategy, product, or service that you need to articulate and specify.

Helpful in answering:
How can we create shared frameworks to guide action?
Set service principles that will guide your organisation with respect to the end user experience for your specific product or service. They can function both as a source of inspiration and also a way to decide between competing alternatives (possibilities that are a better match to the framework being rejected).

The number may vary depending on the size and scope of the project, but three to five is usually adequate (although there may be sub-principles). These principles should be based on research with end users, and should guide all design development.

Helpful in answering:
How can we create shared frameworks to guide action?
Create roadmaps of what needs to be built over time. Identify the dependencies that each stage of the build will have on the previous one in order to prioritise concepts and organise workflows. Roadmaps are useful for the development of a single product or service, but can also be considered at a larger level (e.g. programme rather than project scale): a series of services and platforms to be built over a multi-year period, serving as a common reference point for different teams.

Helpful in answering:
How can we create shared frameworks to guide action?
Build

How do we work out what is the right thing to build, and how to build the thing right?
Sketch interfaces and user journeys quickly on paper (even hand-drawn and improvised if necessary), or any other materials that are simple and easily accessible. Get these in front of makers, users and planners as soon as possible in order to get feedback on the desirability, feasibility and viability of new ideas.

For example, roughly mock up profile pages and interactions on paper to explore both usability and people’s broader concerns about security, privacy and the time they are willing to invest in a system. The key to lo-fi prototyping is to do it early, ugly and often. In other words, do it as soon as you can to test out your ideas, don’t worry about the level of finish to it, and do it iteratively.

There is a wide range of free and very easy to use wireframing tools that allow you to build a basic digital mockup of your idea that you can put in front of users.
Use agile methodologies to develop functional versions of proposed systems through an alpha-beta-live process, with an expanding range of functionality and larger user group at each major iteration. Although the agile methodology is powerful in itself, it is also useful to integrate this process with the development of journey maps, service blueprints, and other co-design methods described on these cards.

**Helpful in answering:**
How can we prototype ideas?
Where services have an analogue component, from a phone support service to running a large scale co-design workshop, develop ‘theatrical’ techniques to experiment with how the service works. For example, a phone support service can be developed iteratively through simple role-play between ‘service staff’ and ‘end users’ (including real end users).

More complex, immersive experiences can also be designed. For example, mocking up a room with staff to trial co-design activities. There is even benefit in getting stakeholders and users to go beyond role-play and to ‘body-storm’ through an idea. This is where you get people to physically act out how they envisage using a product or service.

**Helpful in answering:**
How can we prototype ideas?
Describe a target service experience for users, with a clear and visual overview through clearly identified phases and stages of the customer experience. This one-page overview of the service can be constructed internally, but is also a good way to engage other stakeholders in the service.

**Helpful in answering:** How can we communicate how a service works?
Part four: Examples

This final section of the playbook offers two examples of how Jisc used a number of the plays to design and carry out recent projects.
Example 1: Online directories
A project to explore what products or services Jisc might build around online directories

The brief
To explore whether it makes sense to build a digital directory of UK online courses for students.

Project requirements
We had built an online prototype directory internally, using a small sample of courses. Following this, we needed to discover:

» How can a directory of online courses deliver value for different users?

» What will differentiate this Jisc online directory from others in the marketplace?

» Determine what value this opportunity will bring to Jisc, intermediaries and end users, in order for Jisc to decide whether to commit further resources to technical development and partnership building
Plays used

Understand
In-depth interviews with users

Six prospective online course students recruited through personal networks.

Understand play
Talk to the experts

Two academics from TALL at Oxford University.

Understand play
Survey the field as it stands

We reviewed five competitor websites: World Wide Learn, Future Learn, Distance Learning Portal, Get Educated, and eLearners.
Understand play
Investigate how other people have approached related problems

Imagine play
Create a set of service principles

Representatives from several institutions were invited to a workshop, along with multiple Jisc teams.

We reviewed 47 successful digital services that operate in an analogous fashion, for example Which?, Trip Advisor and Amazon.

Nine key recommendations drawn from the user research, expert research, review of competitor websites and review of sites and services operating in analogous ways.

Key recommendations

Keep it visual
Future online students want to have a clear overview of what the courses offer them. For this the platform should present and explain in a visual, appealing and consistent way what exactly different courses have to offer. Sets of icons could be an option.

Step-by-step guidance
People expect to be guided during their decision-making process which can stretch over multiple months. The platform should be able to pick them up whenever they are in their process and help them find their way until the final decision is taken.

Instantaneous information
The platform should be able to inform users and help them answer common questions effortlessly. One option of doing this might be a FAQ section.
Personas created for three users based on the user research were used as workshop materials to stimulate discussion about different types of user and their particular needs and behaviours.

Very basic user journeys created as a template to guide discussion in the workshop.

Three potential roles Jisc can play with regards to online directories were each explored as a separate exercise in workshop: Jisc as data broker (backstage data management), Jisc as matchmaker (providing a web product), Jisc as advisor (offering an interactive service).
Build
Lo-fi prototyping

Materials prepared in advance to help participants in the workshop create paper prototypes of potential websites for the scenarios.

Build play
Create a digital prototype

In the form of nine key recommendations drawn from the user research, expert research, review of competitor websites and review of sites and services operating in analogous ways.
Example 2: Summer of Student Innovation
Running a design sprint with student teams

The brief
To engage students in developing their ideas for new technologies that can improve education, research and student life.

Project requirements
The Student Summer of Innovation 2015 involved two design sprints to engage the students in developing their ideas further, with a view to piloting the most successful products in institutions. This required designing an approach that we could run with the student teams during the four days they were with us.

We used the following plays to develop a design sprint that would allow the students in order to help them develop, test and present their ideas. This approach was influenced by the Google Ventures design sprint (gv.com/sprint) method.
Imagine play

Tell compelling stories about the future

Drawing up a poster that communicated the basic idea behind the product or service.

Understand play

Survey the field as it stands and investigate how other people have approached related problems

Exercises for each, as well as other approaches (like SWOT analysis) to contextualise their idea.

Imagine play

Construct roadmaps

Create a plan for the week, including enablers and division of tasks.
Imagine
Create a future user journey

Pursued in order to develop the idea further. Review these with others in the room, and focus the design down to what can be prototyped.

Build
Lo-fi prototyping

To create a wireframe prototype.

Understand, build
Perform a set of ad-hoc interviews

To refine the prototype and ensure that it works as well as possible.
Through ad-hoc interviews, not just on the prototype but on the ‘story’ behind the project, to develop ideas about how to deliver a pitch of the final idea.
Start co-designing
We are keen to hear what you think of the playbook and how you are using it.

For more information on how Jisc uses co-design, our visions for the future of technology in education and research and the projects we are currently working on, please visit our website jisc.ac.uk/rd

Share your thoughts on co-design and the playbook with Andy McGregor, Jisc’s deputy chief innovation officer andy.mcgregor@jisc.ac.uk
Share our vision to make the UK the most digitally advanced education and research nation in the world

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