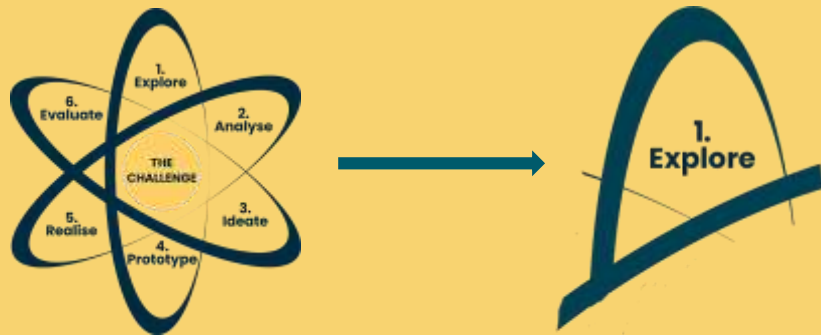# Module 1 : Explore

# 1. Explore

**Explore** the field around the challenge in order to understand the challenge properly.

The purpose **to explore** is to gather a broad range of data that will enable the participants to experience the challenge from an inside perspective.

The fact that you are working in a digital environment presents some constraints…

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# Explore – Digitally
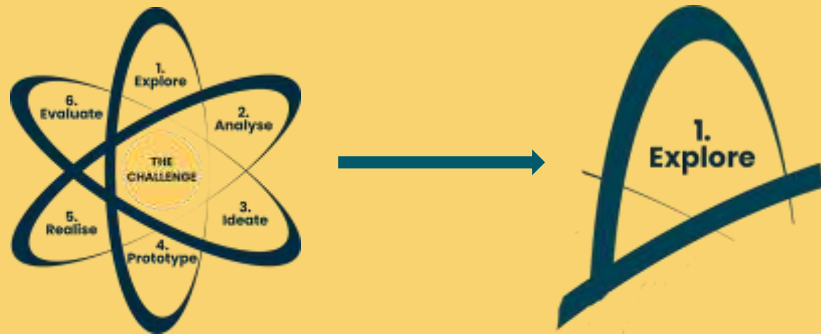
The fact that it's remote puts on constraints by the merit that it is not possible to fact check the information you gather, with a personal experience.

Some of the explorations therefore have to take the information gathered as fact, with no way to test the claims.

It's important to understand that this does not undermine the core challenge, nor the solution in the end, but it will have an impact on assumptions throughout the process.

# Explore

**What does each participant already know about solving the task/challenge?**

- First individual reflections before knowledge sharing.
- Take turns around the table and read for the others what you noted…

# Activities for Explore

**D-EMIND**

## ACTIVITIES

| Title | Time | Group size |
|---|---|---|
| Whiteboard rotation | 10-30 min. | 20-40 students 4-10 groups |
| What do I even know? | 60 min | 20-40 students 4-10 groups |
| My Ever-Changing Mood | 20 min | 20-40 students 4-10 groups |
| Target Group Interview | 30-60 min | 5-50 students 1-15 groups |
| Station to Station | 20 mins | Project Group |

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# Explore the challenge

**What made you curious about the challenge presented to you?**

- You have 15 minutes to note down the questions you have regarding the challenge. Then you will get the opportunity to ask them

**The examples could be**…

- Which further questions do you have for exploring the challenge?

- Do you want to know anything more about the organisations that the person is presenting?

- Do you want to explore anything more, about why this question is a challenge for the organization presenting it, the challenge owner?

- Do you want to know, what is important for them regarding a solution?

# Target Group Interview

## 1.1 Target Group Interview

**Explore**          *Author: Anni Stavnskær Pedersen*          *Facilitated by the Teacher*

**The aim is to gain a deeper understanding of the challenge and the target group.**

30-60 min.

5-50 students
1-15 groups

Virtual whiteboard, voice recorder, pen & post-its

**Steps**

1. The students identify suitable candidates for interview by thinking about the following:
   A. Who can provide valuable information about the challenge?
   B. Who can provide background for the challenge?
   C. Who can provide a deeper understanding of the challenge?
2. The teacher aids the students in creating an interview guide, making sure that the student focuses on getting relevant information from the candidates.
3. The students make an appointment for a digital meeting with the focus-person.
4. The students complete the interviews using the interview guide.
5. The students analyze the interviews and identify the relevant information for the challenge and post it on the virtual whiteboard.
6. The teacher aids the students in reviewing the challenge and discussing what knowledge they have acquired from the interviews.
7. The students then decide whether to adjust the challenge.

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# Interview – Group work in Breakout rooms



- Do you think it is relevant in regard to the chosen challenge to have an interview?

- Who can provide valuable information about the challenge?

- Who can provide background for the challenge?

- Who can provide a deeper understanding of the challenge?

- Make an appointment for a digital meeting once you identified the relevant person

- Make an interview guide with help from your teacher.



Pexels.com: D. Plavalagun