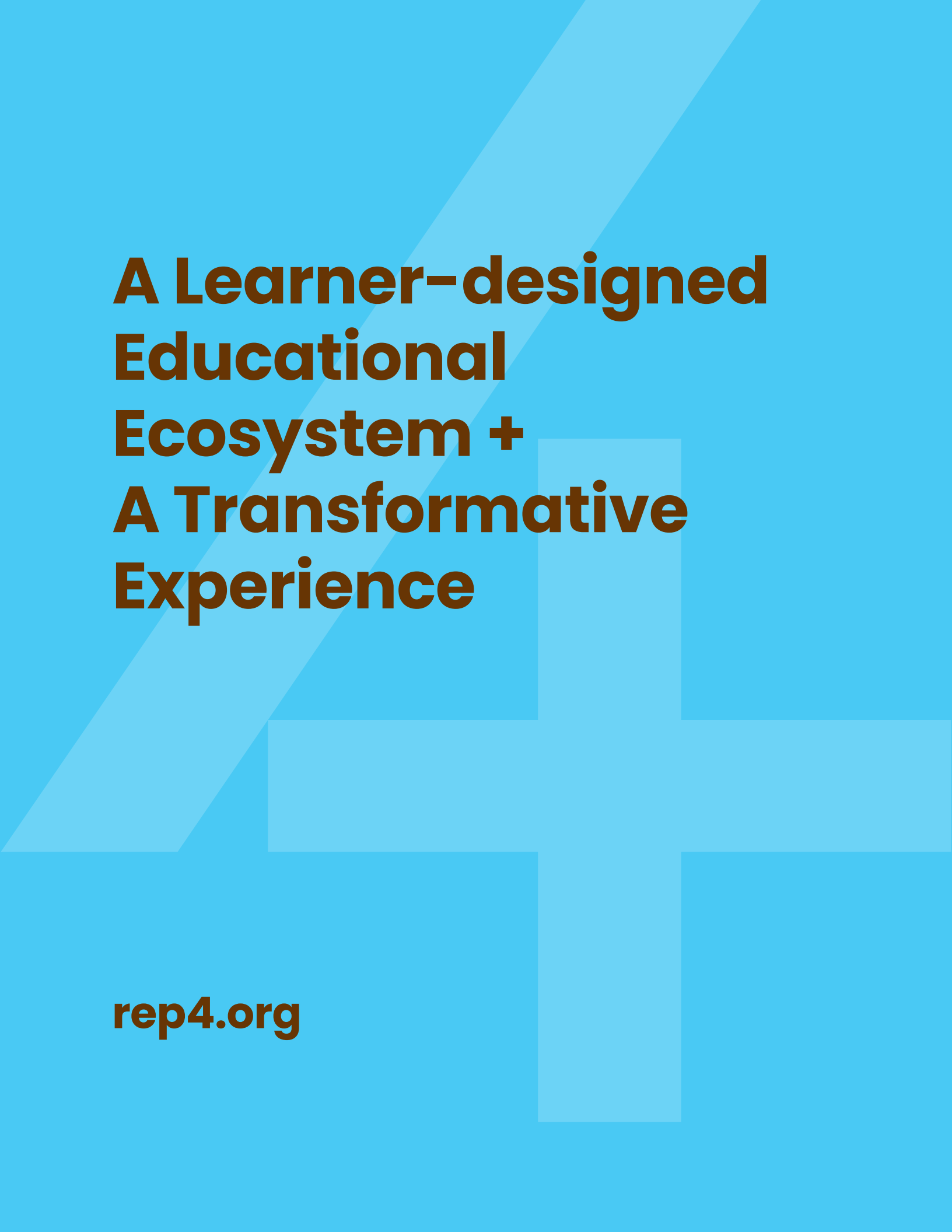


# rep4 Journal



Hosted by  
**Grand Valley State University**

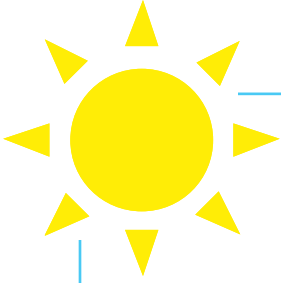


**A Learner-designed  
Educational  
Ecosystem +  
A Transformative  
Experience**

**rep4.org**

Empty rectangular box for student information.

**Student Designer:** (insert name here)



Large empty rectangular box for writing.

**Favorite Summer Activity:**

If you could do anything on a sunny summer day, what would you do?

Empty rectangular box for writing.

**Team Name:** (to be filled in later)

Large rectangular box with horizontal lines for writing, containing a trophy icon in the top right corner.



**Personal Goals:** (to be filled in later)

# Notes

A large grid of small dots for taking notes, consisting of 25 columns and 30 rows.

# Welcome!

# Welcome to rep4!




Who is on your support team?

A large rectangular area with a purple border, containing 15 horizontal teal lines for writing.


# Team Members

Welcome!

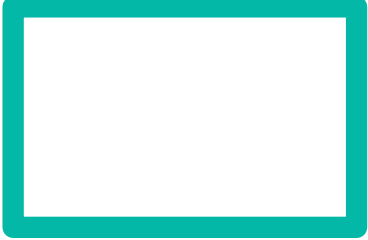
Name: \_\_\_\_\_  
Email: \_\_\_\_\_  
A memorable thing  
I learned about them: \_\_\_\_\_  
\_\_\_\_\_



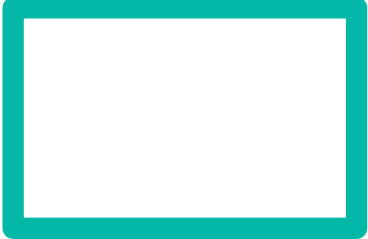
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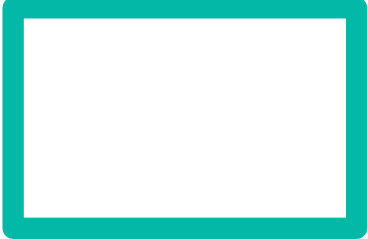
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I learned about them: \_\_\_\_\_  
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Name: \_\_\_\_\_  
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A memorable thing  
I learned about them: \_\_\_\_\_  
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Name: \_\_\_\_\_  
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A memorable thing  
I learned about them: \_\_\_\_\_  
\_\_\_\_\_



# Team Members (cont.)

Name: \_\_\_\_\_

Email: \_\_\_\_\_

A memorable thing  
I learned about them: \_\_\_\_\_

\_\_\_\_\_



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A memorable thing  
I learned about them: \_\_\_\_\_

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A memorable thing  
I learned about them: \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Email: \_\_\_\_\_

A memorable thing  
I learned about them: \_\_\_\_\_

\_\_\_\_\_





# Let's Solve It!

**From your own perspective, how would you make college a better experience for people from your community?**

Using images, symbols, and/or words, sketch your idea in the space below.

A large grid of small dots for sketching an idea. The grid consists of 20 columns and 25 rows of small, light-colored dots, providing a space for drawing or writing.

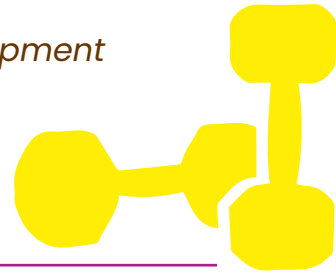
# Our Assumptions

**When you think about the problems or challenges related to getting to and through college, what do you assume causes them?**

**For example**, if you were talking about the problems related to why people don't exercise more, you might list assumptions as things like:

- *People are lazy*
- *People don't know what to do at a gym*
- *People don't have the money to afford workout equipment*
- *People are scared of what they don't know*
- *People are too busy*

What might you assume keeps people from working out?



There are no right or wrong answers, these are just assumptions until you do the work to learn about it from the perspective of those who are currently experiencing that challenge.

So, before we start this project, let's get some assumptions out of your head. Take notes of your own and your fellow designers' assumptions.

**What are some of the causes of students not getting to and through college?**

# Leadership Reflection

**Think of experiences, both good and bad, with different leaders you've had (teacher, coach, faith community).**

**Think of an experience you've had with someone who was not a good leader for you. List some thoughts of what made that a bad experience for you.**

**Think of a time when you've had a good leader. List some thoughts of what made them good leaders.**

**With both of these kinds of leaders in your mind, answer the following:**

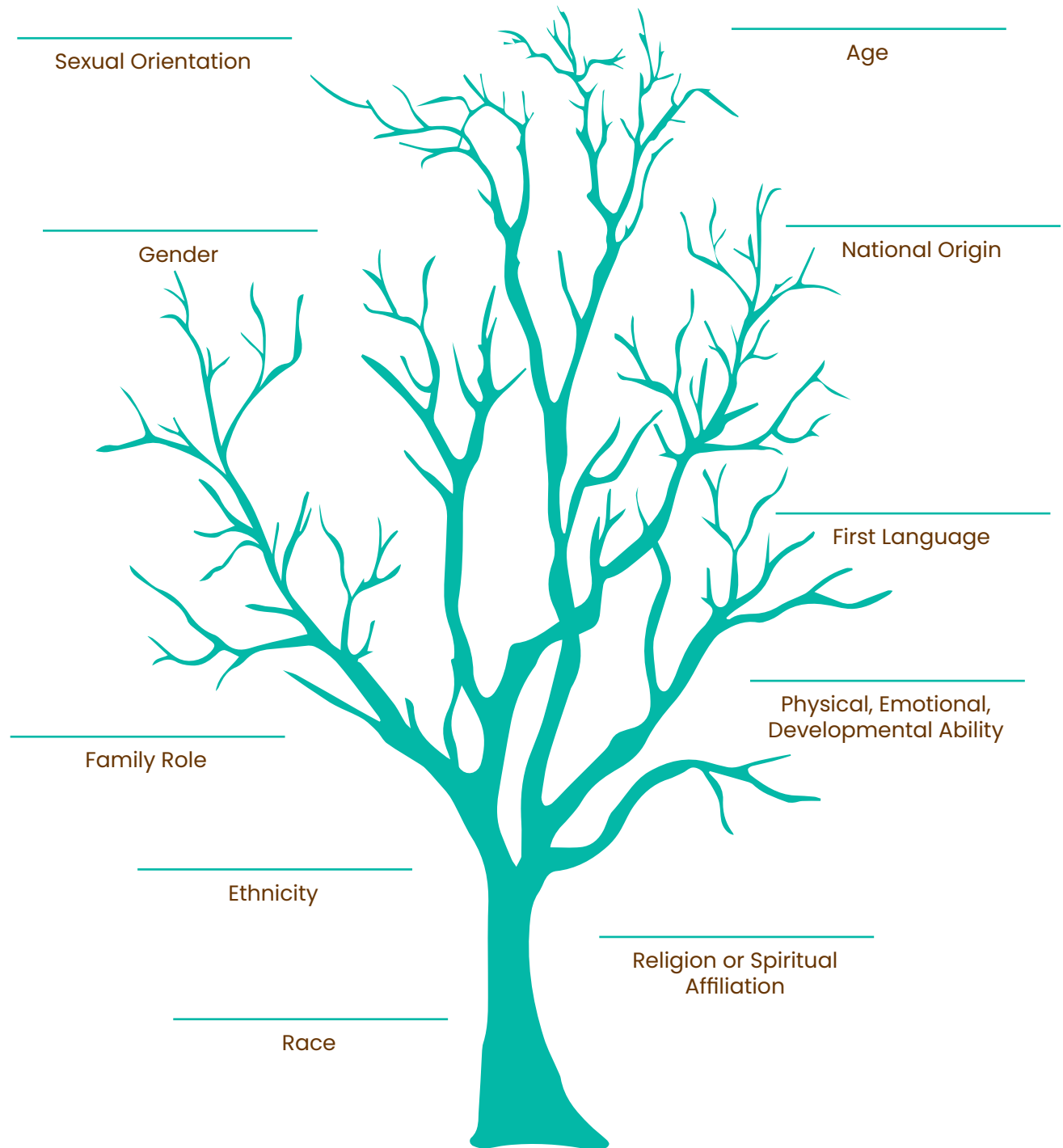
**What leadership qualities do you want to try for yourself? Circle the ones you listed above.**

**Which qualities do you know you want to avoid? Draw a circle with a line through those.**

**How will you use their stories to inspire your own leadership?**

# Who Am I?

Fill in the branches with how you identify.



*Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University*

# Who Am I?

## Solo Time

1. Which identities have the biggest impact on how you see yourself as a person?
2. Which of your own identities would you want to learn more about?
3. Is there an identity that's missing for you?
4. How do your identities impact the power you have or don't have in your community?
5. When, recently, has one of your identities bumped against someone else's?

## Team Share

1. From your own answers, what surprised you the most?
2. When have you realized the limited perspective of your own identity?
3. What makes you curious about how others might answer these prompts?
4. What makes you hesitant or uncomfortable about identities?
5. What would you need to grow in how you see your identity and others?

# Team Name Activity



## Adjectives

Letter Chosen	
---------------	--

## Nouns

Letter Chosen	
---------------	--

Put your new team name at the front of this design journal!

# Personal Goals

Setting goals is a good way to take yourself seriously and show up with a desire to grow. There are six goals to help with that. Take time to read through each goal and underline or circle words or phrases that jump out at you.

After reading through them, choose two you want to focus on throughout the next week. If there is a goal that you want to focus on for your own personal growth, add it in the blank space at the bottom.

**Be bold as an original thinker** - Share your ideas — whether you think they're "good" or "bad" — knowing that some will move forward and some might inspire new ideas and courage from others.

**Be generous as a collaborator** - Support your fellow designers and support team by building on others' ideas and being willing to support others.

**Be quick to jump in** - When there are opportunities to participate and share your ideas, don't sit back, be willing to give things a try.

**Be positive in your approach** - Whether it is how you are interacting with others, or yourself, starting from a positive place is more generative and effective in moving work forward.

**Be curious in interactions** - Both when doing project research and when meeting new people, be curious to learn more about them, not assuming you already know everything about them.

**Be the energizer** - When you can sense your group lagging or losing focus, be quick to jump in and help bring the energy and focus back.

**Other** - Is there something you personally want to work on and commit to for the next week?



# Team Agreement

Just like the personal goals you chose to focus on, here is an opportunity for your whole team of designers to choose to show up for each other. This list of leadership skills are important for the experience to be successful for you and your team. Take time to read them aloud and talk through each one. Make sure you all understand what they mean, and then make an agreement to use them throughout your work together.

**Time management** - Showing up at each of the sessions on time and prepared, as well as accomplishing the fieldwork.

**Goal-setting** - Determining what you as an individual want to get out of this experience, and sticking to the personal goals you chose.

**Communication** - Being willing and able to share (both in your journal and with the team) what you are learning and your unique perspective.

**Decision-making** - Helping your team make decisions about the project and ensuring it moves forward.

**Networking** - Building your team of supporters and advocates (your support team and teammates). Their progress/success is your mission, as yours is theirs. Your network is part of how you'll navigate through difficult situations.

**Your Signature**

**Date**



”

**You have to know  
what sparks the  
light in you so  
that you, in your  
own way, can  
illuminate the  
world.”**

— Oprah Winfrey

# Notes

A large grid of small dots for taking notes, consisting of 20 columns and 30 rows.

# Notes

A large grid of small dots for taking notes, consisting of 20 columns and 30 rows of dots.

# Notes

A large grid of small dots for taking notes, consisting of 20 columns and 30 rows.

# Project Launch!

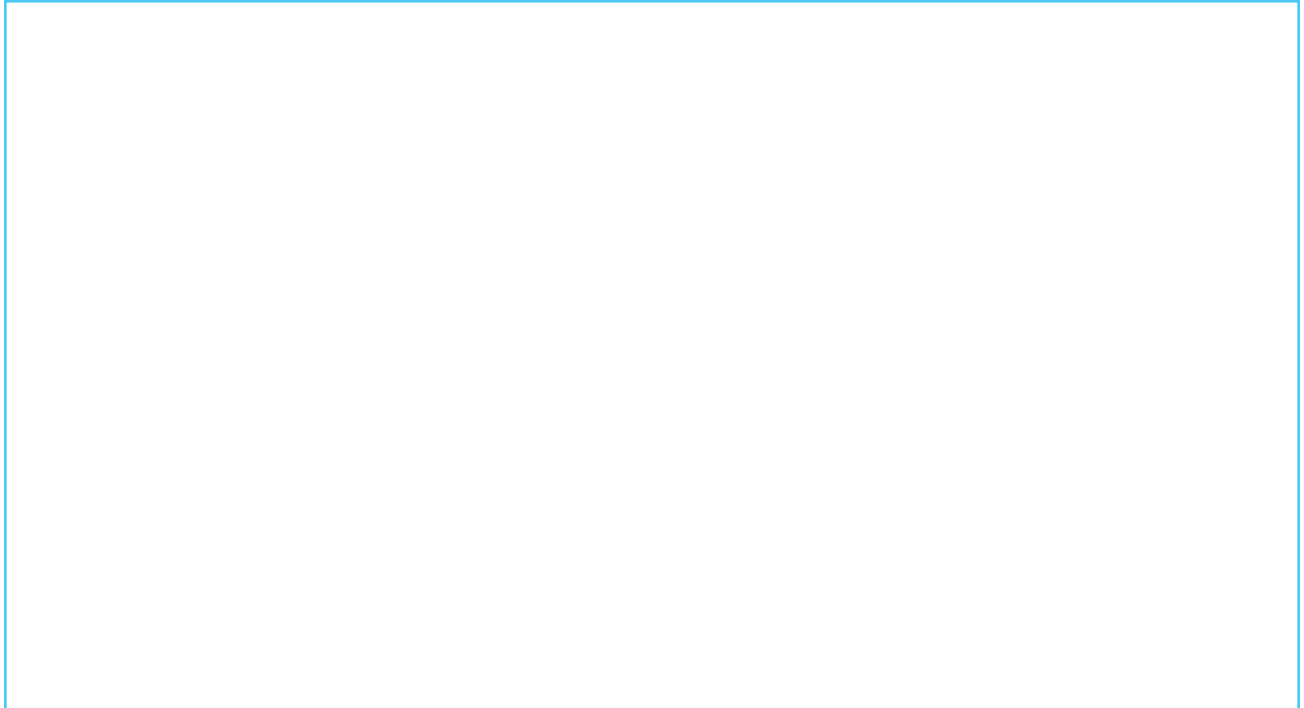
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**The best way  
to predict your  
future is to  
create it.”**

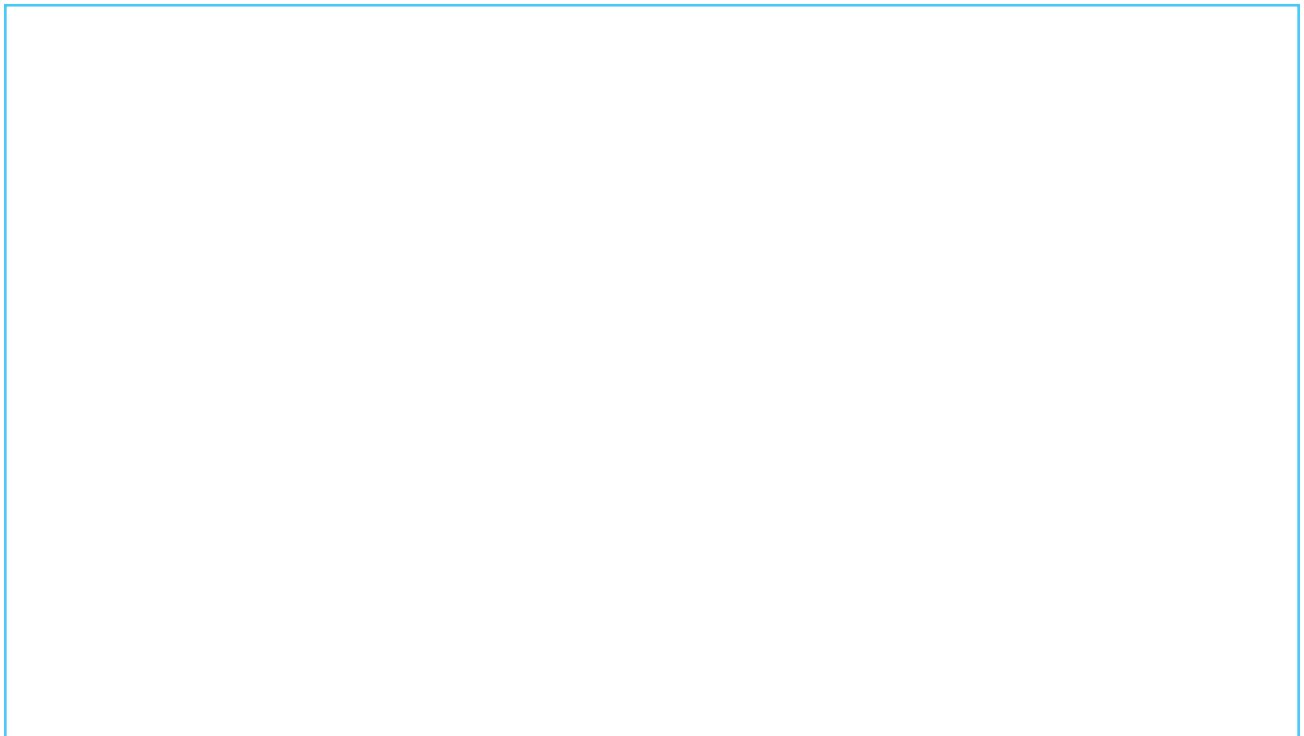
— Abraham Lincoln

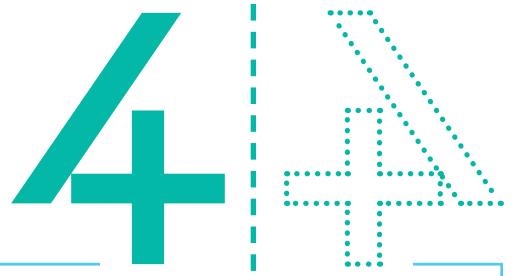
# Program Reflection

What do the rep4 mission and goals mean to you?



How do they make you feel?





**What about them gets you excited?**

A large empty rectangular box with a teal border, intended for students to write their responses to the question above.

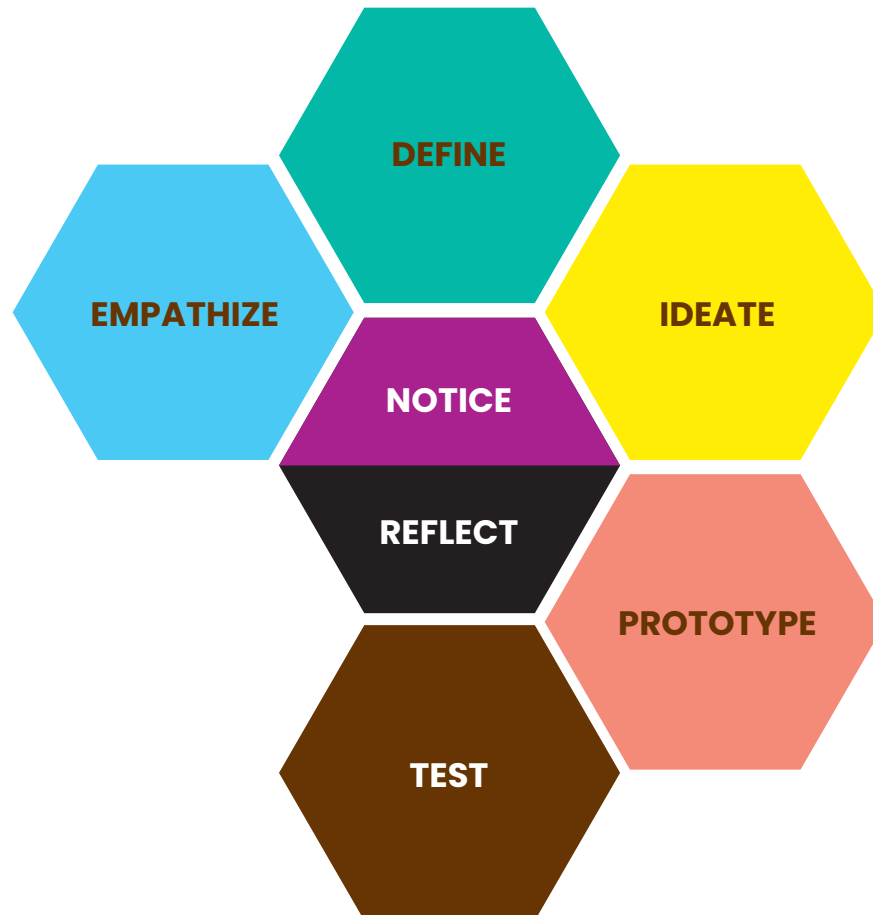
**What questions do you have?**

A large empty rectangular box with a teal border, intended for students to write their questions.



# Liberatory Design

An important tool we use is Liberatory Design, a creative, problem-solving framework rooted in equity.



Here is a brief description of each phase of the process:

## Notice

- This phase helps designers develop social-emotional awareness before entering any context. It's about practicing self-awareness of one's own identity, values, emotions, biases, assumptions, and situatedness.
- During Notice, ask yourself:
  - Who am I? Who are the people we are solving for? How do the answers to those questions impact how we approach the challenge?

## Empathize

- This phase is focused on understanding the experiences, emotions, and motivations of others. Designers use specific empathy methods to learn more about the needs of the users for whom they are designing.
- During Empathize, ask yourself:
  - What are the actual experiences, emotions, and needs of the people we are designing for?

# Liberatory Design

## Define

- This phase is focused on developing a point of view about the needs of the community. Here, you search for patterns or insights from your interviews that reveal deeper needs to narrow down your focus.
- During Define, ask yourself:
  - Have we identified the right problem to solve and who is it that we are designing for?

## Ideate

- This phase is focused on generating as many solutions to the problem as possible. Once a wide and expansive set of solutions has been generated, the team selects the top ideas and moves them forward.
- During Ideate, ask yourself:
  - How big, wild, and unexpected will we go to seek inspiration to solve this problem?

## Prototype

- This phase involves iterative development of tangible artifacts or experiences intended to elicit feedback and answer specific questions about the concept. Here we build to think. Building an idea raises new questions and pushes the team to refine ideas.
- During Prototype, ask yourself:
  - How do we create a simple and quick experience to test our idea and get feedback?

## Test

- This phase is focused on getting specific feedback on our prototype, checking assumptions, and learning how to improve our design. It is important to remember during this phase that prototypes are imperfect and feedback is a gift.
- During Test, ask yourself:
  - Have we solved a problem in a way that meets the needs of the people we are designing this for? What can we continue to learn about these people?

## Reflect

- This phase is ongoing and transparent throughout the Liberatory Design process. It allows you and your team the time to reflect on your actions, emotions, insights, and impact as designers and humans.
- During Reflect, ask yourself:
  - What can we learn from our approach to solving this challenge that will make us better, equity-minded designers in the future?



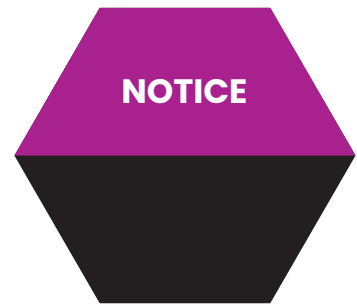
”

**I hear and  
I forget. I see  
and I remember.  
I do and  
I understand.”**

— Confucius

# Notice

Let's have some fun learning the Liberatory Design process.



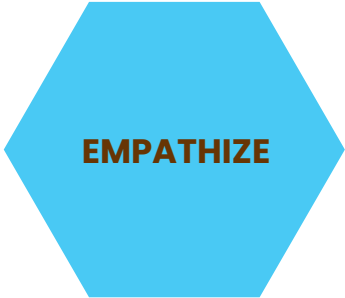
## Reimagine the morning routine

To begin, jot down/sketch: Based on what I know I need in the morning, what do I assume is the perfect morning routine?

---

Now that you have that out of your head, make sure to pay attention to what your partner's needs are, and set your needs and assumptions aside.

# Empathize



**Next, let's gain empathy for your partner. Gather stories from them to learn about their behaviors, motivation, and values. Focus on the past or present, not the future. Remember to seek stories and explore feelings.**

## ASK

- Describe your favorite part of your morning routine.
- What is the worst part of your morning routine?
- What have you recently changed about your morning routine?  
Why?
- What would I find surprising about your morning routine?

Take notes of their answers in the space below.

## Now, Dig Deeper

- Tell me more about...
- How did you feel about...
- What were you thinking when...
- Why...

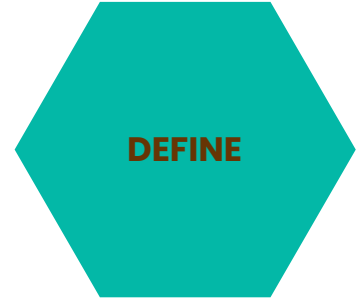
Take notes of their answers in the space below.



A large grid of small dots for taking notes, consisting of 20 rows and 40 columns.

# Define

Now that you've gathered some stories from your partner, it's time to search for insights.



Fill in the blanks.

**I was surprised to notice/learn/observe...**

A large rectangular box with a purple border. On the left side, there is a blue magnifying glass icon.

**I wonder if this means...**

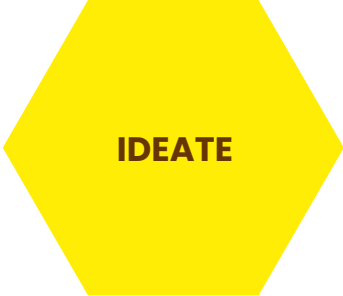
A large rectangular box with a purple border.

**It would be game-changing to help them to...**

A large rectangular box with a purple border.

# Ideate

Now it's time to generate ideas. Come up with as many possible solutions as you can for your partner. Aim for the wildest possible ideas.

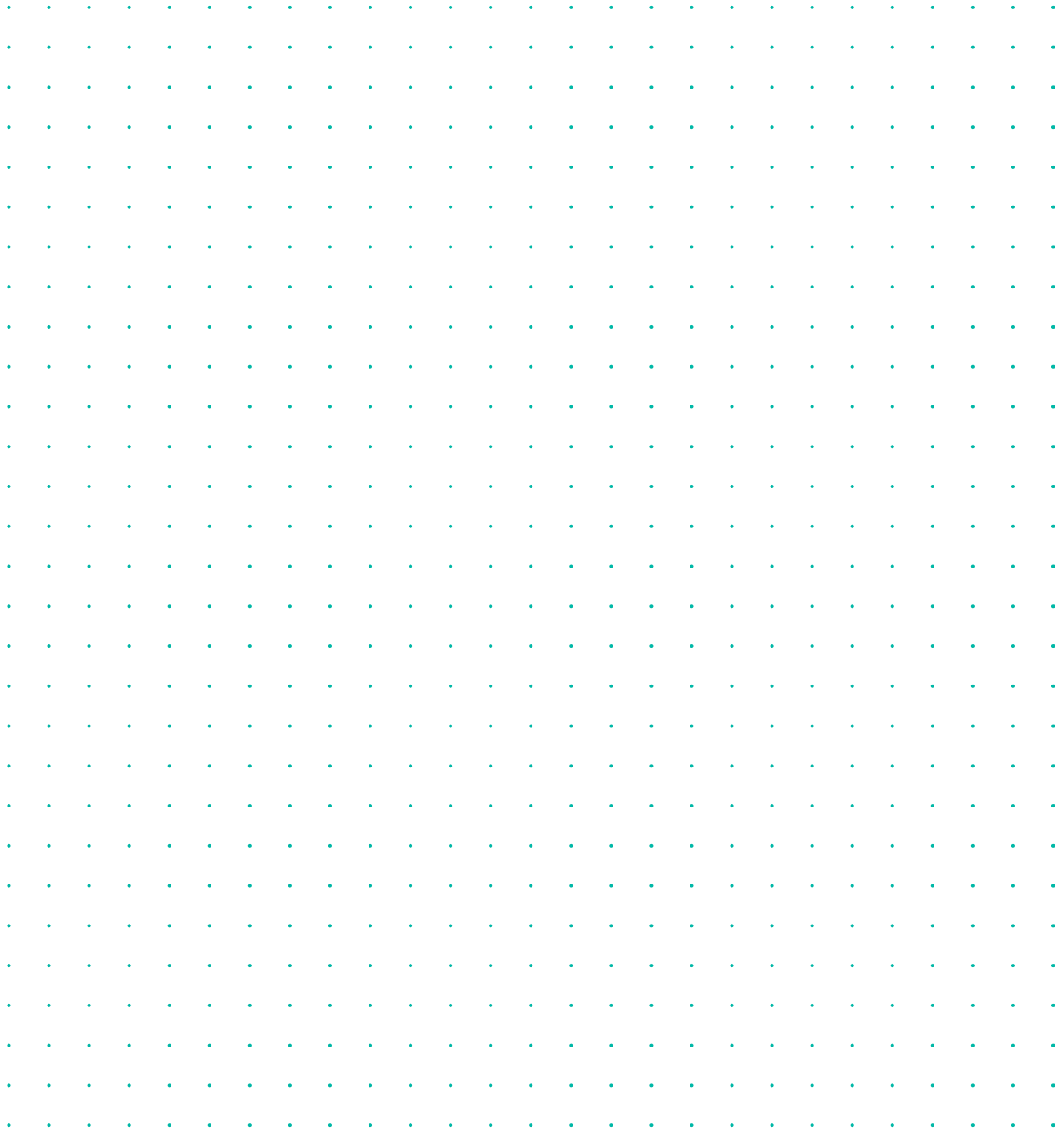
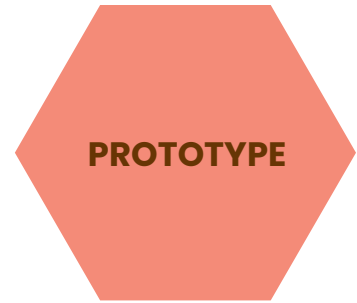


A large grid of small dots for writing ideas.



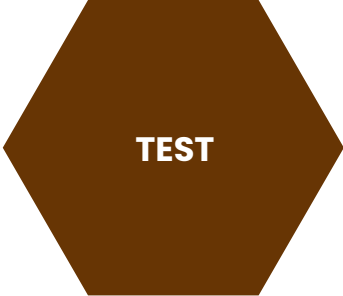
# Prototype

Now it's time to sketch your idea. Select one idea and sketch it out with as much detail as possible. Bonus points for making something your partner can interact with!



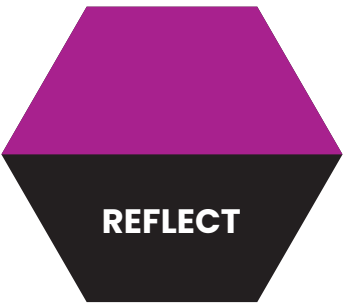
# Test

**Invite your partner into the experience you have designed. Use this time to learn even more about your user.**



A large grid of small dots for taking notes, consisting of 20 columns and 25 rows of dots.

# Reflect



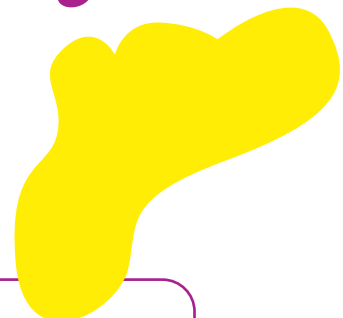
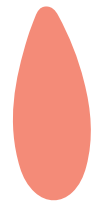
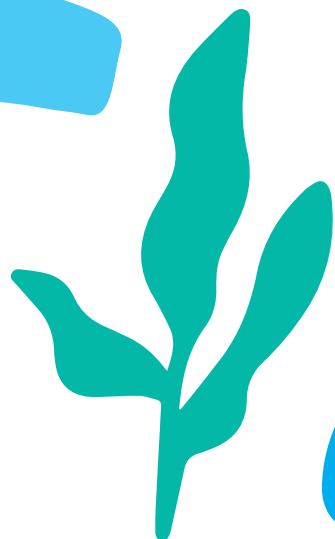
In the space below, take a moment to reflect on this experience by answering one or two of the following questions:

**What would you do differently next time with the empathy question time?**

**How could you improve on the process next time, to better meet the other person's needs?**

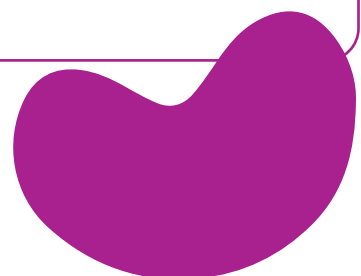
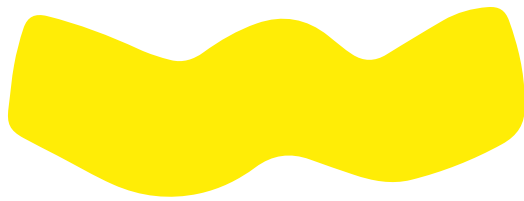
**Where did you excel in the process?**

**Where will you need to give extra attention?**



**Write your problem statement here:**

A large, empty rectangular box with a thin purple border, intended for writing a problem statement.



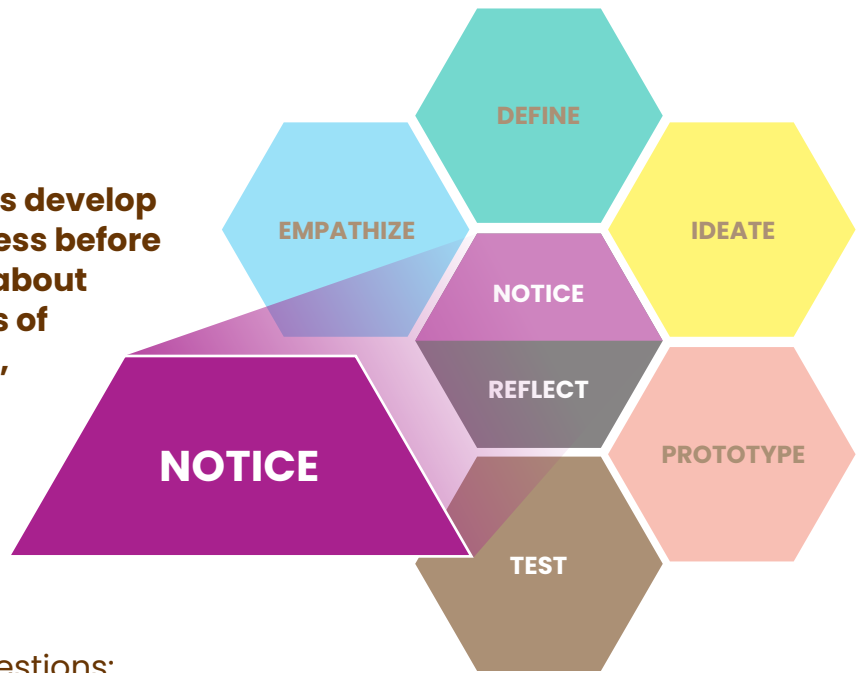
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**The best way  
to gain  
self-confidence  
is to do what  
you are afraid  
to do.”**

— Swati Sharma

# Notice

This phase helps designers develop social-emotional awareness before entering any context. It's about practicing self-awareness of one's own identity, values, emotions, biases, assumptions, and situatedness.



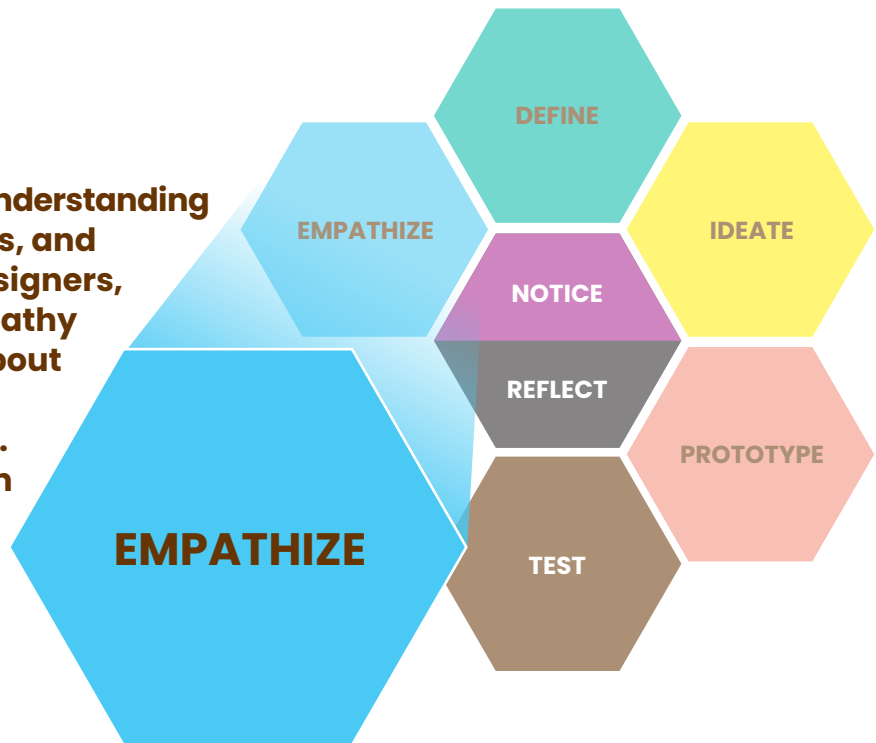
Reflect on the following questions:

**What emotions, assumptions, or biases do you bring to this topic?**

**How does who you are impact how you see this project?**

# Empathize

This phase is focused on understanding the experiences, emotions, and motivations of others. Designers, like you, use specific empathy methods to learn more about the needs of the users for whom they are designing. We will just be focusing on using Interviews, but we encourage you to try out some of the others on future challenges you tackle.



## Ways to Gather Empathy

**Interviews** - This approach asks a series of questions to get the user to share stories and emotions about their experiences related to a particular topic. We will focus on this approach to gain empathy.

**Observations** - With this approach, users are observed while within the context of the topic. There is no interaction or engagement with the user involved. You are simply “a fly on the wall.”

**Journey maps** - Using an X/Y axis grid, users are asked to map out the journey they had related to the topic using a continuous line. They draw up when speaking about a positive emotion or down when sharing a negative point of the experience. The completed map provides a visual of the emotional highs and lows of a particular experience.

**Card sort** - Using cards with characteristics, features, or attributes related to your topic, users are asked to organize the cards in whatever way resonates with them. They could group them, put them in priority order, or even tear up cards that don't fit. Here, you are learning not just about what resonates, but why.

**Task and watch** - Here, the user is asked to complete a task that you are interested to learn more about. You watch them and ask questions as they perform the task.

**Show and tell** - The user is asked to take an everyday object (wallet, phone, daily notebook) and share three things about the object. The goal is to learn more about the user through this object.

## Key Points to Remember

- Follow their story with curiosity, being careful to not just ask a series of questions.
- Dig for emotions by asking what they were feeling, not assuming you know what something felt like for them.
- Don't be afraid to keep asking “why,” studies have shown sometimes it takes up to five follow-up “whys” to get to the actual reason.
- Ask open-ended questions, avoiding ones that can be answered with just a word or two.

# Empathize

Let's Practice NOW!



## Interview

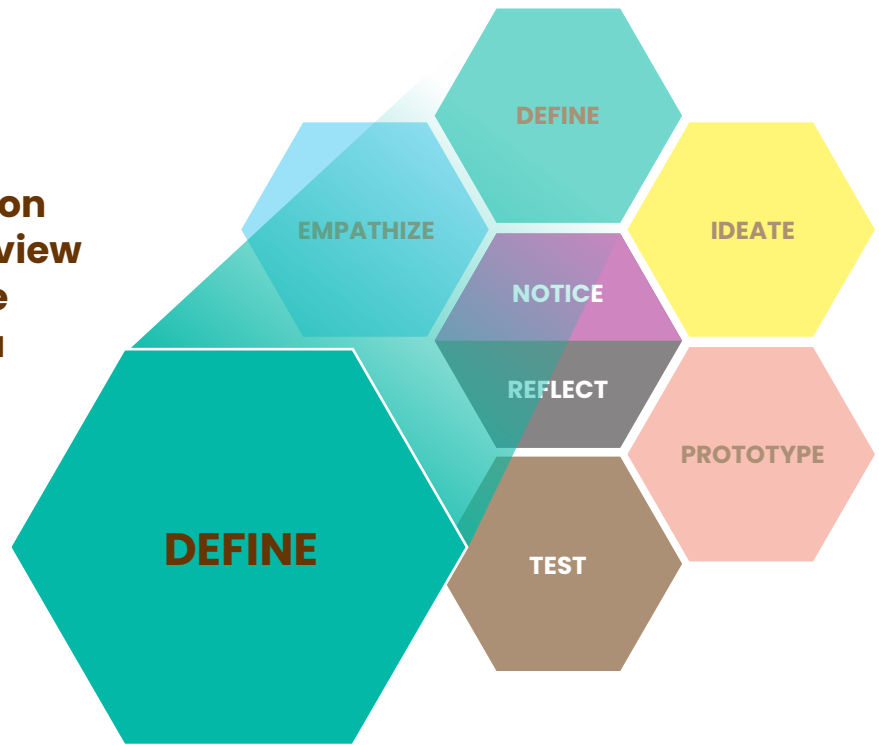
You will have a chance to interview someone to learn more about their experience with your topic. To prepare, use the space below to write any questions you would like to ask.

Write down any memorable quotes you heard from the interviewee about their experience, focusing on emotions and things that surprised you!



# Define

This phase is focused on developing a point of view about the needs of the community. Here, you search for patterns or insights from your interviews that reveal deeper needs to narrow your focus.

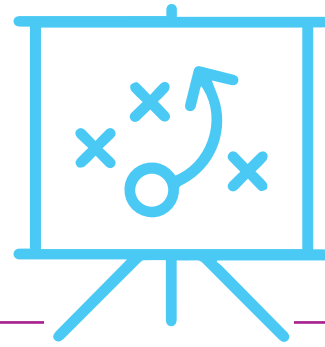


## Key Points to Remember

- Look for surprises or contradictions in what the person shared.
- Seek meaning - What did they really mean when they said "x"?
- Focus on clear and concise language to help make the rest of the steps more natural and simple.

A large grid of small dots for journaling, consisting of 20 columns and 20 rows.

# Empathy Game Plan



**Who can we talk to?**

**Who is/are my empathy partner/s?**

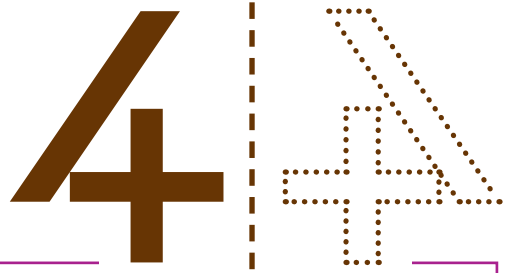
**What questions will we ask?**

**Who is taking which role (lead interviewer, second interviewer, notetaker)?  
Ideally, rotate roles.**



# Personal Reflection Time

# Program Reflection



**What has been your most memorable moment so far during rep4?**

**What questions are you leaving the experience with?**

**So far, what's your favorite phase of the Liberatory Design process? Why?**

**What are you most excited about in this upcoming part of rep4?**

# Personal Goals Reflection

Think about the two personal goals you set.

In what ways have you behaved in alignment with the goals you set?

In what areas do you need to do more work around these personal goals?

# Team Agreement Reflection

Think about the team agreement you made.

In what ways did your behaviors align with the agreement you made?

In what areas do you need to do more work with regard to the team agreement?

## Notes

A large grid of small dots for taking notes, consisting of 20 columns and 30 rows.

## Notes

A large grid of small dots for taking notes, consisting of 25 columns and 30 rows.



# Fieldwork!

# Fieldwork and Team Connect

## Welcome back!

You wrapped up the Project Launch and now it is time for your team to do some Fieldwork and move the design project forward!

## Before getting started take a moment to reflect:

**What did you learn/hear that surprised you?**

**What part about the empathy work you're going to do this week is exciting?**



**What part feels like it will be difficult?**

**What questions do you still have?**

# Empathy Research

With your fieldwork team, you'll connect with at least three of your high school peers or college students to better understand their experiences and perspectives. Your connections can either be on Zoom or, if you can do it safely, in person.



## Who will you be meeting with, and when?

_____	_____	_____
<b>Name</b>	<b>Date</b>	<b>Time</b>
_____	_____	_____
<b>Name</b>	<b>Date</b>	<b>Time</b>
_____	_____	_____
<b>Name</b>	<b>Date</b>	<b>Time</b>
_____	_____	_____
<b>Name</b>	<b>Date</b>	<b>Time</b>

# Empathy Tips



Be prepared with your starter question.  
(You prepared this during Project Launch!)

## Starter Question

## Strong Follow-up Questions

What did it feel like when you \_\_\_ ?

What was going through your mind then?

Can you tell me more about \_\_\_?

## Tips

- Follow their stories with curiosity, being careful to not just ask a series of questions.
- Dig for emotions by asking what they were feeling, not assuming you know what something felt like for them.
- Don't be afraid to keep asking "why," studies have shown sometimes it takes up to five follow-up "whys" to get to the actual reason.
- Ask open-ended questions, avoiding ones that can be answered with just a word or two.

# Notes

A large grid of small red dots arranged in approximately 30 rows and 30 columns, intended for taking notes.

”

**Not everything  
that is faced can  
be changed, but  
nothing can be  
changed until  
it is faced.”**

— James Baldwin

# Empathy Notes: Interview One

## Surprises

### What surprised you?

Surprises are things that you didn't expect to hear or observe.

A large grid of small dots for taking notes.

### Notes

- Capture direct quotes.
- Take note of what surprised you.
- Pay attention to their emotions.





## Emotions

### What emotions are they experiencing?

Emotions are how they felt about something (whether said or implied).  
Examples include fear, surprise, sadness, boredom, anger, etc.

A large grid of red dots for writing notes.

### User Profile

\_\_\_\_\_

**Name**

\_\_\_\_\_

**Year in School**

\_\_\_\_\_

**Other**

# Empathy Notes: Interview Two

## Surprises

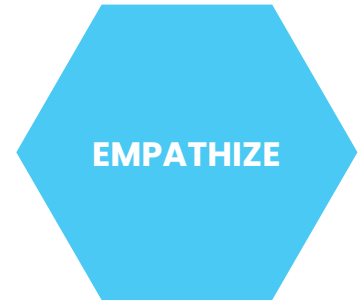
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A large grid of small dots for taking notes.

### Notes

- Capture direct quotes.
- Take note of what surprised you.
- Pay attention to their emotions.



## Emotions

### What emotions are they experiencing?

Emotions are how they felt about something (whether said or implied).  
Examples include fear, surprise, sadness, boredom, anger, etc.

A large grid of red dots for writing notes.

### User Profile

\_\_\_\_\_

**Name**

\_\_\_\_\_

**Year in School**

\_\_\_\_\_

**Other**

# Empathy Notes: Interview Three

## Surprises

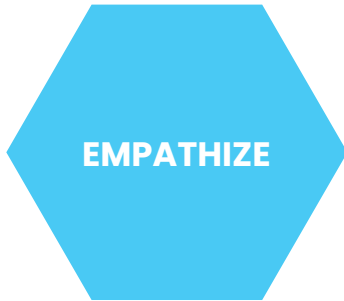
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## User Profile

\_\_\_\_\_

Name

\_\_\_\_\_

Year in School

\_\_\_\_\_

Other

# Empathy Notes: Interview Four

## Surprises

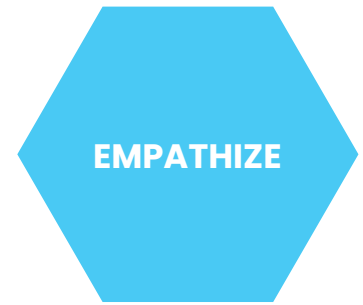
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### User Profile

\_\_\_\_\_

**Name**

\_\_\_\_\_

**Year in School**

\_\_\_\_\_

**Other**

# Empathy Reflection



**Of the interviews you did, which has stuck out to you the most, why?**

**What was easiest for you when doing the interviews?**

**What was most challenging?**

**If you could go back to one of the interviews to ask more questions, which would you go back to, and what would you want to ask?**

**What do you still wonder about with the challenge?**



# Team Connect



**Now that you've done some fieldwork, you'll come together to take what you learned and point it toward a solution!**

Feel free to use these pages as a space for notes/sketches/ideas from your team connect!

A large grid of small dots for writing notes or sketches.

# Point of View



## **We met...**

A short description of the person you interviewed. Help us get an idea of who they are.

## **We were surprised to notice...**

What from the interview stuck out most as surprising and/or full of emotion?

## **We wonder if it means...**

Here is where we take a leap from what we directly observed or heard to what we think or wonder might be true.

## **It would be game-changing to...**

Now we take a step toward what direction we will go to start solving the problem for them.

### **Example One**

- We met David, a creative wheelchair-bound bus rider who lives downtown and goes to school 30 minutes away from his home.
- We were surprised to notice he sometimes rides his wheelchair across town when other bus riders “aren’t willing to make room for [him].”
- We wonder if it means David feels like he has two disabilities: one physical and one social.
- It would be game-changing to create an environment that feels incomplete without wheelchairs.

### **Example Two**

- We met Carolina, a hard-working straight-A student and dedicated sister who enjoys helping out around the house.
- We were surprised to notice she sees homework as an “unnecessary distraction” from the “important work” of education.
- We wonder if it means Carolina is resentful that she has to take time away from helping her family to do work that she already understands.
- It would be game-changing if her homework felt connected to the rest of her life.

### **Example Three**

- We met Kareem, a friendly and energetic senior who is the quarterback of his football team.
- We were surprised to notice he feels that being a football player means that at some point he’ll “get injured and lose [his] scholarship.”
- We wonder if it means Kareem is skeptical that taking any preventive steps won’t actually help him stay injury-free.
- It would be game-changing if Kareem felt inspired to take care of his body now.

# Define Reflection



**What felt more clear about your interviews after doing a Point of View?**

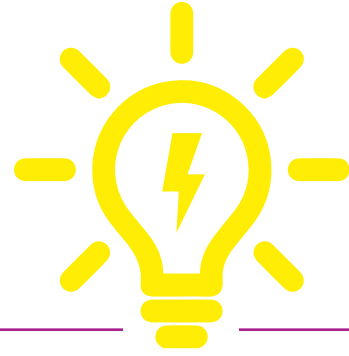
**What felt less clear?**

**Now that you have brought some clarity to the problem statement, what do you still wonder about?**

**On a scale of one to 10, how would you rate your interest in solving this problem, why?**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

# Ideate Reflection



**When, during Ideation, did you have the most energy?  
The least?**

**What ideas felt the most stretching or outrageous for you?**

**Were you able to support others' ideas in the team?**

**Did you feel supported to share ideas in the team?**

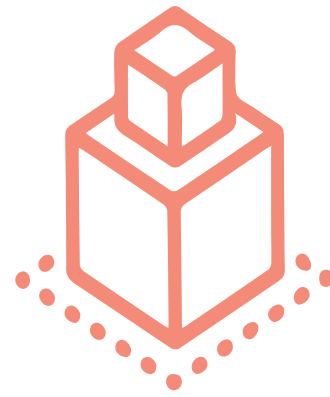
”

**Think left and  
think right and  
think low and  
think high. Oh,  
the thinks you  
can think up if  
only you try.”**

— Dr. Seuss

# Prototyping!

**Prototyping is the fastest, cheapest way to learn if you've discovered a potential solution to the problem you're trying to solve.**



## **A Few Things to Keep in Mind with Prototyping**

- **Build something your user can interact with** - If they can see and respond to it, they are more likely to give actual feedback and not just guess at how they feel.
- **Keep it simple** - The more complex and detailed it is, the less likely you'll learn if it is actually meeting needs, or what specifically they are responding to.
- **Treat it like AN idea not THE idea** - Even when building it, know that you are still wanting to learn more from the user, not trying to sell them your idea.

Take the simple supplies you've been provided and build your prototype!

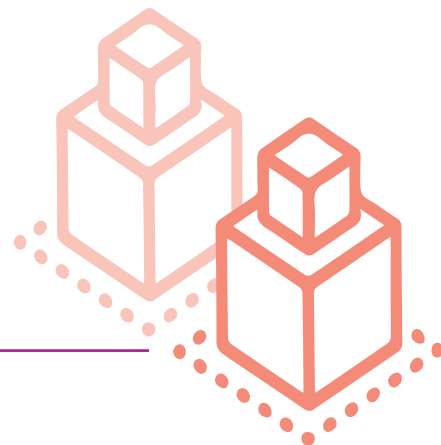
**Preparing for your prototype to be tested, think through the following prompts, and answer the questions.**

- **Before** - How can you get them to simply and clearly understand what you're testing and what you're asking of them?

- **During** - How are they interacting with it? What is it doing for them?

- **After** - How do they exit the experience? What's the best way to wrap it?

# Prototype Reflection



**Did you feel like you had enough supplies? If not, what else would have been helpful?**

**Do you think this prototype will solve the problem for the student in the POV?**

**What gets you excited about this prototype?**

**What are you nervous about?**

# Testing!

**Testing is a lot like a second round of the empathy interviews that you did earlier, but now you have an idea for the people to interact with. This is not a sales pitch or an attempt to convince someone your idea is the right one. In fact, the more negative responses you get, the more you learn about your solution. Don't be afraid to dig into their disinterest or rejection.**

A large grid of small dots, arranged in approximately 20 rows and 40 columns, intended for taking notes during the testing phase.



## Sketch and Preparation

- Use this space to write out anything you want to keep in mind from your team’s discussion and to prepare for your testing.
- Who are you going to reach out to?
- What roles are you going to play as a fieldwork team?



A large grid of small dots for writing notes.

# Testing Notes: One

## Surprises

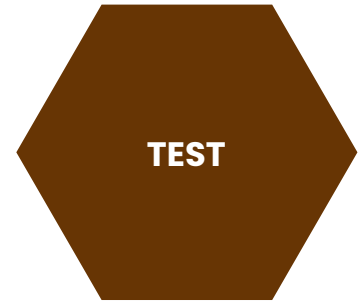
### What surprised you?

Surprises are things that you didn't expect to hear or observe.

Worked	Didn't Work
+	-
?	💡
Questions	Ideas

### Notes


- Capture direct quotes.
- Take note of what surprised you.
- Pay attention to their emotions.
- If there are things they don't like about the solution, don't move on, dig into their negative reaction.
- Fill in the quadrants.  
Worked, Didn't Work, Questions, and Ideas  
(with corresponding icons +, -, ?, and a lightbulb)



## Emotions

### What emotions are they experiencing?

Emotions are how they felt about something (whether said or implied).  
 Examples include fear, surprise, sadness, boredom, anger, etc.

<p>Worked</p>	<p>Didn't Work</p>
<p>+</p>	<p>-</p>
<p>?</p>	
<p>Questions</p>	<p>Ideas</p>

### User Profile

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 Year in School

\_\_\_\_\_  
 Other

Journal

# Testing Notes: Two

## Surprises

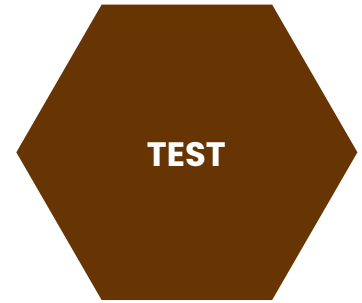
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<p>+</p>	<p>-</p>
<p>?</p>	
<p>Questions</p>	<p>Ideas</p>

### User Profile

\_\_\_\_\_  
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Year in School

\_\_\_\_\_  
Other

Journal

# Testing Notes: Three

## Surprises

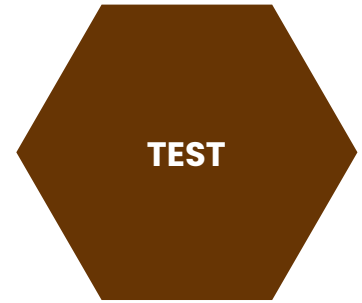
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Worked	Didn't Work
+	-
?	💡
Questions	Ideas

### Notes

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<p>Questions</p>	<p>Ideas</p>

### User Profile

\_\_\_\_\_  
Name

\_\_\_\_\_  
Year in School

\_\_\_\_\_  
Other

Journal

# Testing Notes: Four

## Surprises

### What surprised you?

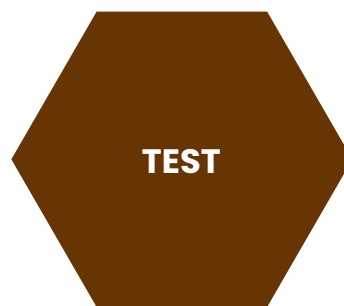
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Worked	Didn't Work
+	-
?	💡
Questions	Ideas

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## Emotions

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--	---

### User Profile

\_\_\_\_\_  
Name

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\_\_\_\_\_  
Other

Journal

# Testing Reflection

**Of the tests you ran, which stuck out to you the most, why?**

**What was easiest for you when doing the testing?**

**What was most challenging?**

**If you could go back to one of the tests to ask more questions, which would you go back to, and what would you want to ask?**

**What do you still wonder about with the challenge?**

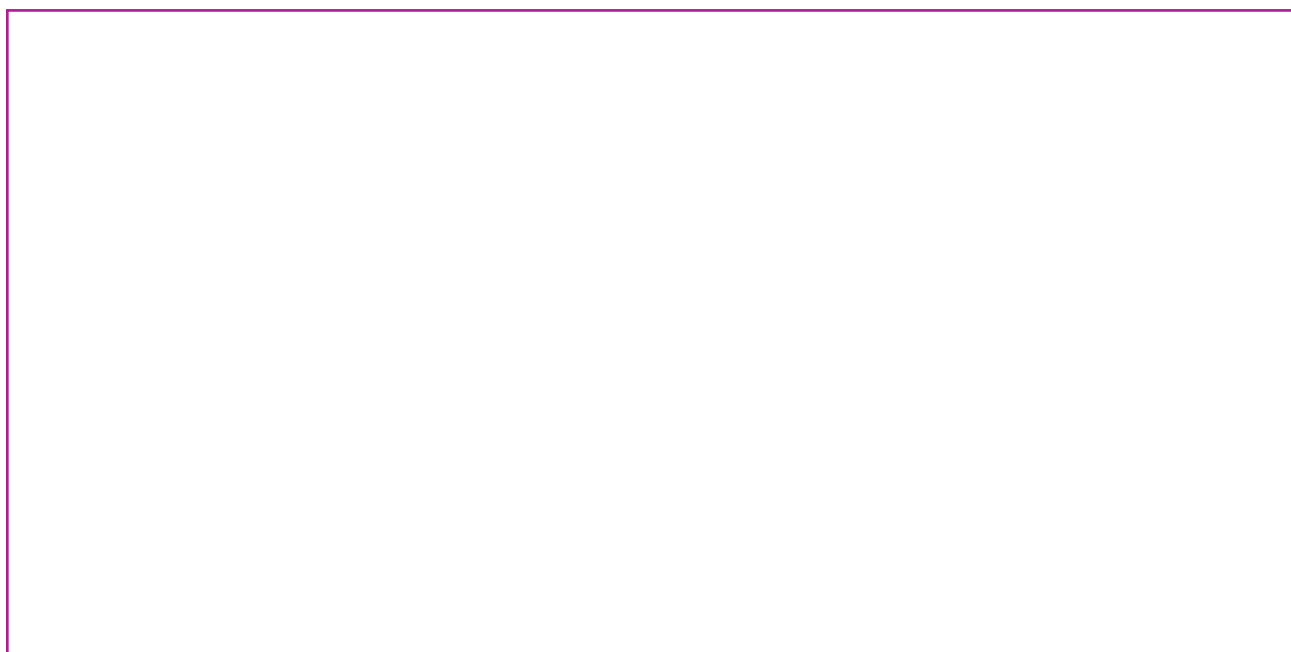
# Personal Goals Reflection

Think about the two personal goals you set .

In what ways have you behaved in alignment with the goals you set?



In what areas do you need to do more work with regard to your personal goals?



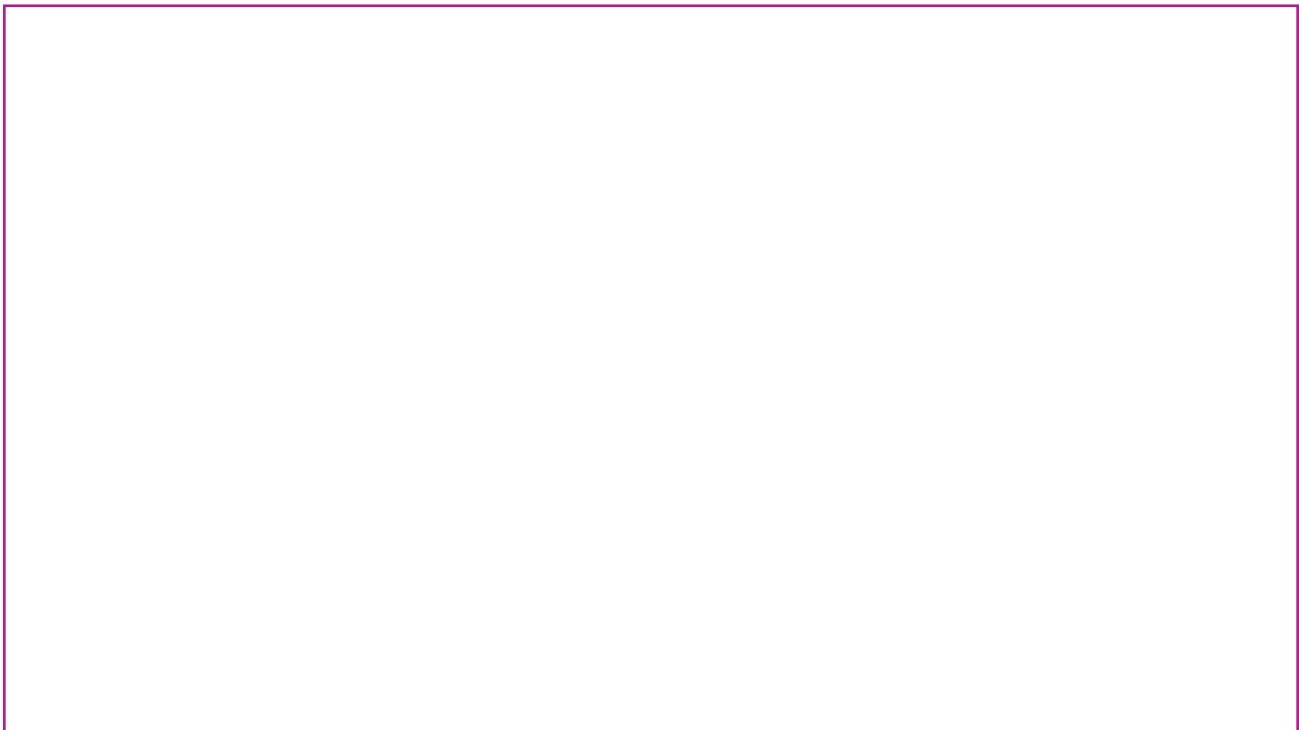
# Team Agreement Reflection

**Think about the team agreement you made.**

**In what ways did your behavior align with the agreements you made?**



**In what areas do you need to do more work with regard to the team agreement?**



# Notes

A large grid of red dots arranged in approximately 30 columns and 40 rows, intended for taking notes.

Fieldwork!

# Notes

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# Pitch and Celebrate!

”

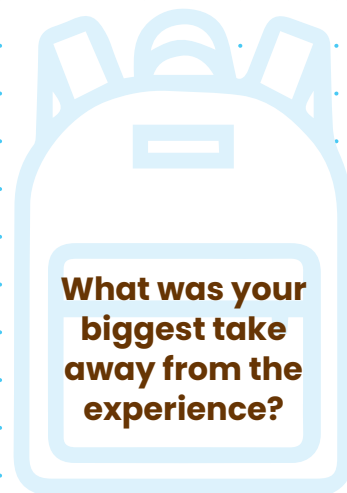
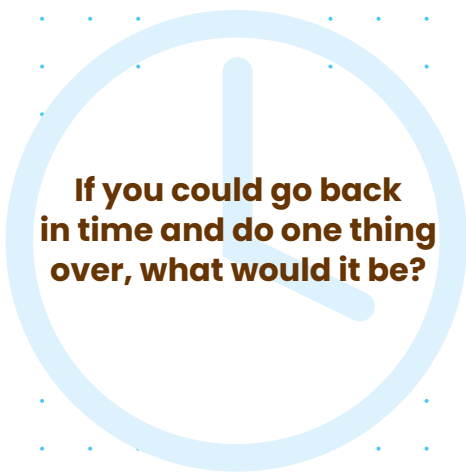
**Words mean more than what is set down on paper. It takes the human voice to infuse them with deeper meaning.”**

— Maya Angelou



# Welcome to Pitch and Celebrate!

This is where you pitch your idea to a panel of community members. Before you do, let's take a moment to reflect on where you've been. As you think back to your experience in Fieldwork!, answer one or two of the following questions:



# Pitch Framework

**Audience** – Who do you need to influence and why?

**Team and Idea** – Introduce team title of idea and establish the problem or opportunity.

**Supporting Points** – List your supporting points around desirability, feasibility, and viability of your idea. Try to limit to three points only.

1 2 3

**Key Takeaways and Next Steps** – What are the key items required to deliver your idea?  
What needs to be done next?

**Wrapper** – What experience are you going to give your audience to keep them engaged?

# Pitch Feedback



**Capture notes from the feedback your team receives during the pitch session. What is one thing you would do differently based on the feedback you received?**

A large grid of small dots for writing notes, consisting of 20 columns and 30 rows.

”

**The most  
courageous  
act is still to  
think for  
yourself.  
Aloud.”**

— Coco Chanel

# It's Time to Iterate your Pitch

**Audience** - Who do you need to influence and why?

**Team and Idea** - Introduce team title of idea and establish the problem or opportunity.

**Supporting Points** - List your supporting points around desirability, feasibility, and viability of your idea. Try to limit to three points only.

1 2 3

**Key Takeaways and Next Steps** - What are the key items required to deliver your idea?  
What needs to be done next?

**Wrapper** - What experience are you going to give your audience to keep them engaged?

# Pitch Reflection



Now that the pitch is over, it's time to take a moment to write down some thoughts.

What did you find to be most helpful during the pitch process?

What was your greatest takeaway, learning-wise?

Think about the pitch you thought was the strongest. What about it were you drawn to? What made it a strong pitch?

If you were on that team, what would you want the team to focus on as they refine the pitch?

”

**When the  
whole world  
is silent, even  
one voice  
becomes  
powerful.”**

— Malala Yousafzai

# Get to Know Grand Valley State University!



4,000+

Study Abroad Programs



400+

Student Organizations



137,928

Alumni  
Students who have graduated



6,012

Beds On Campus



NCAA Division II

Member of the Great Lakes  
Intercollegiate Athletic Conference



1,770,000

Titles Held at Library

21,648

Total Students

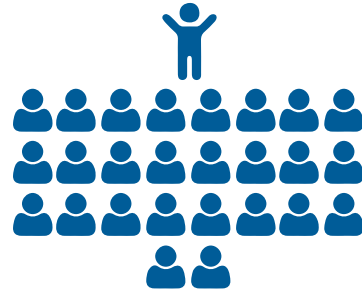


# 145

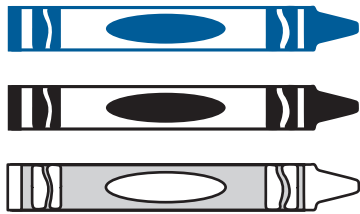
Degrees Offered



Founded in 1960



Average Class Size  
26



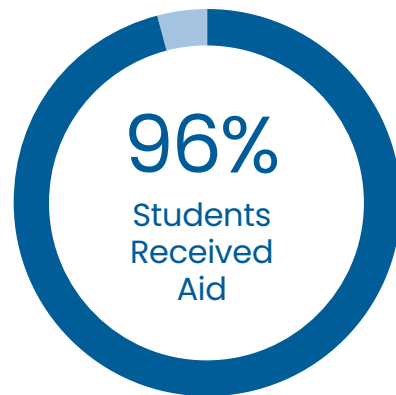
GVSU school colors are blue,  
black, and white



Lakers  
School Nickname



25%  
Students  
Participation In  
Research with  
Faculty



96%  
Students  
Received  
Aid

For more information about GVSU, visit  
[gvsu.edu/admissions](http://gvsu.edu/admissions) or scan this QR code.





# **Personal Reflection Time**

# Liberatory Design Reflections

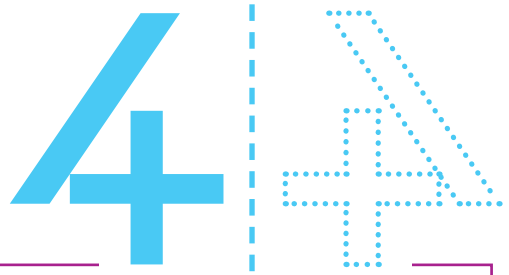


Take a moment to reflect on your experience. Let's start with answering the following two questions:

What was your favorite phase of the Liberatory Design process?  
(Notice, Empathy, Define, Ideate, Prototype, Test, and Reflect)

What was your least favorite phase of the Liberatory Design process?

# Program Reflection



**What has been your most memorable moment during Pitch and Celebrate! part of rep4?**

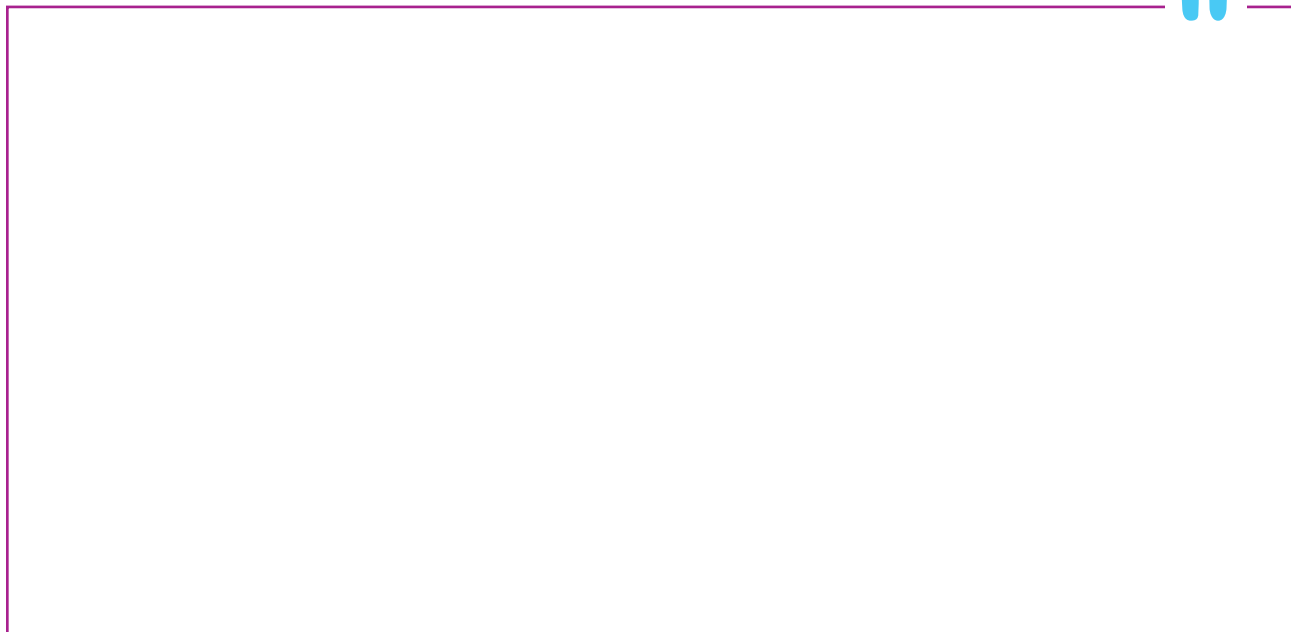
**What questions are you leaving the experience with?**

**What is one thing you would share with someone about your overall rep4 experience?**

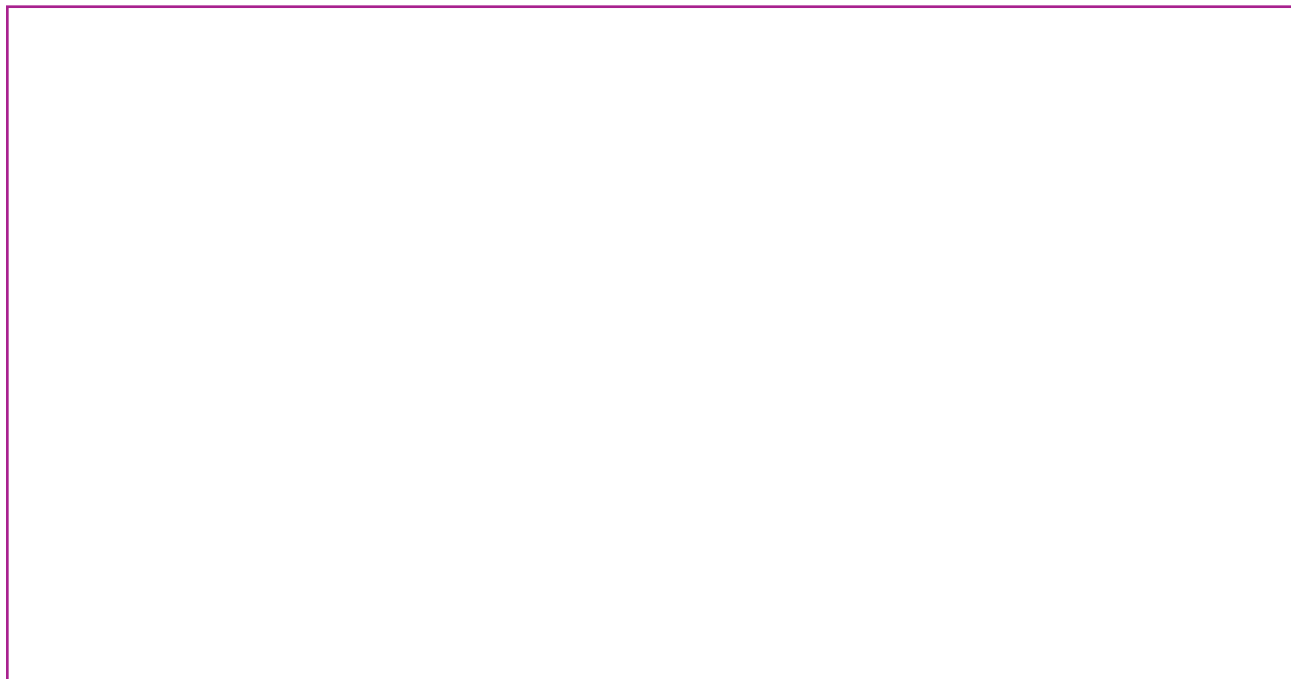
# Personal Goals Reflection

Think about the two personal goals you set at the beginning of this experience.

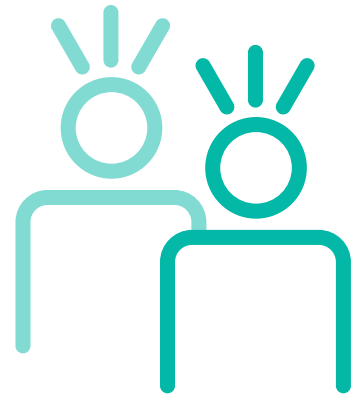
In what ways have you behaved in alignment with the goals you set?



In what areas do you need to do more work with regard to your personal goals?



# Team Reflection



**Think about the team agreement you made at the beginning of this experience.**

**In what ways did your behavior align with the agreements you made?**

**In what areas do you need to do more work with regard to the agreements?**

## Notes

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# Notes

A large grid of small dots for taking notes, consisting of 20 columns and 30 rows.



# National Convening

# Notes

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# Notes

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*At Grand Valley State University, we empower learners in their pursuits, professions, and purpose. The university enriches society through excellent teaching, active scholarship, advancement of equity, and public service.*

2023

