

Design Jam Report

eLearning Solution(s) for Canadians

Office of Literacy and Essential Skills,
Employment and Social Development Canada



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Executive Summary

The Design Jam was held over two days on December 5th and 6th, 2017 in Ottawa, Ontario. The workshop was facilitated by Outwitly Inc. on behalf of OLES and Employment and Social Development Canada. The Design Jam brought together 25 participants with expertise in learning and education from across Canada in order to envision holistic eLearning solution(s).

From the Design Jam, the following were developed:



Ecosystem Map

A diagram outlining the stakeholders (internal and external), organizations, touchpoints, and places involved in learning and education in Canada.



Proto-Personas

Five proto-personas were developed to represent users of eLearning. Each persona is an archetype representing the needs of many Canadians. They can guide future research and design activities.



North Star Principles

These principles act as a beacon for the design of eLearning solutions: **1. Universal 2. Learner Centred 3. Student Success Oriented 4. Future-Focused 5. Adaptive**



Top Challenges

Five top challenges were identified by analysing user pain points: **1. Fear of Failure 2. Logistical and Lifestyle Constraints 3. Low Digital Literacy 4. Too Much Information and Choice 5. Technical Issues**



eLearning Concepts

Participants brainstormed concepts for eLearning that would solve the top user challenges. These six concepts should act as a launch pad for future design initiatives.



Next Steps

Five key action items were identified: **1. Align and Build a Governing Structure 2. Conduct User Research 3. Develop a Proof of Concept (MVP) 4. Audit Existing Services and Content 5. Identify Best Practices in Pedagogy.**

Overview

The Office of Literacy and Essential Skills (OLES) at Employment and Social Development Canada identified the need to create a holistic eLearning solution. This solution will support Canadians in developing nine essential skills (such as literacy, numeracy, document use, etc.), as part of labour market programs and services.

As a first step towards achieving this vision, OLES conducted an environmental scan in 2016 of existing eLearning tools and platforms. The environmental scan revealed that while many tools provide skills assessment, none provide both ongoing essential skills assessment and learning resources. In addition, up until now eLearning solutions for Canadians have been managed by the provincial and territorial governments. Therefore, OLES launched an initiative to create a holistic eLearning solution at the federal level that offers consistent essential skills assessment and learning resources to help job seekers, workers, and employers across the country.

In order to align stakeholders, understand end-users needs, and generate options and recommendations for eLearning solution(s), OLES engaged Outwitly Inc. to facilitate a two-day design jam with experts from across Canada in learning and education.





Objectives for the design jam

1. **Understand and build empathy for end-users of eLearning solutions**
2. **Prioritize essential skills and user groups to be targeted as a first step**
3. **Identify the road blocks, challenges, and opportunities for eLearning (as well as understand the connection between in-person and online learning)**
4. **Generate design concepts and recommendations for holistic eLearning Solutions (that include both assessment and learning tools)**

Please Note: The Design Jam was a preliminary step towards creating a holistic eLearning solution for Canadians and the first time stakeholders from across Canada were brought together to discuss these issues. The following insights should be refined and validated through end-user research with Canadians and with practitioners.

Participants

25 Participants attended the Design Jam on December 5th and 6th 2017 in Ottawa, Ontario. Participants were brought together from across Canada and included experts in online learning from both the private and public sectors.

Participants included members from the following groups:

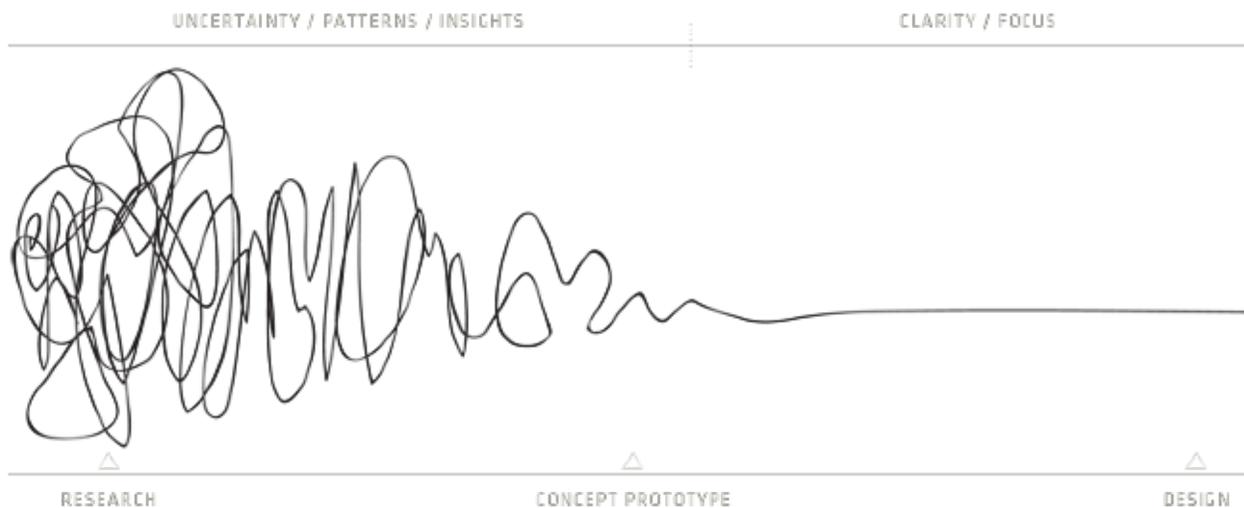
- Federal, Provincial, Territorial eLearning Advisory Committee
- Academics and institutions with experience in online learning
- Employment and training service providers
- Employment and Social Development Canada (Job Bank and Office of Literacy and Essential Skills)



Methodology

A design thinking and human-centered approach to innovation.

The OLES Design Jam utilized a design thinking approach in order to understand the complexities of the eLearning ecosystem and plan for the future. Design thinking is a human-centered method which incorporates both traditional environmental scanning (i.e. SWOT and stakeholder analysis), as well as new and innovative approaches to complex problem solving. It is user-driven, collaborative, and fosters empathy among stakeholders at all levels, in order to ensure buy-in. Design thinking also utilizes ideation techniques to inspire innovation, creative problem-solving, and strategy development. This approach considers the users first and aims to understand their motivations, pain points, behaviours, characteristics, and attitudes at a deep level in order to design a solution that truly meets their needs. The workshop acted as a first step in the user experience design and product development process and should be followed with ethnographic research with end-users. The Design Jam allowed stakeholders and participants to create a high-level vision for eLearning solution(s) in Canada.



The Squiggle of Design by Damien Newman

The design process is often overwhelming in the early stages of a project, especially to those who are unfamiliar with design thinking. This squiggle is useful to demonstrate the "fuzzy front end" of design when there are many uncertainties, perspectives, and data points to consider. It is a necessary step in order to discover patterns/gaps and identify insights that lead to innovation. The Design Jam took participants through this journey, allowing them to gain clarity and generate design concepts for eLearning that solve the right problems.

Design Jam Activities

Activities and outcomes for each day of the Design Jam are outlined below. Participants were divided into teams of five and each team included a mix of expertise and perspectives.

DAY ONE

December 5, 2017 | 9:00am-5:00pm

Exercises aimed to build understanding for the needs and motivations of end users, identify hopes/fears, understand the current eLearning ecosystem, and identify opportunities/gaps in eLearning.

Morning	Introductions and Workshop Overview Hopes and Fears Exercise Ecosystem Map SWOT Analysis
Afternoon	Empathy Mapping Proto-Personas Current Journey Mapping Goal Statements

DAY TWO

December 6, 2017 | 9:00am-2:30pm

Exercises built from findings on Day 1 and focused on envisioning an ideal future state, designing concepts, and identifying next steps and areas for future exploration.

Morning	Recap from Day One Frame Insights (North Star Principles, Goal, Top Challenges) Design Briefs and Problem Statements Prioritize Personas
Afternoon	Generate eLearning Concepts (Structured brainstorming) Ideal (Future-state) Journey Mapping Next Steps



Landscape

What must be considered?



Landscape eLearning Solution(s)

Before diving into understanding the users of the system, it was important to recognize the feelings and thoughts of the stakeholders in the room, understand the current eLearning system as a whole in Canada, as well as the challenges and opportunities facing this initiative.

Understanding the landscape:

Hopes & Fears

What are the hopes and fears that stakeholders have with regards to this initiative?

SWOT

What are the strengths, weaknesses, opportunities and threats facing this initiative?

Ecosystem Map

Who and what are the stakeholders, organizations, touchpoints, and places involved in learning and education in Canada - their relationships and connections.

Hopes and Fears

To begin, participants were asked to list their hopes and fears for this initiative on post-its (one idea per post-it). These ideas were then clustered and grouped into nine themes. It's important to note that the hopes and fears listed were not for the design jam itself, but looked at the broader project. A complete list of the Hopes & Fears can be found in the Appendix.

The eLearning solution(s) should involve/be:

1

Creative and exciting

Participants expressed a desire for the eLearning solution to bring inspiration and many new ideas to the e-channel stream, that it utilize creative thinking, and be new and different from other tools in the market. It should not be seen as just another website/online tool or duplicate work that has already been done.

2

Adaptable and flexible to individual needs, skill levels, and learning styles

Participants felt that the solution should not be "one-size-fits-all" and instead it should adapt to the needs of a diverse set of users (clients + practitioners), especially tailored to low level learners. They hoped that it would include a blend of in-person and online learning.

3

Tailored to different languages and cultures

Continuing from the above, the solution should consider different streams (i.e. deaf and hard of hearing, francophone, anglophone, indigenous, etc.). The curriculum should take into consideration indigenous cultures and the way they learn.

4

Accessible to those in remote areas with poor Internet access or devices

Participants feared that the solution would not be accessible to those living in remote areas or with little/no access to devices or internet services. The solution should therefore create more ways for these users to participate and be easily accessible to all Canadians.

5

User-friendly

The solution should be user-friendly, easy to navigate, incorporate a simple interface with few clicks, and very few registration barriers.

6

Applicable/relevant to employers

Employers must see this platform as a means of educating workers. It must assess skills in a way that is relevant to employers.

7

Involve practitioners (to encourage buy-in)

There was a fear that existing practitioners would see this solution as a threat or that it will place more demands on the practitioners (i.e. training, reporting needs). Therefore, practitioners should be involved in the design of the eLearning solution(s).

8

Involve end-users in the design process

Participants hoped that end-users would be involved in the design/development of the eLearning solution(s). This would help to create a platform that addresses the learner's pain points and motivations.

9

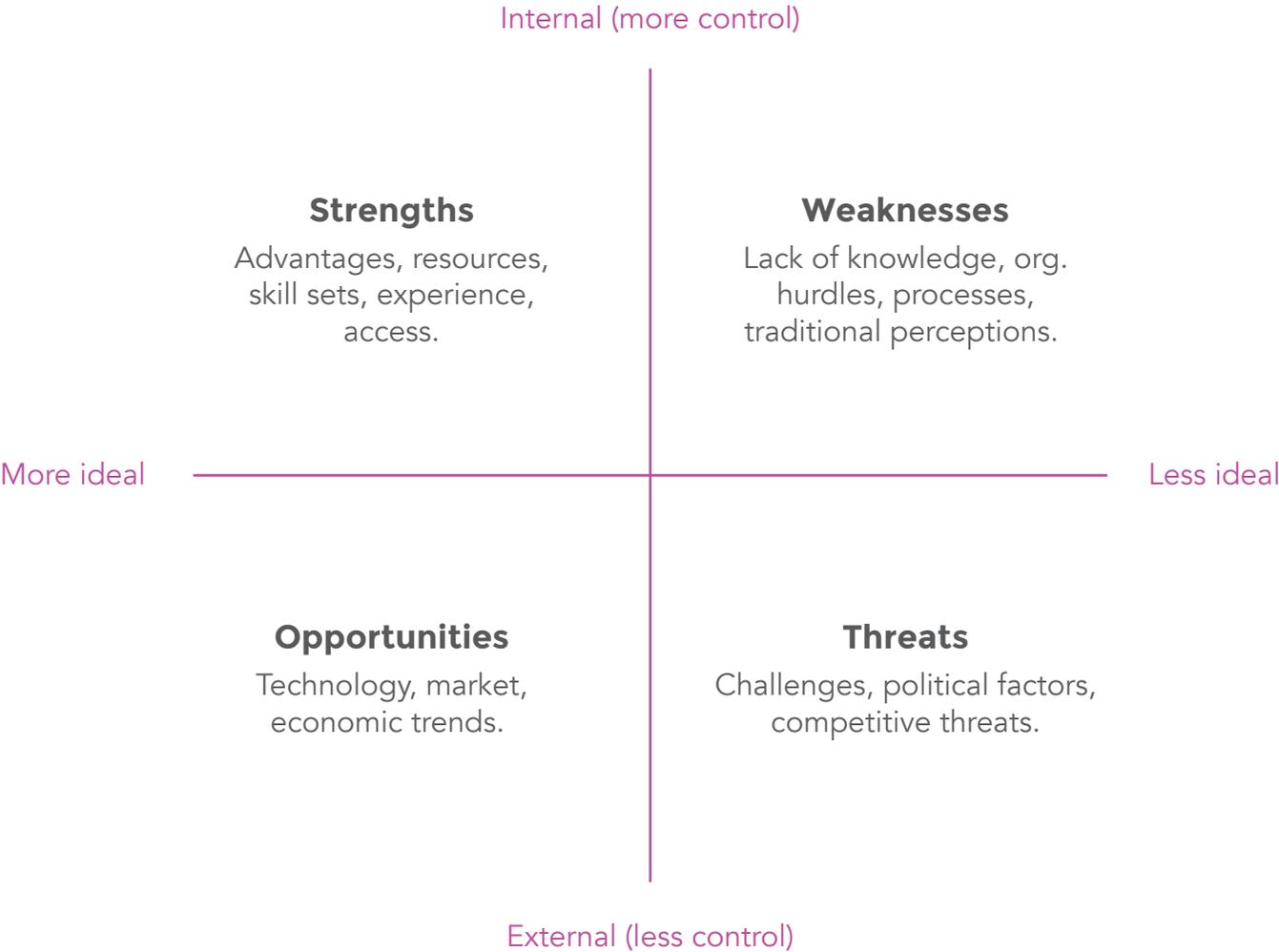
A thoughtful process with follow through

Participants fear that the solution will take too long to develop, that the process will be rushed, not thoughtful, and that the infrastructure is too weak to support it.



SWOT

The SWOT (strengths, weaknesses, opportunities, and threats) analysis is a business tool that helps organizations understand what they do well and more importantly areas for improvement and risk mitigation. It helps uncover insights regarding the organization and evaluate the likelihood of success.



SWOT

The following represents the Strengths, Weaknesses, Opportunities, and Threats that participants listed during the workshop regarding their organizations and eLearning in Canada (in general).

Strengths	Weaknesses
<p>Motivated to make a change Experience with elearning Broad user interest for engaging in online Career interventions Funding continuity/stability Innovation developed from limited means, Collaboration in same challenges Employee/team commitment and user & org mission Any-time self paced Scale (big), cost (low) Relevant to learner Access to technology</p>	<p>Lack of quality control Relevance to adult learner We are excluding the digital illiterate Changing technology Reaching out target user Needs assessment Funding to keep system updated is unpredictable Funding continuity needed for momentum Lack of employer awareness regarding LBS resources Need to find a way to focus not on "whats wrong" but "what's next?" Confusion</p>
Opportunities	Threats
<p>Reach We identified the scope Lots of resources available already Access to "working poor" (repeat EI users) Infrastructure is getting better Cross-country global resource and best practice sharing Unification for disparate systems Strength is that finally we are in an environment where literacy is being considered worth investing in Credentials - recognized by employers and formal education establishments</p>	<p>Consistent message "what's in it for me?" Silos Ecosystem is too complex Too much bad information/fake news Broad system loses cultural specific, learner focus Sustainability, decision makers are removed from users Scope is too big and complicated</p>

Ecosystem Map

Participants were asked to list out all possible stakeholders, organizations, touchpoints, and places involved in learning and education in Canada. We placed the user at the centre and created nodes, mapped relationships, and connections between each. The value of creating an ecosystem diagram is to understand at a high-level how complex and overwhelming such a system can seem to users. It also allows OLES to identify the organizations/stakeholders they should involve in the design and development of the eLearning solution(s). The map may also highlight areas of opportunity or potential partnerships.



The post-it ecosystem map created during the workshop (as shown above) was translated into digital form and can be found in the accompanying PDF titled: **Design Jam_OLES_Ecosystem Map.pdf**.



Users

Who will use the
eLearning Solution(s)?



Users eLearning Solution(s)

Building empathy for the people who will be using eLearning Solution(s) is critical to designing a solution that meets their needs, allows them to accomplish their goals, and addresses their pain points. The afternoon of Day 1 was dedicated to building this understanding and empathy.

Users = Learners

“Users” refer to the adult learners who access and utilize eLearning.

Understanding users includes:

User Groups

Grouping users by similar behaviours, needs, and goals.

Proto-Personas

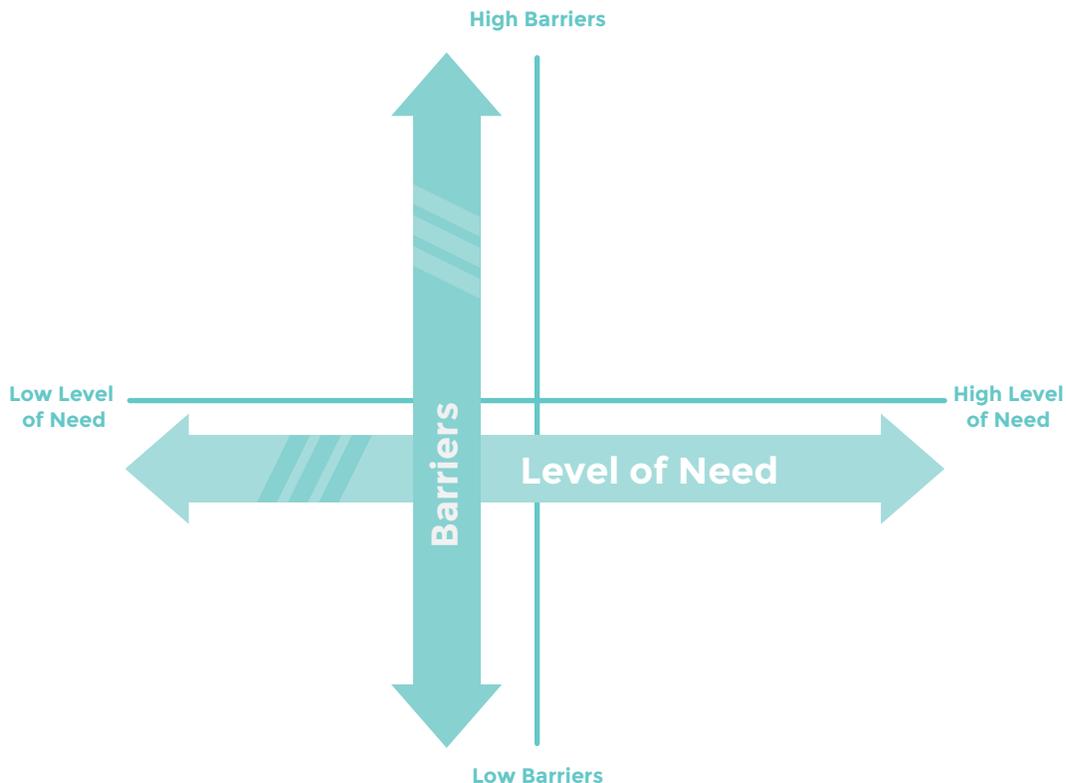
Creating a set of proto-personas based on the chosen user groups.

2x2 User Framework

This framework plots all possible users (current and future) of eLearning Solutions in Canada across two spectrums in order to determine which users should be prioritized and developed into personas.

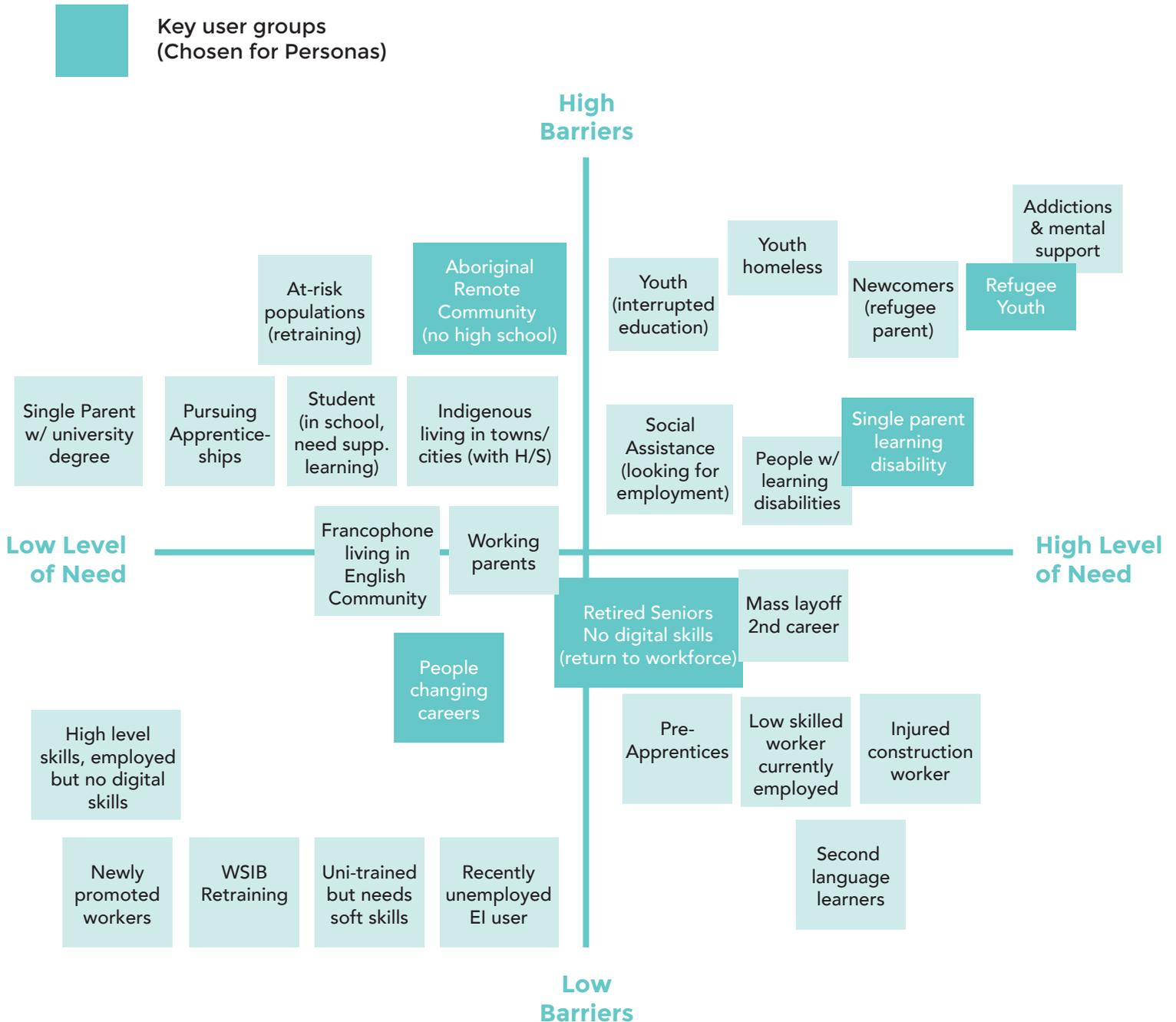
During the workshop, the group was asked to list all possible users on post-its. They were then asked to identify the similarities and differences between the users listed - this allowed them to determine a set of attributes by which to categorize users. The two attribute scales chosen by the group were **Level of Need** (low/high) along the x-axis and **Barrier to Services** (low/high) along the y-axis. It was noted that the level of need (skill gap) should be considered relative to each individual (i.e. the gap between where they are in their learning journey and where they would like to be). This created four user groups (1) low need, low barrier (2) low need, high barrier (3) high need, low barrier (4) high need, high barrier.

The intent of categorizing users into these four groups was to identify users who may have similar needs, motivations, and behaviours in order to develop them into a set of proto-personas. In future, the user groups can serve as a basis for identifying research participants, ensuring that the sample of participants is distinct enough so as to capture the full range of perspectives and use cases.



User Groups

The following diagram depicts the users of eLearning solutions and where they fit across the two spectrums: **Level of Need (Skill gap)** (x-axis), and **Barrier to Services** (y-axis).



Personas

Personas are representations of the different people that interact with an organization.

They classify users into “archetypes” and do not represent one person, but instead are an amalgamation of many users who have similar goals, motivations, and backgrounds. In this case, a set of proto-personas were developed by participants. Proto-personas are created based on second-hand accounts from stakeholders of who the users are and what are their goals, motivations, activities, daily tasks, etc. These second-hand act as a substitute or next best thing when conducting research with end-users is not possible (such as in-depth interviews or a survey). Therefore, these personas should be validated and refined with end-user research in a follow-up initiative.

Five proto-personas were identified based on the knowledge of the Design Jam attendees. These personas are outlined on the following page. Teams were provided a persona template in order to complete the exercise (as seen below).

Name: _____

Quote
What phrase would encompass their problem and needs?

Descriptor: _____
2-3 words that describe this persona, to quickly remember them

Age: _____

Bio *In a few sentences describe your persona - Where do they live and work? What is their home life? etc.*

Essential Skills
Rank your persona on the following skills

LOW **HIGH**

- Numeracy
- Writing
- Reading
- Oral Communication
- Document Use
- Computer Skills
- Working with Others
- Thinking
- Continuous Learning

Motivations

Pain Points

Resources/Tools

Location

REMOTE URBAN

Access to Services

POOR GOOD

Technology

LOW-TECH TECH-SAVVY

Other

Persona template | Copyright 2017 | Outwitly Inc.

Five Proto-Personas

Five proto-personas were developed from the user groups. Each team was responsible for developing one persona using the template provided. These personas were then used as the basis for the current-state journey mapping exercise and for concept development on Day 2. Participants were asked to prioritize the personas based on who they felt an eLearning MVP should target first. Participants voted with dot stickers (the priority is reflected below, top to bottom).

USER GROUP	PERSONAS	PRIORITY (number of votes)
	 <p>Joe 32 Father, lives in a remote aboriginal community, low income family. He is seeking a pre-apprenticeship. He needs to improve his Numeracy, Communication, Document Use, and Thinking.</p>	
	 <p>Eve 34 Single mother, dyslexic, on welfare who is looking to find employment with benefits. She needs to improve her Reading, Writing, and Document Use.</p>	
	 <p>Harun 20 Refugee from Somalia for 2-3 years. Living in Winnipeg for the last year. He is a janitor and supports his brother financially. He is seeking higher education in order to get a better job. He needs to improve his Reading, Writing, and Document Use.</p>	
	 <p>Darren 40 Married, factory worker who is looking for a career change. He needs to improve his Numeracy, Writing, and Computer Skills.</p>	
	 <p>Liz 45 Empty nester, university education and would like to return to the workforce as a librarian. She needs to improve her Computer Skills, Continuous Learning, and Thinking.</p>	



Vision eLearning Solution(s)

After building a strong understanding for stakeholder hopes and fears, the opportunities and challenges facing eLearning, the Canadian learning ecosystem, and finally end-user motivations and pain points, teams were able to craft a vision for a holistic eLearning solution in Canada.

The vision includes:

Goal

The ultimate goal of eLearning Solution(s) in Canada.

North Star Principles

Five guiding experience principles for the design and implementation of eLearning solution(s).

Top Challenges

The top five challenges that must be solved when creating eLearning solution(s).

eLearning Concepts

Six eLearning solution(s) concepts that aim to solve these challenges and address the needs of end-users.

Please Note: As previously mentioned, the vision created in the Design Jam acts as a launch pad for OLES and the eLearning Solution initiative, however it should be further refined and validated through research with end-users, stakeholders, and practitioners.

Goal

At the end of Day 1 teams were asked to write one statement that reflected what they felt was the goal for eLearning. In the morning of Day 2, one team was chosen to combine all goal statements into one master goal statement (this statement was validated with the group and subsequently refined by OLES):

Our user-friendly essential skills eLearning solution(s) will engage adult Canadians who want to improve their quality of life to participate in and adapt to a knowledge-based economy and society. The solution(s) will complement existing services to upskill adult Canadians and will be accessible to those in rural and remote environments.

North Star Principles

Teams were asked to review all themes and ideas from the first day of the Design Jam and identify a set of North Star Principles for the eLearning solution(s).

North Star Principles, sometimes referred to as experience or guiding principles, combine the stakeholder goals and the product/service vision with the needs of the end-users. They help to align the organization to a common vision, drive further research activities, and act as a beacon for the creation and implementation of all future services and digital systems.

5 North Star Principles were derived from the OLES Design Jam activities. Use them as a checklist whenever creating or redesigning an experience for the OLES eLearning solution(s).



Universal

The eLearning Solution(s) should use universal design principles and be accessible to all users from a usability, location, and technical stand-point.



Student Success Oriented

The eLearning Solution(s) should be focused on creating positive outcomes for students that include mentorship, in-person guidance, and technical support. It should include ways to measure student success and provide positive reinforcement.



Learner Centered

The eLearning Solution(s) should be adult-learner centric and consider the needs, goals, and pain points of it's end-users.



Future-Focused

The eLearning Solution(s) should be built for the future and ask the question what will users need in 3 years from now?



Adaptive (multi-modal)

The eLearning Solution(s) should be built with flexibility in-mind. It must adapt to the needs of the individual (including diverse skill levels, languages, cultural backgrounds, learning styles, and technical abilities).

Top Challenges (for users)

In this exercise, participants were asked to take inventory of all pain points and negative thoughts/feelings they identified during the current-state journey for the five different personas and cluster these ideas into groups. Five top themes emerged as being the top challenges/pain points users face in their current journey to employment through learning.

The eLearning Solution(s) must address the following:

1

Fear of Failure

Users frequently feel afraid that they won't do well and be viewed as "stupid". They are afraid to leave their communities, face a lot of self-doubt, fear assessment, and lack social support. Solutions must provide additional support to ease these feelings and provide positive feedback. Consider assessing strengths as well as skills to be improved.

2

Logistical and Lifestyle Constraints

Many users do not feel like they have the time to commit to learning programs, their employers are not supportive, they don't pay or provide time-off for them to learn, many have family responsibilities, live in remote areas, and face challenges with transportation, and complain that the learning programs take too long or won't fit into their lives.

3

Low Digital Literacy

Users lack the abilities needed to use online or digital learning systems. They are afraid of changing technology and don't know how to use the latest technology and devices. It is a Catch 22 - needing digital skills in order to learn digital skills.

4

Too Much Information and Choice

There are too many choices, users don't know who to ask or where to go for help, which sequence to follow, or what courses to pick, etc. Complex community support systems, an arduous registration process, and multiple places to go for services, as well as running into closed centres make the essential skills learning process overwhelming for users.

5

Technical Issues

Many users also experience issues related to technology, mainly because they don't have: Access to computers/devices; Reliable internet or good bandwidth; or Support when they have technical issues. There is a general lack of infrastructure to support online learning.

Concepts

Participants were asked to generate concepts that addressed the top challenges. The activity started with structured brainstorming, where each table spent 5 minutes brainstorming ideas for one challenge and summarized their top three ideas before passing them onto the next table. Teams were asked to then revise and build on the ideas of the previous team. After several rounds, teams created 1-2 concepts that represented the best ideas for their challenge.

Six concepts for eLearning Solution(s) were generated:

eLearning On-Ramp - The eLearning On-Ramp would make it possible for users to hear about eLearning through print marketing, flyers, bus stop advertisements, from their case worker, through a 1-800 number they can call, etc. All of this would help them understand "where to start and where to go next?"

The Tracker - The Tracker is a visual path (i.e. website breadcrumb) that tracks a user's progress within the application once they've started on their eLearning journey and as they fulfil the course requirements. The Tracker is always visible within the application/website and would also provide positive reinforcement and feedback like "Good Job!" and "Keep up the good work!".

On/Offline Access - This concept includes a mobile app, downloadable content (small file sizes), pre-loaded tablets (on loan from libraries), anywhere/any time access, and rocket sticks for internet access. It allows users to work at their own pace where they could close the website and come back to it (automatically saving their progress). This would engender a sense of ownership for their own success.

Simple Account Creation - Simple Account Creation replaces the current cumbersome registration process with an easy 2 step process requiring only an email and password to sign up. It would say "Start here" (2 steps - easy!) and have a consumer look and feel.

Help Me! - Technical support would be available through the website, but also through their phone, text, FAQs, videos, live chat, chatbox, etc. It provides multiple ways to get help and users could sign up for calls/help throughout the process.

Human Touch - Human Touch is based on the premise that a blended in-person and online learning approach would be best. It would include mentor support, where the system could flag users for intervention automatically and match them with a mentor. The system should include a practitioner dashboard and practitioner training. It could also include peer learning support - helping users feel less isolated, i.e. message board. It would include strengths assessment and dynamically adjust to user's needs and skill level (using artificial intelligence/AI).

Who and What?

Who should be targeted as a first step?

Participants determined that users with

A high barrier to services and a high level of need

should be prioritized first. The assumption being that a solution designed to meet the needs of lower skilled individuals who cannot easily access services will scale appropriately to those who are better served.

Which essential skills should be targeted as a first step?

Based on the personas that were identified as higher priority, we can see that

Numeracy, Reading, Writing, and Document Use

are the essential skills most needed among the top three personas.

NEXT STEPS

1 What strategies
resources / in

Currently

Will the

3 Clarity

4 Proof

Next Steps

Moving forward
with eLearning



Next Steps eLearning Solution(s)

Finally, the Design Jam ended with an exercise to identify possible next steps for the eLearning initiative. OLES should take these into consideration as they move forward in creating a holistic eLearning Solution.

The next steps include:

Key Action Items

Immediate next steps that were listed in the Design Jam.

UX Product Design Process

Applying the action items to the product development process.

Key Action Items

At the end of Day 2 participants were asked to reflect on the activities and insights from the Design Jam and brainstorm possible next steps, assumptions, and questions that were left unanswered. A full list of these ideas can be found in the Appendix. The following 5 action items were derived by identifying common themes that came up from all the next steps listed.

1

Align and Build a Governing Structure

Identify the current Canadian Government's priorities and ensure that the eLearning Solution(s) vision and the chosen personas from the design jam are aligned to these priorities. Create a Governing Structure (committee) to oversee the development of the eLearning Solution(s).

2

Conduct User Research

Participants expressed the need for this solution to be evidence based and validated. Conduct user research with end-users (those who were identified as higher priority). In addition, parallel research initiatives should be launched to understand employers' expectations and needs, matched with a deeper understanding of practitioners.

3

Develop a Proof of Concept (MVP)

Building on the findings from the user research, a design initiative should be launched to create an MVP (most viable product) that can be piloted and tested. This design initiative should follow once user research has been conducted and utilize the concepts developed through the design jam as inspiration. Validate and test assumptions through a pilot program.

4

Audit Existing Services and Content

OLES has conducted an environmental scan of existing eLearning platforms (both private and public) - the group expressed the need to understand the services that exist currently and whether a "plug and play" solution would be the best. Content development is costly and timely - therefore the solution should investigate ways to use existing content from across provinces and territories.

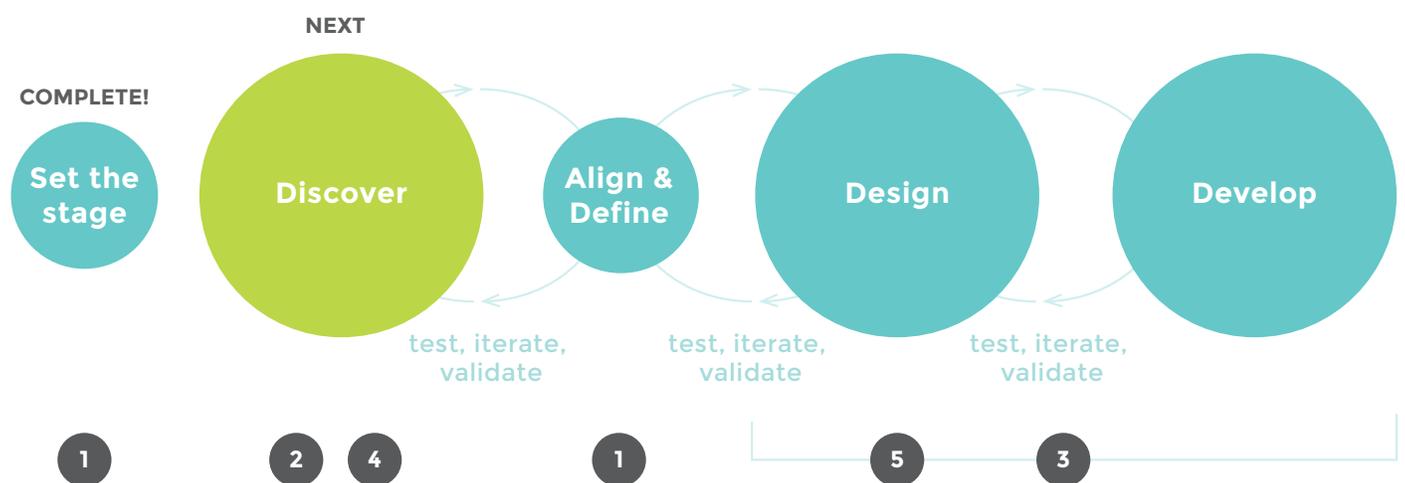
5

Identify Best Practices in Pedagogy

Pull out the learning assumptions and principles and look at the pedagogy design (was not covered in the workshop) and identify common best practices.

UX Product Design Process

The following diagram depicts the standard UX product design process. The Design Jam fits into the “Set the Stage” phase which allowed us to understand the project goals, vision, and preliminary user needs. Considering the action items/next steps identified during the Design Jam we are able to plot the action items across the UX product design process and provide tangible next steps as OLES moves into the Discover phase.



Discover

Conduct User Research

1. Conduct large scale survey.
2. Conduct in-depth interviews.
3. Observe users in their day-to-day lives, at centres, etc.
(Survey should have 100+ respondents. Interviews and observations should be done with 16-20 participants)

Research Deliverables

1. Revised set of user personas
2. Customer Journey Map (current state for each persona)
3. Insights Report (identify major user pain points and opportunities for eLearning platform).

Appendix

Hopes and Fears

The following is a raw transcription of the hopes and fears written on post-its by the group during the workshop. These hopes and fears were then categorized into themes as shown on pages 11 and 12 of this report.

Hopes and Fears (raw transcription)

We build a solution from a starting point that will allow us to grow and scale out
Bring inspiration and many new ideas to our e-channel stream
Do something different
Fear: seen as just another online tool
Duplicate of work
Learn from other's successes
Not just another website
We don't get lost in doubts and fears, but instead soar to great heights in our creative thinking
Make a difference in people's lives
Effective - achieves end goal for learners, evidence based
Able to demonstrate success
Creating a central hub for resources for people/programs to access
Buy-in from stakeholders
Need to have a way to assess skills in a way that means something to employers (i.e. move from Credentials to competency)
Data sharing of assessment and progress
Data sharing capabilities with FPT (and 3rd party service providers)
Flexibility built-in
elearning is not designed with flexibility for users (clients + practitioners)
Options: - in person, blended growing into online, diversity of cultures, flexibility
An adaptable solution that can react quickly to the needs of the learners
Fear: create a stark "one-size-fits-all" solution that doesn't address needs + future
Fear: not adaptable to all groups (i.e. aboriginal, ESL, etc.)
Fear: It will be too targeted/specific for a broad user
That the ideas (concepts, tools) that we might come up with won't be tailored to individual learning needs
Different streams (i.e. deaf and hard of hearing, francophone, anglophone, indigenous
Bilingual (french + english)
Include indigenous content

Hopes and Fears

Hopes and Fears Continued (raw transcription)

Include Northern content

The curriculum takes into consideration indigenous cultures and the way they learn

The tools won't be adaptable to the french stream

We don't settle on the right cohort: the cohort that needs our help

Accessible and clear to use by everyone

Accessibility and inclusion UDL

Focus on future of e-learning

Employers see platform as a means of educating workers

Applicable to employers (integrated into low skilled workforce)

Fears: awesome solution that doesn't reach users/isn't accessible

Access - rural, internet, bandwidth devices

We can agree on a set of pain points that we can address

One size fits all rarely works

Not client/learner centered

We cannot help 100% of Canadians but the cohort(s) we start with end up with an effective tool that

Meets their needs

We can agree on a set of pain points that we can address

Fear: 1 model for everyone

Accessible and clear to use by everyone

Create ways for more people to participate - intuitive learning experience

Inaccessible due to ... and location

Create more registration barriers before access to content

Not accessible for low level learners

Not available to groups due to lack of...

That it will be too high level and challenging for learners with new...

I hope that concept/tool we come up with will be user friendly

Easily accessible to all

User friendly

assessment is intuitive and would not make low level learner go through a long process

frustration for users due to difficulty navigating eplatform

user-friendly so that it doesn't exclude learners with low digital skills

simplicity: access and clicks (not 75 clicks)

that it will be engaging and fun

Hopes and Fears

Hopes and Fears Continued (raw transcription)

Involve end users:

I hope that we will include front users to the development of tools

Development validated by users

Solution that doesn't actually address users motivations/pain points with learning

Existing practitioners see this as a threat

More demands on the practitioners (i.e. practitioner training and learning time, Reporting needs)

Practitioner resistance to engaging with the e-learning

I hope that our concepts/ideas will motivate the personal from our sector to promote elearning

It will take too long to develop

Weak infrastructure

Time to actually implement ideas

Process is rushed and not thoughtful - results show that!

Great ideas won't make it to implementation "no pull through"

Political will change scope of project - keeping up with technical options

Competing interests and priorities aren't able to envision a solution

Over reliance on self-directed learning

Proto-Personas (1)

The following images depict the five proto-personas developed by teams during the workshop using a design template. These personas are summarized on page 21 of this report.



Liz 45

Empty nester, university education and would like to return to the workforce as a librarian. She needs to improve her Computer Skills, Continuous Learning, and Thinking.



Name: LIZ

Descriptor: Empty Nester
2-3 words that describe this persona, to quickly remember them

Age: 45

Quote

What phrase would encompass their problem and needs?

what's Next?

Bio In a few sentences describe your persona. Where do they live and work? What is their home life? etc.

University Educated
Former ~~librarian~~ Librarian
Kids have left home.
wants to return to work?, to feel useful.
Open to new experiences + learning

Location



REMOTE

URBAN

Access to Services



POOR

GOOD

Technology



LOW-TECH

TECH-SAVVY

Other

Lots of free time

Essential Skills

Rank your persona on the following skills

LOW		HIGH
	Numeracy <input type="radio"/>	<input type="radio"/>
	Writing <input type="radio"/>	<input type="radio"/>
	Reading <input type="radio"/>	<input type="radio"/>
	Oral Communication <input type="radio"/>	<input type="radio"/>
	Document Use <input type="radio"/>	<input type="radio"/>
	Computer Skills <input type="radio"/>	<input type="radio"/>
	Working with Others <input type="radio"/>	<input type="radio"/>
	Thinking <input type="radio"/>	<input type="radio"/>
	Continuous Learning <input type="radio"/>	<input type="radio"/>

Motivations

To feel useful
To reconnect with the world
connect with family, children
Not be bored

Pain Points

Don't know where to start
irrelevant
Fear of technology
unconscious incompetence
Fear of embarrassment
Fear of "breaking it"

Resources/Tools

Phone / iPad internet
Family (kids)

Persona template | Copyright 2017 | Outwitly Inc.

Proto-Personas (2)



Darren 40

Married, factory worker who is looking for a career change. He needs to improve his Numeracy, Writing, and Computer Skills.



Draw your persona (or find an image)

Name: Darren

Descriptor: factory worker who wants a change
2-3 words that describe this persona, to quickly remember them

Age: 40

Quote

What phrase would encompass their problem and needs?

"It's a death trap, it's a suicide rap
we gotta get out while we're young
'cause tramps like us, baby we were born to run"

Bio in a few sentences describe your persona - Where do they live and work? What is their home life? etc.

Darren has worked at a car factory since 18 years old. He has his high school diploma. He's married wife has kids under 15. His partner has spotty employment. He lives in Cambridge, owns a house and on a budget.

Location



Access to Services



Technology



Other

Essential Skills

Rank your persona on the following skills

LOW		HIGH
<input checked="" type="checkbox"/>	Numeracy	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Writing	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>
<input type="checkbox"/>	Oral Communication	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Document Use	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Computer Skills	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Working with Others	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Thinking	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Continuous Learning	<input type="checkbox"/>

Motivations

- Self-motivated
- wants a better life for his kids - put his money away
- sees the jobs around him opening up
- seeing his friends "moving up"

Pain Points

- He cannot down if qualify for subsidies for education but/and also can't afford to pay for education out right
- Seen layoffs / not high enough
- doesn't fit into any "needs"-based
- no security / high debt
- schedule & training is inflexible

Resources/Tools

~~Internet~~ good internet, desktop computer that shares w/ family

Persona template | Copyright 2017 | Outwitly Inc.

Proto-Personas (3)



Harun 20

Refugee from Somalia for 2-3 years. Living in Winnipeg for the last year. He is a janitor and supports his brother financially. He is seeking higher education in order to get a better job. He needs to improve his Reading, Writing, and Document Use.



Name: Harun

Quote

What phrase would encompass their problem and needs?

I gotta get going!

*High barrier
High level of need*

Descriptor: Resourceful, Optimistic, Clever

2-3 words that describe this persona, to quickly remember them

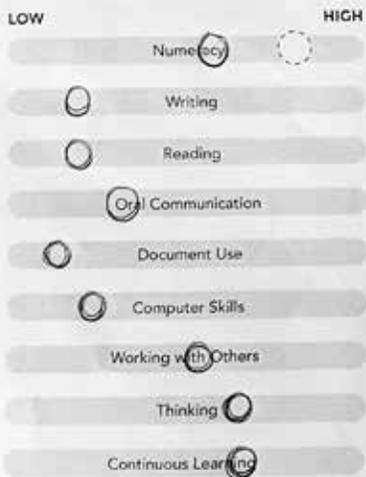
Age: 20

Bio In a few sentences describe your persona - Where do they live and work? What is their home life? etc.

Harun completed some high school in Somalia and was then a refugee for 2-3 years. He's been in Winnipeg with his younger (17) year-old brother for 1 year now. He is a janitor and finishing a year of English language training. Outside of working hours, he spends time with the local community (largely newcomers) and with his brother. Now a permanent resident. Has a cell phone.

Essential Skills

Rank your persona on the following skills



Motivations

Education that leads to better employment. This will enable him to support his family both here and in Somalia. He hopes to bring his parents to Canada.

Pain Points

Lack of time
Lack of money
Difficulties with accessibility
↳ shift work
↳ care for brother
Settlement services are winding down
~~PTSD~~
Showing some signs of PTSD.

Resources/Tools

Informal support from settlement services
Cell phone

Location



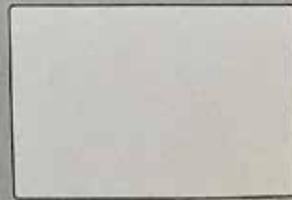
Access to Services



Technology



Other



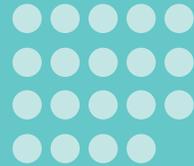
Persona template | Copyright 2017 | Outwitly Inc.

Proto-Personas (4)



Eve 34

Single mother, dyslexic, on welfare who is looking to find employment with benefits. She needs to improve her Reading, Writing, and Document Use.



Name: EVE

Descriptor: SINGLE MOM, LOW LEVELS ^{WORKING} ^{DISABLED} ^{ESSENTIAL} ^{DETERMINED}

Age: 35

Quote
What phrase would encompass their problem and needs?
"I'M TRYING MY BEST. I NEED A LITTLE HELP, STABILITY, A BREAK"

Bio In a few sentences describe your persona - Where do they live and work? What is their home life? etc.

- DOWNTOWN TORONTO, COMMUNITY HOUSING
- HOME LIFE: CHAOTIC, DAILY STRUGGLE TO SURVIVE, AMONGST CRIME
- POOR NUTRITION, POOR HEALTH HABITS
- WANTS TO IMPROVE LIFE: CHILDREN'S LIVES
- NO HIGH SCHOOL DIPLOMA
- STRONG AND CAPABLE, FIGHTER / SURVIVOR TO STAY AFLOAT
- LOOKING FOR WORK IN HOUSEKEEPING

Essential Skills
Rank your persona on the following skills

LOW		HIGH
1	Numeracy	3
✓ 1	Writing	3
✓ 1	Reading	3
3	Oral Communication	3
✓ 1	Document Use	3
✓ 1	Computer Skills	3
3	Working with Others	3
3	Thinking	3
1	Continuous Learning	3

Motivations

- CHILDREN'S IMPROVEMENT
- WANT TO BE SAFE
- A MOVE OUT OF THE CURRENT COMMUNITY
- FT EMPLOYMENT W/ BENEFITS SOUGHT W/ FLEXIBILITY FOR LIFE'S SPEEDBUMPS

Pain Points

- KIDS COULD PERPETUATE THE CYCLE
- KIDS ARE SMARTER THAN HER
- FEAR SHE CAN'T SUCCEED
- FEAR OF SUCCESS
- CAN I PROVIDE FOR MY CHILDREN; A BETTER LIFE
- MISUNDERSTOOD, PRESUMPTIONS ABOUT, INVISIBLE

Resources/Tools

- CASEWORKER
- TRANSPORTATION (PUBLIC)
- BASIC HEALTH CARE
- PUBLIC LIBRARY
- P2P LITERACY PROGRAMMING

Location

REMOTE ——— URBAN

Access to Services

POOR ——— GOOD

Technology

LOW-TECH ——— TECH-SAVVY

Other

- COMMUNITY SECTOR ORGANIZATIONS TO SUPPORT DIFFERENT NEEDS

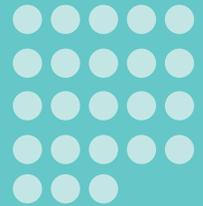
Persona template | Copyright 2017 | Outwitly Inc.

Proto-Personas (5)



Joe 32

Father, lives in a remote aboriginal community, low income family. He is seeking a pre-apprenticeship. He needs to improve his Numeracy, Communication, Document Use, and Thinking.





Name: Joe

Descriptor: Pre Apprenticeship living in remote Aboriginal Community

Age: 32

Quote: "I want the best for my family."

Bio: 32 father of 2 Aboriginal & lives in Northern remote community - married 10 yrs. - has GED. - work seasonally on ice road preference of cutting wood.

Location: Remote

Access to Services: Poor

Technology: Low Tech

Other: barrier level of need.

Essential Skills

Rank your persona on the following skills

LOW HIGH

- Numeracy
- Writing
- Reading
- Communication
- Document Use
- Computer skills
- Working with Others
- Thinking
- Continuous Learning

Motivations

- \$ support/security for family
- better life for kids
- self esteem/confidence
- Detaching moving to urban setting for kids schooling

Pain Points

- ↓ employment opportunities in community
- have to leave community for training + employment
- math.
- funding
- not having equipment (work boots)
- reliable internet
- community → poor living conditions
- → enjoys being on the land & is close to family

Resources/Tools

- Local labour market (knowledge)
- Board office - funding
- Contact North / Learning Centre
- Employment Training Officers

Concept Summaries

During the design jam, teams developed six design concepts for eLearning (summarized on page 28 of this report). Following the workshop, one representative from each team was asked to transcribe their concepts. Four of the six concepts are described in more detail below.

Simple Account Creation

Concept Description

Easy two step account creation (user name plus password) so that learner work can be stored and connected to "tracker".

Designed for the learner, the top features include:

- Only two Steps
- Looks and feels like online shopping or social media
- Able to save work and build on it
- Profile creation is easy
- Online facilitator/administrator access

Value to Learner:

- Fast
- User friendly
- Non- threatening
- One stop/shop efficiency

Essential Skills Prioritized:

- Digital Literacy
- Document Use
- Writing
- Reading
- Thinking
- Numeracy

Assumptions

- Online learner will be facilitated by mentors or learner will work independently

Concept Summaries

Help Me! (I don't want to feel alone)

Concept Description:

A 24/7 access to multiple options for support!

24/7 Phone line/live chat/ submit email/text message etc

Would you like us to contact you? Your caseworker? Your instructor?

FAQ docs and user guides and youtube videos for those that want to problem solve

Who does it serve?

- Learners
- Instructors
- Caseworkers
- Administrators

Top Features

- Phone line
- Livechat/email/text message
- Request someone to contact you
- Would you like us to contact someone on your behalf (referral to local support)
- Independent Troubleshooting tools (userguides, videos, FAQ's)

Value

- Helps users not feel alone
- Offers support throughout process from start to finish

Essential Skills

- Communication Skills
- Computer Skills
- Reading Skills

Assumptions:

- People will need help
- People will be able to find the help section
- That there will be the resources to update the help sections in future (changes to program, tech changes etc)
- That the help staff will be knowledgeable to help low skilled clients troubleshoot problems

Concept Summaries

On/Offline Access

Concept Description:

Learners may access the service both online and offline. Offline would be available through downloads and pre-loaded devices that students could borrow. Learners wouldn't be expected to jump right into e-learning, but first be assessed through human contact and receive human support to acquire enough skills to use an e-learning service. The service will be simple to use and easy to navigate. With regards to downloads, the file size will be small.

Who does it serve?

This e-learning service is designed for low skills, high needs learners.

Top Features:

- Simple and friendly user interface
- Accessible (online & offline, through loaned tablets and downloads)
- Adaptable, meaning students can progress from face-to-face learning to e-learning at their own pace and jump in and out of the program as their life demands interrupt their learning
- Available in online and offline mode

Value:

What value does this concept provide to the user? How does it solve the problem?

This e-learning service allows learners to work at their own pace on their own time, and fits into their learning rhythm.

Essential Skills:

Which essential skills are prioritized?

These essential skills are a priority to use this e-learning service:

- Computer/digital technology skills
- Reading
- Document use
- Continuous learning
- Thinking

Assumptions:

What assumptions or questions remain?

1. Learners will need access to devices which access the online or offline e-learning service.
2. If choosing to download content, users will require adequate bandwidth.
3. Technical support must be communicated so learners understand and feel supported.
4. Learners are fluent in English or French.

Concept Summaries

Human Touch

Concept Description:

Its purpose is to integrate socio-emotional support; we thought that consistent communication with a human practitioner would help to reduce/alleviate the emotional constraints experienced by Harun.

Top Features:

- An LMS that tracks user behaviour and automatically flags practitioners when intervention is needed
- A practitioner dashboard within the LMS that enables each practitioner to oversee the caseload
- Training for practitioners, specifically:
 - Technically (for use of the LMS and dashboard)
 - On the intervention strategy (i.e. when should each mode of communication -- email, online chat, call, text, face-to-face meeting, etc. -- be used?)
 - On the intervention style (i.e. what style is appropriate for the strategy, such as the tone of an email)
- A peer learning support community (for example, a message board and/or chat within the LMS) that connects learners to one-another

Assumptions:

This concept assumes that learners will benefit from human interaction while completing the eLearning coursework. As learners are diverse, it may not always be the case.

Thank you.

Outwitly Inc. is a design think tank and consulting firm based in Ottawa, Ontario using human-centered design and research methods to solve complex problems and create end-to-end user and customer experiences that are delightful and consistent across all channels.

As design thinkers, Outwitly's mission is to challenge the status quo and create innovative solutions that ultimately make people's lives better. Specializing in designing experiences (both digital and analogue) that involve many different perspectives and people, that are multi-touchpoint, and seem too hairy to handle. Outwitly's services include user experience strategy and design, design thinking, and premium workshops.

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