

PROJECT DOSSIER

Zwolle | 16 June, 2023

Windesheim Honours College
Global Project and Change Management
Managing Projects in a Globalized World
Rik Berbé

Grace Bitengo (1138519)
Chantal Christensson (1155283)
Wilma Ijma (1152039)
Norma Jamann (1158859)
Franciska Némét (1153543)

Table of Contents

<i>Introduction</i>	2
<i>Design Thinking Stage 1</i>	2
Discover Phase	2
Define Phase	4
<i>Design Thinking Stage 2</i>	5
Discover Phase	5
Define Phase	5
Ideate Phase	9
Prototyping Phase	10
Testing Phase	12
<i>References</i>	13
<i>Appendix</i>	14
Appendix 1: Personas	14

Introduction

This document shows proof of the selected project management approach that the Windesheim Honours College (WHC) students of the Spain team used for their project. It goes through all the steps of the Design Thinking approach and thereby outlines how the project developed over the course of the Managing Projects in a Globalized World (MPGW) semester.

This project was part of the Sustainable International Learning Community (SILC) network's efforts to incorporate sustainable subjects inspired by the Sustainable Development Goals (SDGs) into school curricula. The team worked with schools in the Netherlands, Romania, Uganda, and Spain, and travelled to Barcelona to collaborate with students and teachers of Jesuites Sarrià Sant Ignasi on the development of a Global Citizenship module. Previous teams had laid the groundwork, but lacked input from the schools, so the current team aimed to have multiple co-creation sessions to continue the work. They acted as facilitators, incorporating perspectives from the schools to improve and implement the Global Citizenship module across all SILC schools. In addition to this, they created a mission and vision, and made sure all the stakeholders agreed on one Global Citizenship definition. They also created a toolbox full of resources for the teachers that they will be able to use and implement in their lessons.

Design Thinking Stage 1

Discover Phase

For the SILC Project in Barcelona, the preferred and chosen approach was Design Thinking. This was due to several reasons. Design thinking fitted well since it is human-centred, allowed room for flexibility, and was iterative.

The first step of design thinking is discovering more about the project and empathising with the stakeholders. During the first half of the semester in the Netherlands, the team used

this moment to understand the needs of the stakeholders involved and the challenges that they face. For instance, in what way the project operates, in what state the project is, who is involved and needs to be contacted, how to communicate, and what the end deliverables might be. Furthermore, this was an opportunity for the team to further understand to what challenges are we facing, the objectives, and the purpose of the project.

While empathizing, the team had a kick-off meeting with the client Pieter Temminck. Through this meeting, the team got a better sense of the project from the perspective of the client. The team got a description of the project and a deeper understanding of the problem we was trying to solve, the need for the project, and the description of the stakeholders. Moreover, the team conducted some field research and had sense making meetings with Anna Garcia from Sant Ignasi Barcelona and the team leaders from the SILC Project. We used the opportunity to gain as much information as possible. For example, how does do they as stakeholder see the project, how far have they worked on the modules, and in what way does the other stakeholders assist her in her contribution towards the project. This assisted the team in visualizing the challenges and framing the project.

Concerning the co-creation sessions, the purpose was to further gather more information from the team leaders, find the knowledge gap and see how the team could assist with the modules moving further. This was also important to see from their perspective. In this phase, the team tried to get a better sense of the project stakeholders. We discovered who is involved and in what capacity. Later, we adjusted the stakeholder matrix to get a better understanding of the structure of the SILC project.

The last activity that we indulged in was that each team member started their individual research in connection to the project. The topics revolve around cross-cultural pedagogy, implementation of sustainable topics in high school, sustainable practical methods education, critical global citizenship education, and the mobilities' contribution towards intercultural learning. Researching these topics assists the project by generating new perspective that would assist in the progress of the project. For instance, during the creation of the lesson plan,

the team used the knowledge gathered from our research to develop a culturally inclusive sustainable lesson plan. Lastly, all the information that was gathered in this phase was utilized in the ideate, prototyping and testing phases.

Define Phase

The purpose of the defining phase is to clearly and accurately define the problem or challenge that the project is intended to address. This involves a deep understanding of the needs, goals, and pain points of the end-users as well as organizational objectives.

During the defining phase, project teams typically use a variety of tools and techniques to gain insights into the problem, such as user interviews, surveys, observations, and data analysis. They also use these insights to create a problem statement or a project brief that outlines the scope and goals of the project, as well as the constraints and assumptions. The project team used a few of these tools to define, such as analysing the documents provided by the client, and multiple discussion meetings with stakeholders and the client. Through using the observations and data collected, a draft problem statement was formed. Furthermore, a scope and outline were also discussed with the client, having a conclusion of multiple co-creation sessions being facilitated by the team. The co-creation sessions shall strengthen the second round of discover, define, and ideate, leading the final phase of prototype and testing.

After gathering all the necessary information from the “Discover” phase, there was a few design thinking tools used to create a clearer definition through sense-making. The tools the project team chose to use were problem statement, empathy maps, and personas. The team created a draft problem statement that was used to discuss with stakeholders, to ensure everyone in the project has the same understanding of the underlying problems.

Throughout the next weeks the team further explored the define phase. Based on the information gathered from the sensemaking meetings, the team developed a finalised problem

statement, an empathy map, and personas of the teachers. These are further elaborated below.

Design Thinking Stage 2

Discover Phase

As the Design Thinking process is quite flexible with its phases, we decided to cycle back to the *Discover* phase when we arrived in Barcelona. There we got to know the stakeholders of San Ignasi and got to understand their perspective better, therefore informing us better what our end-users would need. As we had planned before we set-up meeting with both schools that are in Romania, as we had been informed that they were not as involved as hoped for before and with more important stakeholders from Zone College Twello and even Almelo. We tried to go into this new phase, with a fresh mindset, to not only represent the interests of Zone College Twello, that we had gotten to know best at this point, but to give equal or at least more fair attention to the needs and wants of the different partner schools and therefore important stakeholders of this project. Through these *user interviews*, we started to recognise how different the perception of the project was seen in the different schools and gave us a better idea of how we could best support them to meet their needs, while not putting additional workload onto their busy schedules.

Define Phase

Following the *Discover* phase, we went into the *Define* phase. Throughout this phase, we collected and organised the information gathered about and from the stakeholders with the help of different tools such as an empathy map and personas. The insights gained from these tools enhanced our understanding of the needs and wants of the stakeholders and the current issues around the project.

Firstly, based on the inputs from our client meetings and our sensemaking meetings with the stakeholders, we created the following problem statement.

The Barcelona SILC team was established in 2022, with an invitation from the SILC Network to participate in the development of educational programs, with existing partnerships between Zone College Twello, Windesheim Honours College (WHC), Cibap, Colegiul Agricole Daniil Popovici-Barcianu in Sibiu and Transylvania College in Cluj-Napoca. For this project on Global Citizenship Education (GCE), the overarching goal is to jointly create a Global Citizenship (GC) module that can be implemented internationally within the schools and to additionally establish a stronger sense of community within the SILC organization. Currently, the Barcelona SILC team is facing the challenge of co-creating with several schools on the GC module. This is due to factors such as the differences in ideas, curriculum, and a clear framework for implementation. There is a lack of communication, common direction, and a concise GC definition and framework. This has resulted in organizational issues, difficulties in the implementation, and transferability of the module, and difficulties establishing coherent content on Global Citizenship. To combat the challenges and achieve set goals, the WHC project team is organizing co-creation sessions that include everyone's input and perspective, to effectively implement a practical, internationally transferable module. Due to the overarching and numerous stakeholders, a core team and a weekly newsletter were established to keep all the stakeholders informed as to how the project is proceeding and to ensure everyone is on the same page. Lastly, a shared mission and vision are being created to increase community engagement and stakeholder buy-in.

Secondly, we used an empathy map to further delve into the perspective of the stakeholders. The empathy map shed light on the needs of the stakeholders participating in the SILC Project. The need for structure and clearer communication had been mentioned by almost all of the stakeholders we have talked to. The lack of structure and unclear

communication derives partially from the nature of the project, the number of stakeholders involved, and the geographical distribution of the stakeholders. However, better structure and clearer communication are essential for a successful continuation of the project. Hence, we sought to improve the structure and communication within the project with several initiatives. For instance, the weekly newsletter. Moreover, a strong need for a common direction and a more cohesive understanding of and approach to global citizenship had been articulated by the stakeholders. We aimed to tackle this by creating a shared mission and vision based on the partner schools' mission and vision related to global citizenship. The empathy map can be found below in Table 1. The map has four quadrants, each explaining what the stakeholders say, do, think, and feel in relation to the project.

Table 1

SILC Project Empathy Map

<p style="text-align: center;">SAY</p> <ul style="list-style-type: none"> • E-twinning is not working as they would like it to work • No working shared platform for documents • Currently not all working on the same, Spain is more looking at sustainability and less at GC. • Communication is lacking outside of mobilities • The want of implementing lessons in the whole school and not just a lucky few in the mobilities • Pieter is the 'mastermind'. It would not really work without him. • Lack of definitions • No clear approach to GC • Lack of transferability in the modules (too advanced for the year groups and language barrier) • No definition of sustainability • Would be good to not just have one course, but have an overarching thing, like a learning curve. So present in the whole curriculum and not just in the mobilities (Twello, Romania) • Teachers are very busy. They don't have much time available in any of the schools. • All of the school leaders are not very involved in the process itself. 	<p style="text-align: center;">DO</p> <ul style="list-style-type: none"> • They have already implemented sustainable development into education • They are all very engaged/eager to participate • They have meetings with Pieter regularly • They already have mobilities • Plus, activities with it (like going to the waste plant) • As soon as Pieter spoke (in the co-creation session in Twello) they took a step back. • Different people have different interpretations of what Pieter said • Different organization styles between the different schools. • Spreading of responsibility in schools of Romania and Spain. In Twello it's mostly Pieter. • Each school is individually adding sustainable projects within their curriculum but without cohesion with the other schools • The existing modules are not being implemented in all schools (or not fully implemented)
<p style="text-align: center;">THINK</p> <ul style="list-style-type: none"> • Eager but the project is not reaching its full potential. Not sure yet how to implement it • Thinking of it as something extra on top of the tasks they already have • Don't have enough time to do this • Would like something readily available to use in their classes so they don't have to do extra work for it • The want to streamline things/structure because now it's not clear where everything is. They don't know the end goal or what they are working towards • Everybody happy to help but might not see the point of all these student teams working on it without final product/end goal. They kind of want to have it over with • They want the best for their students and are passionate about that • Interested in sustainability and want to implement it, but don't necessarily know how or what is missing 	<p style="text-align: center;">FEEL</p> <ul style="list-style-type: none"> • Overwhelmed • Stressed • Confused • Eager, but not knowing where to put the energy • Excited • Feeling of time-pressure/busy • Passionate • Unsatisfied • Frustrated (being told to implement the modules, but limited number of teacher & no clear definitions)

Lastly, based on the empathy map, we created personas for the teachers in each country. The different personas are naturally similar; however, each highlights the uniqueness of the partners from the different countries. The personas can be found in Appendix 1.

Ideate Phase

The *Ideate* phase is all about brainstorming solutions. As we had defined the problem in the previous phase, it was now time to work on seeking solutions. For this project, the *Ideate* phase was done by organizing co-creation sessions with all the relevant stakeholders. We wanted to make sure to have a co-creation session with all of the teams from the different schools, which proved to be an organizational struggle. However, in the end we managed to have meetings with every team, even if only two or three stakeholders were able to attend.

In the co-creation sessions, we firstly aimed on receiving feedback on the mission and vision statements that we had created for SILC, and on the already existing Global Citizenship definition. With everybody's input, we were able to make the necessary adjustments and were able to finalize a definite version for all three of these, as shown below.

Mission

Our mission is to provide a well-rounded education that values diversity, sustainability, and community engagement. Our curriculum promotes critical thinking, creativity, and global awareness, inspiring lifelong learning, and responsible citizenship for a better world.

Vision

To empower students to become well-rounded individuals who are conscious of the environment, think globally and act locally, embrace cultural diversity, and strive to make a positive impact on society.

Global Citizenship Definition

Global citizens are able to practically apply skills, attitudes, and knowledge they gained through global citizenship education. Through SILC they participate in international and multidisciplinary SDG programmes that tackle global issues locally. Based on the mind-set to learn practically and from international knowledge and experience exchange, global citizens understand that they need to work together in order to contribute to a more prosperous, sustainable, just, and inclusive world.

We believe, that having definite versions of these, will help SILC have common ground for everyone to agree upon and from this, focus on creating more impact and broadening their framework. Furthermore, the co-creation sessions provided space for the teachers and team leaders to give input on the global citizenship topics that they would like to have covered, and what topics they might already be teaching on. In addition to this, we asked for their desired learning goals and outcomes of working with the SILC project and teaching on global citizenship.

Finally, while in the ideate phase, we already started working on the toolbox with recourses for teachers. This was already part of the prototyping phase which we naturally flowed into. We started with a few examples and got positive feedback from all the stakeholders and received further input for ideas to add onto the toolbox. This is further explained in the following phase: *Prototyping*.

Prototyping Phase

The prototyping phase was a crucial step of the design thinking process. It allowed us to take the feedback we had gathered from our co-creation sessions and bring them to life. We went on to create the first draft of our lesson plans and toolbox.

For the toolbox, we decided to go as simple as possible, so that the teachers were able to navigate it and easily add to the list. At the beginning of the prototyping phase, we sorted through the feedback we received and made sure to cater to the different needs of the

teachers. The noticeable difference that was discovered and considered was that the various SILC teachers had students ranging from the ages of 12 to 17 years old. Moreover, we considered what the students and the teachers thought was educational and enjoyable. This included: games, in-class activities, challenges, student-led projects, documentaries, YouTube videos, informational cartoons, field trips, and some additional resources like teaching guides. Furthermore, we tagged each of the activities by their format (e.g., contest), length, topic (e.g., pollution), and SDG. This allowed the teachers to simply search for an activity for example before class and use the tag “#shortactivity” which leads them to a description of the activity, the link to the website or resource (if available), a short explanation, the recommended age and group size, and the resources and time needed for the activity.

Concerning the lesson plan, it first introduces the background of SILC and the collaboration that took place during the creation of the Global Citizenship module. For instance, how the lesson plan had also been modified to meet the requirements of the many schools, the added cultural contexts it was crossing, and the various ways it can be implemented in the lessons. Moreover, we gathered input on the original lesson plan, we revised it to reflect the feedback from stakeholders, which can be seen in the objective and learning goals of the framework. Then we created four exercises to introduce the class to the concept of global citizenship. To do this, we proposed designing a Mentimeter- or Kahoot! - based presentation to actively engage the students. A question catalogue to ask the students has already been prepared. Following this entertaining introduction to the concept, students are presented with the definition of global citizenship. Following that, they will be asked and given time to write down their responses to introspective questions such as "Do you consider yourself a global citizen?" In small groups of 3-5 students, they have time to share their answers with each other afterwards. A pen-pal assignment was created in the hopes that every school would adopt this plan. During this assignment, they would have the opportunity to express their opinions with a student from a partner school on the previous activities.

To allow everyone easy access to these documents we uploaded them on Google Drive as there had been problems with other platforms such as eTwinning and Teams in the past.

Testing Phase

During the prototyping phase, we developed our final deliverables, which included the toolbox and the global citizenship module. To gather feedback, Anna Garcia Guxens helped us to organize an interactive session with the twelve Spanish students who are part of the mobility program. We spent an afternoon with these students, where we had the opportunity to test the lesson plan and several activities from the toolbox with them.

To guide the session, we utilized a presentation created on mentimeter.com, which proved to be an effective and engaging tool. We covered the topic of global citizenship and discussed its personal significance to the students. We also tested the Empathy Game from the toolbox and had the students explore the impact of food using Our World in Data (*Data Explorer: Environmental Impacts of Food*, n.d.). The time spent with the students was both enjoyable and invaluable for our project as their feedback was used to make the necessary changes to the lesson plan and toolbox.

Regarding feedback from the students, they expressed a strong appreciation for the interactive nature of the session. However, they mentioned that the questions in the empathy game did not always make sense and suggested they could be changed. When asked if they would be interested in participating in similar activities in the future, the majority expressed their enthusiasm. Overall, the feedback was overwhelmingly positive, which gave us the confidence to present the final products to our stakeholders. We implemented the feedback and therefrom adjusted our final deliverables.

References

Data Explorer: Environmental Impacts of Food. (n.d.). Our World in Data. <https://ourworldindata.org/explorers/food-footprints>


Appendix

Appendix 1: Personas

Spanish teacher

PROFILE

Gender : N/A
 Age : 28-55
 Education : Bachelor's degree
 Occupation : Teacher
 Address : Sant Ignasi



BIOGRAPHY

I am a teacher from Barcelona, Spain and have been involved in the SILC project for the last 6-12 months. I am passionate about teaching my students and preparing them well for the future. To prepare them best, I believe it is important to include sustainability in our education.

MOTIVATIONS

To prepare students for a bright future through education. To connect with the students and connect the students to the content I am teaching.

PERSONALITY

Energetic Unenthusiastic

Passionate Indifferent

Busy Time rich

TECHNOLOGY

ETwinning

Google Drive

Teams

GOALS

Be(come) a great educator

Educate for the future creating responsible citizens

Create resilient members of society

FRUSTRATIONS

Time constraints


Lack of resources (monetary, energy)

Hard to organise additional activities

Romanian teacher

PROFILE

Gender : N/A
 Age : 28-50
 Education : Bachelor's degree
 Occupation : Teacher
 Address : SIBIU Agricultural College



BIOGRAPHY

I am a teacher from Romania, and have been involved in the SILC project for a few years. I am passionate about practical education and preparing my students for being self-sufficient adults.

MOTIVATIONS

- Contributing to students character development
- Preparing students for real life
- transforming education through education

PERSONALITY

Energetic Unenthusiastic

Passionate Indifferent

Busy Time rich

TECHNOLOGY

e-Twinning

Google drive

Teams

GOALS

Teaching my student important life skills

To develop well-rounded students

Providing the support students need to succeed in their academic challenges

FRUSTRATIONS

Lack of time and resources

Teaching mixed ability groups

Dealing with organizational red tape

Dutch Teacher

PROFILE

Gender N/A
Age 28-50
Education Bachelor's degree
Occupation Teacher
Address Twello



BIOGRAPHY

I am a teacher from The Netherlands, and recently been involved in the SILC project. I am passionate about the environment and educating students. The students range from 12 to 16 years old.

GOALS

- To have a good work-life balance
- Effectively teaching and preparing students for the rest of their lives
- To assist the students in becoming independent people

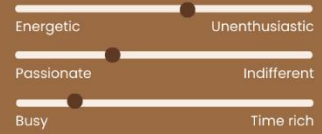
FRUSTRATIONS

- Lack of time
- Shortage of teachers
- Amount of administrative work

MOTIVATIONS

Passionate about teaching young people and assisting in the creation of competent members of society.

PERSONALITY



TECHNOLOGY

