A hand is pointing at a map on a table. The map shows a city street grid with a blue line representing a river or canal. The background is blurred, showing some lights.

Engaging With Empathy: Mapping the Path to Insightful Instruction

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<http://sched.co/5yiA>

2

Outline

- Discuss **“empathy”** and its role in problem solving, promoting collaboration, and innovation
- Introduce to **“Empathy mapping”** as a user experience tool
- In groups, **create a sample “empathy map”** to practice gaining insight into user wants, needs, and motivations in order to design instruction or instruction services

What can we learn from Cookie Monster?



<https://www.youtube.com/watch?v=CCbWyYr82BM>

(Apple, 2016; Maue, 2016)

What is Empathy?

- A **shared** understanding and experience
- "...the ability to **identify** and **understand another person's situation and feelings**" (Miller & Wallis, 2011)
- "the attitude of standing in the other's shoes, of **viewing the world through the student's eyes**" (Rogers, 1969, p. 112)



Brené Brown on Empathy: <https://youtu.be/1Evwqu369Jw>

5



Why Empathy?

- Empathy as a component of **Emotional Intelligence**
- "... used **to establish rapport** and build a basis for **trustworthy communication**" (Miller & Wallis, 2011)
- Promotes collaboration, innovation, group cohesiveness, & reducing tension in stressful situations (Miller & Wallis, 2011; Klare et al., 2014)
- "...virtually **an essential requirement** of the profession" (Angell, 2011)

6



In recent memory...

- ...how often have you been encouraged to design "**student-centered**" instruction?
- ...how many changes have you experienced that required **clear communication** with your colleagues, students, faculty members, or other stakeholders?
- ...how often do you use **interpersonal skills** to negotiate challenging instruction situations with students, faculty, etc.?

Empathy Mapping

- “Rather than beginning with shiny new technology, we start by trying to establish deep, personal empathy with our users to determine their needs and wants” (Patell, 2013)
- Analyze data user data in an attempt to **gain insights** about wants, needs, etc.
- Developed by Scott Mathews of XPLANE



Visualpun.ch, "Empathy map example"

Persona/User/Target group: person at the center of the user experience

What is a Persona?

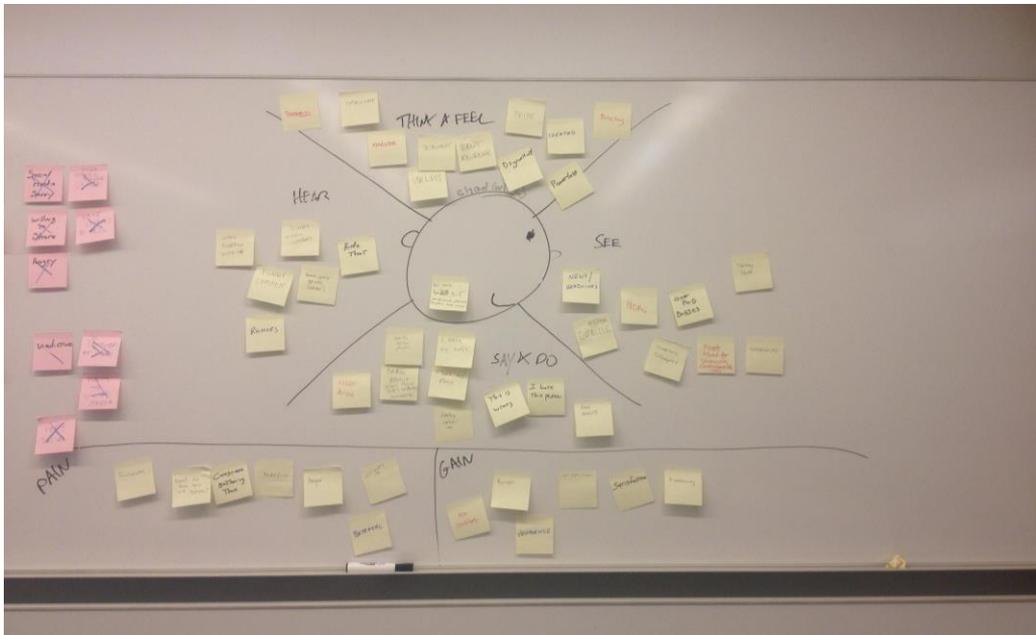
- ...Think
- ...Hear
- ...Feel

"...archetypal user.. that represents the needs of larger groups of users, in terms of their goals and personal characteristics. The act as 'stand-ins' for real users and help guide decisions about functionality and design" (Calabria, 2004)

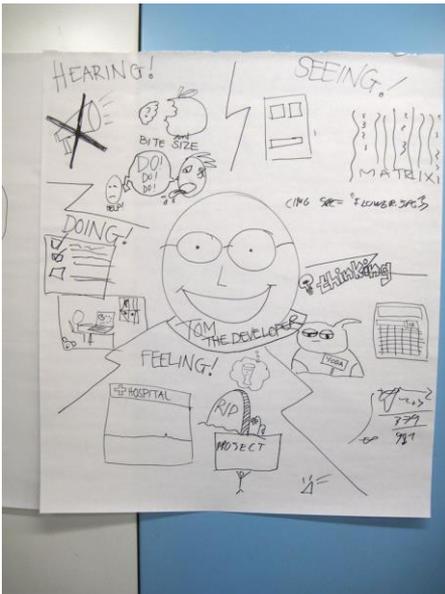
Use insights from user research to inform the design of systems and services

Gamestorming (2010)

Visualpun.ch, "Empathy map"



Adrian Howard, "Empathy map"

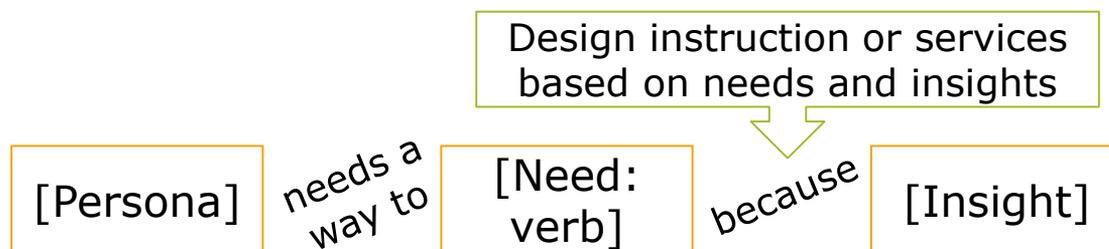


Visualpun.ch, "Empathy map of Tom the developer"



Visualpun.ch, "Empathy map of Bob the project manager"

11

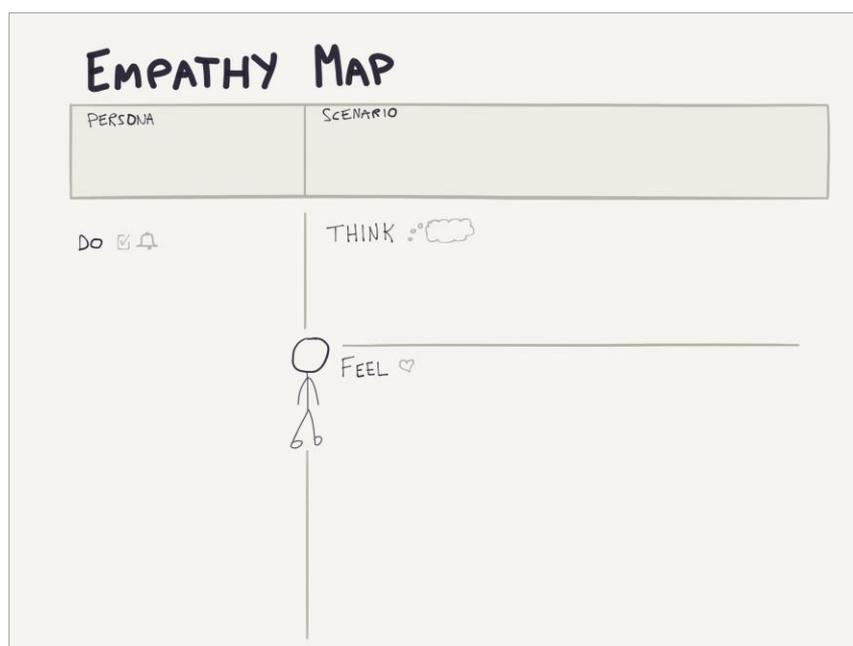


Cookie Monster, a cookie-loving Muppet who lacks self-regulation, needs a way to **distract himself** because **waiting for cookies is hard**.

Scholar Steve, a new assistant professor at Towson University, needs a way to **discuss academic honesty with students** because he is **teaching an advanced writing course for the first time and is concerned about plagiarism**.

(Patell, 2013)

12



Belmont (2015)

Group Activity



1. Select a “**persona**” and a **context**. **Name your person** and provide **3 noteworthy characteristics**
 - *Sue*: second year student, marketing major, new transfer student
 - *Context*: A lesson about plagiarism

Possible User Groups & Scenarios

User Groups

- **Faculty member** (new faculty member, course coordinator, department chair)
- **Student** (first-year, graduate, upper division, middle school)
- College or **University Administration**
- **Library administration**
- Librarian **colleagues**

Scenarios

- Specific learning context
 - E.g., freshman seminar instruction, online class, upper division research methods course, new instruction program, online/distance class
- *Framework for Information Literacy*
- Scholarly communication issues
- Last minute research requests
- Accessing library materials

Group Activity



1. Select a **“persona”** and a **context**. **Name your person** and provide **3 noteworthy characteristics**
 - *Sue*: second year student, marketing major, new transfer student
 - *Context*: A lesson about plagiarism
2. Construct your **empathy map** with the following sections about your person and their experience with that context: THINKING, FEELING, DOING.
3. Consider: What **questions** or **insights** arise? How can you **use insights** to design instruction or instruction services that respond to your persona’s perspective?

Sharing



Wrapping Up

Empathy helps us gain insight into our students', faculty members', and colleagues' perspectives in order to address needs without trying to "fix" our learners.

Empathy mapping is a tool to help us get there.

Consider:

What is one takeaway you can use in designing instruction or instruction services?



<http://sched.co/5yiA>

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19

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20

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