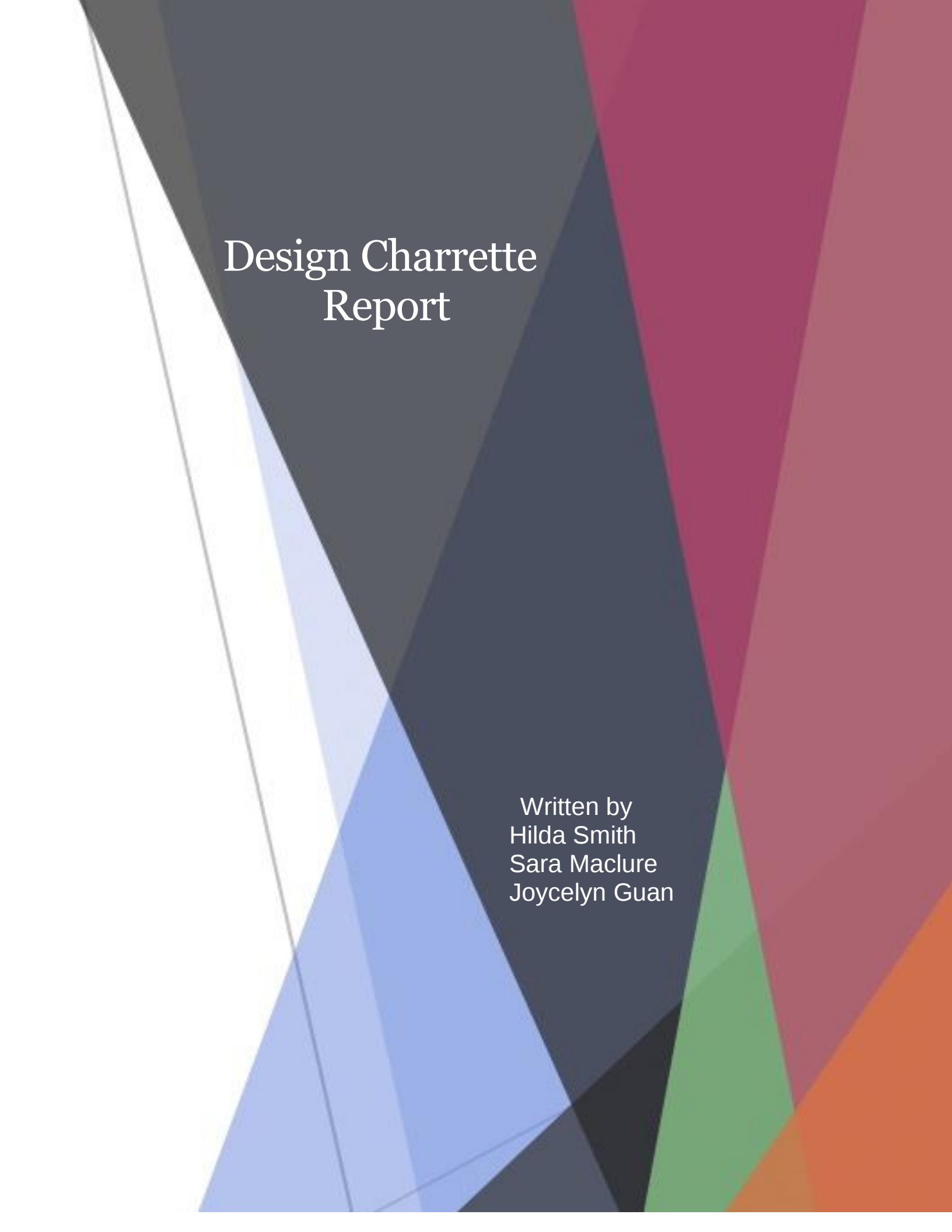




Design Charrette Report

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AcTinSite Research Project Material

Design Charrette Report

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Introduction



Thank you for taking the time to learn more about the AcTinSite research project. This research report summarizes the AcTinSite Design Charrette (DC), one of three sources of data for this project. Our other data sources were an interview study and a qualitative document analysis.

Before introducing you to the DC itself, here are some details about AcTinSite. AcTinSite is an abbreviation for our project title, Accommodation to Include Students with Disability in Practicum Sites. This research project is a multi-centred interdisciplinary study about accessibility and accommodation in work-integrated learning (WIL). WIL is a broad term that includes activities students do as part of their education at a college or university where they get to put what they are learning into action at a job site. For example, a nursing placement or fieldwork. AcTinSite aims to enhance the learning experience of disabled students in healthcare practicum sites.

AcTinSite is a collaboration between three postsecondary schools (George Brown College, University of Toronto, and York University), two hospitals (The Hospital for Sick Children and Sunnybrook Health Science Centre) and students with disabilities. The co-design project explores how we can improve accommodation processes for students needing accommodation during WIL. We want to identify problems in the current systems and processes, shift ideas about disability, accessibility, and accommodation, and bridge access to needed resources.

Using these data sources, AcTinSite will identify pathways to interventions that we can design to make it easier for all, particularly students, to navigate the accessible WIL process.



Introduction

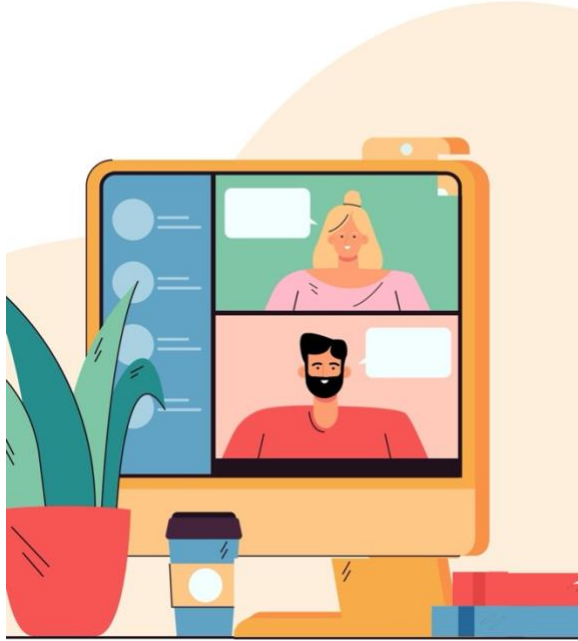


This report aims to provide an overview of the DC and analyze of the data collected during the DC. In the following pages, you will learn about how the DC was planned and adapted to the needs of participants. Then, you will learn about the three working groups created to analyze the DC data from three different perspectives. We did this to ensure that our final list of possible solutions can effectively engage with the concerns of all stakeholder groups. Next, we share some of the overarching themes that arose from the analysis of the DC data. Finally, there are details about what is next in figuring out what AcTinSite will design in its last year.



Design Charrette

Overview



In June 2021, AcTinSite ran a design charrette (DC) over 10 days (June 9 to 17). The DC gathered students who use accommodations, educators, clinicians, managers, and supervisors. The DC aimed to create a conversation between the diverse groups to identify opportunities and challenges within the accessible work-integrated learning (WIL) process. By the accessible WIL process, we mean the collaboration between students, accessibility professionals, WIL instructors, and WIL site administration and mentors to provide accommodation during WIL.

Participants came together on four days (June 9, 11, 15, and 17) for around 3 to 4 hours each time. Each day consisted of activities, followed by a participant and facilitator debrief. Participants worked in small teams during the DC activities with representatives from all stakeholder groups (students, university or college staff, and WIL site staff). By ensuring representation from these three-core stakeholder groups, we encouraged dialogue between stakeholder groups, which led to unique solutions to the opportunities and challenges identified.

DCs are short, intense activities over 1 or 2 days. Given the typical structure of DCs, there were accessibility concerns, which professionals amplified by being unable to take an entire day away from work to attend the DC. These two concerns lead to the adjustments in the DC, from two full days to four half-days, spread out over 2 weeks. In addition, the DC took place online. Thus, AcTinSite had to use technological and person-centred tools to make the platform accessible. However, even with all the accessibility and accommodation actions taken, the DC was still not fully accessible to all participants.

Design Charrette



Even with accessibility changing the DC format and accommodations, the DC was still an intensive process. Being aware of this intensity, at the beginning of each session people were encouraged to take breaks, move around their space, or engage in different ways to meet their physical and mental needs. As a result, we expect that stakeholders had different levels of engagement throughout the DC.

Ideal engagement for stakeholders requires access to a computer and reliable internet. It helped if computers had a mic and camera, but it was unnecessary to participate. During the DC, we had participants engaging in several different ways, phone, computer, with or without video or mic. These technical differences resulted in varying levels of participation. Stakeholders needed to engage with either the Miro or google sheets to engage with certain activities. All stakeholders had the option to contribute anonymously.

Facilitators of the DC used design methodologies to structure the event. We also used collaborative practices from geography and planning. These two methodologies aimed to make activities where participants would learn about the opportunities and challenges of others in the accessible WIL process. As a result, participants were more innovative in their proposed solutions by gaining these new perspectives. In the next section, there are more details on the methodologies.

Design Charrette

Planning



A design charrette (DC) is a creative, collaborative process that brings diverse stakeholders together. The purpose of a DC is to develop innovative solutions to complex problems. Charrette's use activities, like brainwriting and brainstorming, with multidisciplinary teams to help diverse stakeholders work together. In online DC, digital tools, like Miro, help to create spaces for stakeholders to collaborate on innovative solutions.

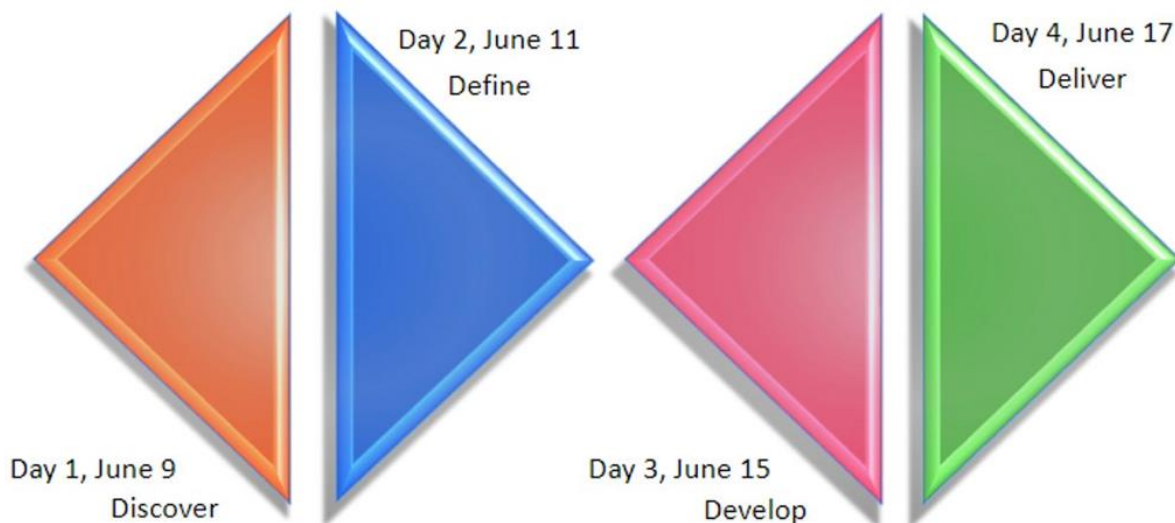
We at AcTinSite felt that a DC was an ideal process to help us better understand the complexities associated with accessibility and accommodation in WIL and assist with developing innovation interventions. Over the four sessions, the DC brought stakeholders together to

- Identify opportunities and challenges that participants experience,
- Discuss and think about how to address the opportunities and challenges, and
- Present some possible solutions to increase accessibility and accommodation during WIL.

The stakeholders that AcTinSite brought together were disabled students, educators, clinicians, managers, and supervisors. We were aware that the different relational power dynamics between stakeholders might make some people unsure of how to engage or cause conflict between stakeholders. However, DC does have strategies to handle these kinds of situations. A team of AcTinSite members worked on reviewing these strategies and integrating anti-oppression tools into them. For instance, all stakeholders were encouraged to listen and learn from others in different roles and their individual experiences.

Design Charrette

Design methodologies and collaborative practices guided facilitators of the DC to create spaces where stakeholders could gain new perspectives on accessibility and accommodation in WIL. According to design methodologies, new perspectives can help generate innovative solutions. The core design methodology we used is called Double Dimond.



Double Diamond is a process that follows a process of learning and creating that combines divergent and convergent thinking. Divergent thinking is when we try to gain a broad understanding of a topic or expand ideas. Convergent thinking happens when we take these general ideas and put them into practical situations. This methodology is structured to tackle challenges in four phases:

- Discover, find insight into the problem
- Define the area to focus upon
- Develop potential solutions
- Deliver solutions that work

Design Charrette

Activities

AcTinSite used activities to guide participants through each phase of the double diamond. Below is a summary of the activities used each day.



Day 1

The theme of Day 1 was Discovery, which meant gaining a good understanding of the opportunities and challenges that participants experience with the accessible WIL process.

The first activity was called Magic Wand. The aim of this activity is for participants to imagine what the accessible WIL process would be/look/feel like if nothing was preventing the process from being ideal.

Next, we divided participants into 3 teams for a brainwriting and brainstorming. We asked the teams to create a list of opportunities and challenges of the accessible WIL process. Participants started with brainwriting, which is when people work independently. Then the team came together and began sharing what they had created. This work gave people the chance to brainstorm new opportunities and challenges.

The last activity was clustering, where we asked the teams to take the work done in the brainwriting and brainstorming activities from all teams and put them into categories. The teams were not provided with categories but had to develop them as a team.

Design Charrette



Day 2

The theme of Day 2 was Defined, which centres around working with the material from day 1 to understand better the opportunities and challenges related to the accessible WIL process.

The first activity on day 2 used storyboards. The teams explored a different storyboard, using the categories from the Day 1 Cluster activity to explore the categories and see if any were missing. You can find the storyboards used in this activity on the [WILAA YorkSpace](#).

- [Storyboard: Disclosure During Placement](#)
- [Storyboard: Partial Disclosure During Placement](#)
- [Storyboard: No Disclosure During Placement](#)

The next activity was called Evaluating Opportunities and Challenges. This activity had the teams working to define the categories, so there was a clear distinction between them as we moved into Day 3.

Design Charrette



Day 3

Day 3's theme was Develop, which focused on creating possible solutions to the opportunities, challenges, and categories created on Days 1 and 2.

Once again, we used the brainwriting & brainstorming to encourage teams to create innovative solutions to make the accessible WIL process easier.

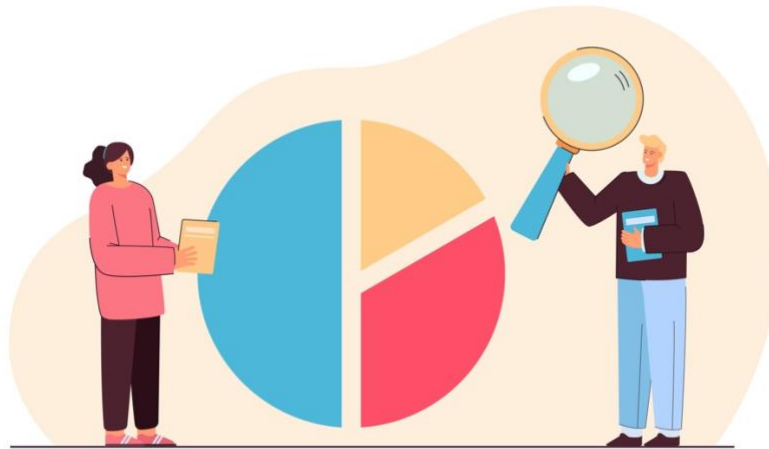
In the second activity, the teams organized their solutions and voted on solutions to expand. Finally, the teams provided details for two or three solutions through individual and collaborative work.

Day 4

The final theme of the DC is Deliver, which focuses on getting a better understanding of what is needed to make the solution happen.

The day started with each team sharing their solutions in a large group. Then in teams. Participants worked to identify the goals, value (potential outcomes), resources needed, and possible changes to the solutions created by all teams.

Analysis



AcTinSite's research team explored the DC data in three analysis working groups. Those groups were relational power dynamics, time and labour, and possible solutions. We specifically chose these three areas of exploration to help us better understand the opportunities, challenges, and suggested solutions. Below are details on why AcTinSite explored these three areas. However, before sharing these explanations, here are details on each area's analysis process and themes.

The analysis process was similar for each working group, using an adapted ground theory. The process of the adapted grounded theory had 4 stages. The first stage was to create research questions that would guide the analysis. Next, we used research questions to develop the first coding framework, which shifted while coding happened. Then coding teams were assigned DC data. Each person was primary coder for a certain section of the data, and would later be a second coder for a different section of data. We used 'Dedoose' software for all coding. Finally, the working groups reviewed the materials to identify themes in the codes.

You should note that the DC produced over 200 individual pieces of data. For example, some forms data took were transcripts, Miro boards, various Google documents, and participant engagement forms.

Analysis

Relational Power Dynamics



We analyzed relational power dynamics because we were aware of the differences in power between participants, which may have affected the engagement of specific participants. Even if we had addressed power differences within the DC, they still exist within the accessible WIL process. We need to figure out how power dynamics between people and organizations could help or hinder possible solutions.

The relational power dynamics (RPD) working group explored the relational interactions between participants within the design charrette, which we viewed as a microcosm of the accessible WIL processes. The RPD also examined DC data for discussions about power dynamics. Being aware that exploring power dynamics was going to be important to the analysis of the DC data, the AcTinSite team designated facilitators to monitor the engagement of participants.

The RPD started their work by reviewing the participant engagement forms, which guided how the coders engaged with other DC data. A few of the themes found in the RPD working group are below.

- There is a significant gap between how staff perceive the accommodation process and how students experience it.
- Silence, hesitancy, and apologies among students were indicators of the uneven power dynamic between them and staff.

Analysis

Time and Labour



During the data analysis from interviews, the theme of time and labour was prominent. As a result, the AcTinSite research team thought exploring these themes within the DC data was essential. Therefore, the time and labour (TL) working group aimed to determine different types of time and labour found in the accessible WIL process and how this might affect possible solutions.

The analysis of TL contributed to understanding patterns in time and labour in colleges or universities and WIL sites. Since AcTinSite was aware of time and labour concerns before starting analysis, they engaged in time and labour theory to help create the codes. Some of the academic concepts used by the coding team were clock time, recognized and unrecognized labour, and crip time.

The core themes related to time and labour, based on the DC data, are found below.

- The accommodation process structure is extremely time and labour intensive for students,
- Students engage in the most unrecognized labour during the accommodation process, and
- Time is a resource for students and a restraint for professionals.

Analysis

Design Solutions



The purpose of a design charrette is to understand better the opportunities, challenges, and possible solutions to the topic of concern. While you could engage with solutions as participants presented them, we note that the intensive nature of DC might lead to limited success without some analysis of the solutions. For instance, training was a common solution amongst the teams, but what the training would address was not clear. Analysis of the solutions allows the AcTinSite research team to understand the purpose of possible solutions better.

Much of the data related to solutions was on Miro boards, an anonymous whiteboard platform. The design solutions (DS) working group started their analysis with the Miro boards. It used them to guide the coding of the other data sources.

The main themes that arose from the DS analysis are as follows.

- There is a need for structural changes within the accommodation process,
- A culture shift led by intuition could be an effective way to address stigma and oppression, and
- Lack of knowledge and issues with communication cause barriers in the accessible WII process.

What is Next?

Upcoming Materials

The DC provided a vast amount of rich data, more than we will use to create an intervention. Hence, we plan on creating materials based on the DC data that is peer-reviewed (journal publications) and action-focused (policy brief). One action-focused material we are making is action briefs which will

- Share the opportunities and challenges that stakeholders shared in the DC,
- Provide calls to action, invitations to action, and areas of research exploration based on DC data.

Intervention Design

Once we have feedback from our experts (both LEEP members and AcTinSite Partners), we will begin the design process for creating the selected intervention.

AcTinSite Online Repository

We will continue to create and gather materials to be shared in an online repository to ensure transparency of grey literature and sharable white literature.

WILAA Community of Practice

We continue to establish a community of practice for practitioners to share knowledge and skills about accessibility and accommodation in WIL.

User Testing Recruitment

Our need for feedback from you is not over yet! We will need people to help us with user testing the intervention. We expect user-tested to run in early 2023. [Sign up for our mailing list](#) if you are interested in taking part in user testing or staying up to date on AcTinSite.