Cognitive Bias Workshop – Sample Agenda and Facilitator’s Guide

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| **Start time** | **Time Req’d** | **Activity** |
| 0:00 | 5 min | Introductions* Facilitators
* Topic – Cognitive bias in design
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|  |  | DESIGN EXERCISE 1 |
| 0:05 | 10 min | Scenario and Stakeholders |
| 0:15 | 5 min | Role Play instructions |
| 0:20 | 10 min | Break-out session 1Facilitators ensure that each person in their break-out group has a character (different from one another) with at least one person taking the role of “student.” Each person chooses one version of their character and learns more about them from either the cards (in-person) or videos.Facilitator selects a mood from the following list to frame the discussion:* Excited​
* Curious​
* Relieved​
* Empowered

Facilitator selects the first character to share a recent experience they've had as part of the school community. Don’t give them much time to think about it! After the person shares their story (~30 sec), select the next person to respond with their own experience that conveys the mood.Make sure everyone has had a chance to share at least once but mix up the order to keep them on their toes! |
| 0:30 | 5-10 min | Main roomParticipants are instructed to share a (paraphrased) quote about something surprising they heard in the break-out group. For virtual workshops, share in the chat window when the facilitator says, “Go!” |
| 0:40 | 10 min | Break-out session 2Facilitators ensure that each person in their break-out group is back in their previous character.Facilitator selects another mood from the next list to frame the discussion:* Annoyed​
* Worried​
* Confused​
* Resentful​
* Resigned​

Repeat the previous exercise. |
| 0:50 | 10-15 min | Main roomParticipants share another (paraphrased) quote about something surprising they heard in the second break-out session.Reflection questions* What was unexpected? Why? What did different people/characters value? How are they similar/dissimilar to your values?​
* How did the emotion affect the values identified? Did the values stay the same or change for each character?​
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| 1:05 | 5 min | Summarize learning on e*gocentric empathy gap*:​Importance of engaging with different end-users and stakeholders - empathizing with people to understand their needs and values from *their* perspectives. |
|  |  | GOOD TIME FOR A BREAK! |
|  |  | DESIGN EXERCISE 2 |
| 1:10 | 5 min | Brainstorming instructions |
| 1:15 | 5-10 min | Break-out session 3Facilitators keep ideas flowing by ensuring participants are following the brainstorming rules. Participants should capture ideas on their whiteboard.For virtual workshops, include links to shared Whiteboards (e.g., Google Slides) here.Break-out group 1: Break-out group 2: Break-out group 3: Break-out group 4:  |
| 1:25 | 5 min | Main roomProvide “What If” scenario – underwater world – and then return to break-out groupBreak-out session 4 – more ideas! |
| 1:30 | 5 min | Main roomProvide next “What If” scenario – heightened senses – and then return to break-out groupBreak-out session 5 – more ideas! |
| 1:35 | 5 min | Main roomProvide next “What If” scenario – anti-gravity world – and then return to break-out groupBreak-out session 6 – more ideas! |
| 1:40 | 5 min | Main roomGroup discussion about opportunities presented by What If scenarios:* What would have been lost in your "today" solution if you hadn't been prompted to think about these "crazy" future scenarios? ​
* Would you have thought of these ideas/solutions if you hadn't been prompted to think about these "crazy" future scenarios?
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| 1:45 | 10 min | Final Reflection on Cognitive BiasesRelate back to workshop goals:​* Understand our biases in the context of our design work as part of being an effective and ethical designer.​
* Reflect on how bias shows up in our work, in our teams, in the broader world.​
* Consider what we have learned about bias and collaboratively experience strategies to implement in our design work.​
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| 1:55 | 5 min | Wrap up and thank you |