my futures

The future is plural

Opening edition

Colofon

MyFutures: The future is plural

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"The question is how we will live these longer lives? Will they be years full of life, or just life full of years?"

Jeremy Myerson at the opening of the New Old exhibition, 2017

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Preface

Our world and design are rapidly changing. In societies across the world, the population is getting older, and an increasing part of the people is in need of adapted living conditions. Specifically, in the Netherlands, the 'participation law' puts the burden of realizing those conditions increasingly in the hands of individual citizens, their families, and local organisations and institutions, such as municipalities and care organisations. In design, we see a movement to equip more and more people with tools and skills which used to be reserved to design professionals. 'Design thinking' such as visual thinking, future stories, have swept through business, design competencies such as creativity, empathy, communication and teamwork are brought into education from the primary education upward. We are moving rapidly to the future.

Welcome to the Current Present of MyFutures, a two-year project aimed at taking what has been learned in design and putting it to use for those individuals and organisations that are charged with effectuating the participation society: citizens and local organisations. The MyFutures team builds on over a decade of experience in helping design teams to get insights about the needs of prospective users, and engaging those users as participants in design processes. Can we turn that around: help citizens and organisations to get those insights, and work towards solutions themselves, without the need for a facilitator? After half a year, we have our first results to show, some from the project itself, and some from tied-in student projects, and are keen to have an creative exchange with others in the field. In the symposium of 27 january 2017, we were happy to have Liz Sanders, an inspiring leader in our field, bring her experience to connect, and a fully loaded IDE Arena at TU Delft with practitioners, academics, students and others bring their range of perspectives and share their rich experiences.

This booklet tries to capture what we shared. Build on it. And stay tuned, this was the first event.

Where we came from: **contextmapping**

MyFutures builds on principles of contextmapping: engaging everyday people as experts of their experiences.

by Froukje Sleeswijk Visser and Sanne Kistemaker
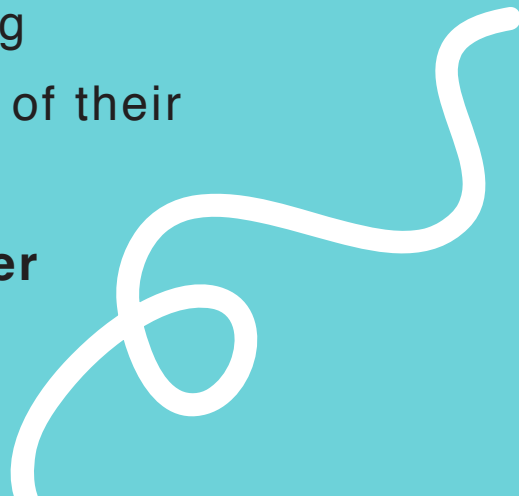
A participant is sharing her experiences through creating a collage s during a contextmapping session.

Contextmapping is a method to gain insight in the world, emotions and needs of the real people behind the customers, making it possible for the industry to develop products and services that complement to this. With contextmapping, the user is seen as the 'expert of his or her experiences' (Sleeswijk Visser et al, 2005, Sanders & Stappers, 2012).

The techniques used are aimed at gaining the deeper laying knowledge and values of customers, together with customers.
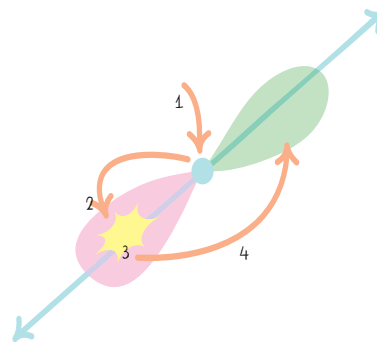
The path of expression: thinking about the future works after considering the present and the past.

They are a complement to more usual research methods like questionnaires, observational studies and focus groups. The techniques mentioned last focus primarily on what people are able to tell or show by doing. This provides merely explicit knowledge from the present. However, to get a better understanding of the future, surely essential with the development of products and services, it is important to dig deeper and get the needs and interests that aren't on the tip of your tongue. This 'silent'
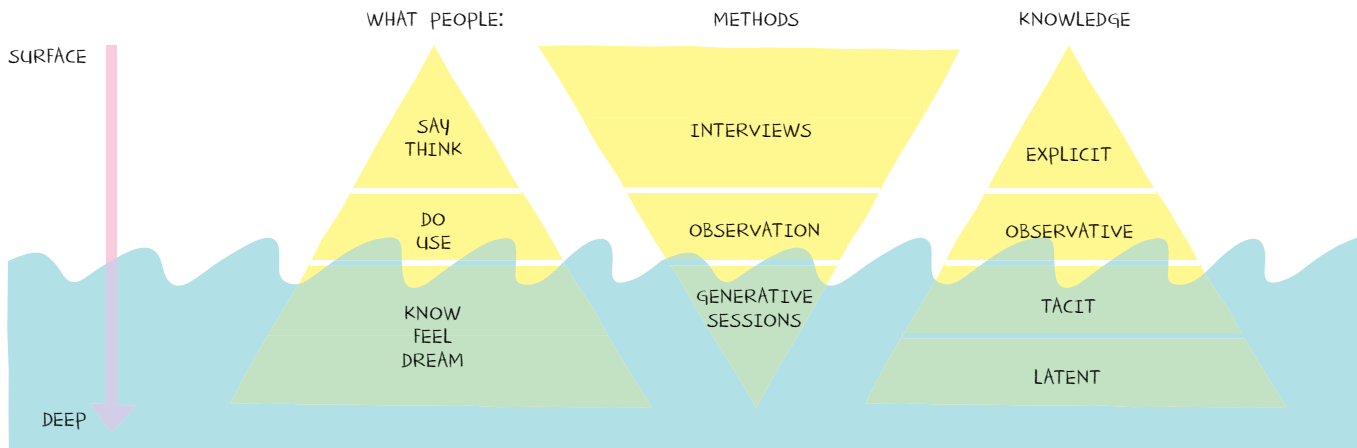
Methods that study what people Say, Do and Make help access different levels of knowledge.

or tacit, and latent knowledge, that people do have but which is difficult to express, or of which they are not aware, is addressed by making use of 'generative tools'. The basic principle of these tools is letting people *make* and *say*. By creating an artifact (make) and telling about it (say), a bridge is built between what people know, feel and dream. By talking about memories and stories, they get aware of their latent needs, to which one can respond with innovative designs. knowledge, that people do have but which is difficult to express, or of which they are not aware, is addressed by making use of 'generative tools'. The basic principle of these tools is letting people *make* and *say*. By creating an artifact (make) and telling about

it (say), a bridge is built between what people know, feel and dream. By talking about memories and stories, they get aware of their latent needs, to which one can respond with innovative designs. their latent needs, to which one can respond with innovative designs.

Make and Say assignments let participants take small steps in constructing and expressing deeper levels of knowledge of their experiences. This makes it possible to gain access and insights to a hidden world of users´ experiences. But it is more than information this method brings. Participants become often very motivated to remain involved with the project; they are curious for the results and are willing to contribute more,

for instance with the evaluation of concepts.

Their contribution is extremely appreciated, they were approached personally and they feel connected. Especially when they see their effort is being used within a project or organization, the participants get the feeling to be fellow-owner and developer, creating support by the users for further innovation.

With a contextmapping study, the number of participants is relatively small compared to quantitative market research, but the communication is very intensive. Results aren't shown as percentages or numbers to prove an already existing insight, but are images and suggestions

| preparing | sensitizing | make & say | discussing | analyzing | capture & share | conceptualizing |
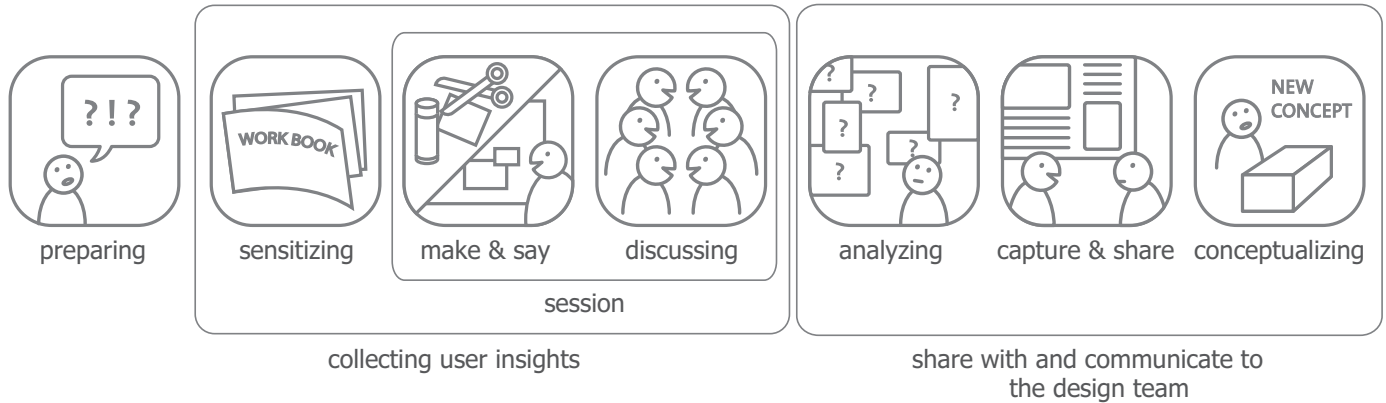
The steps in the contextmapping process (picture credits to Helma van Rijn)

of directions not previously recognized.

The different steps

To shape the contextmapping study, several different steps are followed; from preparation and planning, sensitizing and generative session(s) to analysis and communication.

'Sensitizing', is a means to prepare the participants for the session(s). During a trajectory of one week (or more) memories are brought up by self-reflection assignments. Sensitizing gives participants insight in their experiences, enabling them to talk about this in a group session with other participants.

During the session, the participants are brought together. They carry out generative assignments in which they create artifacts with the help of expressive components. By explaining their artifacts to the group, they can express their thoughts, feelings and ideas more easily.

Contextmapping is a flexible process, and the steps are not as strictly separated as explained above. In practice, the different steps overlap, as do the roles of user, designer and researcher.

Sleeswijk Visser, F. , Stappers, P. J., Van der Lugt, R., & Sanders, E. B. (2005). Contextmapping: experiences from practice. *CoDesign*, 1(2), 119-149.

Sanders, L., & Stappers, P. J. (2012). *Convivial Toolbox: Generative research for the front end of design*. BIS.

MyFutures:
how do people deal with their future?

Half a year of field research and literature already shows important questions and perspectives.
by Froukje Sleeswijk Visser

Froukje Sleeswijk Visser sharing the first results of MyFutures on the symposium held at TU Delft on January 2017.

At some moments in life, we have to make decisions and arrangements for our long-term life situations. This can be at retirement, on finding out we have a chronic health issue, when our family situation changes or anything else that brings new issues to consider for our own future lives.

Increasingly we need to be able to make up our minds, and organize things ourselves. In the welfare society, government used to arrange things like care homes, but now citizens are called upon to organize their care situation themselves, with family, neighbours, and local organisations. In moving from a 'welfare' to a 'participation' society, we need new networks. But local governments, organisations and people themselves find that they are not well prepared for this yet. The main aim of the MyFutures project is to understand the phenomenon of planning one's personal futures in a changing society. With this knowledge we hope to discover, and develop, opportunities for supporting the needs of people toward aging. Through iterative cycles of human-centered research, design and testing we explore this phenonemon of anticipating and planning, and identify opportunities for improvements.

How do people deal with their futures? What do people consider and overlook in planning their futures, and what needs and values play a role in the choices

they make? In the MyFutures project aim is to discover opportunities in people's lives to help them to consider and act toward more desirable and diverse options for their own futures. This implies bringing them design thinking and design tools. Designers are trained to use a variety of methods to play with the future; they create solutions that do not exist yet. Designers use for example contextmapping to learn about future needs of everyday people, use scenario thinking and roadmapping, and apply methods to explore variety instead of focussing on single visions. These approaches could be of help to other people as well when 'designing' their own older lives.

How do we do this?

MyFutures is a two-year funded project (2016-2018) within the Research through Design programme of NWO. Researchers from TU Delft and the Design Academy Eindhoven work together with user-centered design agencies Muzus, KoDieZijn, and STBY, with care organisations Zuidzorg and Vivent, with insurance companies Achmea and CZ, with the cities of Rotterdam and Eindhoven, and the Vereniging Nederlandse Gemeenten. This booklet is a first collection of our insights and inspiring stories and methodologies. On January 27th 2017 we held a symposium to share these first insights with a wide group of interested people (see www.myfutures.nl).

With this diverse set of expertises we explore and share experiences and knowledge, design settings and tools, test these in real life. We started with exchanging our own experiences, and gathering inspiring examples from the field, ideas and opportunities from our own practice of working in the context of this changing landscape of "organising your older life in our society". With the partners we collected and reviewed literature and we conducted a series of interviews with individuals as 'experts of their experiences'

Partners MyFutures

about how they deal with their futures. Small documentaries were created to capture the often tacit ways of how people deal with their futures, and to share these through empathic storytelling.

First insights

After half a year, our first findings have mostly come from literature, interviews and the views and perspectives that the partners brought with them from their everyday practice of the phenonemon. It's not that far from us: everyone ages, and most of us have (had) parents that deal in one way or another with some of the issues involved. So we are all experts of experiences, and this input is an explicit part of our dataset. Here are some first insights.

A week before the interviews took place participants received a set of cards as preparation for the interviews.

An interviewee creating a collage about their current lifestage

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Insight #1

We have difficulties to imagine our own futures

The future is difficult to grasp. It is a human mechanism to not think too deeply about possible (negative) future situations in life. The literature also shows that people tend to extrapolate their existing situation into a future setting, and have difficulties imagining how they might change themselves towards the future. People know they will age, and that physical and/or cognitive constraints are likely to occur sooner or later, but pro-actively imagining such situations and thinking about how you would actually deal with that situation, is something people just do not do and do not want to do. Instead, it is all too human to experience an 'end of history illusion': when asked how their lives changed over the past decade and what they expect for the next decade, at all ages "people believed they had changed a lot in the past but would change relatively little in the future" (Quoidbach, J., Gilbert, D. T., & Wilson, T. D. (2013). The end of history illusion. *Science*, 339(6115), 96-98.)

This common mechanism of people underestimating future change can hinder organisations, such as local government, in providing fitting services to their clients. One example from our interviews was one woman who had the option to spend a care budget to replace her bathtub by an easy-access shower, but didn't make use of the opportunity.

Our future is plural and seen through a haze

There is not one single future in the way that you might say there was one past. Our language and tools drive us to think linearly about 'the' future as a single storyline continuing a path from the past. But there are many different possible futures, and we cannot predict or guarantee which one we will be in. Stretching up the scope, and considering multiple alternatives is part and parcel of the designers' way of thinking about the future, and may also help non-design-professionals. This is similar to what we do in contextmapping, where we create a map of the possible future user experiences to show the options, the landscape, with its opportunities and threats, so people can navigate. The better we understand what people care for and are interested in, the better we know what should be shown on the map, to guide people in finding different paths. That map should provide an overview, and be sufficiently robust to help with the changing circumstances. It cannot predict a precise, guaranteed progression. What it can do is to help us identify landmarks and areas, so we can better navigate the terrain when we're in it. For that, we should be used to 'playing there'.

Hans: *"I don't want to have a prescribed pathway...That's not the way I want to deal with my future."*

Insight #3

We never see ourselves as old

Other people are 'old', but 'old' seems not apply to ourselves or to people we know well. From the interviews we learned that people use the term 'old' to refer to (1) an older generation like the generation of their own parents, (2) people of their own generation they don't know or (3) when they experience physical changes or limitations that link to age. But we don't recognize it as our own state of being.

In the literature this phenonemon of others-being-the-old-ones links to 'the paradox of the ever younger elderly' (Baars, 2012). *"Although life expectancy has doubled in the past 150 years, and on the whole people lead longer and healthier lives, the age at which one is regarded as 'old' is dropping along with this. As a result, the period of 'being old' is now easily twice as long as that of 'being grown up'."*

Gerard: *"I cycle often, and when I see old people cycling, I might think there are so many seniors on bikes! (laughs). And then I realise I am actually like them, an old guy on a bike. Then my wife confirms that I am from the same generation as they are… But when I look at my friends in my cycling club, I don't think they are 'old people' either! It seems as when you know people personally you regard them as younger than what they actually are."*

Baars, J. '*Het nieuwe ouder worden*', *Paradoxen en perspectieven van leven in de tijd*, Humanistics University Press (SWP Publishers), 3e geactualiseerde druk 2012

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Insight #4

Social events often drive our future planning

The moments when we have to act or decide to make changes in our lives, often are strongly tied to our social connections. All participants in the interviews expressed the motivations for their choices referring to their close social networks. For example, when moving to a new place after retirement, people choose a location close to family members or actively seek new friends to build a new network. Some move together with other people of similar interest (and age) to be able to take care of each other when that might be needed someday. However, daring to ask care or daring to offer care is a delicate issue and is often experienced as a difficult thing to discuss with others. Especially bringing it up as a topic for discussion is experienced as a challenge.

The literature speaks of a dozen human needs, ranging from health and finance to having a meaningful role in society, and a say in one's situation. Especially social needs come up. We have a strong need to feel connected, a fear of ending up in solitude. This need surfaces with our participants, maybe because it is strongly connected to 'moving', but it seems to increase with aging which sometimes seems more a 'moving away from' than a 'moving toward something'.

Lena: "*I really try to build a new network around me, but maybe by the time that I need them they will all be gone [have died] anyway. So how do I ensure I won't end up alone?*"

Exploring Personal and Collective **Futures**

Based on her rich experience of participatory and generative design research, Liz' contribution to the MyFutures symposium addresses both practical issues and the bigger picture of co-designing for futures.

by Liz Sanders

Liz Sanders sharing her view on codesigning futures

On the symposium of MyFutures in January 2017 Liz Sanders shared her view on codesigning for futures.

Liz Sanders: "When I am talking about experience, I am talking about past experiences that influence the current moment, as well as the impact of the future on the current moment. The focal point of experience is the 'now' moment: what's happening right now in this moment. What is happening now is influenced by everything that has happened to us in our personal experience, everything that has happened to us in the past. Also all our dreams, futures and aspirations, all of those things that have not yet happened to us, are having an equal impact on our experience of the moment.
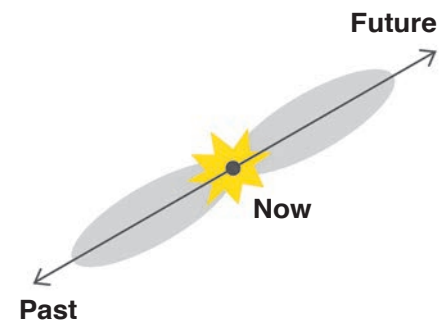
Timeline of Experience

I start with research and design. How they have started separately and have come to the point now where we don't even know which parts are design and which are research.

What is research? Wikipedia shows two definitions. The first definition is the accepted one: "Research is creative work undertaken on a systematic basis in order to increase the stock of knowledge". There are also definitions of research that focus on the application of this body of knowledge to devise new applications. However, most definitions of research tend to focus on the first.

There are many definitions of design. I prefer to use this one, as it is very broad: "Design is an inquiry into the future situation of use" (Gedenryd, 1998). In other words, design is about experience, with the focus on what those future experiences might be. Co-design, based on the former definition, is a collaborative inquiry into the future situations of use, with designers and non-designers working together.
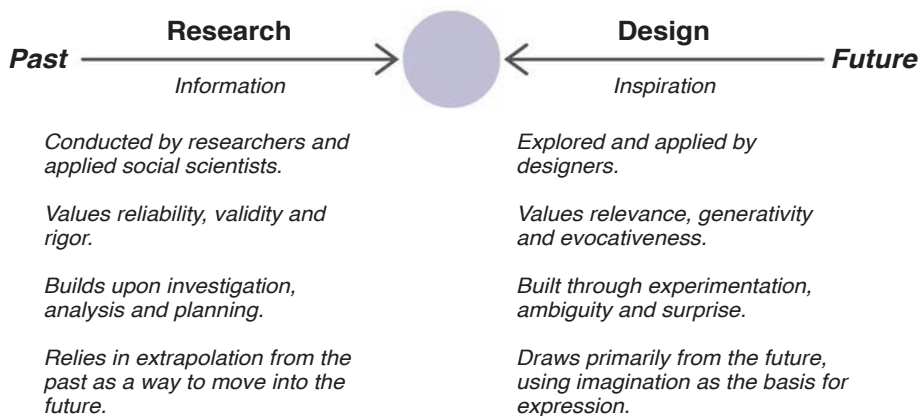
Design and Research impact the now

The timeline of experience model is really quite similar to a model of how research and design work to impact the "now" moment. Research tends to move from understanding the past, in order to be able to say "This is how it works or this is what we know, and maybe make some implications for the near future". Design, on the other hand, tends to work from the future towards the current point in time, saying "This is where we may end up. Let's explore how we may get there?"

So this model shows more details about the left hand side and the

right hand side. This model was first introduced in Sanders (2005). This was a time when researchers like myself, psychologists, sociologists and so forth, were coming into the design. The model reveals a point of contention. I was trained as a social science researcher. I learned that good research was reliable and rigorous. We learned to build upon investigation, analysis and planning, so everything would move from the left to the right of the model. We would then make an extrapolation of the past in order to move into the future.

But when you are looking at it from the design side, the

Past ——— **Research** ———➤ ⬤ ⬅——— **Design** ——— **Future**

Information   *Inspiration*

Conducted by researchers and applied social scientists.

Values reliability, validity and rigor.

Builds upon investigation, analysis and planning.

Relies in extrapolation from the past as a way to move into the future.

Explored and applied by designers.

Values relevance, generativity and evocativeness.

Built through experimentation, ambiguity and surprise.

Draws primarily from the future, using imagination as the basis for expression.

The relation between research and design perspectives in 2005

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research is done for inspiration. Design research wasn't about validity, reliability or rigor as much as it was about relevance, generativity and evocativeness. Design research was built through experimentation, ambiguity and surprise. On the inspiration side, we were drawing from the future, using imagination as the basis for expression.

So in 2005, it was 'whose side are you on?'. People on the left side would say "That's not research"… and people on the right side would say "that's not giving me anything useful at all. I can't use that information to inspire my design process." So the model makes explicit the information-driven approach and the inspiration-driven approach. In 2005 we argued with each other about what is the right thing to do. Actually, the right thing to do is to jump back and forth from side to side, which not a lot of people are able to do. The next step then is to get these two kinds of people working together in a positive way. And that is what started to happen.
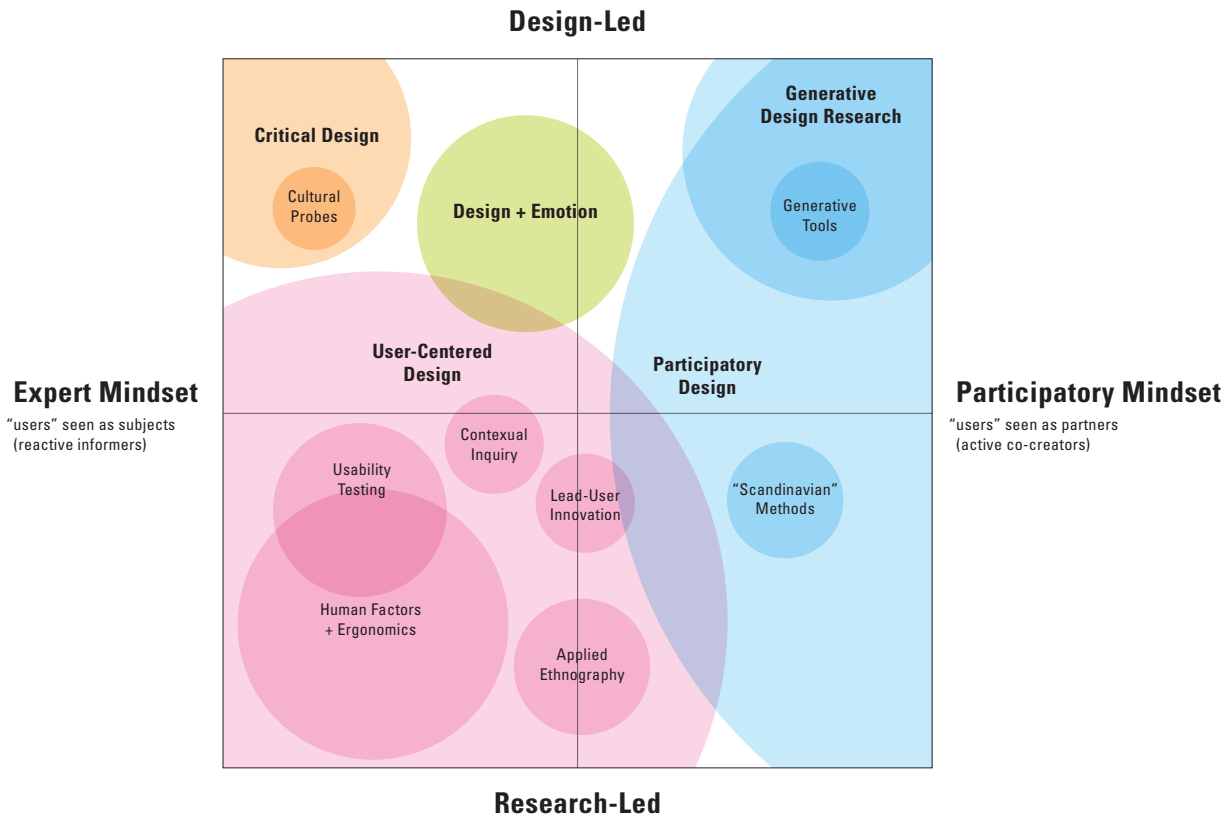
Examples focusing on exploring individual futures

Examples from practice at this time tended to be focused on the input from individuals. We explored individual futures. End users, individuals or small family units were the co-designers that we worked with. We explored technology applications, because it was the technology companies that had the money to hire this kind of exploration. And we were focused on understanding the experiences of end users.

These photos are from old Microsoft projects exploring home experiences of the future. You can see multi-layered, generative toolsets being used within the context of use. The lady on the couch has mapped out her ideal home experiences and then built technological devices to help her to live around those futures. We also see a couple mapping out their ideal home experience, in their home. And we see a father and son, hardcore gamers, exploring the future of gaming devices with a three-dimensional toolkit.

Future users as co-designers

Design-Led

Critical Design

Cultural Probes

Design + Emotion

Generative Design Research

Generative Tools

Expert Mindset
"users" seen as subjects
(reactive informers)

User-Centered Design

Participatory Design

Participatory Mindset
"users" seen as partners
(active co-creators)

Contexual Inquiry

Usability Testing

Lead-User Innovation

"Scandinavian" Methods

Human Factors + Ergonomics

Applied Ethnography

Research-Led

The variety of design research approaches ranges along two axes: the mindset regarding participants,
and the role of design as part of the research (Sanders, 2006).

We also explored mundane examples for clients such as Procter & Gamble, using these kinds of tools and materials. When we were asked to come up with new ideas for paper towels we asked people to make the packaging for the new towels. We weren't exploring the packaging, we were actually exploring the content of the new paper towels. The people could easily make the package to represent what the product could be.

As we move ahead of time many different methods and tools are appearing on the landscape of design research and practice. The landscape first changed when researchers entered the landscape from the research-led side of the map. Soon after, designers were entering from the design-led side of the landscape. Soon this entire space was filled with different approaches and different methods for bringing people into the design process. So today we have many books about design research

methods. Some have a hundred methods and some have more. One person has written, I think, 20 books, each of which has a hundred methods for design and design research.

Change towards collective experience

Moving along, the kinds of projects that I found myself working on in practice started to change. The funding came more and more from healthcare clients and the co-designing took place not just with our end users, we were co-designing with our clients and the end users at the same time. And, in fact, now we were co-designing with multiple stakeholder groups simultaneously.

The next few photos show the collective exploration of experience. A lot of the examples are from healthcare. This photo shows nurses collaborating on an ideal patient floor for a new cancer hospital. Here you can see the details of their imaginations by what they wrote on their creation. This research project was done with an architectural firm and it made the architects on the team really nervous when we presented the ideas to the hospital team members. Not just because it looks messy. There were many ideas uncovered that the architectural team wouldn't be able to implement and we had to be careful in presenting summaries of this work. We had to label summaries as 'nurse dreamland', not 'the future of this hospital' or 'the new floor or wing of this hospital'. We deliberately had to label it so it didn't imply that they would have to deliver on the vision.

Again here are some examples of co-designing in the architectural world using 3 dimensional toolkits. First there was the 3D Velcro modeling that you saw earlier. Now we're using 3D toolkits to work with healthcare workers

Nurses creating prototypes of hospital floors and a patient room
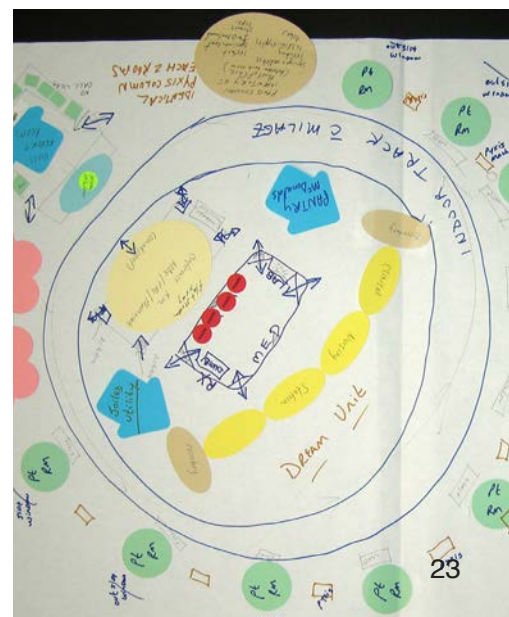
Velcro-modeling and enacting in a hospital environment

Enacting future scenarios with puppet personas

on new healthcare spaces. The dollhouse is scaled to six inch dolls. The room is exactly scaled to a 300 square foot hospital room, which was the regulation at the time. The 3D materials turn out to be a really powerful way for small collectives to imagine and create together. In this situation, these three women didn't know each other. They had never worked together since they were from different floors of the same hospital. They first shared their agonies of working on the patient floor. And then when given the opportunity to create the ideal patient room, they were able to execute all those decisions together in about 12 minutes. With hardly any talking. It was basically a matter of 'put this here'.

If somebody didn't like it, someone moved it. They were so fast that they actually cheated. You see that they built the bathroom outside of the allotted space. They were so fast that by the time I went to check on them, they were done, so we let it go. They very cleverly told us that they didn't have enough room to fit in the bathroom, so they cheated.

You'll see that there are some very concrete items, like the sink, toilet and chair. About 80% of the items were, however, created to be purposefully ambiguous. So they could represent many different kinds of things. If you had several chair components you could build a couch. They used the same item

to represent a bed and a couch. One of the groups said: "The patient rooms aren't as bad as our nurse-workstation. Could we just do our nurse station instead?" I said yes, that sounds like a good idea. So you see here is the bed/couch from the previous picture. It is now a work station. You'll notice they left nothing to our imagination. Everything is labelled because they are the ones with the expertise here.
Again, here is another hospital project and a different set of nurses, but the same kind of mapping of the future hospital experience. Sometimes we worked in 2 dimensional space and other times in small scale 3 dimensional space.
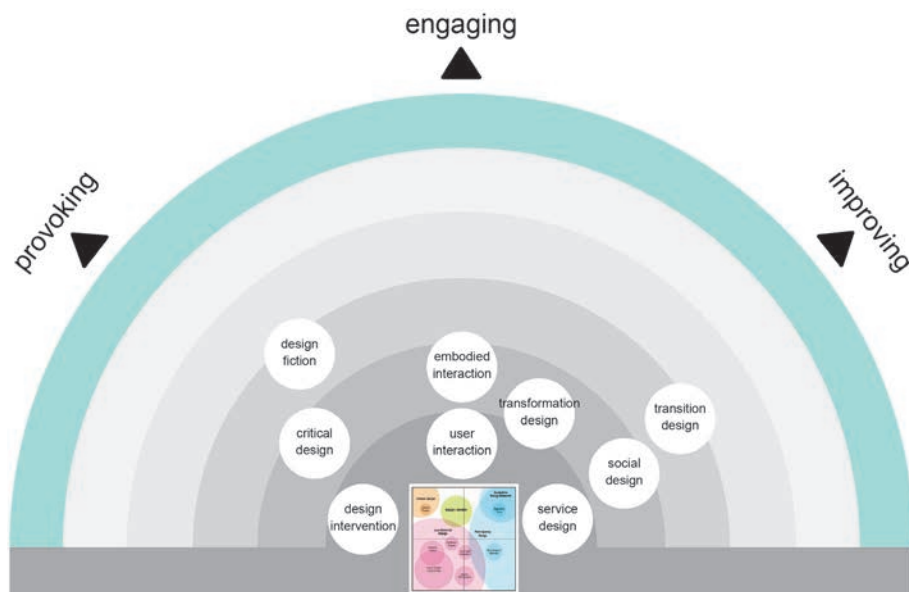Here we have the 3D Velcro-

modeling toolkit being used by a broad range of co-designers, including hospital people, design academics and design research consultants. We are working in a hospital setting and so this was incredibly powerful. We could have the future mobile devices that they made out of the Velcro toolkit be enacted inside the real hospital environment. Not only did we have it in a real, full scale setting, we also had medical people on each team, so that the future stories that they would tell, with the future made up technology, were about real situations. So this was a very

exciting opportunity to point out how important it is to look at the scale of things. To enable people to use their bodies in imagining future scenarios as well.

Puppets are, I would say, a low-space, low-cost way of getting people to use their bodies to enact future scenarios. In this photo people are enacting future scenarios by taking on a role that has been assigned to a puppet. This is a workshop in Spain where people were first learning about using generative tools. They got the puppets and made personas

as a team, one for each puppet. Then they distributed the persona puppets around the team and did a healthcare improvisation around a challenging situation. Each person played an extreme character and responded to the situation. The enactment went on for 20 minutes non-stop. The puppets gave them enough inspiration to get going, and then the scenarios unfolded naturally. One of the challenges is that puppets are culturally sensitive. First of all, introverts don't do puppets. Being an introvert, I am always sensitive to that. If I bring puppets, I also bring the Velcro toolkit, so that people can then choose not to do the puppets. But in a culture like Spain, it was no problem. We had to ask them to stop the puppet scenarios. I wouldn't bring puppets anywhere in the world, but they are a very powerful tool in the right hands.

A reworked map: slices of intention

Moving along in time, it became apparent that the 2005 landscape of design research and practice needed to be updated. The new map is more of a framework than a map. You will see that the old map is still there - in the central

An updated map of the Design Research landscape

core at the bottom. What we are starting to observe now, are radically different approaches in design and design research. We see them emanating over time from the core. Service design, social design, and transition design are emerging on the right. Then we see user interaction, transformation design and embodied interaction moving out along the middle. And on the left we see design interventions, critical design and design fiction, all on the same map.

These three directions reveal slices of intention. The slice on the right is about 'improving', improving how people will live in the future and improving the human condition. There's room in the outer ring for more approaches to emerge. The slice in the middle is about engaging. The slice to the left is about provoking. This is really a 3D framework. You can imagine if you cut the diagram out and you fold it up like an ice cream cone, where the old map is at the bottom, then you

would have the provoking slice touching the improving slice. There are approaches that sit at the intersection of provoking and improving. You might use provoking, for behavior change, for example. I'm seeing new approaches now that tend to follow along one of the slices or sit on the edges between the slices of intention.

The other thing happening is that the farther out you go on the concentric rings, you will see more and more kinds of people being involved in the co-designing process. And so the direction then is towards not just designing for people, but designing with people toward designing by the people. In the outermost concentric circle it is the people who are doing the creation. The designers are providing the tools for all the non-designers to engage in creative activity. I think there will be lots more approaches on this map as we go forward.

The space between research and design

I will return now to the earlier model of experience. Another thing to note here is the round space in the middle. This model is
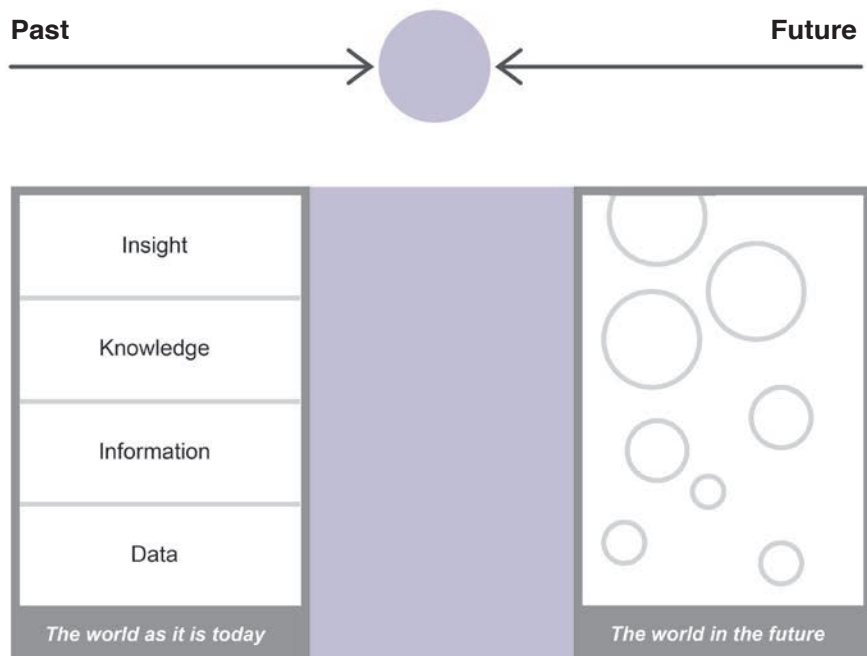
The space between research and design

People constructing their own spaces for collective creativity

related to an analysis model that is described in Convivial Toolbox (Sanders & Stappers, 2012), where you have this research side on the left where, in order to understand the world today, you move upward through levels of analysis. On the right is the design side. You could just do design without research: ideate bigger and bigger bubbles. But bringing the insights from the left helps you to get at the larger idea bubbles more quickly. And what is going on now is a back and forth: an interchange and iteration between research and design. We might start with design and do research and go back and forth. The place in the middle sometimes is called 'the gap' between research and

design. But I think that if you think of it as a 'gap', then it's sort of bad. It's where stuff gets lost, or people get lost: where stuff just never makes it. We might hear "These guys on my side do a lot of work, those guys on the other side don't pay any attention"… It's back to that arguing over who is on the right or wrong side. So what I have been thinking about is: let's focus on what the space in the middle is. Think of it as a bridge, or better yet, a place. A place where what we want to do is figure out 'what is this place?', 'who should be there?', 'what should they do and how should they be working?', and what kind of stuff is appearing there?

I'll come back to the space in between and what is happening there after some more recent examples from practice.

Examples of collective dreaming and designing by people

Now back to looking at examples from practice. I went into teaching at a university full-time in 2011. So from then on, the kinds of projects I worked on were different than what had the opportunity to work on commercially. All of a sudden I'm working with many co-designing stakeholder groups at once. I'm working across more of those intentional slices than before. All of a sudden there is an opportunity to do full-scale

immersive prototyping, as well as doing small interventions in co-designing over networks. I have been able to start thinking about and playing around with collective dreaming and designing by people.

The first example shows a full scale immersive prototyping experiment. I got a small grant to explore collectively creative spaces. The sessions started with an empty room. The first photo shows an empty room at the art museum. What we did is we brought small teams of people in. They didn't know each other, but they agreed to be in our study. And we collected materials to fill three hallways. Chairs, tables, fabric, cushions… All kinds of things. People were invited to work together to make their own creative spaces. They dragged stuff out of the hall and made their spaces in the room. The people didn't know each other but had spent the first half hour showing each other photos of and talking about where they felt creative individually. So what happened is that they were very quickly able to make full scale spaces where they could be collaboratively creative.

The two teams were allotted one set of stuff so they had to move fast to get the good stuff. There was lot of stuff, but there were only so many beanbags… That worked really well, because it put some urgency into the activity. They made their spaces, presented them to the other team and then went to work in the spaces. They could modify the spaces based on whether they worked or didn't. We ran a number of sessions. Most groups were mixed, but in one session we accidentally had all the women in one group and the men in another. It was really interesting to

see the differences as you can see in the photos. It was very exciting to see how quickly people could, without talking, make something. They had fun!

Co-creation in a hospital

A second project is one that that I am working on right now. This is a 4 year project where we are studying the needs of all the different stakeholder groups in the hospital room. There are 23 different kinds of professionals who work in the room, excluding the patient, the family and the visitors. So in total we're working

Health professionals collectively creating a hospital room

with 26 different groups of people. We work with them in mixed groups so we can better understand how their needs in the room differ. We already conducted a lot of research to understand the role of each stakeholder group. In this situation a mixed stakeholder group with 4 or 6 people come into an empty hospital room. It's 300 square feet. It has Velcro on all the walls, the toilet is on wheels, the bathroom walls are on wheels: everything is moveable. The only things fixed are the walls, with the main doorway on one wall and the window to the outside on the opposite wall. The participants put all the room components in place: they negotiate where everything goes in the entire room. From the bed and the bathroom all the way down to light switches, plugs and so forth. It usually takes about 45 minutes. We've completed about 40 different sessions. As you can imagine, each solution is unique. I am working on this project with system engineers so the data is documented quite thoroughly and is well analyzed. We have arrived at 5 prototypical rooms that were generated by extensive analysis of the 40. We have brought in former patients and family caregivers to give feedback on those rooms. And we have invited mixed groups of healthcare providers to give feedback on the rooms as well. So the project coming to a close now. Our aim is to provide useful advice to architects and healthcare planners, which is exciting. Generally, architects and healthcare planners know something about what the nurses say they want, but we have found that what the nurses want and what everybody else wants is really quite different.

The next example is the work I did with two of my graduate students, David McKenzie and Darwin Muljono. They called the project Collective Dreaming, inspired by the notion of 'design by people'. They wanted to see if co-design with the generative toolkit could work from remote locations. They built a digital toolset and implemented it on various touchscreens and tested it out. The testing with fellow graduate student colleagues was done in one room. They are

One participant laying out concerns in green; in the combined view all participants' layouts are seen together.

stationed so they can't see what the other is doing. Ultimately this can work anywhere you have a touchscreen. This was the pilot testing. The task was for each individual at their own workstation to use the toolkit to create a collage or representation of their ideal learning experience. The toolkit had pictures and words, which all were scalable, which is a big advantage over paper. Everybody had only one third of the items in the toolkit, but everybody could see the total toolkit. We did this to encourage sharing. We wanted people to create their ideal learning environment or space, and then be able to make one together. Indeed, they wanted to because not everybody had all the shapes. So although they had a chat function they found that it was too burdensome. One of them thought: "I wanna go build a collective space", so they started to make this trail of red hearts to catch the attention of the others. Which it did. Then they put together a collective representation of their learning space. What was most interesting about their collective activity was the playfulness. They giggled while making. They weren't using the chat, they were just having fun.

They were all in the virtual space at the same time, moving each others' items. You can see that they needed parts of all the toolkits, to make their collective vision. The toolkit items are color-coded to the person. This is just a really small example, but it starts to show collective dreaming over networks. And again, there was just a small number of people in this example, but potentially the power here is great.
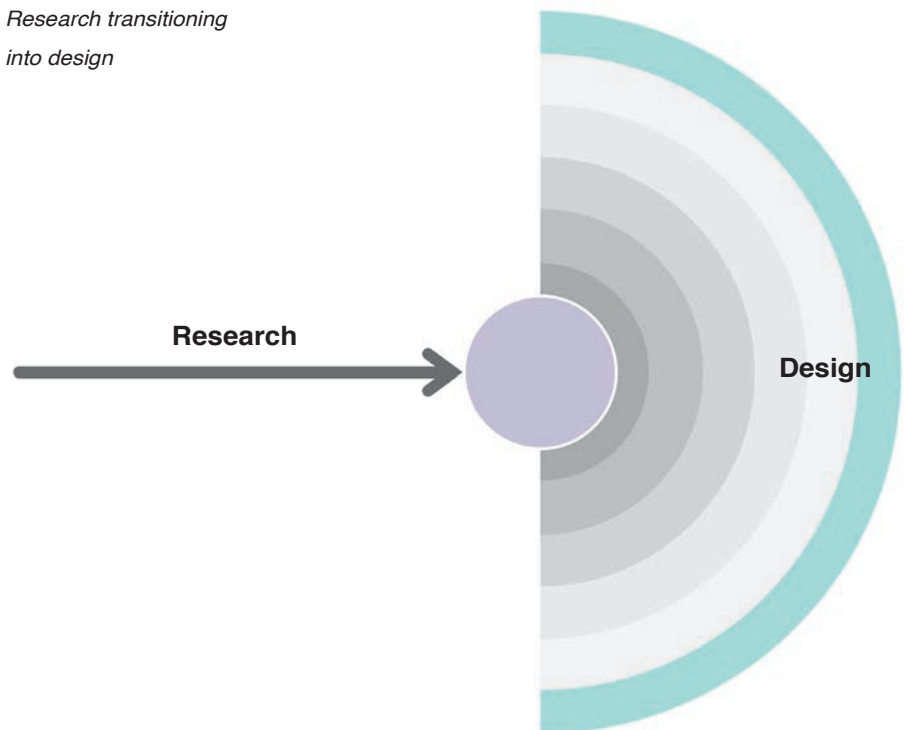
I have a fourth example, but because it relates so much to

the other contributions in this book, we decided to put it in a chapter by itself, after this. Key lesson from that chapter is that in collaborations between designers and users, the contributions can be surprisingly equal.
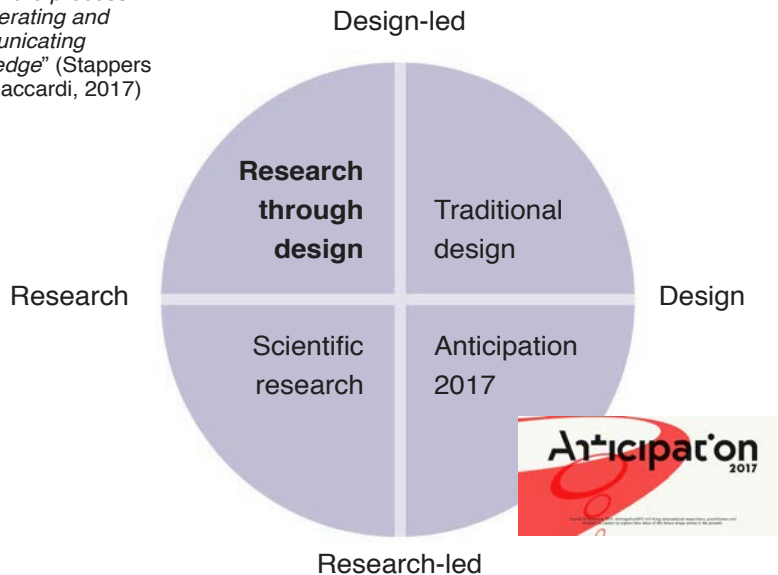
The space in between
I'll end with some additional thoughts on the space between research and design. So I have taken the newer framework and turned it on its side to represent

Research transitioning into design

Research

Design

Design-led

Research through design

Traditional design

Research

Design

Scientific research

Anticipation 2017

Different approaches and content

Research-led

the design side of where things are going. On the left I have added the research side. The space between is represented by the lavender circle that is growing in the middle. The growth of the space between is being caused by the intersections of research and design that are occurring in practice and being discussed in academia.

What could be the dimensions of this space between? If we could start talking more explicitly about

the space between, that would be very fruitful for addressing personal and collective futures. In addition to the research/design dimension I have included a dimension that goes from research-led to design-led. Crossing these two dimensions reveals four quadrants. In one quadrant we have traditional scientific research, defined as 'adding knowledge using research-led methods'. And we have design, which traditionally is a design-led approach. The one top-left

is Research-through-Design. I have taken the definition from a paper that Pieter Jan Stappers and Elisa Giaccardi are about to publish, where they describe what this research-through-design field is (Stappers & Giaccardi, 2017). It is design activities and design artifacts used in the process of generating and communicating knowledge. So it is research, by using design, i.e., design-led research.

This leaves the quadrant in the lower right which is what is being discussed now and what has been explored in one conference, 'Anticipation 2016', which brought researchers, practitioners and scholars together to explore how ideas of the future can shape action in the present. A colleague of mine went to this conference. He is a designer, and was the only designer there. The other attendees were researchers for the most part, playing in the future. Playing with doing design, but coming at it from a research-led point of view. My colleague saw a huge opportunity for designers to join this conversation at the next edition of Anticipation.

Liz Sanders sharing her view on codesigning futures

What is happening now is that the space between is spinning: research and the design are completely integrating into each other into a transdisciplinary space. A transdisciplinary co-design space. I have tried to describe in words what this space could be. I think this is also the space where collective dreaming will be happening. This is a place where people tell future stories collaboratively, visualize future environments collectively and enact future scenarios together with others. There is telling, making and enacting that goes on there. I can't overemphasize the importance of the enacting. And better yet, when you are enacting with things that you have made in order to tell stories about the future: that's where it really gets exciting.

I noticed this morning that we talked about 'talking about planning the future': thinking about the future, talking about the future, helping people think about the future, showing people about the future. I want to propose that in addition to planning the future, we should be playing in the future. The playing would involve enacting and pretending and using the body to explore future scenarios: not just

planning. That would give a lot more ways for people to dream about the future.

So this transdisciplinary co-design space is a place where we will find new ways to give shape to the future, so the consequences of our decisions and actions can be explored in advance. It can be a personal exploration of the future. This can be a social exercise as well. We actually now have the means to create immersive environments in real space which gets kind of big and clunky, but we also have virtual and hybrid spaces. We have those spaces, we just haven't used them in that way.

It's only a matter of time before we invite everyday people into this collective creation of future scenarios, systems and environments. Imagine that maybe at first this is 3D and full scale, but at some point it could be immersive, virtual and full scale, with people. Elderly people could take part from where they live. We still need to figure out how to create these full scale, kinetic design toolkits to explore collective embodied cognition and creativity. I think there is a lot of work to be done, but it seems imminent.

One challenge is who are in these spaces playing in the future. I think there is a tendency now for the design experts or the research experts to think they should be the ones playing in these spaces in the future, but I think in the move towards collective dreaming and exploring personal and collective futures, it needs to be the people in those spaces. All the people. And so we need to think about what are those spaces, how can we make them so everybody can take part in them, so they are co-design spaces where everybody can collaboratively imagine, create, and really importantly: enact their own personal and collective futures."

Sanders, E.B.-N. (2006) Design Research in 2006. Design Research Quarterly, 1(1), 1-8

Sanders, E. B. N. (2005, March). Information, inspiration and co-creation. In Proceedings of the 6th International Conference of the European Academy of Design. Bremen: University of the Arts.

Gedenryd, H. (1998). *How designers work-making sense of authentic cognitive activities* (Vol. 75). Cognitive Science.

Stappers, P.J. & Giaccardi,E. (due 2017) Research through Design. In: The Encyclopedia of Human-Computer Interaction. The Interaction Design Foundation.

Sanders, E.B.-N., & Stappers, P. J. (2012). *Convivial toolbox: Generative research for the front end of design.* Amsterdam: BIS Publishers.

Student work
A decision-making app for seniors

A team of OSU students and elderly co-designers construct a tool to help seniors prepare for their future situations, **narrated by Liz Sanders.**

On the symposium of MyFutures in January 2017 Liz Sanders shared an example of student work on codesigning for futures.

Liz Sanders: "By The Ohio State University (OSU) student team and Westminster Thurber co-design team, advised and narrated by Liz Sanders.

I brought this case study because it is absolutely connected to a number of the other contributions in this booklet. It is a case study that was done for a graduate level course. It was an experimental co-design project. The experimental part was that the students had the opportunity to co-design with people living in a retirement community. Actually there were 5 teams at two different retirement communities, but I will share the work of one of the teams.

What this team ended up doing together with their elderly co-designers, is to develop an app for designing where to spend the rest of your life. It's a decision making tool for seniors and their families. Should you join an retirement community? Move in with your children? Stay in your own home?

OSU Student team:

David McKenzie

Rachael Wummer

Maggie Rusnak

Shasank Nagavarapu

Velvette De Laney

Westminster Thurber co-design team:

Gretchen Alexander

Mark Mathys

Mike Geis

Don Jameson

Jinnie Willard

Ethel Johnson

Gay Hadley

Anne LaPidus

Maggie Moore

At the beginning of the project I invited several guest lecturers to come and talk about aging to get the students ready for working with their elderly partners. We generated a lot of themes that we might explore with the seniors and then prioritized the themes that the students thought would be the most interesting and that they thought the seniors would also enjoy.

The student team came up with the topic of transportation and mobility. The seniors were asked to choose which of several topics they were interested in exploring. A number of the seniors thought that transportation and mobility was the most interesting topic of the day and joined the team. That's where they started, but not where they ended. The students included two from design, one from engineering, one from occupational therapy and one from public health. We had a very nice interdisciplinary mix. The seniors ranged from the low 70s to the mid 90s. Most of them were in their mid to late 80s. A big age range.
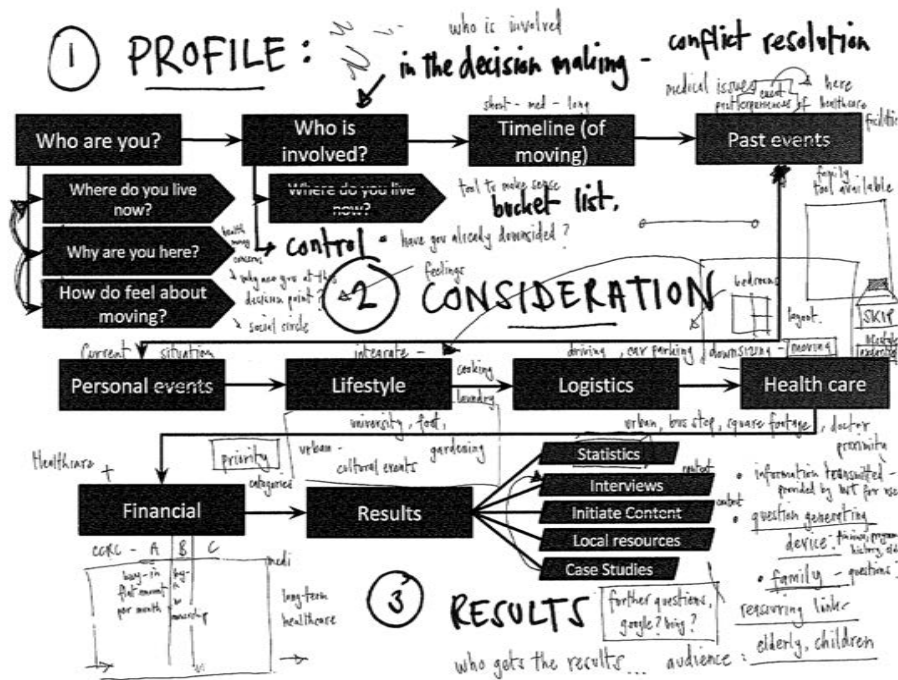
The student/senior team began with lots of work together on transportation and mobility. It wasn't until about midway through the 10 week course that they figured out what they were really going to work on. I found out later, through feedback from the seniors, that they (the seniors) had been worried that the team would never decide what they were going to do. They were worried the students were going to get bad grades because they didn't get anything done. I hadn't warned the seniors enough about the fuzzy front end, so some of them, former engineers or business managers, were not happy in the front end of the process. It was uncomfortable for them. They didn't know what they were going to be doing until much later on. We're doing this project again, better, this year with four teams. The seniors have been warned about the front end and we are working to focus on final themes earlier.

They started with the transportation and mobility theme, so the students created an immersion workbook for the seniors to fill out around that. The students used the results from the workbook to generate a massive toolkit with a mobility focus. They came up with the biggest toolkit I have ever seen. It had pictures, words, blocks, clay and everything.

Reviewing preliminary screens

After reviewing the process flowmap

There was one idea that kept coming up: senior-centered decision-making. This is a retirement community, it's a Continuing Care Retirement Community (a CCRC). So everything the seniors will need for the rest of their lives is there in the community including independent living, assisted living, hospice care and a memory care unit. In other words: when you move in, you move in to the place you're going to live for the rest of your life. You buy into it and, regardless of how long you live, you are taken care of. That's the deal.

The seniors on the team were all really happy with their decisions to move to Westminster Thurber Community. But they had many stories of friends who had made other decisions and were not happy. Other decisions would be whether to move in with your children, stay in your own home but get care; and then there were a number of different retirement communities you could move to. They told stories of choosing to move to Westminster Thurber. One couple had children who were angry that they wanted to move there because it wasn't as fancy looking as some of the other facilities in the area. They

They asked the seniors to map out their dreams and aspirations with regard to mobility. It took the seniors a few minutes to get going. This would be a challenging toolkit for anybody of any age, but they did it. All of their prentations wonderful and some of the presentations were quite poetic, it was just really amazing.
The students determined that transportation and mobility was much too big as a theme, so they worked to focus it. They came up with another activity for the

seniors. It was more about safety and disability. The seniors were given cameras to take pictures of safety and disabilty related issues. The students developed the pictures. They collaborated with the seniors to map out, cluster, and categorize all the photos. Together they decided 'what do we want to do?', 'what do we want to focus on?'. Half the semester had been spent on 'what aspect of mobility and transportation are we gonna explore?' Then the topic changed.

explained that they had moved to this community because they liked the culture and were very happy. The seniors expressed concerns for others who needed to make this decision or had made a different decision that they were not happy with. They were particularly worried about people who would not make the decision until it was too late. Then their children would make the decision, and it might not be the right one.

So they went with the theme: "Making a decision about where to spend the rest of your life". Not

Co-designers in a contextmapping session

"which retirement community should I choose?" but what way of life, for the rest of your life. They decided that and then it was spring break. Actually there were two weeks that the student didn't come. What happened was that the seniors kept on working without the students. They kept going and meeting. They now knew what the topic was and decided that documenting stories about decision making was needed. Stories about how you made your decision or stories about your friends who made a decision. Mark (the ring leader) wrote:

"Ladies, gentlemen, boys, girls, children of all ages, over the past couple of weeks, while you were out playing, the senior team was slaving over our joint project. Just another example of how easily kids can get distracted from the primary task. We had two meetings and a really heavy homework schedule. Extreme dedication and pure perseverance paid off: we made a modest progress (…)"

So when the students came back from break, they got this letter and a book of stories. There were stories from everyone on the team and some others from people not even on the team! This basically gave them the content to start developing this app. I am not actually sure when the team decided to do an app and not a book, for example. The students took the content and developed an overall process flow. A lot of work went into this as it needed to communicate what basically has to go into the app. They brought the process flow map back to the seniors who gave it a very critical and constructive review. Over the next few weeks, the content underwent iteration after iteration. The students and the seniors worked through the overall process together, screen by screen,

Co-designers clustering photos into potential project ideas

working through every single item of content.

By the end of the semester, they had developed this demo that they called 'Prelude, a path maker for retirement move'. Here we show one scenario which is about Sue. She has a spouse, but she is going to be making this decision about where to move. She says: 'Ok, I am the decision maker.' You will notice that the app can be used by any of the people involved. The app could be started by the child and then shared with the parent later. Somebody starts it, and

later, overlapping and conflicting information would be exposed through the app.

Here are some of the screens from their demo. The app first collects basic information. It asks questions about what matters when you are deciding where to spend the rest of your life. Well, where do you live now? There are slider scales for just about everything. Who influences the decision? You can scale each of these up independently to show how it works in my situation. When are you thinking of moving? The seniors were very clear about

all the user interactions. They demanded simplicity. What kinds of experiences have been the most influential in your decision to move? Loss of spouse, somebody in a similar situation… These are the key moments basically, that we have been hearing a lot about in these contributions. They were able to identify all of them because they had been there. I thought this screen was really great: you move the bubbles around to say what is most important to me in moving to my new place. Is it being close to family? Is it having amenities nearby? Everybody creates their
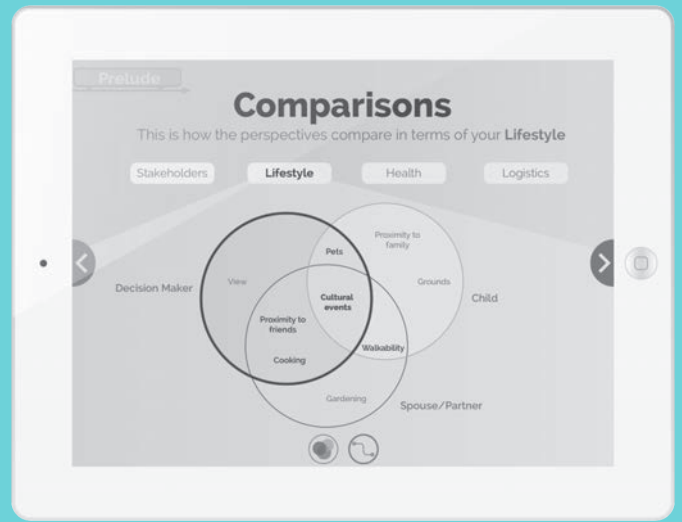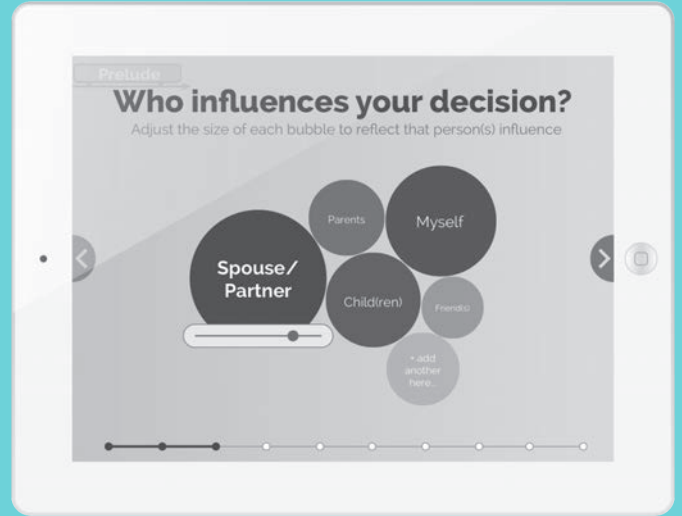
A few of the application screens

own map: just touch and drag. What you have right now in terms of the house? What you want to have? Again on a sliding scale: what is your health? Finances. There is not much detail provided here since this content area is covered in other apps. And then how do you feel? So the whole emotional aspect of moving.

This is just a walkthrough prototype. Unfortunately, we didn't have anybody from computer science on the team to help in developing it further. On the results screen, you can see that it would basically then give you a synopsis of what you are looking for: resources, personalized for you to get more information. You could watch interviews from other people who had similar results. There are case studies from similar people and you could then share them with your child, your spouse, or a friend. This summarizes everything about your looking for where you want to spend the rest of your life. Then you decide who you want to share this summary with. It can be difficult to initiate that conversation. This app is definitely a way to do it, so then it becomes a two-way conversation, where they start filling in information and you start to see what you are agreeing on that is important, what are you not agreeing on, and so forth. So that is as far as we got. Seeing as it took as half a semester to pick the topic, it was a really good

experience and a very good working relationship.

This case is only one of 5 teams working with seniors that semester. One of the other teams at this facility did 'Shoe shopping: How to shop and buy shoes when you are elderly'. There's a lot that goes into that. They spent a semester mapping out that ideal situation. And another team actually made capes with special latches that could work for all elderly people including those in a wheelchair. In that case, the design team members co-presented the case study at several conferences with their elderly co-designers. We enjoyed some very good co-designing collaborations. The friendships are still there. We're doing it this year for a second time and six people have returned for the experience.

So that was a fun project!"

Student work at TU Delft

Student papers from the MSc course Context & Conceptualisation

Some 60 design design students from TU Delft joined the MyFutures effort in exploring literature, their own experiences, and conducting contextmapping studies on connected themes.

by Pieter Jan Stappers

Sam van Eijk presenting her paper at the symposium

Student papers from the MSc course Context & Conceptualisation

With its 2000 design students and 200 staff, the Faculty of Industrial Design Engineering offers many opportunities for connecting design and research on various applications and from various expertises. In the master course Context and Conceptualisation, 200 students write an academic paper about a literature review, small experiment, or reflection on previous activities. This time, some 40 students chose a topic connected to the MyFutures theme, from 'Do-It-Yourself design techniques for non-designers' to 'dealing with prejudice in decision making'. In the next pages, we highlight some of their findings which tie closely to the symposium theme.

Also, in the elective course Contextmapping Skills, which we teach in collaboration wtih one of the MyFutures partners design agency Muzus, some 20 students conduct a contextmapping study for a company or institution. This year, companies participated which had questions related to the MyFutures themes, such as the needs and situation of children whose parents have a chronic heart condition, and of nurses who are informal caregivers next to their professional job.

Each of these projects brought fresh literature, examples, solution ingredients, and new societal partners. From each we learned something new to bring into the mix of design research and share with our partners and, through this booklet, with you.

Rebekka Lennings
Learning from Sexism to counter agism

There are a number of similarities between ageism and sexism. We may learn from approaches to deal with the latter to improve the former.

All of us have met examples of sexism aimed at ourselves or people we know. Ageism can be aimed at elder neighbours, parents or teachers. A main difference with sexism is that that ageism is aimed at social groups that one has left or still may join: thus ageism is aimed against your own future self, whereas few people join the other sex. Both are ambivalent in the way that they contain 'hostile' and 'benevolent' forms. Because of the similarities between sexism and ageism, the ways in which sexism is dealt with or studied can provide valuable crosslinks for the 'younger' area of ageism.

Masako Kitazaki
Self-prejudice in the elderly, and trying to overcome it

When designers talk with people about their future needs and wishes, elderly participants pose a challenge: self-prejudice. Often elderly people think "I am not useful in society; therefore I do not need to consider my future".

This stereotypical negative attitude toward aging occurs more often in the elderly than in the young. One cause may be their long exposure to television programs in which older characters are portrayed negatively.

As a possible tool to make them aware of this bias, we integrated Donlon et al's (2005) 'ageism awareness' questions in a sensitizing diary in which elderly participants criticize how they see older characters portrayed. Our findings align with Donlon's claim that active criticism of the media people consume may help them to overcome this self-directed bias, and open them. Including such questions in contextmapping material may therefore help to overcome this barrier.

Donlon, M. M., Ashman, O., & Levy, B. R. (2005). Re-vision of older television characters: A stereotype-awareness intervention. Journal of Social Issues, 61(2), 307-319.

Anna Spaenij

Also elderly need to overcome ageism

Many elderly people experience emotional and social loneliness. In part, this is due to an inability to form new connections after old connections pass away. One barrier is their own prejudices towards other elderly, often based on biases filling their expectations (Rook, 1991).

To counter such prejudices, the elderly should be stimulated to get to know each other, increasing their understanding and increasing mutual empathy. Kouprie and Sleeswijk Visser (2009) show how empathy is raged in a four-stage process of Discovery, Immersion, Connection and Detachment. A contextmapping session, in which different participants are facilitated to explore a topic of joint interest and expertise, can provide the central point to this process. Often in such sessions, participants share personal stories, and appreciate each other's experience.

Such a session's perceived focus should not be forming connections, but it is likely to occur as a side-effect. To increase the opportunities of such a side-effect, some encouragement can help: open communication, swapping contact information, and a possible post-session exercise that participants may choose to do in groups.

Rook, K. S. (1991), Facilitating Friendship Formation in Late Life: Puzzles and Challenges, American Journal of Community Psychology, Vol. 19, No. 1, p.103-110.

Hester de Bliek

Do-It-Yourself is not Do-It-Alone

By definition a Do-It-Yourself kit does not come with a facilitator to guide one through it. I reviewed two existing DIY kits to see how they deal with this gap, and found an answer within DIY Communities. Such communities can give support to those doing DIY design. Community platforms can fulfill a role often provided by facilitators: sharing knowledge and demonstrating techniques. Especially when the platforms share not just the outcome of DIY activities, but also the process and activities that were followed, a new DIY-er can be helped by peers, either face-to-face or mediated through a social platform.

Kuznetsov, S., and Paulos, E. (2010, October). *Rise of the expert amateur: DIY projects, communities, and cultures*. In Proceedings of the 6th Nordic Conference on Human-Computer Interaction: Extending Boundaries. (pp. 295-304). ACM.

Romee Noorman

Preparing Millennials
For Their Future

Millenials are the generation after Generation X. They are now between 20 and 40 years old and retired life is still far ahead. Yet demographic and economic developments like the decrease in AOW are pushing them to start thinking about how to safeguard their retirement.

I conducted a contextmapping session with eight millennials to explore how they can (be motivated and facilitated to) think about their retired life. The following sequence of the session worked well to guide them to thinking about their ideal future and working back to the present:

1. Create a picture to express your desired situation after retirement (through a word + image collage).
2. Map out the path that can get you there (through a timeline starting in the future and coming back).
3. Select what you can do now to enable that course (through a metaphor of packing your luggage for a car trip).

Sam van Eijk

Mindful Analysis

In analyzing the outcomes of a contextmapping session, researchers go through different levels of sense-making (Data, Information, Knowledge, Wisdom) to discover or construct insights from collected data. How can this process be made DIY, i.e., can we let people perform analysis on their own 'data' to discover their own needs and values? This is a challenge: analysing your own needs requires a shift in perspective, to regard yourself 'from the outside'. The literature about self-awareness presents several ways for someone to become self-aware, and suggests mechanisms of intention, attention, and attitude (Shapiro et al, 2006). These may help people to take oneself as the object of thought in order to change future behavior.

One mindful practice which resonates particularly well with generative tools in contextmapping is making artefacts with the help of a toolkit. Self-awareness theory can suggest inspirations for further developing these methods.

Ackoff, R. L. (1989) *From data to wisdom,Journal of Applied Systems Analysis,* Volume 16, 3-9.

Tomo Kihara

Design Fiction Can Be More Co-creative

Recent rapid developments in technology have heightened the need for a method to envision how technologies will affect our daily life in the future. Design fiction has been considered by many researchers as an effective way to use design to envision possible future scenarios. However, recent criticisms toward speculative design is that it's practice is expert-led and exclusive.

As a contrast, I developed and tested FutureMapping, a design fiction method that used the participatory mindset from contextmapping. In a workshop, participants addressed their daily lives in 2016, and the long-term social and psychological consequences of new technologies. In contrast to the expert-led practice which has the focus designers presenting future scenarios and others reacting, the workshop showed that through discussion and co-creation tools, participants could develop and reflect on visions of the future on topics such as 'how AI will affect the future of education'.

FutureMapping workshop with puppets representing participants in their futures

Hanna van der Ploeg
Reflecting *Together* Can Help Overcome Emotional Barriers

In the sensitizing phase of contextmapping, participants observe and reflect on a part of their own lives. What can methods used in the sensitizing phase learn from psychological and neurological brain research concerning provoking reflection? For some people, this self-reflection is difficult. Research literature supports this finding. Neurological brain research found that reflection and emotion are physically connected: one brain area (vMPFC), is active in both emotion regulation and self-reflection (L. van der Meer et al., 2009). The brain area plays an important role in the regulation of emotions. Also psychological research supports that emotions are constantly part of the cognitive process, and concluded that such emotional elements can be a barrier for a person to gain self-understanding from reflection (Staudinger, 2001). To increase self-understanding emotional elements, have to be separated from thoughts. This suggests some directions for improving the effect of contextmapping. For example, in sensitizing, let pairs of participants reflecting together instead of alone. One can help the other in discovering his or her blind spots, and see emotion and cognition separate from each other.

Van Der Meer, L., Costafreda, S., Aleman, A., David, A.S. (2012). *Self-reflection and the brain: A theoretical review and meta-analysis of neuroimaging studies with implications for schizophrenia*. Groningen: University Medical Centre Groningen, Department of Neuroscience.

Staudinger, U.M. (2001). *The Need to Distinguish Personal from General Wisdom: A Short History and Empirical Evidence*. Columbia: Aging Center, Columbia University.

Student work at TU Delft

Student projects from the MSc course Contextmapping Skills

by Jorik Hepworth & Lydia The
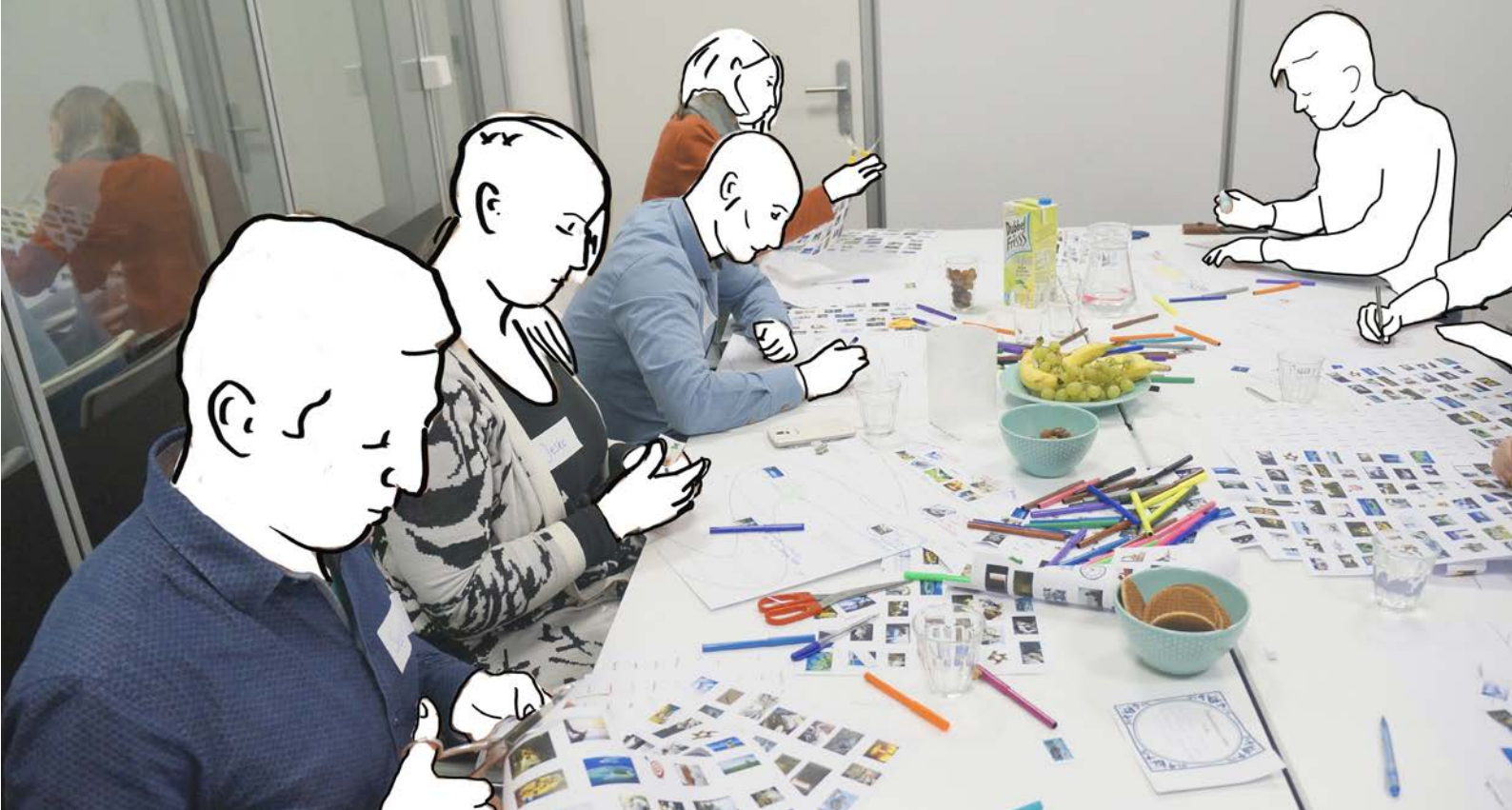
Contextmapping session

Each year, design agency Muzus organises and supervises the elective and research project 'Contextmapping Skills' in collaboration with the contextmapping research group. In this course, master students of the TUDelft form teams to conduct a contextmapping study for different companies. This offers students hands-on experience with design research in practice and the participating companies the opportunity to get acquainted with the contextmapping method and gain insights in the needs of their users. This year, the participating companies were ABN AMRO, De Hart&Vaatgroep, CNV, Microsoft and Woonbron. The companies' assignments were closely linked to the MyFutures themes and were explored under the lead of the student teams. Armed with their own contextmapping materials, the students went out to their target groups to obtain rich insights in their motivations, drivers, needs and wishes. Both individual interviews and group sessions took place to discover latent needs. These insights were delivered by means of rich visuals and interactive workshops at their companies in order to start with the results straight away. The following pages describe the different Contextmapping Skills projects and their key findings.

"I just want to give good care"

40% of Dutch care professionals are also 'mantelzorgers' (informal carers). They experience care organization from the inside and outside.

Hospital nurses and informal caregivers want care to be of high quality and straightforward, however the health system they have to navigate is very dynamic, complex and bureaucratic. They are looking for a more simple experience and want direct information to be able to feel in control and have time to do what they love doing.

As it is shown in the visual below, there are three positive consequences and three negative

consequences that influence what nurses want to do the most: give quality nursing to people.

Nurses and informal care givers feel joy from care giving but they also get frustrated by the over workload, excessive paper work and by not being able to give enough attention to patients.

Futhermore, the hospital nurse and informal caregiver can be different roles of the same person. If so, the

complexity increases because this person has great insights in the healthcare system. He/She can see and experience more clearly the tensions within the system. This is an opportunity to act accordingly, but it can also create more frustration.
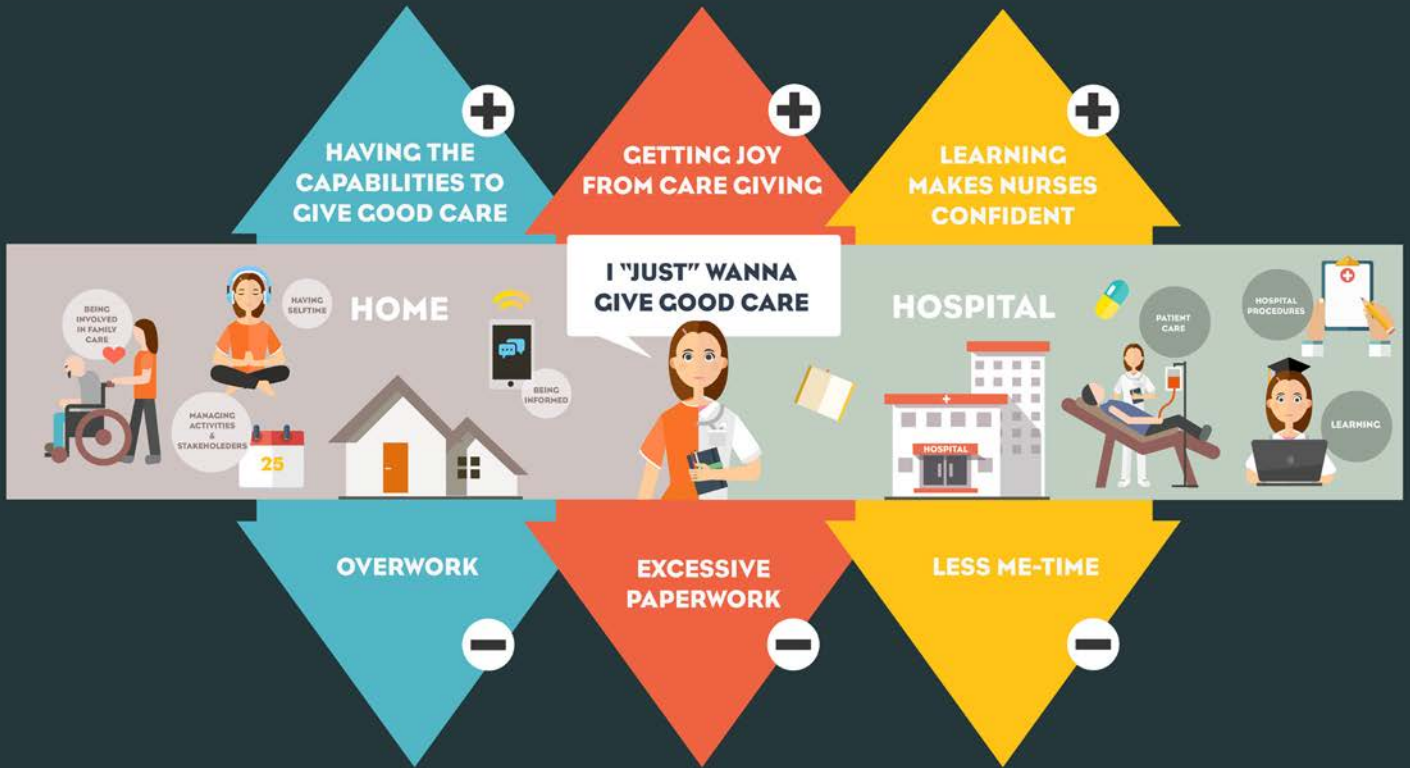
Lastly, learning is necessary to maintain nurse professionalism. However, nurses find it hard to make time for learning as well as making time for themselves.

Student Group:
Leroy Huikeshoven, Paulina Meraza Farfan,
Maaike Nijholt, Menqi Yuan

Client:
Microsoft

Elderly need their social network to age in place

As people get older, they go through cycles of adjustments to their abilities, their home and their attitude.

As the physicial restrictions of elderly increase, they adjust their home, behaviour and attitude towards life. Elderly need people around them to deal with their new situation.

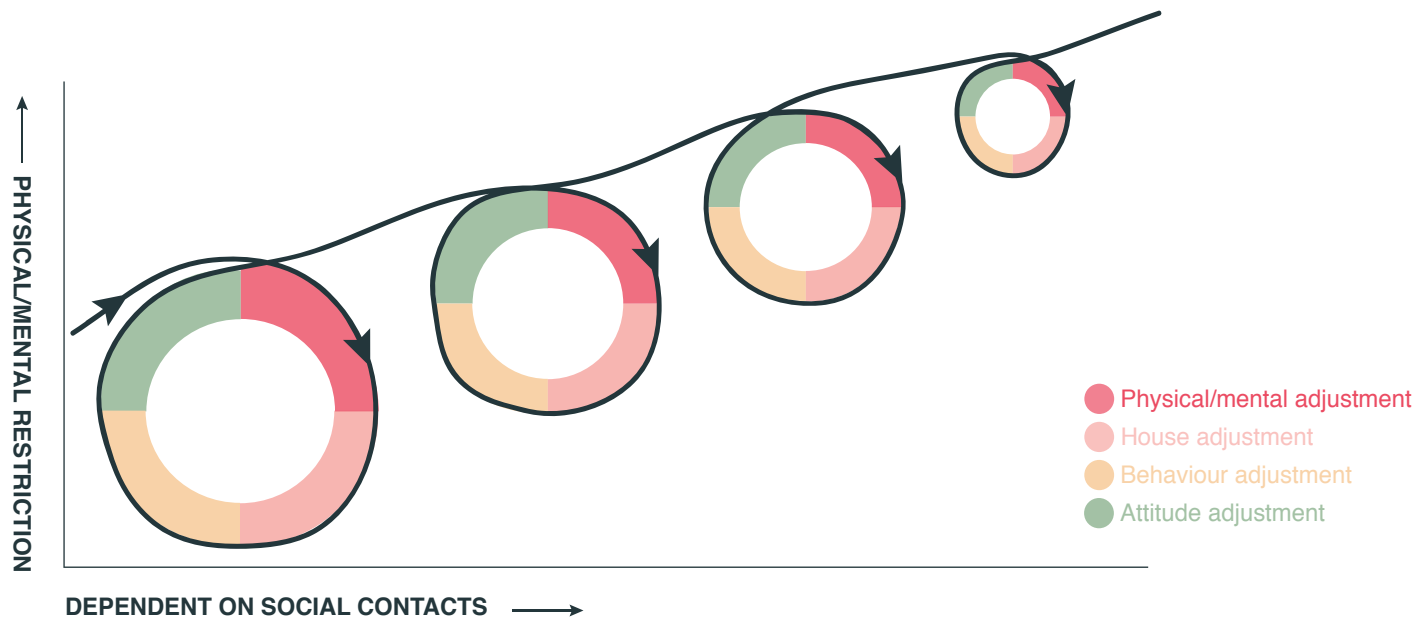The needs, wishes and dreams of elderly change according their new physical and mental situation. The way elderly deal with their situation is dependent on their social network. Elderly with people around them to help, can more easily keep a positive attitude towards life. Elderly with a small social network around them have more practical needs and wishes for Woonbron, such as help with maintanance, cleaning and burglary prevention.

Elderly with a large social network have a need for social activities, such as volunteer work, going to eatclubs and doing things together with other elderly. Woonbron has to keep in mind these various personas and their mental and physical situation to provide fitting services.

Student Group:
Mariëtte Klunder, Geertje Slingerland, Berber Bijlsma

Client:
woonbron

PHYSICAL/MENTAL RESTRICTION

DEPENDENT ON SOCIAL CONTACTS →

● Physical/mental adjustment
● House adjustment
● Behaviour adjustment
● Attitude adjustment

Youngsters find it hard to envision their **future caregiving role**

Medical support tends to focus on the patient. But their carers deserve attention in their own right.

The various opportunities in the youngster's personal life and the unclarity of their parents' future health state constrain youngsters from having a clear vision regarding their future.

Youngsters are at an unsettled stage of their life with many opportunities regarding their future. Next to that, they are also exposed to the situation of their parent's disease. These different variables make it hard for them to envision their future caregiving role. Findings of the research show that the illness of the parent is not the prior factor influencing young adults' decision making and future plans. The current level of involvement to caregiving differs for various types of personas which created based on different characteristics and paren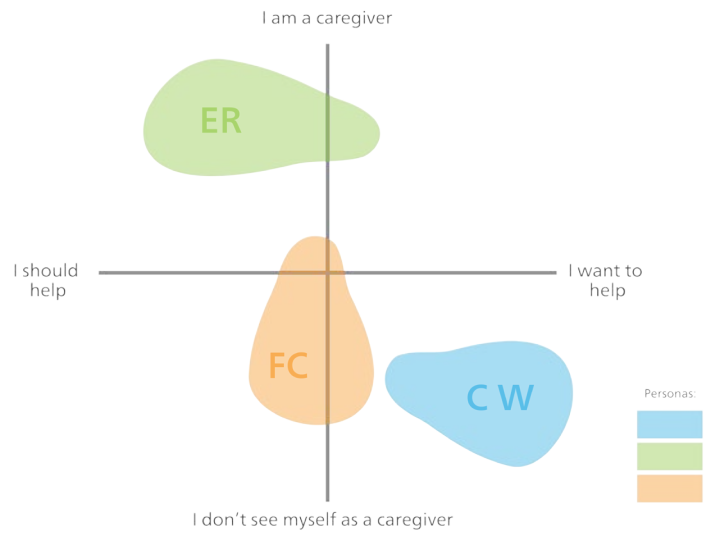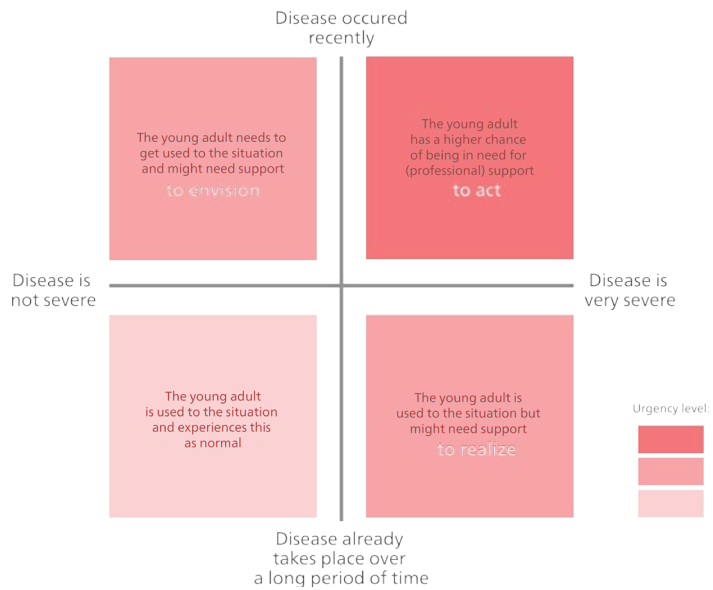t-child relationships. Youngsters feel afraid to see the parent in a dependent situation which conflicts with strong parental role figure. All youngsters feel the need for good communication with their parents about important issues in life, such as their future caregiving role. It is difficult to start such a conversation, therefore youngsters expect parents to take the lead for initiating this conversation.

Student Group:
Sanne Jongeling, Plamena Karova, Junhoa Mao, Evita Uitermark

Client:
De Hart & Vaatgroep
VAN EN VOOR MENSEN MET EEN HART- OF VAATZIEKTE

Disease occured
recently

The young adult needs to get used to the situation and might need support
to envision

The young adult has a higher chance of being in need for (professional) support
to act

Disease is
not severe

Disease is
very severe

The young adult is used to the situation and experiences this as normal

The young adult is used to the situation but might need support
to realize

Urgency level:

Disease already
takes place over
a long period of time

I am a caregiver

ER

I should
help

I want to
help

FC

C W

I don't see myself as a caregiver

Personas:

Discussion, Tips and more

In the discussion, some of the 120 participants of the symposium commented, questioned, and extended the topic presented. Afterwards, some sent more tips.

by Pieter Jan Stappers

Participants of the symposium discussing the topic

The symposium concluded with an intense discussion about the problem, the project, and the presentations, in which visitors brought in their own experiences and expertise. Because time ran out, we invited all to contribute 'tips and more' online. Here's a digest of considerations, with thanks to the contributors.

What's the problem? And what's the project trying to do?

Is there a recognized need? Are people asking to be helped to plan their futures? Are we trying to be too prescriptive to (cl)aim that we can make people 'decide' on their future? Life's not that simple, expectations can be easily raised, resulting in disappointment. On the other hand, there are enough stories of people regretting

choices they made because they overlooked what was important for them, and plenty of indications that we all are running into an expensive and problematic territory.

The early months of MyFutures already raised more modesty to what we can understand and realize, but also hope. In the interviews with the 'pioneers of being old successfully' we

learned to change our questions from 'what do you need' to 'tell us how you deal with things, and what you did and did not do'. In contextmapping terms, these people are the 'experts of their experience', not the 'victims of design actions'.

The future appears scary. But must it be?

Several stories in the discussion illustrated that, especially toward old age, the future is seen as something to be scared of: a problem, a path of steady decline into death, loss of autonomy. Reasons for fear, which easily leads to indecision. Old age is a taboo to bring up in conversation, difficult to start talking about, also because it is threatening to 'the holders of the status quo' who may need to change what they feel is so good now.

But is that necessary? Aren't there better perspectives on later life, which focus on opportunities and capabilities, and empower rather than stifle people. Can old-age-planning be reframed more like baby-planning, with an obvious need for preparations, participation of the social circle, and joy?

What is 'future' anyway?

The very notion of 'future' is one of the most difficult in science and philosophy. From the present, we feel we can look upon a clear past with a sense of logic, order, causality, and purpose. But the future appears shrouded in uncertainty, carrying multiple options (hence, plural futures), and therefore unpredictable and out of our control. The 'end of history illusion' (see page 14) illustrates
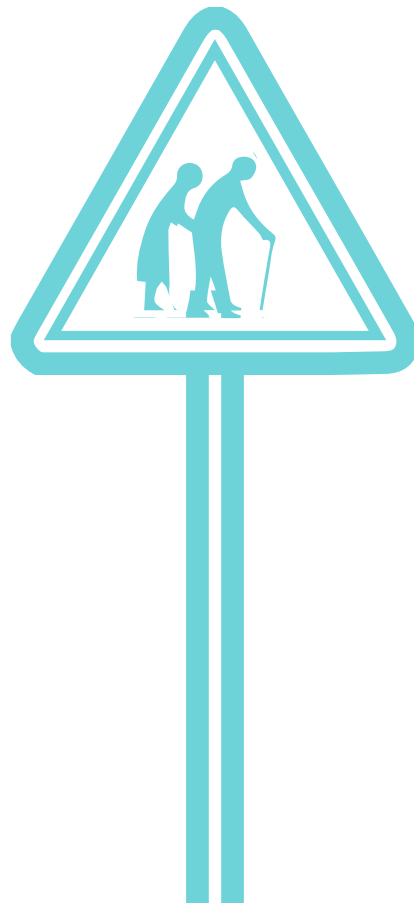
our difficulties in thinking ahead. On the other hand, there are many 'present's, at some of which we stand for changes which make it more natural (and inescapable) to consider options and implications of choices. Such as picking a school, around childbirth, buying a house, around retirement. Then we more readily reflect on plan, and these are socially acceptable reason (excuse?) to start conversations. Because then there is a need to act and decide, and we run out of options to procrastinate. Maybe such other choice-moments can serve as sunnier metaphors, but on the same choices. As one discussant wrote 'can't there also be a MyFutures for Kids'?

Who needs to deal with the future?

Much of design thinking, and many laws and regulations, are focused on the individual, e.g., the person getting old and 'needing to receive care'. But several discussants were interested in other levels at different scales as the ones who need support, or participate in solutions, e.g.

• Closely surrounding people, e.g. , (informal) caregivers, family, neighbours;

60

- Institutions, e.g., care organisations, service providers, cities
- National level, e.g., law and policy

These are active partners of the planning (need), not merely providers of options. They may play a role in co-creating the solutions.

And there are other factors or groups that transcend the individual variability:
- Religion
- Cultural groups
- psychological categories (type A and B coping styles)
- Income groups and generations (lower-income groups and older generations are sometimes found to be more fatalistic, accepting what comes; higher-income groups, young generations often have more opportunities and education to arrange things).

These factors can provide perspectives and meaning, e.g., the value of old age is different in different cultures. In a project like MyFutures, the factors can be used at the analysis level, i.e., in developing tools, and at the intervention level, e.g., to engage people as individuals or in certain groups in the field studies.

How to help people deal with their futures?

The MyFutures presentation (pages 10-17) already indicated some ingredients that are being pursued:
- Pioneers of being really old (interviews with elderly), which may be used as points on the horizon to help people navigate;
- Moments of opening up (findings those decision spots when people have more opportunity to think and talk about their futures);
- These will be continued, and augmented also with interviews with pioneers from lower income groups (the first round included only people who are relatively well-off). Other clear directions toward developing tools are:
- Reframing from a problem to an opportunity, to reduce the stigma and fear. People are afraid of physical and mental disability, but actually turn out to be able to adapt well to those. A great factor appears to be to attain a 'socially meaningful life', not 'lighten the road to disability'.
- Reframing the planning from 'a momentary decision about a singular, desired future situation' to 'learning how to react flexibly to changes in situations', e.g., resilience. One discussant brought the quote "Give a hungry person fish and he'll be hungy tomorrow; teach him how to fish, and he'll have food afterward". This is a tension between acting toward the future and acting in the future.
- Engage playfulness. One discussant pointed back to Liz Sanders' presentation about the aim to "teach people to play with their futures". This requires a flexible format, with a level of 'fun' that is appropriate to the participants. One size may not fit all.
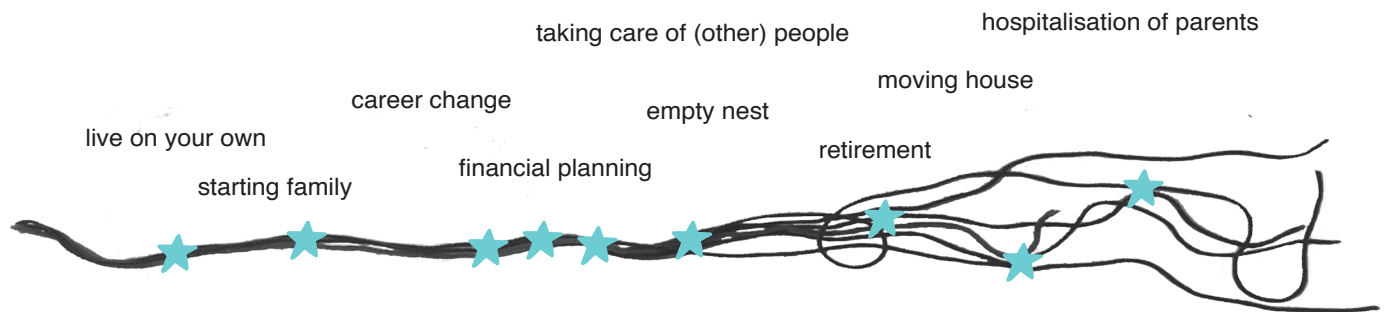
This discussion with a wide set of experts from academia to practice in various domains helped us to frame our questions and set up case studies that resonate with a large group of experts.

Where next?

This was a glimpse into the first six months of MyFutures developments. In the next phase we will conduct a set of case studies to learn more through design interventions. Stay tuned!

by Froukje Sleeswijk Visser

taking care of (other) people

hospitalisation of parents

career change

moving house

live on your own

empty nest

financial planning

retirement

starting family

Moments in life when people deal with their futures

From the literature, collaboration with students, and our insights from the interviews and the Langer Thuis project in Rotterdam Langer we have identified a set of moments and conditions in which people are more receptive to consider or talk about dealing with their own futures.

For some of these moments we are setting up case studies with our partners and even new partners might join in. A follow up symposium is planned in summer 2018 to share our findings and interpret them again with a varied set of experts from different backgrounds.

Starting up case studies
We have learned a lot about how people deal with thinking about their future. Mainly that people often don't like to think about discuss their older futures.

However, we discovered that though people have difficulties in explicitly dealing with their own futures, that there are definitely moments where people are more open and willing to share their considerations about arranging their own possible futures with others. In a series of case studies we are currently exploring such moments in more detail. We also decided to focus on discussions moments.
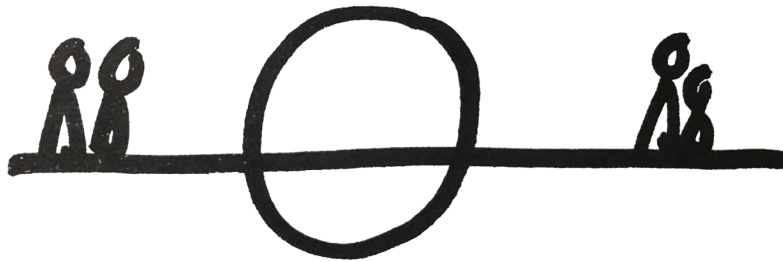
We focus on moments when people are in discussion with others in the case studies.

In discussions with others people are generally more receptive to consider different options. In everyday life people don't actively search for people to explicitly discuss future planning, but it does happen in more natural settings (cooking clubs, existing social networks etc). The moments in which people are more open to consider possible future plannings involve talking with family members, peers, or with professionals.

Selfhelp tools and reflective individual assignments about becoming aware of your own needs and wishes for the future are interesting to study but we found that discussions between people are more concrete settings to intervene through design interventions and explore the effects.

In the case studies we will design and test tools to empower individuals to imagine, consider and discuss their possible futures with people in their surroundings and organisations that may be able to support them in the future. We have planned the following case studies.

Case: discussing options in arranging personal care budget

Case study partners are: TUDelft/DAE, Vivent, KodieZijn, social design agency Afdeling Buitengewone Zaken.

The first case study is about designing new roles for personal budget arrangements (persoonsgebonden budget). In the Netherlands we have a system where people can arrange their own care with a provided yearly budget. It is initiated to support people to arrange their own care and be able to stay longer at home. This care can be professional (nurses that help with daily healthcare issues) but can also involve other professionals to support the person in need (cleaning, social support, administration, coaching etc). Often one or more familiy members or close ones take informal care roles and can also be paid out of this budget. Through a series of co-creation workshops with care providers, personal budget organisations, caretakers and their family members we hope to learn more about the moments and the needs that different stakeholders in this network have.

Case: discussing social futures between peers

Case study partners are Zuidzorg and STBY.

The second case study focuses on existing meet ups of retired people and investigates how design interventions could support them in informally sharing experiences of dealing and planning their social future lives.
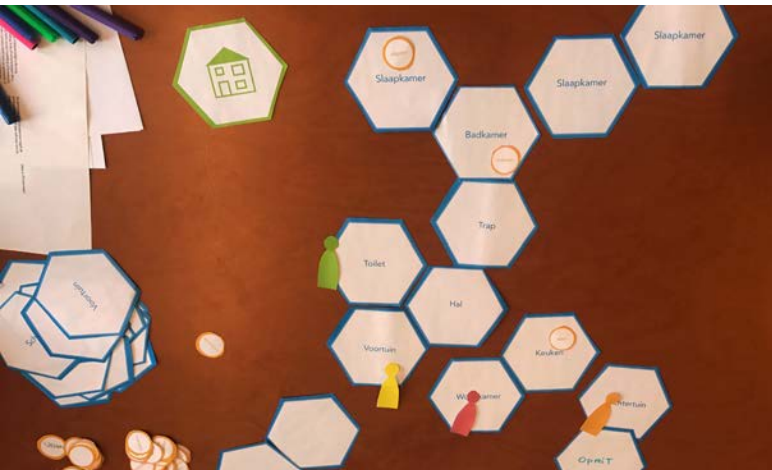
These cards are part of a design intervention to support the meeting planning the personal care with a care matchmaker.

People coming together to discuss their vitality at 'Ontmoet en groetplein Zuidzorg Extra'.

Case: discussing futures between generations

Case study partners are Muzus, Achmea, CZ, gemeente Den Haag and gemeente Rotterdam.

The third case study focuses on children who are informal caregivers (mantelzorgers) of one of their parents. Children of a parent who needs support or might need support in the future might have more considerations about the future. Either because they notice themselves aging or other reasons to not be able to keep on providing care for their parent or simply because they see someone close in this stage and are more aware about what the future could bring. However, they usually find it difficult to address and discuss this explicitly. For example a s of a person with a cardiovascular disease expressed: 'I am quite worried about my mother's health. She might need to move closer to me if he wants us keep helping him daily. But I really don't know how to start this conversation.'

In summer 2018 we plan to follow up on this symposium to share learning lessons from these studies.

Discussing our futures involves multiple generations.

Contact? Go to www.myfutures.nl

www.rotterdam.nl/apps/rotterdam.nl/wonen-leven/langer-thuis/index.xml

With rising life expectancies and retreating government, citizens have more to arrange for their old age situations. But planning for the future, and discussing this with your family, friends, neighbours, and local organisations isn't easy.

In the MyFutures project, we study how individuals can deal with this challenge: how to face the need to arrange things, and start discussing it with others. And how local government and care organisations can provide better services. After half a year, we presented first findings in a symposium, and in this booklet.