

Design Thinking as a method and process for creating sustainable innovations: a cross-cultural case study



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CONTENT

Design Thinking

Case study

Results

Outcomes



DESIGN THINKING



DESIGN THINKING



late 1960s and early 1970s – integration of analytical and intuitive thinking + business landscape



significance of design knowledge in addressing social problems

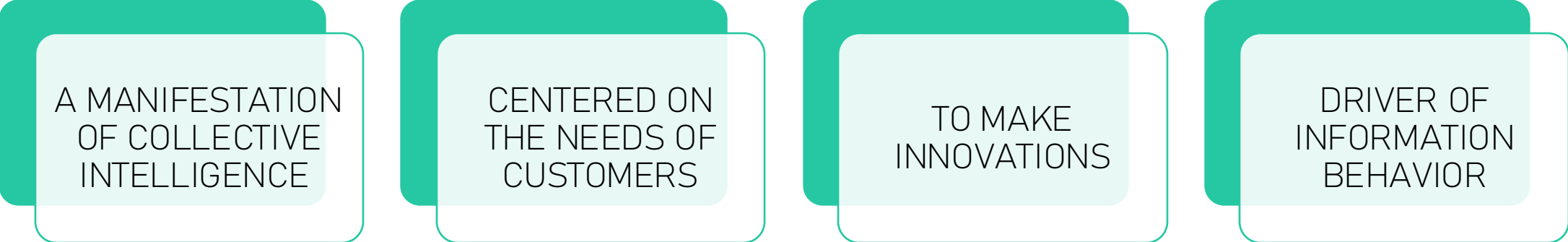


the imperative of deeply understanding customer needs and expectations (Tom Kelley, IDEO company)



empathy as the willingness to challenge preconceived assumptions and suspend the belief that what one thinks is true, in order to discover what is genuinely true

DESIGN THINKING is



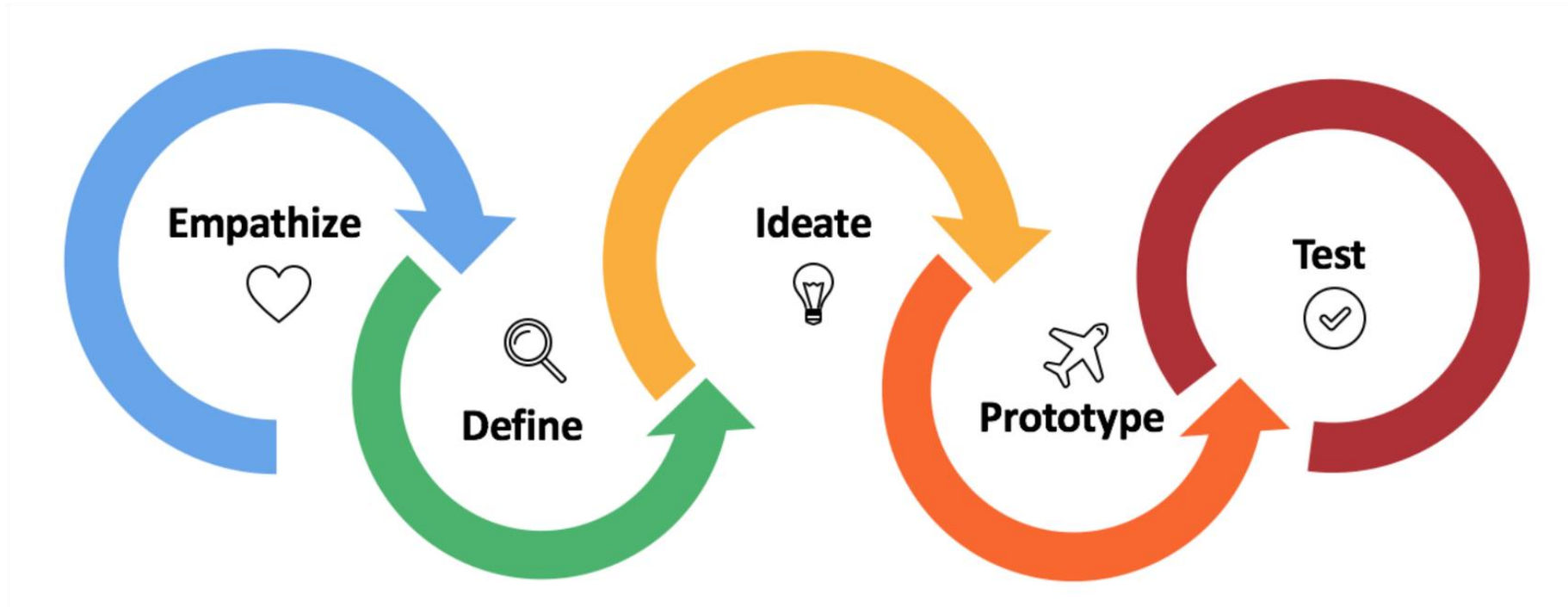
A MANIFESTATION
OF COLLECTIVE
INTELLIGENCE

CENTERED ON
THE NEEDS OF
CUSTOMERS

TO MAKE
INNOVATIONS

DRIVER OF
INFORMATION
BEHAVIOR

DESIGN THINKING as a process



DESIGN THINKING as a method



A PROBLEM-SOLVING
METHODOLOGY



HARMONY OF CREATIVITY AND
ANALYTICAL THINKING
PROCESSES



FOR MULTIDISCIPLINARY TEAMS



CASE STUDY



- Observation
- Design Thinking workshop (2 sessions)
- NIAGARA project members from Norway, Tanzania, Zambia, and Poland
- May/June 2024

Session 1

- Try to define features of an "ideal user" of an academic library
- Try to find features of "non-user"

Empathize

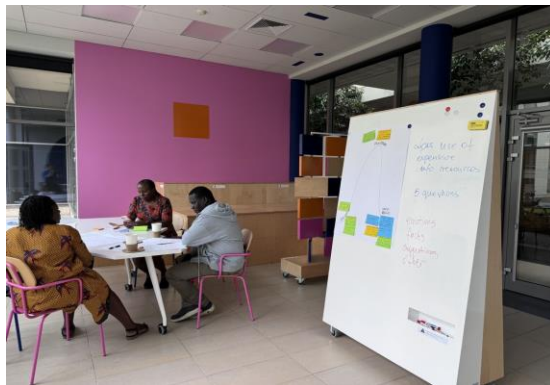
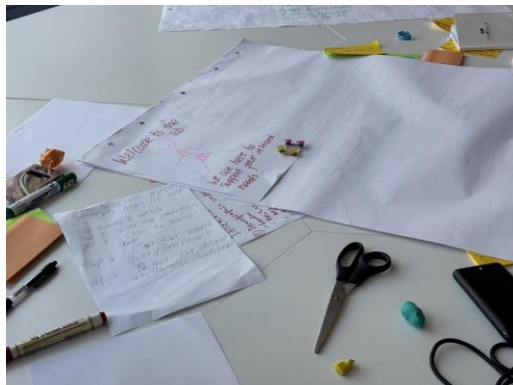


WHY?

- To define real user's needs
- To define a problem
- To find a solution
- To cover the needs



Session 2





RESULTS





DESIGN THINKING workshop showed

- similar challenges across services in Poland, Norway, Zambia and Tanzania
- challenges with defining user roles in the innovation process
- challenges with characterizing the users of institutional environments

- collaboration of NIAGARA project members
- communication
- commitment
- task execution during the workshop stages



01

institutional level

"think and act"
designing as a
practice

02

operational level

resources
management

03

didactic level

self-learning
scenarios
iterations



OUTCOMES





common challenges across diverse cultural contexts in knowledge production and epistemic justice



necessity of the inclusion of Design Thinking methodology in educational programs (digital and information competencies), echoing the theme's focus on educational equity



significant insights into the application of Design Thinking in fostering cross-cultural collaboration, innovation, and educational equity



No one knows everything, everyone knows something...

Pierre Levy, "Collective Intelligence"

THANK YOU!

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