



Learnovate

Gen AI Use Case

Lesson Planning

Designing a Workshop

Author: Frank O'Reilly
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Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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1. Use Case Overview

The purpose of this Use Case was to explore the effectiveness of Generative AI as a tool for designing a workshop. Even for experienced facilitators, designing a workshop can prove challenging.

Workshops have become more commonly used and it can be difficult to come up with a format that participants will find interesting and engaging. Even the most well-designed workshop can fall short of its objectives if it uses a format and set of activities that, no matter how good, have been seen so many times by the participants that they lose their effectiveness.

Therefore, this Use Case aims to evaluate the effectiveness of a Generative AI tool for coming up with a workshop format (and associated activities) that would be both engaging and effective. For this, the Generative AI tool would be provided with essential details about the profile of the participants, the desired outcomes of the workshop, and the duration of the workshop.

The specific topic chosen for this Use Case was Design Thinking. However, the purpose was to explore the capabilities of Generative AI for any type of workshop.

The experiment was conducted in October 2024 and used the ChatGPT AI web version with a Team subscription account¹.

Three different ChatGPT models were used:

- **4o**: This model is currently the 'standard' version of ChatGPT. It focuses on delivering structured responses in a clear and concise manner.
- **4o with Canvas**: This model differs from 4o in that the responses are presented on a dynamic canvas (as opposed to a conversation 'stream'). Thus, it encourages a more interactive and iterative approach to working with ChatGPT.
- **o1 Preview**: o1 is a 'reasoning model' that uses a very different approach compared to the other models (it is not a GPT and instead uses the Chain of Thought (CoT) AI technique)².

The purpose of using more than one model was to examine whether there were differences in the outputs generated while using the same initial prompt.

The choice of Design Thinking was made since this is a topic within the Learnovate team's area of expertise. Additionally, the Learnovate team regularly design and run workshops and, therefore, are perfectly placed to evaluate the proposed workshop designs.

¹ <https://chatgpt.com/>

² <https://www.ibm.com/topics/chain-of-thoughts>

2. Interactions with ChatGPT

This section presents the three different conversations conducted with three different models of ChatGPT: 4o, 4o with Canvas, and o1 preview.

Iteration 1: ChatGPT Model 4o

The first iteration of this Use Case was carried out with ChatGPT, using the 4o mode. A simple initial prompt explaining the purpose of the conversation to which ChatGPT replied requesting additional information:

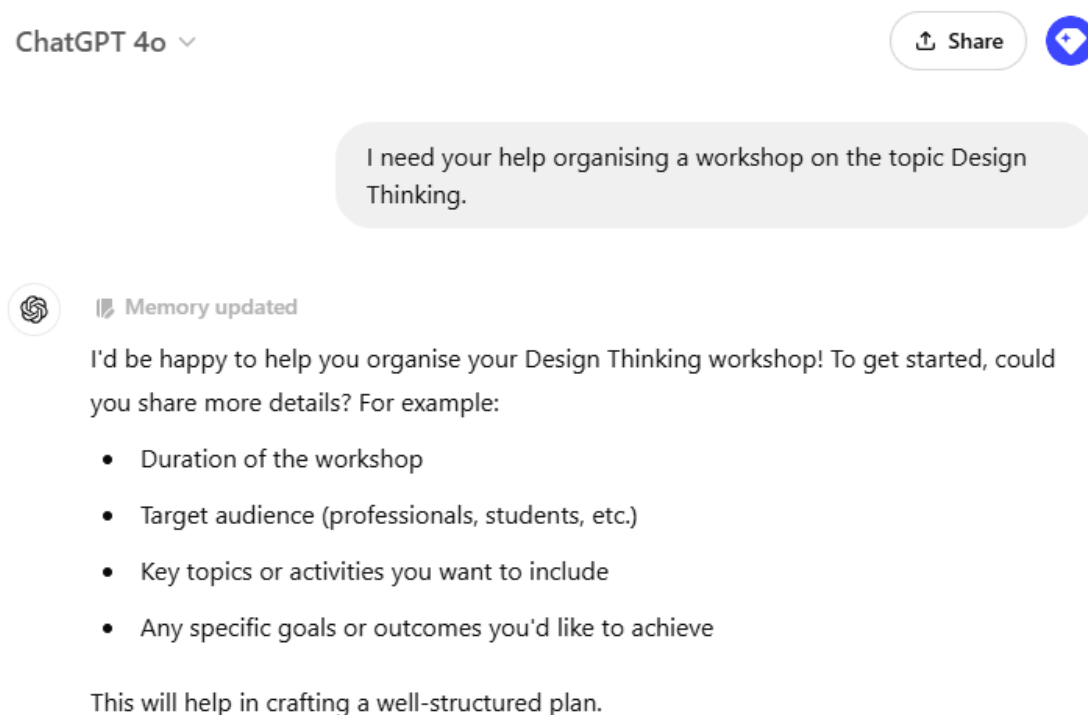


Fig 1: 4o Start of Conversation

After the initial response of ChatGPT, a follow-up prompt was supplied with an attached document³. The attached document (entitled The Field Guide to Human-Centered Design) is a 'toolkit' produced by IDEO, a leading organisation in the world of Design Thinking. The purpose of uploading the document was to provide ChatGPT with specific content to be used to generate the workshop design:

³ <https://www.designkit.org/resources/1.html>



Field+Guide+to+Human-Centered+D...
PDF

The workshop will take place online with approximately 25 participants. It will last for 2 hours and I need you to propose 3 activities for the workshop and also a separate 10 minute ice breaker activity. The activities need to be interactive and collaborative. Please use the file uploaded with this prompt to generate the workshop outline and detailed activities and ask me for any additional information you require.

Fig 2: 4o Follow-up Prompt

Having been provided with the additional information and a supporting document, the response from ChatGPT presented a straightforward but effective outline. It broke down the stages of Design Thinking into activities that would fit the specified two-hour timeframe:

- **Activity 1:** Framing a design challenge using the "How Might We" approach, an exercise to help participants build a clear starting point.
- **Activity 2:** A 30-minute brainstorming session based on IDEO's Brainstorm Rules.
- **Activity 3:** Rapid prototyping working in teams and incorporating feedback.

The proposed icebreaker, "Empathy Mapping," incorporated a core principle of Design Thinking and, overall, 4o produced a solid, comprehensive, and workable design for the workshop.

The follow-up prompt required careful crafting and included very specific instructions and could be used as a template for prompting any Generative AI tool for the design of a workshop on any given topic. If necessary, the user could simply change the criteria specified in the prompt (number of participants, duration, etc.) and supply some content related to the workshop topic (in the form of a file, or even additional text in the prompt).

Iteration 2: ChatGPT Model 4o with Canvas

For this iteration, an initial prompt including a file upload was provided:

Please act as an expert in organising workshops on the topic Design Thinking. I need your help organising a workshop that will take place online with approximately 25 participants. It will last for 2 hours, and I need you to propose 3 activities for the workshop and also a separate 10-minute ice breaker activity. The activities need to be interactive and collaborative. Please use the content in the file uploaded with this prompt to generate the workshop outline including detailed activities and ask me for any additional information you require.

File Uploaded: The **Field Guide to User-Centered Design**
(<https://www.designkit.org/resources/1.html>)

Fig 3: Model 4o with Canvas Initial Prompt

This time around, ChatGPT's response was more detailed and introduced elements that appear more 'creative'. The more elaborate workshop design would indicate that ChatGPT had 'learned' from the first interaction and was using that learning to provide a 'richer' response. (It should be noted here that the same LLM was used for both the first and second iterations, thus the second iteration was effectively a 'follow-on' conversation with ChatGPT).

Overall, the proposed workshop design is very similar to that proposed in the first iteration, however, it provides much more detail in terms of the purpose, description, instructions, and tools for each activity. This would indicate that, since the 4o model was used in both iterations, ChatGPT 'learned' from the first iteration and was, therefore, able to provide a more detailed response in the second iteration.

Activity 2 (30 minutes): "Brainstorming with Brainstorm Rules"

- **Purpose:** To generate as many creative ideas as possible to address the design challenge framed in Activity 1.
- **Description:** Participants will stay in their breakout groups and conduct a brainstorming session, aiming to come up with at least 10-15 ideas for solving their challenge. Introduce the "Brainstorm Rules" from the Field Guide, including encouraging wild ideas, building on others' ideas, and going for quantity over quality.
- **Instructions:**
 - Have each participant add their ideas to a shared virtual whiteboard.
 - Remind everyone to defer judgment, stay focused, and think visually by sketching or doodling if possible.
- **Tools:** Virtual whiteboard like Miro, Google Jamboard, or MURAL.

Fig 4: Model 4o with Canvas - More Detail

With this model, there was also a slightly greater emphasis on activities that encourage interpersonal connections:

- **Icebreaker - "Designer Superpower"**: This time around in the icebreaker, participants were asked to share their "designer superpower"—a unique trait or strength they felt contributed to their creativity.
- **Activity Adjustments**: The core activities of framing, brainstorming, and prototyping were retained, but model 4o with Canvas appeared to focus more on building a sense of camaraderie within breakout rooms.
- **Digital Tools**: There was a more explicit calling out of online whiteboarding tools (Miro and MURAL) aimed at involving all participants.

Iteration 3: ChatGPT Model o1 Preview

The third iteration, using the o1 preview, was designed to test what would be output from a so-called 'reasoning' model. As this model doesn't accept file uploads, it only had an initial prompt to work with:

Please act as an expert in organising workshops on the topic Design Thinking. I need your help organising a workshop that will take place online with approximately 25 participants. It will last for 2 hours, and I need you to propose 3 activities for the workshop and also a separate 10-minute ice breaker activity. The activities need to be interactive and collaborative. Please ask me for any additional information you require.

Fig 5: o1 Preview Initial Prompt

In response, ChatGPT asked for some additional information:



Thought for 6 seconds ▾

Certainly! To tailor the workshop activities effectively, could you please provide some additional information:

- **Objectives:** What is the main goal of the workshop? Are participants expected to solve a specific problem or learn certain aspects of Design Thinking?
- **Participants:** Who will be attending? Are they students, professionals, or from a particular industry?
- **Experience Level:** What is their familiarity with Design Thinking? Are they beginners or do they have some prior experience?
- **Tools and Platforms:** Will you be using specific online tools (e.g., Zoom, Microsoft Teams, Miro, Mural) that support collaborative activities?
- **Desired Outcomes:** Are there any specific deliverables or outcomes you expect by the end of the workshop?

Your answers will help me propose the most suitable and engaging activities for your workshop.

Fig 6: o1 Preview Initial Response

In answer to ChatGPT's request for additional information, the following prompt was entered:



The main objective is for the participants to learn the key concepts of Design Thinking (DT) and feel comfortable using the DT process. Participants are undergraduate students from a variety of disciplines with limited prior knowledge of DT. The workshop will use Zoom and Miro. Ideal outcome would be a summary of ideas generated during the workshop to demonstrate the effectiveness of DT.

Fig 7: o1 Preview Follow-up Prompt

Although it didn't have any uploaded documents to work with, this model used its 'trained' knowledge and the responses to the clarifying questions to generate the workshop outline. ChatGPT acted 'proactively' to ask the necessary questions to understand more about the target audience.

There are some points to highlight in this iteration:

- **Questions for Customisation:** Model o1 began by seeking context—Who are the participants? What are their objectives? Are they beginners? These questions demonstrated its aim to better understand the requirements so it could tailor its response.
- **New Icebreaker - "Creative Collage":** This model's icebreaker, titled "Creative Collage," asked participants to create a visual representation of what creativity means to them (using Miro, for example).
- **Refined Empathy and Ideation Activities:** The empathy mapping exercise was given more context and participants were required to work on personas relatable to them, such as a student juggling work and studies. The ideation phase was also designed to be more structured, breaking it down into clear steps of "Define" and "Ideate."

This model seemed to make a greater effort to adapt to its audience. This was demonstrated by the fact that it didn't make assumptions and endeavoured to determine the participants' level of experience and comfort (a basic form of learner 'profiling').

Without a source document to work with for the workshop design it seemed to take a more active approach to gathering the required information which can be seen from the conversation thread in the Appendix.

3. Outcomes and Learnings

All three models performed the requested task very effectively. Once given a sufficiently well-crafted initial prompt, they were able to quickly generate a workshop design that could be used without much further adjustment.

The ability of ChatGPT to generate the workshop designs quickly and easily in this experiment may be due in part to the fact that the topic of Design Thinking is widely referenced and researched on the internet. All the models would have integrated a large quantity of training data on the topic making the task of quickly producing output of a high standard that bit easier. This was somewhat confirmed by asking ChatGPT to propose a workshop design without giving it a subject matter or even title to work with. In this case, ChatGPT simply proposed a generic workshop design with no mention of any of the key concepts (and related activities) of Design Thinking (such as Empathy Mapping or Prototyping).

However, it might be interesting to repeat this experiment with a more 'obscure' topic on which the models might not have had as much training.

It is worth highlighting the richer, more detailed response provided in the second iteration. Both the first and second iterations used the same LLM (4o) - the difference being the presentation of the output using ChatGPTs' Canvas feature in the second iteration.

The Learnovate team used ChatGPT with the Memory setting On and this seemed to be reflected in the response in the second iteration which demonstrated what appear to be learnings from the first iteration – for example, in the first iteration, ChatGPT had to be asked separately to suggest digital tools that could be used during the workshop whereas, in the second iteration, these tools were included as part of the initial response.

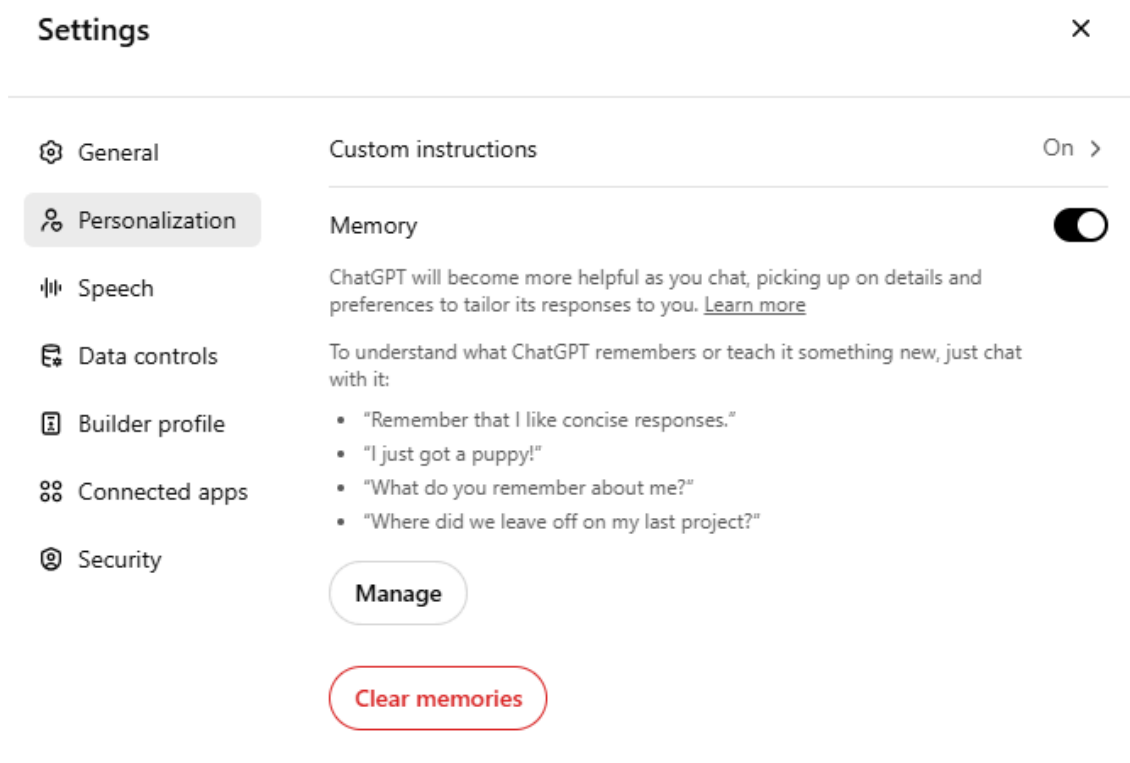


Fig 8: ChatGPT Memory Settings

Perhaps once again reflecting the large amount of training data on the topic available to ChatGPT, the o1 model generated a very good quality workshop design without having any uploaded content to which to refer.

Overall, the experiment demonstrates that ChatGPT can be a very effective tool for generating ideas for learning activities – even if only in the form of a draft that can then be refined and honed by the Subject Matter Expert and/or Educator.

It might be interesting to conduct the same experiment using a different Generative AI solution (such as Claude, Gemini, or Perplexity) or repeat the experiment with ChatGPT but for a topic on which the AI model might not have been so extensively trained.

APPENDIX – ChatGPT Full Conversations

Iteration 1: ChatGPT Model 4o

Initial Prompt(s):

I need your help organising a workshop on the topic Design Thinking.

ChatGPT Response:

I'd be happy to help you organise your Design Thinking workshop! To get started, could you share more details? For example:

- Duration of the workshop
- Target audience (professionals, students, etc.)
- Key topics or activities you want to include
- Any specific goals or outcomes you'd like to achieve

This will help in crafting a well-structured plan.

Follow-up Prompt(s):

The workshop will take place online with approximately 25 participants. It will last for 2 hours and I need you to propose 3 activities for the workshop and also a separate 10 minute ice breaker activity. The activities need to be interactive and collaborative. Please use the file uploaded with this prompt to generate the workshop outline and detailed activities and ask me for any additional information you require.

File Uploaded:

The **Field Guide to User-Centered Design** (<https://www.designkit.org/resources/1.html>)

ChatGPT Response:

Based on the information from the **Field Guide to Human-Centered Design**, I propose the following **workshop outline and activities** for your online Design Thinking workshop with 25 participants over 2 hours.

Workshop Outline

1. **Introduction & Icebreaker (10 minutes)**

- o Welcome and objectives of the workshop.
 - o Brief overview of Design Thinking and its importance.
 - o Icebreaker activity.
2. **Activity 1: Framing the Design Challenge (20 minutes)**
- o Participants will be guided to frame their design challenge using the "How Might We" approach (inspired by the Field Guide's **Frame Your Design Challenge** method).
 - o Purpose: To ensure each participant or group starts with a clear and actionable design challenge.
3. **Activity 2: Brainstorming Ideas (30 minutes)**
- o A collaborative brainstorming session following the IDEO's **Brainstorm Rules**.
 - o Each group will ideate multiple solutions for their design challenges.
 - o Encourage wild ideas, build on each other's concepts, and generate as many solutions as possible.
4. **Activity 3: Prototyping and Feedback (30 minutes)**
- o Participants will develop rapid prototypes of their best ideas (this could be a sketch, a storyboard, or a simple role-playing activity as inspired by the **Rapid Prototyping** method in the guide).
 - o Each group will present their prototypes and get feedback from peers (in breakout rooms or in the main session).
5. **Wrap-Up & Reflection (10 minutes)**
- o A brief reflection on what was learned.
 - o Q&A and next steps for participants to continue applying Design Thinking.

Icebreaker Activity (10 minutes): "Empathy Mapping"

Purpose: To engage participants and set the tone for Design Thinking by focusing on empathy, a core component of the process.

- **Instructions:**
 - o Split participants into smaller breakout groups (5 participants per group).
 - o Each group chooses a user persona (e.g., a student, a working parent, etc.) relevant to their professional lives.
 - o Using an online whiteboard, they create an **empathy map** to identify what their user persona *thinks, feels, says, and does* in a particular scenario.

- o At the end of the 10 minutes, one representative from each group shares key insights.

This activity is designed to warm up participants to empathise with users and set the foundation for the subsequent Design Thinking steps.

Let me know if you'd like further adjustments or additional details on any part!

Iteration 2: ChatGpt Model 4o with Canvas

Initial Prompt(s):

Please act as an expert in organising workshops on the topic Design Thinking. I need your help organising a workshop that will take place online with approximately 25 participants. It will last for 2 hours, and I need you to propose 3 activities for the workshop and also a separate 10-minute ice breaker activity. The activities need to be interactive and collaborative. Please use the content in the file uploaded with this prompt to generate the workshop outline including detailed activities and ask me for any additional information you require.

File Uploaded:

The **Field Guide to User-Centered Design** (<https://www.designkit.org/resources/1.html>)

ChatGPT Initial Response:

Based on the content from the Field Guide to Human-Centered Design, I've put together a workshop outline for your online Design Thinking session with 25 participants. Below, you'll find three activities as well as a 10-minute ice breaker activity, all of which are interactive and collaborative.

Workshop Outline: Design Thinking Online Workshop (2 Hours)

Ice Breaker (10 minutes): "Your Designer Superpower"

- **Purpose:** To break the ice and build a positive atmosphere among participants.
- **Description:** Ask each participant to briefly share what they think their "designer superpower" is—something they feel uniquely good at when it comes to creative thinking or problem solving. This activity will help participants get comfortable talking in front of the group and foster a sense of camaraderie.
- **Tools:** Participants share their responses using the chat function or on a shared virtual whiteboard, such as Miro or MURAL.

Activity 1 (30 minutes): "Frame Your Design Challenge"

- **Purpose:** To set the foundation by helping participants identify and articulate a problem clearly.
- **Description:** Using a design challenge framing method (similar to "Frame Your Design Challenge" in the Field Guide), participants will be divided into breakout groups of 4-5. Each group will choose a challenge and collaboratively write it down as a clear, concise statement that ends with a question ("How might we...?").

- **Instructions:** Guide them through the following steps:
 - Take a first attempt at writing the challenge.
 - Adjust to make sure it allows for a variety of possible solutions.
 - Reframe it as a "How might we" question.
- **Tools:** Breakout rooms, shared online document or whiteboard.

Activity 2 (30 minutes): "Brainstorming with Brainstorm Rules"

- **Purpose:** To generate as many creative ideas as possible to address the design challenge framed in Activity 1.
- **Description:** Participants will stay in their breakout groups and conduct a brainstorming session, aiming to come up with at least 10-15 ideas for solving their challenge. Introduce the "Brainstorm Rules" from the Field Guide, including encouraging wild ideas, building on others' ideas, and going for quantity over quality.
- **Instructions:**
 - Have each participant add their ideas to a shared virtual whiteboard.
 - Remind everyone to defer judgment, stay focused, and think visually by sketching or doodling if possible.
- **Tools:** Virtual whiteboard like Miro, Google Jamboard, or MURAL.

Activity 3 (40 minutes): "Rapid Prototyping and Feedback"

- **Purpose:** To bring ideas to life and get feedback from peers.
- **Description:** Each breakout group selects one of their best ideas from the brainstorming session and creates a quick prototype. The prototypes can be simple drawings, digital mock-ups, or even role-played scenarios, depending on the nature of the idea.
- **Instructions:**
 - Spend 20 minutes creating a rough prototype.
 - In the next 20 minutes, each group presents their prototype to the whole workshop, receiving constructive feedback and insights.
- **Tools:** Shared whiteboard for sketches or a prototyping tool like Figma for digital mock-ups. Presentations will be done using screen sharing in the main Zoom session.

Wrap-Up (10 minutes)

- **Purpose:** To reflect on the activities and key learnings.

- **Description:** Conclude by having each group share one key insight they gained from prototyping and feedback. End with a brief discussion about how participants can use Design Thinking methods in their work or personal projects.

Would you like me to elaborate on any of these activities or suggest additional resources for running the workshop smoothly?

Iteration 3: ChatGPT Model o1 Preview

Initial Prompt(s):

Please act as an expert in organising workshops on the topic Design Thinking. I need your help organising a workshop that will take place online with approximately 25 participants. It will last for 2 hours, and I need you to propose 3 activities for the workshop and also a separate 10-minute ice breaker activity. The activities need to be interactive and collaborative. Please ask me for any additional information you require.

(No file uploaded as o1 preview is a 'reasoning model' and not a GPT)

ChatGPT Initial Response:

Certainly! To tailor the workshop activities effectively, could you please provide some additional information:

- **Objectives:** What is the main goal of the workshop? Are participants expected to solve a specific problem or learn certain aspects of Design Thinking?
- **Participants:** Who will be attending? Are they students, professionals, or from a particular industry?
- **Experience Level:** What is their familiarity with Design Thinking? Are they beginners or do they have some prior experience?
- **Tools and Platforms:** Will you be using specific online tools (e.g., Zoom, Microsoft Teams, Miro, Mural) that support collaborative activities?
- **Desired Outcomes:** Are there any specific deliverables or outcomes you expect by the end of the workshop?

Your answers will help me propose the most suitable and engaging activities for your workshop.

Follow-up Prompt:

The main objective is for the participants to learn the key concepts of Design Thinking (DT) and feel comfortable using the DT process. Participants are undergraduate students from a variety of disciplines with limited prior knowledge of DT. The workshop will use Zoom and Miro. Ideal outcome would be a summary of ideas generated during the workshop to demonstrate the effectiveness of DT.

ChatGPT Response:

Workshop Plan: Introduction to Design Thinking

Icebreaker Activity (10 minutes): "Creative Collage"

- **Objective:** Warm up the participants' creative thinking and foster initial collaboration.
 - **How it Works:**
 - **Step 1:** Participants are divided into five breakout rooms with five members each.
 - **Step 2:** Using Miro, each group is given a blank canvas titled "Our Collective Creativity."
 - **Step 3:** In their groups, participants have 2 minutes each to add an image, word, or drawing that represents creativity to them.
 - **Step 4:** Groups reconvene in the main Zoom room and share their collages briefly.
 - **Benefits:**
 - Encourages quick thinking and collaboration.
 - Helps participants become comfortable with Miro and sets a creative tone for the workshop.
-

Activity 1 (30 minutes): "Empathize – Understanding the User"

- **Objective:** Introduce the first stage of Design Thinking by developing empathy for the user.
- **How it Works:**
 - **Introduction (5 minutes):**
 - The facilitator explains the importance of empathy in Design Thinking.
 - Present a brief example of an empathy map.
 - **Group Activity (20 minutes):**
 - Participants return to their breakout rooms.

- Each group is assigned a user persona (e.g., a student juggling work and study, someone new to online learning).
- Using Miro's Empathy Map template, groups discuss and fill out sections on what the user thinks, feels, says, and does.
- **Sharing Insights (5 minutes):**
 - Back in the main room, each group shares one key insight about their user persona.
- **Benefits:**
 - Helps participants practice empathy by stepping into the user's shoes.
 - Sets the foundation for defining a user-centered problem.

Activity 2 (40 minutes): "Define and Ideate – Problem Statements and Brainstorming"

- **Objective:** Teach participants how to define a clear problem and generate innovative solutions.
- **How it Works:**
 - **Define Phase (15 minutes):**
 - **Instruction (5 minutes):** Facilitator explains how to craft a problem statement based on empathy findings.
 - **Group Work (10 minutes):** In breakout rooms, groups formulate a concise problem statement for their user persona.
 - **Ideate Phase (25 minutes):**
 - **Instruction (5 minutes):** Introduce brainstorming rules and techniques (e.g., no idea is too wild, defer judgment).
 - **Group Brainstorming (20 minutes):**
 - Using Miro, participants use sticky notes to jot down as many ideas as possible.
 - Encourage diverse and creative thinking.
- **Benefits:**
 - Participants learn to translate user insights into problem statements.

- Fosters creativity and teamwork during the ideation process.

Activity 3 (30 minutes): "Prototype and Share – Bringing Ideas to Life"

- **Objective:** Experience prototyping by creating a visual representation of their best idea.
- **How it Works:**
 - **Prototype Creation (20 minutes):**
 - Groups select their most promising idea.
 - Using Miro's tools, they create a simple prototype or storyboard. This could be a flowchart, sketch, or sequence of steps.
 - **Group Presentations (10 minutes):**
 - Each group presents their prototype to the entire workshop.
 - Participants are encouraged to ask questions and provide positive feedback.
- **Benefits:**
 - Demonstrates the value of visualizing concepts.
 - Enhances presentation skills and confidence in sharing ideas.

Closing Session (10 minutes): "Reflection and Next Steps"

- **Objective:** Consolidate learning and encourage application beyond the workshop.
- **How it Works:**
 - **Reflection (5 minutes):**
 - Open discussion where participants share their key takeaways.
 - Facilitator highlights common themes and insights.
 - **Next Steps (5 minutes):**
 - Encourage participants to think about how they can apply Design Thinking in their studies or personal projects.

- Share resources for further learning.

Total Workshop Duration: 2 hours

Additional Recommendations:

- **Preparation:**
 - Ensure all participants have access to Zoom and Miro ahead of time.
 - Send out brief tutorials or hold a pre-workshop session to familiarize them with Miro.
 - **Facilitation Tips:**
 - Keep time-checks visible to maintain the schedule.
 - Actively visit breakout rooms to offer guidance and keep groups on track.
 - Encourage quieter participants to share their thoughts.
 - **Desired Outcome:**
 - Compile the empathy maps, problem statements, ideas, and prototypes into a shared Miro board.
 - Share the board with all participants post-workshop as a demonstration of their collective learning and creativity.
-

Summary:

This workshop plan is designed to be interactive and collaborative, providing participants with hands-on experience in each stage of the Design Thinking process. By the end of the session, undergraduate students from various disciplines will have:

- Gained a foundational understanding of Design Thinking principles.
- Practiced empathy by analyzing user needs.
- Learned how to define problems clearly.
- Engaged in creative brainstorming.
- Developed simple prototypes.
- Experienced the value of collaboration and diverse perspectives.

Using Zoom and Miro, this online workshop leverages digital tools to create an engaging and productive learning environment.

Follow-up Prompt:

Can you give me an example of an empathy map?

ChatGPT Response:

Certainly! An empathy map is a visual tool that helps teams understand a user's mindset by capturing what they **say**, **think**, **do**, and **feel**. It aids in building empathy and uncovering insights that can drive user-centered design solutions.

Here's an example of an empathy map:

User Persona: Alex, a 22-year-old university student juggling part-time work and full-time studies.

Says:

- "I never seem to have enough time for everything."
- "I'm constantly tired and can't focus in class."
- "I wish I could find a better balance between work and school."

Thinks:

- "Am I falling behind my classmates?"
- "Maybe I should drop some hours at work, but I need the income."
- "There must be a way to manage my schedule more effectively."

Does:

- Studies late at night after work shifts.
- Skips meals or eats on the go.
- Rarely participates in social activities or campus events.

Feels:

- Overwhelmed and stressed.
- Anxious about academic performance.
- Isolated from friends and campus life.

Insights:

- **Time Management Struggles:** Alex needs tools or strategies to manage his time more effectively.
- **Work-Life Balance:** There's a conflict between financial needs and academic goals.
- **Well-being Concerns:** His health and social life are being neglected due to his busy schedule.
- **Desire for Support:** Alex may benefit from university resources like counseling or academic advising.

By mapping out Alex's experiences, we gain a holistic understanding of his challenges. This empathy map highlights areas where design solutions could make a significant impact, such as:

- Developing a time management app tailored for students.
- Creating flexible work-study programs.
- Offering workshops on balancing work and study.
- Enhancing access to student support services.

Using This in Your Workshop:

During the workshop, participants can create similar empathy maps for their assigned user personas. This exercise will help them:

- Practice active listening and empathy.
- Uncover deep insights into user needs.
- Lay the groundwork for defining problem statements and ideating solutions.

Visual Example:

While we can't share images here, imagine the empathy map divided into four quadrants around the user persona:

1. **Says:** Direct quotes or paraphrased statements from the user.
2. **Thinks:** Internal thoughts and beliefs that might not be openly expressed.
3. **Does:** Actions and behaviors observed or reported.
4. **Feels:** Emotions the user experiences in relation to the situation.

Participants can fill in each section based on research, interviews, or hypothetical scenarios provided during the workshop.

Feel free to let me know if you'd like further details or assistance with preparing materials for your workshop!