Redesigning Contextually Appropriate Education Materials for Incarcerated Women

Communication Design Workshop
Spring 2021
Meet the team

Meet the team

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About WIND

WIND (Women Initiating New Directions) is a non-profit organization that provides instructional programming for detainees and those seeking reentry. Using a flexible curriculum to fit different stages of their recovery, WIND provides resources and workshops to women in the areas of job training, communication, and life skills.

The Initial Ask

The ID team was challenged to improve the WIND workshop materials for female students at Cook County Department Of Corrections (CCDOC) and Grace House Residential Program by deeply understanding the realities of very different teaching modalities (Zoom and Correspondence), and resourcefully design for the requirements amidst changing constraints and opportunities during the pandemic.
Agenda

1 Our Process
   The methods we used and how they informed our design

2 Program, Class Structures and Journey of Stakeholders
   Course Structure, Involvement, Principles

3 The Insights & Components
   Highlights and challenges of the stakeholder experiences, Design interventions

4 Concepts
   Consolidated concepts and evaluation

5 Next Steps
   Field tests, Implementation plans
Our Process
Understanding Problems and Perspectives

**Topic Onboarding**
*What should we know?*

- Topic immersion
- Knowledge acquisition

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**Education**
- Adult Education
- K-12 Education
- Benchmark

**Society**
- Gender
- Race
- Culture
- Language

**Mode**
- Online
- Correspondence

**Medium**
- System
- Facility
Making Sense of Learnings

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Topic Onboarding
What should we know?

Research Planning and Execution
What can we learn?

- Research plan
- Literature review
- Stakeholder interview
- Zoom class observation
- Analysis
- Insight discovery

● Research plan
● Literature review
● Stakeholder interview
● Zoom class observation
● Analysis
● Insight discovery
Reframing Design Challenge

Week 1

Topic Onboarding
What should we know?

Research Planning and Execution
What can we learn?

Synthesis
What does this mean?

- Integrate research findings
- Inform design directions
- Identify initial opportunity areas

Initial focus: Redesigning Education Materials

Reframed focus: Redefining Stakeholder Experiences for COVID through Zoom and Correspondence
Designing and Effectuating for Context

Week 1

Topic Onboarding
What should we know?

Research Planning and Execution
What can we learn?

Synthesis
What does this mean?

Prototyping
What can it be?

- Co-creation workshop
- Sketch & make
- Critique & test, live feedback, iterate

Final Implementation
What’s our story?

- Cost-effective solutions

Iteration
Live Feedback
Program, Class Structures and Journey of Stakeholders
Understanding WIND Program and Class Structures

Program Modules:
The WIND Program has four different modules focusing on the different aspects of life. Each module runs for four weeks with a class scheduled for every week.

Class Structure:
Each class has three phases: pre-class, during class and post class. It is a circular process as feedback from one class is used to design materials for the next class.
**Instructor, Student, Facilitator Class Involvement**

**Zoom:**
In the Zoom format, facilitators and instructors cannot provide live feedback to the students because they don’t have immediate access to materials filled by the students.

**Correspondence:**
In the Correspondence format, facilitators and instructors cannot interact with students during most part of the class as they cannot be present at the facility because of COVID.
Principles to Guide Designing Components

1. **Accessibility**
   To be obtainable and usable by the students, instructors, facilitators and coordinators, To be understandable and appreciable by the students

2. **Flexibility**
   To have a direct and flexible structure to cater various situations and requirements

3. **Equitability**
   To be embraceable towards the diversity of students, To be reframe-able based on different learning capacities

4. **Relationship Building**
   To enable approachable channels from student-student, student-instructor/facilitator communication, To create a safe and comfortable environment

5. **Engagement**
   To elevate communication through different modes of expression, To be inclusive towards student involvement and feedback in the course development process

6. **Transparency**
   To emphasize on a growing mindset, To provide clear expectations and real-world purpose that students can relate to
Designing Components for Answering Challenges at Various Stages of a WIND Module

Pre Module
- Peer or Alumni Mentorship
- Alumni Book

Course Management & Student Work Archiving System

Weekly Newsletter

Pre-Course Survey

During Module
- Intro Video Instructions for Instructors
- Emotion Stickers

Welcome Kit Box

Course Journey Maps

Phone Holder with Zoom Etiquettes

Post Module
- Post Course Letter
- Resource List
The Insights & Components
Pre-Module Insights

This is a phase where the instructors and facilitators should get everything prepared for the courses.

The more they know about the women upfront, the better they can make adjustments to the course materials and maximum the class engagement and impact during the module and beyond.
Due to the unpredictability of class attendance and the women’s diverse backgrounds, it is difficult for the facilitators/instructors to see the subsequent weeks and to know how to blend assignments.

"Some women can’t read and write, some women have bachelor’s degrees. Some women, one was a nurse for years. Another one had a BS in education. There’s one at Grace House right now. That was an English teacher."

- WIND Instructor @Grace House

We don’t know who’s coming today, so we’ll have to prepare for the situation where everyone comes, they can stay in the same room with the person they are familiar with.

- WIND Instructor (from Grace House Zoom class observation)

Challenges

The women come from different education levels and paths.

The women have very diverse learning preferences and priorities.
Develop channels and tools to help facilitators know the women better and keep track of their growth.

Pre-course Survey

Tell us about you

Words from the Coaches

We are very excited to have you as part of the Designing Your Future program! In an effort to get to know you a little better, we have created this short survey. It should only take a few minutes and will provide us with valuable information to more successfully provide you useful feedback.

About You

3. What is your preferred name? Feel free to address me as... Please provide your full preferred name.

4. In this workshop, we will be reflecting and sharing our stories through talking and writing. The purpose is to share our thoughts and ideas; we’re not working on spelling or punctuation - because whatever you write can be edited later.

Please let me know in which way you prefer to share in the class.

☑️ I prefer talking through ideas.

☐ I prefer writing my ideas down.

☐ I’m OK with either way.

4. Is there any other language you’d prefer to use than English? If yes, what is it?

Tell us about you

Impact Scope

Pre During Post

Edra – Record from Workshop 1

Sticks to...+

Made with Airtable
There are not enough facilitators who have come from the same experiences as the women, which creates the gap in the communication.

We talked about how it can actually be a little bit risky to have alumni be able to keep in touch with each other. Because if someone relapses, for example, they would have contact information for people that might be at risk of relapse.

- Re-entry Care Coordinator @CCDOC

The social aspects between the women is underutilized.

A lot of women actually know each other before they even are in Thrive (A re-entry program offered at CCDOC) together and they are friends.

- Re-entry Care Coordinator @CCDOC

Being remote makes it harder for the facilitators to build empathy.
Build a community among the women and empower them to support each other.
During Module Insights

This is a phase where the women go through the 4-to-6-week classes and a few cycles of learning, doing assignments, and get feedback.

The instructors want to make sure as the course goes, they are responsive to various needs of the women and the engagement is good so that they are actually benefiting from the classes.
Classes in the remote format lack the in-person communication. Facilitators found it's harder to connect to women in Zoom or Correspondence mode.

Women wear masks in Zoom classes, so it's hard to tell the emotion or reaction from each of them.

The response and feedback is delayed in correspondence mode (10-day interval for each session).

"That was at a time, though, when they could just go to the chapel and, you know, sit and be together and participate and get in their circles and do their acting things and read out loud and but that's not possible right now.

- Women Program’s Specialist @CCDOC

The monitoring of correspondence is something that’s really hard. But I do think that like, there are ways to build relationships with students, as an instructor and as a TA, and as a tutor.

- NPEP STEM Program Mentor @Northwestern University
Humanize the instructors and facilitators before, during and after course.

Intro Video instruction for Instructor

WIND Instructor Intro Video Instructions

Video Outline (the length of the video may vary based on the device availability at each facility):

- **About you**
  - Your name
  - Where you are from
  - A fun fact about yourself
- **About the course**
  - Your professional experience and why you love teaching
  - What course you teach and why it’s important for the students
- **In conclusion**
  - What to expect (i.e., when to pick up class materials, ways to engage etc.)
  - Closing remarks (i.e., an inspiring quote, call to action etc.)

Formats of the video:

- **Directly to your talk box on a web cam:**
  - Recording for CCEOCS: 3 min
  - Recording for Grace House: 1 min
- **For Zoom / record meeting:**
  - Recording for CCEOCS: 3 min

BE PERSONAL!
BE LIGHTHEARTED!
BE INSPIRING!

Course Management & Student Work Archiving system

Facilitator: Lisa M.
Joining the classes and listening to others is also a way to participate, but there's no existing moment/interaction to honor the women who only listen in the classes.

“So it all gets down to how can you motivate them on Zoom so hard if you don't care about this stuff, and you kind of have bad attitude. You can just sit there, watch everybody else's faces move. And try not to say anything. So we've had to work really hard to try to motivate them.

- Women Program’s Specialist @CCDOC

Women in one cohort come with different levels of expectations and some of them choose to enroll in the program whereas others are required to take it.

On Zoom, it’s impossible to check how everyone is feeling one-by-one.

“Challenges

It is very important to make sure students get the clear goal of the writing class. It is all about exploring feelings, sharing ideas with each other and expressing appreciation to someone they admire. Getting this message out is critical to keep students engaged and motivated.

- WIND Instructor
Create channels for the students to express themselves and feel they are being heard.

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**Pre-course Survey**

*Tell us about you*

**Writing for Improvement**

**April 13, 2021**

6. Is there any additional information that you'd like me to know about you? (For example, do you enjoy playing sports? What's your favorite food, color, city etc?)

Feel free to draw them out if you'd like to.

7. In a spirit of creating a community and inspiring experiences, we'd love to share the work with each other. Please select if you give us permission to share your story with the other women.

Yes, I agree to share me writing/story with other women.

No, I prefer not to share.

Thanks, we truly appreciate your participation in completing this survey!
With the current situation, WIND lost the thread of how a design mindset can be useful as the women plan their lives and navigate throughout the modules or each course.

Women don’t know what to expect from the course.

It’s hard for them to store learning materials as they are still dealing with a lot of struggles both physically and mentally.

"If they’ve been doing their therapy all day, or whatever they’re doing all day. It’s like, oh, what do I have next? Oh, I have wind. Oh, I got to go. We’re lucky they pick up the handouts. Because not everybody does. It’s just the planning skills are very weak."

- WIND Instructor @Grace House

"There’s not much like teaching you how to learn in a challenging environment or helping you reflect on how you learn, and why you learn that way, and how maybe you can adapt your learning to fit different contexts."

- NPEP STEM Program Mentor @Northwestern University
Express care and guidance at multiple touch points.

Welcome Kit Box

Course Journey Maps

Phone holder with Zoom Etiquette
Post Module Insights

This is a phase where the module is going to end, and the women would like to know what they’ve gained from this module.

Instructors could establish further connections with the women beyond the course and provide further helps.
The facilitator's role is not only about helping the women to learn, but more about showing them that there are various options and possibilities in life.

"Would you like to be my mentor? I will be doing my bachelors', you've got your masters and you can definitely help me out!"

- Student @Grace House (Captured from Class Observation)

Even when they transition from Grace House, because I do feel it takes a certain amount of courage and self actualization to reach out to a complete stranger and ask them for help.

- WIND Instructor

Challenges

Women crave for a one-on-one mentorship but they are hesitant to reach out to an outside agency for help.

Facilitators and instructors aspire to have a warm and meaningful handoff when the program ends.
Be a point of connection for the women during the class and beyond.
Pre-Module

WIND Welcome Kit

WIND World Map & Sticker
visualize the entire program to monitor progress

Pre-course Survey
collects individual expectations, needs and concerns

Course Journey Map
gives clear expectations of what’s coming next and how the themes connect with one another

Supplies (markers, post-it)
assembled to make it easy to bring to weekly class

The WIND Box
storages and documents organization tool

Phone Holder & Zoom Etiquette
help students get used to the new mode of learning online

Principles

Accessibility  |  Equitability  |  Relationship Building  |  Engagement  |  Flexibility  |  Transparency
During Module

Women Empowerment

Peer Mentorship
recruit peers or alumni who have
done great in the course and are
willing to help other women

Weekly Newsletter
capture key concept and
share students work to
show appreciation

Archiving and Searching
System
match students with a dedicated
facilitator throughout the entire
course period and archive their
work and performance

Alumni Book
share alumni stories and work
anonymously for empowerment

Principles

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<thead>
<tr>
<th>Accessibility</th>
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<th>Relationship Building</th>
<th>Engagement</th>
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<th>Transparency</th>
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</thead>
</table>
Post-Module

Keep the Momentum

Copy of Student’s Class Work
Collects their class achievements and offers them a sense of pride

Resource Card
creates a curated list of resource with a point person to contact based on the student’s needs and goals

Post-course Letter
shares personal contact and ways to support in a handwritten letter

Principles

Accessibility  Equitability  Relationship Building  Engagement  Flexibility  Transparency
Design for Sustainability

We very much value flexibility. To make sure the design concepts could evolve in the future, we are not providing the fixed design solution but the digital infrastructure that is actionable for WIND.

WIND Welcome Kit:
- Box printing file editable with
- Land sticker editable with
- WIND World Map editable with
- Course Journey Map editable with
- Zoom Etiquette Sticker editable with
- Pre-course Survey editable with

Women Empowerment:
- Weekly Newsletter editable with
- Archiving & Searching System with

Keep the Momentum:
- Post-course Letter editable with
- Resource Card editable with
Next Steps

1. Hand off digital infrastructures to WIND

1. Field test the prototypes

2. Continue to iterate the prototypes based on the emerging needs
Thank You!
Appendix
Context Characteristics
<table>
<thead>
<tr>
<th>Device/Tech accessibility</th>
<th>Facility Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accessibility to electronic devices</strong></td>
<td>The degree of engagement and support on the program provided by the facility.</td>
</tr>
<tr>
<td>No electronics</td>
<td>High Engagement</td>
</tr>
<tr>
<td>Students can’t access or use electronic devices.</td>
<td>The program receives no or little support from the facilities.</td>
</tr>
<tr>
<td>Phone/personal device</td>
<td></td>
</tr>
<tr>
<td>Students have unlimited use of electronic devices.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication censorship</th>
<th>Program Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Censorship around instructor-student and student-student communication.</strong></td>
<td>The criteria of selecting students to enroll in the program.</td>
</tr>
<tr>
<td>No censorship</td>
<td>Mandated</td>
</tr>
<tr>
<td>The facilities don’t monitor the communication.</td>
<td>Students are required to take the classes.</td>
</tr>
<tr>
<td>High Censorship</td>
<td>Voluntary</td>
</tr>
<tr>
<td>The communication is highly censored by the facilities.</td>
<td>Students choose to enroll in the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Material Media</th>
<th>Learning Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accessible media to deliver course materials.</strong></td>
<td>Student pre-program educational background and mindset.</td>
</tr>
<tr>
<td>Limited</td>
<td>Similar</td>
</tr>
<tr>
<td>Only basic media are accessible to deliver course materials.</td>
<td>Students have the same educational background.</td>
</tr>
<tr>
<td>Unlimited</td>
<td>Diverse</td>
</tr>
<tr>
<td>A variety of media are accessible to deliver course materials.</td>
<td>Students have different educational backgrounds and learning capabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Material Content</th>
<th>Interaction with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The degree of restriction of the course content from the facilities.</strong></td>
<td>In-class and out-of-class interaction between students.</td>
</tr>
<tr>
<td>Censored</td>
<td>No interaction</td>
</tr>
<tr>
<td>All course content needs the approval of the facility.</td>
<td>Students rarely interact with peers.</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>Frequent interaction</td>
</tr>
<tr>
<td>The facility has no restriction on the course content.</td>
<td>Students have frequent interactions with peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Study Supplies</th>
<th>Storage Space</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The allowed study supplies that students can access in the facility.</strong></td>
<td>Personal storage space in the facilities.</td>
</tr>
<tr>
<td>Limited</td>
<td>No personal storage</td>
</tr>
<tr>
<td>Students have to share study supplies or there are very strict regulations on what to use and when not.</td>
<td>Students have no personal storage space in the facilities.</td>
</tr>
<tr>
<td>Unlimited</td>
<td>Ample storage space</td>
</tr>
<tr>
<td>Students have free access to study supplies without restrictions.</td>
<td>Students have unlimited personal storage space in the facilities.</td>
</tr>
</tbody>
</table>
Seed Ideas
Experience Bank

Mapping out the various highlights and challenges in the facilitation experience over Zoom.

**Pre-session**
- **Highlight:** Collaborate with other facilitators who come from different backgrounds and work in an expert group to create values together.
- **Highlight:** Modify the curriculum to find things that work get the content down, then you can think about the form.
- **Highlight:** Work with an art therapist, helps to think of more visceral ways to engage.
- **Highlight:** Greet students by asking about their life, sharing contact info, help build connections.

**In-session**
- **Highlight:** Focus on one activity and to have it well explained before break outs which helps the students get ready to share and have deeper conversations in the breakout rooms.

**Challenge**
- It was a little difficult to see the subsequent weeks and to know how to blend assignments.
- There are not enough facilitators that have come from the same experiences as the women we work with.
- Women have to wear masks in zoom classes, which affects the speech and audio qualities.
- Women come from different levels of education, thus they have different levels of engagement.
- Classes in the remote format lost the in-person communication. Facilitators found it’s harder to connect to women in Zoom.
- Joining the classes and listening to others is also a way to participate, but there’s no existing moment/interaction to honor the women who only listen in the classes.
- We lost the thread of what makes them design/see how a design mindset can be useful as the women plan their lives.
- There are a lot of background noise and extraneous sounds because some students are sitting together and may forget to mute themselves.
Introducing Seed Card

Seed Idea Name

"I am here."

Experience

Highlight

codify the curriculum to find things that work
(get the content down, then you can think about the form)

Seed Idea Description

Add an organizing principle overall -- to connect weeks and identify skill set we are working towards.

Clearly map out four weeks (visually) before we begin the session.

Make first week just an easy, introductory exercise.

Notes

Does sharing screen work? Test this on phone.

The applicable status of this seed idea in the two course modules and the two different course formats.

Whether this seed idea is selected to go into the prototyping phase or not.

Comments from other participants or things to be considered when prototyping.
"I am here."

**Experience**

**Highlight**
codify the curriculum to find things that work
(get the content down, then you can think about the form)

---

**Seed Idea Description**

Add an organizing principles overall -- to connect weeks and identify skill set we are working towards.

Clearly map out four weeks (visually!) before we begin the session.

Make first week just an easy, introductory exercise.

---

**Notes**

Does sharing screen work? Test this on phone.
Amazon the Content - focus on inventory

Experience

Highlight
codify the curriculum to find things that work (get the content down, then you can think about the form)

Seed Idea Description

Identify multiple options for exercises to illustrate a topic.

Create a box of worksheets and materials for the session.

Create content bridges: what did last week, what doing this week.

Understand other programs the women are doing, thus other classes/plans that could be integrated into content.

Notes

What methods work best to jog people's memories?
Design Your Life Like An Artist

Experience

Highlight
Working with an art therapist, helps to think of more visceral ways to engage

Seed Idea Description

Redesign the curriculum with more visual prompts.

Add a section of each class for the art therapist to lead a workshop

Collect students' art work and put up a gallery (either digital or physical at Grace House)

Notes
Modularized Content

Experience

**Highlight**
codify the curriculum to find things that work (get the content down, then you can think about the form)

Seed Idea Description

Modularize and prioritize the contents.

Provide a set of examples for different student groups.

Leave the example open.

Notes
Experience

Highlight

Working with an art therapist, helps to think of more visceral ways to engage

Seed Idea Description

Art therapy brought in a new lens on designing in trauma situations. Incredibly valuable given (note above) about facilitators.

Start to codify the "so what" of each session that gives them a tool to use -- over and over again. Reinforce the value of repetition.

Write the intended benefit into each session.

Notes
Build bridges across GH programming

**Experience**

**Challenge**
Not enough facilitators that have come from the same experiences as the women we work with

**Seed Idea Description**

Share facilitator background/stories

Train facilitators from other GH programming in design thinking so all programming uses this approach to planning

Write the intended benefit into each session.

Write welcome letter in a very human voice, includes benefits of participating

**Notes**

Alumni group
Transform: Women Empowering Each Other

Experience

**Challenge**
Not enough facilitators that have come from the same experiences as the women we work with

Seed Idea Description

- Pre-course: students sign up to be "trained" as a peer mentor
- Pre-course: recruit alumni

Prepare on boarding materials, guides

Notes

Mentoring potential facilitators
# Rules of the game (i.e., "Portlandia rules")

<table>
<thead>
<tr>
<th>Experience</th>
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<tbody>
<tr>
<td><strong>Challenge</strong></td>
</tr>
<tr>
<td>Different levels of education, engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seed Idea Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear expectations for &quot;readiness&quot; -- paper, pen, do-don't-think</td>
</tr>
<tr>
<td>What do we call these &quot;rules&quot;? Engagement, readiness, willingness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maybe call them rules/guidelines</td>
</tr>
</tbody>
</table>
## Experience

**Highlight**

Working with an art therapist, helps to think of more visceral ways to engage

## Seed Idea Description

- Each woman gets a box of creative material at the start of program
- Use more draw/sketch/color for assignments

## Notes
Curated peer groups

**Experience**

**Challenge**
Different levels of education, engagement

---

**Seed Idea Description**

- Pre-course survey to get an understanding of students' educational level
- Create breakout rooms based on similar level of education
- Can select/self-volunteer to be the head of your cohort

---

**Notes**
"Superpower You"

Experience

Highlight
Greet students by asking about their life, sharing contact info; help build connections

Seed Idea Description

Create personal bios and stories - facilitators and participants

Build a personal persona - superpower version of you

Notes
### Experience

**Highlight**

Focus on one activity and to have it well explained before break-outs which helps the students get ready to share and have deeper conversations in the break out rooms.

### Seed Idea Description

Find short memorable titles/words or pictures for each activity that allows for focus in the breakout rooms.

*eg. ship at sea for the Odyssey exercise*

### Notes
"Connection Postcards"

Experience

Highlight
Greet students by asking about their life, sharing contact info; help build connections

Seed Idea Description

After the program, instructors and facilitators can send postcards to the facilities with contact information and personalized suggestions for further steps for the women to achieve their goals and targets

Notes
Challenge
Classes in the remote format lost the in-person communication. Facilitators found it’s harder to connect to women in Zoom.

Seed Idea Description
Emoji stickers allow them to express their feeling, just stick on their clothes/assignments sheets.

Notes
I love this idea.
"WIND program playbook"

**Experience**

**Challenge**
It was a little difficult to see the subsequent weeks and to know how to blend assignments.

---

**Seed Idea Description**

Create a module playbook - high level overview of what is in the modules
Would be fun to add photos, list skills that they learn (from Tomoko)

---

**Notes**
Experience

Challenge
It was a little difficult to see the subsequent weeks and to know how to blend assignments.

Challenge
We lost the thread of what makes them designers/how a design mindset can be useful as the women plan their lives.

Seed Idea Description

Shared flow chart from week to week with input, activities, expectations, outputs from one to the next.

Notes

DYL  Writing

zoom
correspondence
"Instructor Co-creation"

**Experience**

**Highlight**
collaborate with other facilitators who come from different backgrounds and work in an agile group to create values together

**Seed Idea Description**

Co-creation workshop with co-facilitators to build up course structure and material

**Notes**
"DIY Phone Holder"

**Experience**

**Challenge**
There are a lot of background noise and echo because some students are sitting together and may forget to mute themselves.

**Seed Idea Description**

- send a phone holder made from cardboard to each student before the zoom course starts
- student assemble it together as another way of engagement to the course

**Notes**
"Weekly Roundup"

**Experience**

**Challenge**
Joining the classes and listening to others is also a way to participate, but there’s no existing moment/interaction to honor the women who only listen in the classes.

---

**Seed Idea Description**

Ask them to write a summary of what they got from the session, just a line or two

Tell everyone they have to turn on the camera at the beginning for the intro and icebreaker

Add incentives for those who participate: prizes, acknowledgement

Create an attendance board - Zoom snapshot?

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**Notes**
"Identity and Life Symbols"

Experience

Highlight
Greet students by asking about their life, sharing contact info; help build connections

Seed Idea Description

Create a yearbook or student passport to document and share their journeys

Choose an avatar/symbol to represent themselves, make into digital badge or pin

Notes
"Vent It Out"

Experience

Challenge
Classes in the remote format lost the in-person communication. Facilitators found it’s harder to connect to women in Zoom.

Seed Idea Description

Keeping a short 15-20 min session for the women to vent out their emotions and instructors can do the same!

From observations, women like to vent it out.

Notes