



Mind the gap

Building Digital Bridges to Community

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TEMPLATE TUTORIAL

Western Norway University of Applied Sciences

<https://www.mindthegap-project.org/>

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A “Mind the Gap - tutorial” of how to use design thinking

Mind the Gap

Mind the Gap is an international research project inspired by the creativity and resourcefulness of arts education professionals during the Covid-19 crisis. Mind the Gap aims to define best practices for online outreach, provide educators with tools for working digitally and ultimately, improve access to the participatory arts for all. This template shows a recipe or guidelines for how to use design thinking in a fully or partially digital artistic/research project.

For more information, please read our website: <https://www.mindthegap-project.org/>

The Mind the Gap methodological concept

The Mind the Gap – project points to Design Thinking as a problem-solving, solution-oriented methodology. It is community-focused, asking the users what they want and need. This may be the audience, the participating crew or ensemble, the artistic team or even the theatre itself. The design thinking process is divided into four main phases, which may overlap: feel, create, create and share.



The Mind the Gap tutorial recipe

First, name your activity:

“Title”

Secondly, please provide a short, general description of your activity:

“Activity-content”

Third comes:

“Implementation phases”.

This is where you provide a more detailed description of the implementation phases of the activity.



There are four main phases in the Mind the Gap production-process

- Feel
- Imagine
- Create
- Share

Each phase of the process is presented below, and divided into five columns:

- Key characteristics
- Tutors Actions
- Participants Actions
- Material/equipment needed
- Artistic/learning outcome

You can add other columns if you prefer, like for example:

- **Links** : Links to resource-material will be helpful to gather for yourself and share with others.
- **Timeframe**: The timeframe for the project can be adapted to your needs and wishes, and of course the emphasis the national curricula has on the specific scientific topic.
- **Tips & tricks**: a column for good tips you pick up during the process which may make it easier for others to follow your tutorial.



Feel

Key Characteristics

Here you will write the essential content of the Feel-phase of the project. What happens, what is the point, what are the key characteristics of this step? Is there a particular topic you or your participants want to address that engages you/them? Is there a challenge connected



to the local, national or global community you want to address? Which intriguing questions will inspire participants into seeking a solution for the specific challenges at hand? How will the participants connect to and engage with this topic/script/libretto emotionally?

Tutors Actions

Here you will write what the tutor's main responsibility is in the Feel-part of the process. What role does (s/)he play, what knowledge is conveyed to the participants, how does (s/)he organize this session? Which method or menu of media works best in introducing a topic/script/libretto? Do you engage people outside the rehearsal-space to contribute? How can you connect the operatic topic to current challenges and issues?

Participants Actions

Here you will write what the participants are focusing on during the Feel-phase. What will they do? What will they aim to learn? How will they connect to the topic at hand? And how will they go about doing this? How do participants gather background-information? How do they collaborate in the creative process of narrowing the inquiry-field?

Material/ Equipment needed

This is a reminder of what you need of material and/or equipment to make sure you have all that you need once the Feel-session starts. Which resources do we need? Do we need internet-access? Are there other digital tools we need? Do we have access to expertise on these tools? Do we need contributions from others?

Artistic/Learning Outcome

Define what you want the participants to learn from the different parts of the process and the specific exercises. Is the topic connected to any current issues in the news or society? Do you want to train certain skills of (digital) creativity? What specific knowledge, skills or attitudes do you wish to focus on?

Do you wish to train your participants in exploring ideas and developing and expressing their own voices and opinions through discussions, debates and actions? Do you want them to engage socially, emotionally? With the community or the environment? Do you want to train your participants in democracy through democratic problem-solving exercises?

Links

Please share links to inspiring and helpful sites for yourself, the project and the participants.

Timeframe

Please share a recommended timeframe for this phase.

Tips & tricks

Please share any helpful tips and experiences learned in this phase of the project.





Imagine

Key characteristics

What is the essential content of the Imagine-phase of the project? What is the goal and how do we achieve it? How do we create a safe environment where imagination and creativity can thrive? How do we achieve training participants' imagination, creativity, flexibility and ability to think outside the box? And how do we combine this with digital reality? How can we become masters of digital tools, instead of the other way around? How can we use the digital tools to our benefit, as a source of creative joy and open possibilities, rather than a limitation?

Tutors actions

The tutor's main responsibility is in the Imagine-part of the process. What role does (s/)he play, what knowledge is conveyed to the participants, how does (s/)he organize this session. How can the tutor nourish the participants' imagination? How do we encourage all participants to contribute with their ideas? How do we structure the session in this phase? How do we train participants to apply their imagination in a digital reality? Encourage the participants to apply their imagination within the new, digital reality.

Participants actions

What are the participants focusing on during the Imagine-phase? What will they do? To what degree is their imagination restricted by traditional performance production and to what degree do they think outside the box? What will they aim to learn? And how will they go about doing this?



Material/ Equipment needed

Make a list of what you need of material and/or equipment to make sure you have all that you need once the Imagine-session starts. A good start might be to get an overview of internet-access, which personal digital tools are available for the participants, where to find the best software, and so on.

Artistic/Learning Outcome

Which exercises stimulate the imagination? Imagining the impossible is essential in the development within both artistic and digital innovation. Creativity – methodical and playful experimenting through exploration - likewise. Which digital challenges can trigger the imagination? How can imagination help solve digital challenges? Which artistic challenges can trigger the imagination? How can imagination help solve artistic challenges?

Time Frame

Please share your suggestion for a timeframe for this phase.

Links

Please share any links to your project, any digital tools or software that might be applicable. For example: Padlet, Miro, etc.

Tips & tricks

Please share any tips and tricks you have learned along the way that makes this easier or more fun to work with. For instance, if the participants need to download software, ask them to do it in advance, so they are ready to use it when you need to.





Create

Key characteristics

The essential content of the Create-phase: What happens, who does what and how? What do you want to achieve in this phase, and how will you approach this? What skills do you have access to and which skills need to evolve/be practiced?

Tutors actions

What is the tutor's main responsibility in the Create-part of the process? What role does (s/)he play, what knowledge is conveyed to the participants, how does (s/)he organize this session? How can the tutor be a good production team-leader?

Students actions

What are the participants focusing on during the Create-phase? What will they do? What will they aim to learn? And how will they go about doing this? How can participants co-create/create through collaboration? Is everyone's voice being heard? There are many tasks to delegate among the participants in this phase. This can be a great way to create ownership in the project.

Material / Equipment needed

A detailed list of material and/or equipment from all departments to make sure you have all that you need for the Create-session(s). Feel free to engage the participants to help create and supply this list.

Artistic/Learning Outcome

Which practical, digital, artistic and aesthetic skills do you wish to focus on? How much experience do the participants already have, what level can you have them reach for? How do digital tools inspire the artistic process?



Links

Please share links to digital tools that can be used in the Create-phase.

Timeframe

Please share a recommended time-frame for this phase. Please advise on time-management.

Tips & tricks

Please share any helpful tips and experiences learned in this phase of the project.



Share

Key characteristics

The essential content of the Share-phase of the project. Who is the audience? How do we want to approach them? What do we want to achieve? How do we present the final part of the process: the product!

Tutors actions

The tutor's main responsibility is the Share-part of the process. What role does (s/)he play, what knowledge is conveyed to the participants, how does (s/)he organize this part of the process. Does (s/)he lead the group, or can part of the leadership be delegated to participants?

Participants actions

What are the participants focusing on during the Share-phase? What will they do? How are they applying their digital know-how? In what ways have digital tools been part of the process, and now, the product? In what ways do digital tools affect or influence the audience and their experience? Do the digital tools help grant access for a new audience to the show? Make sure to include reflection as an integrated part of this phase.



Material / Equipment needed

Make an overview of what you need of material and/or equipment to make sure you have all that you need once the Share-session starts. Do you need special technical/digital equipment? Technical/digital assistance?

Artistic/Learning Outcome

Where is your main focus on the artistic/learning outcome in this phase? Is it with the participants or with the audience? Or both?

Include a reflection-session at the end of the project where participants themselves can share their experience. Please share good evaluation-questions.

Links

Please share links where the final production is shared. Also, feel free to share photos, news, blog-posts, etc.

Timeframe

Please leave time for evaluation for the participants. Take care of feedback from the audience.

Tips & tricks

Please share any helpful tips and experiences learned in this phase of the project. For instance: Was social media used in marketing?



Attachments for template graphics

