Project Result n. 3
ENHANCE - Training for CSL TUTORS

Module n. 6
How to lead a co-creation workshop
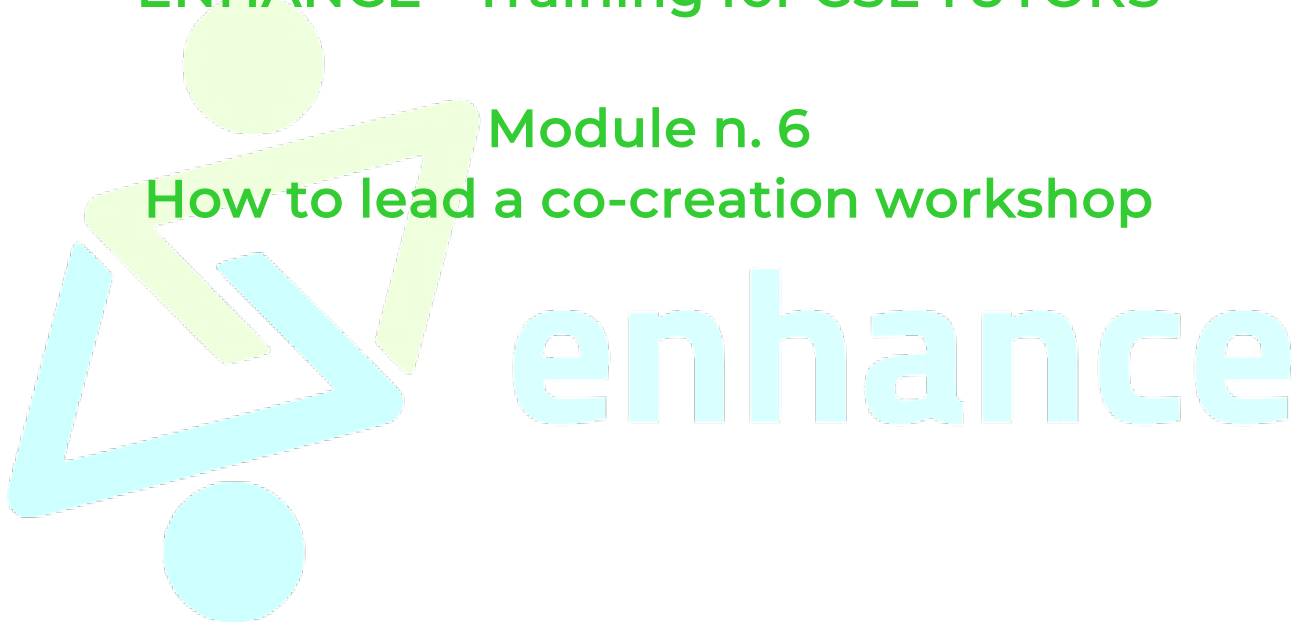
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Authors:	Bora Balun, Yılmaz Olcay

This document has been prepared to bring CSL partners, stakeholders, and end-users together to collaborate on creating joint solutions. The collaborative workshop toolkit facilitates experts in empathizing with the needs of end-users and also enables end-users to communicate with experts. This approach contributes to more meaningful CSL solutions. The document aims to provide practical information on how to organize, facilitate, analyze, and document a CSL activity through the four collaborative creative stages: Joint Analysis, Joint Method, Joint Evaluation, and Joint Action Development.

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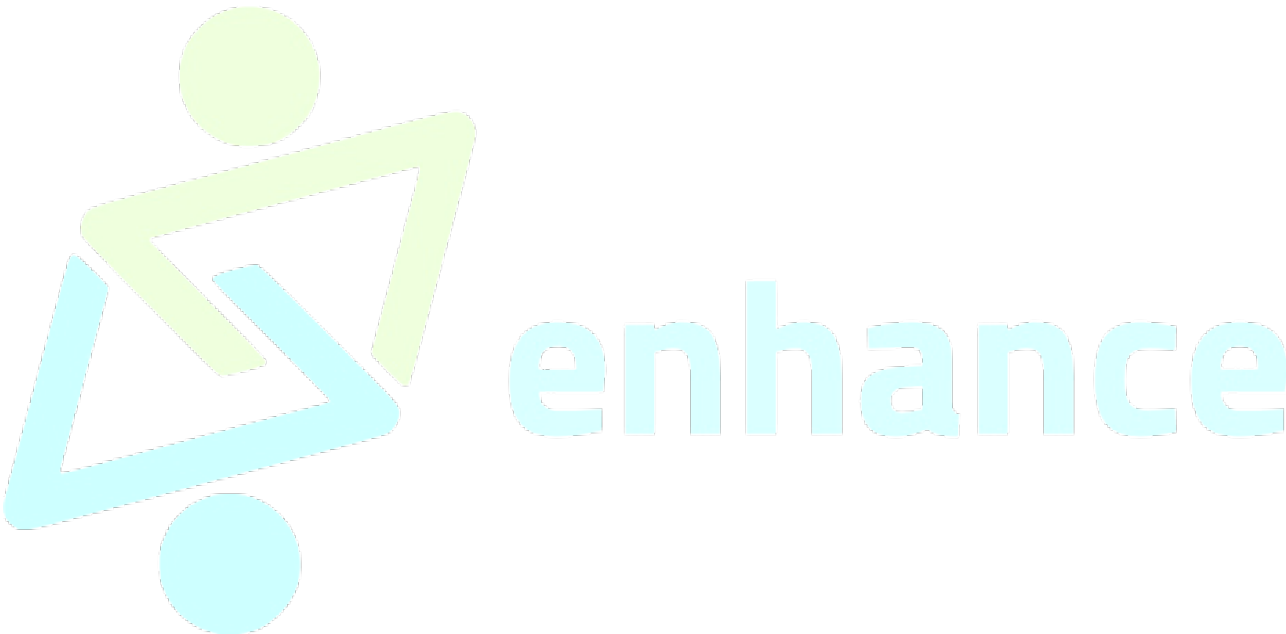
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1. THE OBJECTIVE OF CO-CREATIVE WORKSHOP METHODOLOGY

The objective of this methodology is to bring the CSL partners, stakeholders, and end-users together to collaboratively create solutions. The co-creative workshop toolkit facilitates experts in empathizing with the needs of end-users and also enables end-users to communicate with experts. This approach contributes to more meaningful CSL solutions. The aim is to provide practical information on how to organize, facilitate, analyze, and document a CSL activity through the four collaborative creative stages: Joint Analysis, Joint Method, Joint Evaluation, and Joint Action Development.

This section presents an applied methodology for creating solutions together with multidisciplinary stakeholders and briefly introduces the Co-Creative Workshop Methodology by answering the following questions:

-Who Do Co-Creative Workshops Serve? Co-creative workshops serve CSL partners, stakeholders, and those interested in the subject matter.

-What Is the Purpose of Co-Creative Workshops? The aim is to provide practical information on how to organize, facilitate, analyze, and document a CSL activity.

-When Can Co-Creative Workshops Be Used? They can be used both in physical locations and in virtual environments, offering flexibility in their application.

-Where Can Co-Creative Workshops Be Held? The location of the workshops may vary, depending on factors such as the location of end-users, other stakeholders, and the lead partner. To encourage participation, it is recommended to hold workshops in places where the expected end-users and stakeholders are located.

-How Can I Facilitate a Co-Creative Workshop? Practical information on how to organize, facilitate, analyze, and document a CSL activity through the four collaborative creative stages: Joint Analysis, Joint Method, Joint Evaluation, and Joint Action Development is provided in this section.

2. PREPARATION STAGE

2.1. Defining the Objective

Before introducing the stages of the Co-Creative Workshop, the aim is to outline the workshop's preparation and share some practical tips. Appendix A contains a template summarizing the preparation steps described in this section.

Clear definition of the objectives for the workshop will assist in selecting participants, determining the duration of one or more workshops, and identifying the materials and equipment needed. It is recommended to start by defining the context in which solutions are desired based on the subject of the CSL activity.

Co-Creative Workshop Sessions can be used at various stages of CSL activities. Depending on the objectives, it can begin with an open-ended question or a pre-defined CSL task. In the Joint Analysis stage, it will be possible to analyze the CSL context and stakeholders, identify different use cases, and present various ideas or explore an in-depth design challenge previously defined. In the Joint Method stage, participants will contribute to the solution by defining the main functions based on

the Joint Analysis stage. In the Joint Evaluation and Joint Action Development stages, it can be used to assess collectively created solutions or pre-defined solutions.

Depending on the objective, design challenge, and allocated time, it is possible to freely decide whether to complete a full cycle or select one of the four stages. The phases can be used together or independently, but it is recommended to go through all stages for the best possible outcome. This approach will facilitate the emergence of new insights, make the most of potential new participants, encourage out-of-the-box thinking, or generate new solutions.

2.2. Expert Personnel and Assistants

It is recommended to assign an expert and an assistant to make the Collaborative Creation Workshop more effective. Ideally, experts should be familiar with the CSL process, possess in-depth knowledge of the subject, and have the competence to manage participants.

It is considered that a maximum of four subgroups can be managed simultaneously by two experienced experts. For less experienced experts, it is advised to manage only one group or a maximum of two groups per workshop session.

The most effective and efficient results are observed when focusing on one group at a time. The expert guides participants through the workshop steps, clarifies complex situations, and assumes a leadership role by offering an alternative perspective.

The expert explains to participants what is expected of them at each step and intervenes by asking questions or providing examples when a problem arises or when the group is not making progress.

The expert encourages creative thinking by avoiding criticism, allocating time for each task, and ensuring that all participants have an equal opportunity to express themselves, while also managing potentially dominant participants.

The assistant supports the expert personnel in guiding the groups throughout the workshop process, ensuring all materials are in place, and verifying the collection of data obtained through the workshop.

2.3. Participants

A participant group consists of five to six participants. This size allows for group discussions while also ensuring that all participants individually contribute to the process. Ideally, workshop participants are pre-selected stakeholders and end-users based on the context of CSL activities.

When selecting participants and stakeholders, it is important to consider social sensitivities and anticipate group dynamics.

Incorporating participants into all CSL activities can provide them with a sense of ownership, enabling them to become an integral part of the collectively created solutions.

2.4. Planning

CSL workshop planning defines all stages of activities and the duration of each sub-activity, assisting in the organization and facilitation of CSL activities. Planning a CSL activity often varies depending on its purpose, the number of groups, and the selected stages. Appendix A provides a planning

template, the 'Workshop Preparation Template,' which can be customized to meet your specific needs.

It is considered beneficial to conduct a pre-workshop pilot application with team members to verify the accuracy of the timing in planning. This allows for an opportunity to make necessary adjustments before the workshop is actually held. Timing planning is based on estimation and may vary depending on the groups' pace in completing each stage. While encouraging groups to complete their work within the designated time, it is essential to strike the right balance by promoting productive discussions.

2.5. Physical Space

Ensuring that participants feel comfortable is crucial in promoting creativity. Providing food and beverages to participants before, during, and after the workshop can encourage social interactions among participants.

The size of the physical space depends on the number of groups. Workshop tables in the room should be large enough to accommodate a group of participants and their workshop materials but small enough to allow all participants to access the workshop materials and engage in group discussions.

2.6. Data Collection

A significant amount of information is generated during the Collaborative Creation Workshop. Capturing all of this information by taking notes can often be challenging. Intermediate results can be noted by participants on templates and pre-distributed documents. Therefore, recording activities during the workshop with video, audio, and images can be beneficial during the analysis stage. The assistant personnel ensure the recording of the workshop process for all groups and the photography of all results at the end of the workshop. If possible, a video camera can be allocated to each table, and assistance can be provided for additional footage by assistant personnel.

It is essential to remember that permission should be obtained from workshop participants for recording activities and using the data generated during the workshop. A sample consent form is available in Appendix C. Participants may be informed in advance, the consent form may be printed, and each participant may be asked to sign it before the workshop begins.

3. TOOLSET AND METHODOLOGY

A creative process can consist of multiple distinct stages, and at each stage, a different form of value creation can take place. In this section, the four-stage cycle of co-creation is defined and introduced.

In the first stage, called the Joint Analysis stage, participants will analyze the context for potential issues, identify problems, and generate solution proposals. In the second stage, the Joint Method stage, participants will shape the solution produced in the Common Analysis stage by defining its core functions. The purpose of the third stage, Joint Evaluation, is to assess the solution produced in the Common Design stage through CSL values. In the final stage, Joint Action Development, participants will describe the implementation process to determine factors influencing the decision to adopt or reject the solution. Upon completing all stages, a jointly created solution for CSL effectiveness will be presented.

In this section, a checklist, process tips, and application guidelines are provided for each of the four stages. Time indicators that may vary based on the workshop group's characteristics are included for each stage.

The checklist assists in determining which workshop materials will be needed at each stage. The guidelines outline the steps that will guide participants throughout the workshop process.

3.1. Joint Analysis (1st Stage)

3.1.1. Preliminary Information

In the Joint Analysis stage, participants will analyze CSL effectiveness within the context of citizenship and social responsibility. Participants will formulate a social responsibility activity based on the chosen solution area, identify relevant stakeholders, and define the scenario. The preliminary solutions generated in this stage will serve as the main input for the next stage, Common Design.

3.1.2. Checklist

Activity: Citizenship, Social Responsibility

Context: Social Activity

Method: Common Analysis Template

Objective: Active Participation

3.1.3. Guidelines

-Introduce participants to the Joint Analysis Template (Annex E) and the Joint Analysis stage, and provide context. Then, ask participants to identify at least five social responsibility activities.

-Be mindful of time and check if all participants are ready. Wait for the ideas generated to be presented individually and shared with each other.

-Assist participants in formulating CSL effectiveness in the context of citizenship awareness and ask them to write down the problem limiting CSL activities in schools based on the documents in front of them. Based on this problem, request participants to create a scenario regarding stakeholders (who), purpose (what), activity (how), and benefits (why).

-Ask participants to identify stakeholders they need to consider and have them select up to three direct/indirect stakeholders. Divide participants into pairs and have each pair represent a stakeholder. Use workshop documents to identify stakeholders, explain their objectives, and specify their actions on a timeline. This workshop document will form the main input for the Common Design stage.

3.1.4. Process Tips

-Ensure participants feel comfortable and allow them to introduce themselves to each other.

-Emphasize that participants can freely express themselves.

-Introduce the Joint Analysis stage and encourage critical thinking.

-Ensure all participants are informed about the topic to enable contributions.

-Select participants to represent the chosen stakeholders and ask them to take notes on workshop documents.

-Attempt to create participant groups considering factors such as age, culture, education, and gender.

3.2. Joint Method (2nd Stage)

3.2.1. Preliminary Information

In the Joint Method stage, participants will shape the solution produced in the Joint Analysis stage. Participants grouped according to different characteristics will collaboratively design a solution based on different perspectives of various stakeholders. By anchoring the solution to action-oriented activities, the core functions of the solution will be defined. Participants considering this approach will identify the source of the problem, define solution proposals, and visualize the solution by creating a decision tree map.

3.2.2. Checklist

Activity: Design

Context: Scenario

Method: Decision Tree Map

Objective: Alternative solutions

3.2.3. Guidelines

-Ask participants to place the decision tree template and workshop documents in the center of the table, ensuring everyone has access to the materials.

-Prompt participants to identify issues related to CSL activities and ask them to define which problems are related to individuals, society, and the system.

-Encourage participants to identify observable indicators; expect them to be expressed as hypotheses or questions. At this stage, facilitate the prediction of expected outcomes through deductive reasoning based on the hypotheses proposed through inductive reasoning.

-Facilitate the testing of hypotheses. Encourage participants to examine events and facts to determine the accuracy of hypotheses.

-When all participants are ready, ask them to present the drawn decision trees and engage in discussions (Annex F). Encourage them to make changes based on the discussions and document the requirements on the decision tree. This step forms the outcome of this stage and initiates the beginning of the Joint Evaluation stage.

3.2.4. Process Tips

-Introduce the Joint Method stage and encourage creative thinking.

-Intervene in critical situations, provide examples to participants who may be struggling with questions or active participation.

-Encourage participants to think out loud while constructing the solution as a group.

-Request the group to present the decision tree designed to help understand their thoughts.

-Emphasize that materials can be used freely. If you notice a participant hesitating to write on materials, encourage them by drawing or writing on the decision tree and workshop documents yourself.

-Provide flipchart paper, boards for affixing them, and markers if needed for participants to develop their decision trees and solution proposals.

3.3. Joint Evaluation (3rd Stage)

3.3.1. Preliminary Information

The purpose of the Joint Evaluation stage is to assess the solution generated in the Joint Method stage through participant stakeholders. This stage forms the foundation for the Joint Action Development stage.

3.3.2. Checklist

Activity: Creating achievement tables

Context: Listing challenges and alternatives

Method: Achievement template

Objective: Generating common value

3.3.3. Guidelines

-Introduce the Joint Evaluation stage and ask participant groups to use the Achievement Template (Annex G) to systematize three achievements and three alternatives they expect their stakeholders to experience when using the common evaluation.

-The back page of the Achievement template contains a list of universal values (Figure 6b). Ask participants to review the list and match the universal values with the challenges and achievements listed earlier. Emphasize that values are generally open to interpretation and allow participants to provide more detailed descriptions based on their needs or define their own values.

-Ask participants to review the listed positive and negative values, allow them to verify if there are conflicting values, and request them to map value conflicts in the middle column of the Achievement Template. Ask them to decide which value is more important by favoring one over the other.

-Allow all groups to present their findings. After all groups have presented, inquire which external value conflicts they can identify. Facilitate the discussion and encourage participants to identify contradictions. Allow them to define how they will choose between values to make necessary changes.

3.3.4. Process Tips

-Explain the values on the list and emphasize that these values can be broadly interpreted.

-Ask participants to explain the values they have chosen.

-Create a discussion environment among participants and listen carefully.

-If the group deviates from the discussion's focus, consider pausing the discussion.

3.4. Joint Action Development (4th Stage)

3.4.1. Preliminary Information

In the Joint Action Development stage, participant groups will analyze the implementation process of their represented stakeholders to determine the factors influencing the decision to adopt or reject the solution. Concrete action points will be formulated based on the different stakeholders' implementation processes to create a roadmap that informs the broader-scale application of the solution. At the end of this stage, results will be shared, and the session will conclude with a discussion.

3.4.2. Checklist

Activity: Analysis of the Implementation Process

Context: Creating Concrete Action Points

Method: Roadmap Template

Objective: Creating a Broad-Scale Roadmap for Solution Adoption

3.4.3. Guidelines

-Introduce the Joint Action Development stage. Ask participants to discuss and decide whether the common solution generated collaboratively in the Joint Evaluation stage will be individually, collectively, or by an authorized party. Request them to document the outcome on the Roadmap Template (Annex H).

-Ask participants to return to the Joint Analysis Template and complete the steps for implementation.

First, try to understand how much their represented stakeholders need the common solution.

Second, allow them to identify the online or offline information channels their stakeholders use to learn about the solution.

Third, ask them to determine what is necessary to persuade stakeholders to adopt the solution. For example, it could include a sense of responsibility (compliance, rule-making, etc.), personal development (collaboration, problem-solving, etc.), or active participation in educational processes (critical thinking/questioning, skill development, etc.).

Fourth, allow stakeholders to decide whether or not they will accept the solution and, finally, ask them what is needed for the solution to be integrated into the stakeholder's daily life in the short, medium, and long term.

-After all groups have completed the previous step, ask each group to present the implementation process to the other groups. Guide the discussions toward concrete action points required to implement the solution on a broader scale.

-Discuss the workshop results with the group and ask participants to think broadly about the workshop, record action points and outcomes on the Decision Tree. If there are multiple groups, give each group an opportunity to prepare a brief presentation and share the results from their tables. Close the workshop with a brief summary, explain the follow-up process, and thank participants for their time and effort.

3.4.3. Process Tips

-Emphasize that the "Stakeholder Template" on the implementation cycle should particularly address the adoption behavior of the represented stakeholder.

-Provide support with examples of implementation processes in a similar context if necessary.

-Attempt to gather information about factors influencing the implementation process for stakeholders.

-Express gratitude to participants for their time and inform them about when the workshop results will be reported.

4. WORKSHOP ANALYSIS AND DOCUMENTATION

Careful documentation of the data obtained from the workshop is essential. During the workshop, participants have designed, evaluated, and demonstrated alternative methods, as well as discussed and produced numerous notes. This data is qualitative and will be used in the analysis phase to gain insights into participants' needs, generate alternative methods, and define requirements for the stages of the solution.

Supporting staff members have observed participants and followed the discussions during the workshop. It is recommended that supporting staff document the data that emerged during the workshop immediately after its conclusion. Furthermore, it is advised to classify and collect all materials and documents and digitize them.

Particularly, the discussions among participants contain important information. Therefore, it is considered beneficial to transcribe the discussions to highlight quotes, cluster recurring themes, and identify alternative approaches. Clustered information becomes ready for interpretation by researchers.

There is no fixed method or general rule for analyzing data. Qualitative or quantitative data software can be used for analyzing large datasets for this purpose.

WORKSHOP PREPARATION TEMPLATE

This "Preparation Template" is suitable for use during the organization stage of the Co-Creativity Workshop. This template can be customized according to your needs.

CONTEXT

-Citizenship

-Social Responsibility

OBJECTIVE

-Identify new use cases and co-create solutions

-Start from a predefined CSL activity and co-create solutions

-Co-create solutions for a specific problem

-Evaluate and/or implement an existing solution together

WORKSHOP NUMBER

Number of planned workshops: ……………………

WORKSHOP DURATION

-Half-day (4 hours)

-Full day (8 hours)

-Other: ……..…

PHASES

-Joint analysis

-Joint method

-Joint evaluation

-Joint Action Development

*Expert Personnel and Assistants Number of expert personnel: ……………………

*For productivity during the workshop, it is recommended to allocate one expert and one assistant per group.

PARTICIPANTS (Maximum 5-6 People Per Group)

Group No: …………

Participant Type *	Name	Surname	E-mail	Phone Number

* Student, Academician, Teacher, Public Servant, Expert, Manager, Other.

EXAMPLE TIME SCHEDULE (A filled sample)

Nu.	Action	Duration	Time
1	Registration and Introduction	15 min.	
2	Workshop Introduction	15 min.	
3	Group Formation	15 min.	
4	Common Analysis Phase	30-45 min.	
5	ommon Method Phase	30-45 min.	
6	Common Evaluation Phase	30-45 min.	
7	Common Countermeasure Phase	30-45 min.	
8	General Presentations	30 min.	
9	Collection of Results	30 min.	
Total		4-5 hours	

TIME SCHEDULE TABLE (Ready-to-use template)

Nu.	Action	Duration	Time
Total		4-5 hours	

CHECKLIST

This checklist includes all the materials required to facilitate a collaborative creative cycle with a group of participants.

Expert Personnel and Participants

□ 2 Expert Personnel (Expert and assistant)

□ 5-6 Participants

General Needs

□ Tables and chairs

□ Preparation Template

□ Workshop documents

□ Instructions

□ Consent form and registration

□ Workshop Materials

Equipment

□ Video camera

□ Audio recording device

□ Materials for note-taking (computer or pen/paper)

Joint Analysis Stage

□ Decision Tree Template

Joint Method Stage

□ Decision Tree Map

Joint Evaluation Stage

□ Achievement Template

Joint Action Phase

□ Roadmap Template

CONSENT FORM

Thank you for your interest in the Workshop. If you decide to participate in the Collaborative Creative Workshop, you will be asked to participate in one or more of the four phases of a collaborative creative cycle (Joint Analysis, Joint Method, Joint Evaluation, and Joint Action Development).

The workshop will last approximately ………… hours and will be held in **the ENHANCE** in cooperation with other participants.

CONFIDENTIALITY

Steps will be taken to ensure the confidentiality of your information, prevent unauthorized access, and protect against unauthorized sharing, manipulation, or damage:

Only partners of **the ENHANCE** workshop consortium will have access to the original data, and data (such as photos, audio files, images, notes, etc.) will be shared in accordance with privacy principles (no personal information such as name, surname, title, or institution details will be included).

The data to be shared will be related to the workshop's perspective rather than individual opinions. Notes, pictures, audio, and video recordings taken during the workshop will be used for in-house research, scientific publications, and/or promotion of **the ENHANCE** project.

COPYRIGHT

Intellectual property rights created during this workshop belong to **the ENHANCE** project.

PARTICIPANT AND EXPERT PERSONNEL RIGHTS

Participation in this study is voluntary. You have the right to not participate in the workshop at all or to leave the workshop at any time. If you withdraw from the workshop, your data will be removed from the workshop files.

Expert personnel may stop the workshop or remove you from the workshop at any stage if they believe it is in your best interest or if it is in accordance with the rules, without your approval.

CONSENT OF PARTICIPANT (OR LEGALLY AUTHORIZED REPRESENTATIVE)

By signing this consent form, I hereby grant permission for the recording of my activities (personal notes, pictures, audio, and video recordings) during the Co-Creative Workshop held on …………………… within the scope of **the ENHANCE** project.

I also declare that these data can be freely used by **the ENHANCE**
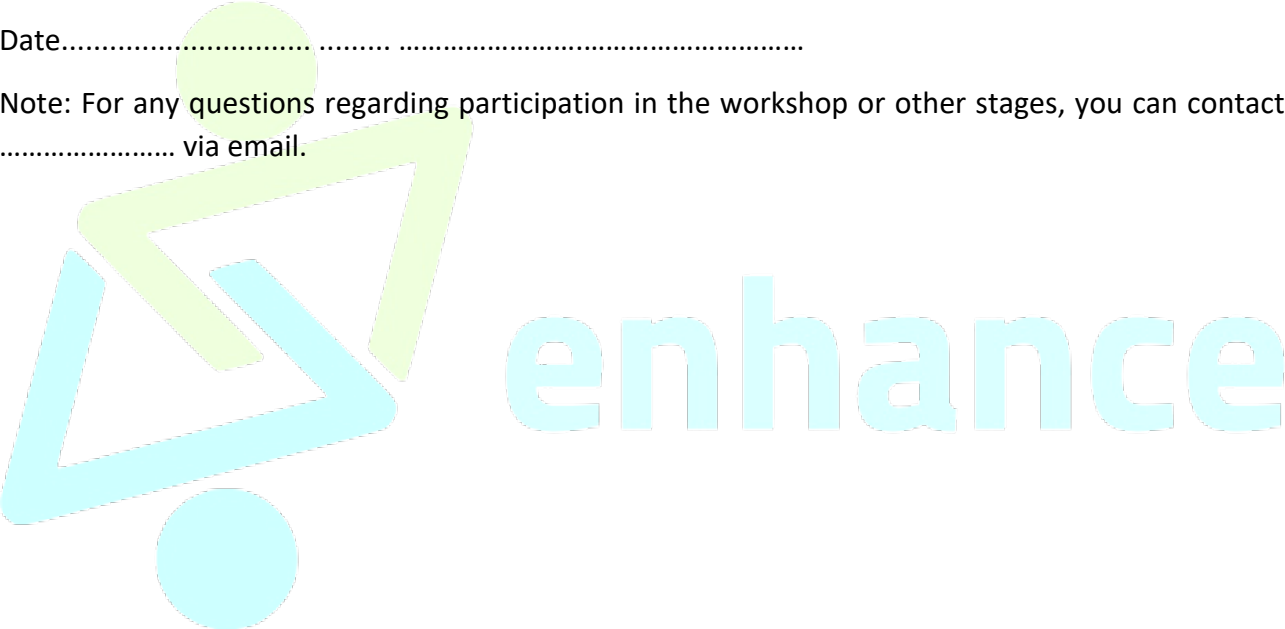
Participant Name: …………………………..............................

Organization (optional): ………………………......................

Contact Information (email): ………………………...................

Signature ……………………...................................

Date................................ ……… …………………………………………………

Note: For any questions regarding participation in the workshop or other stages, you can contact …………………… via email.
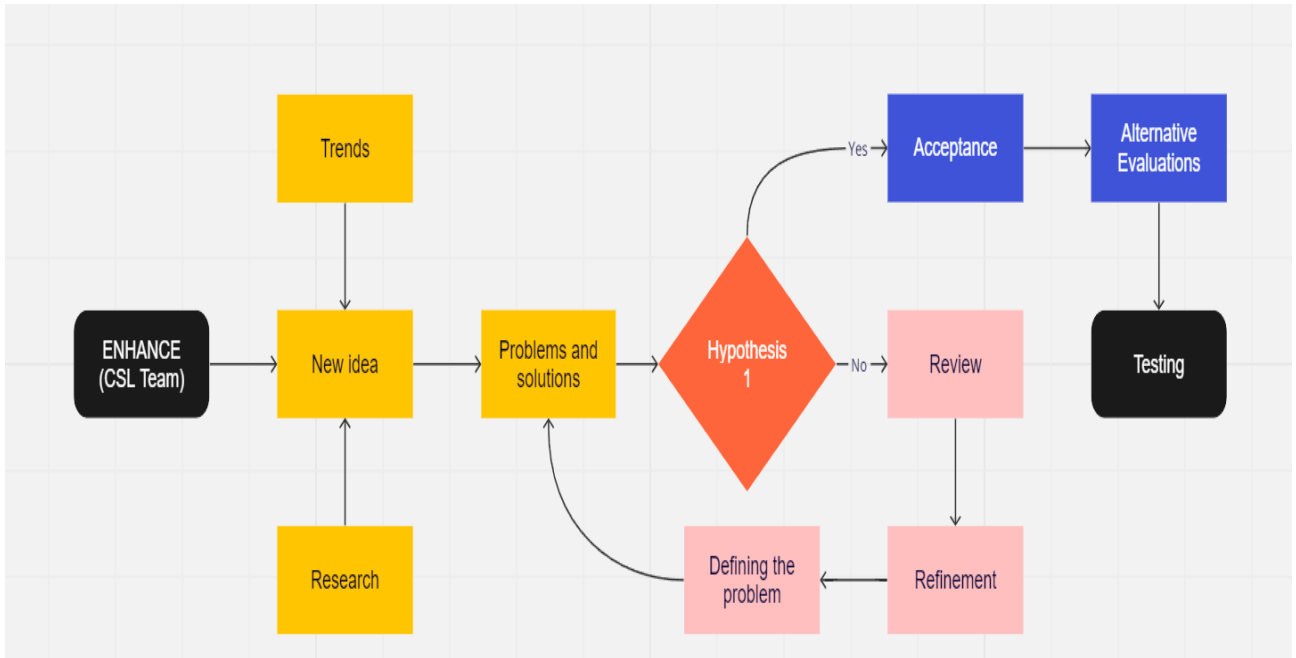
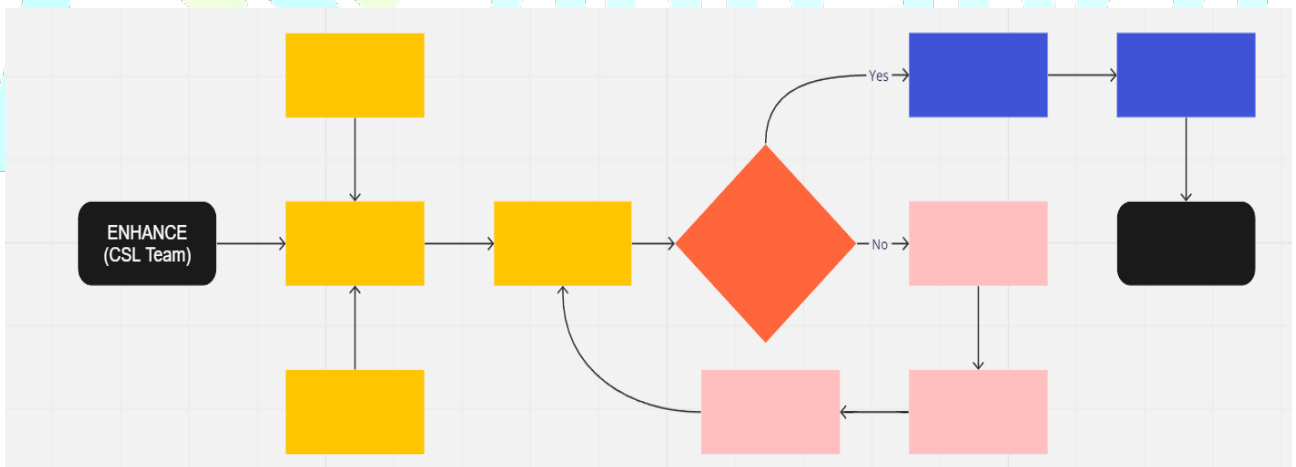## JOINT ANALYSIS TEMPLATE (Ready-to-use template)

Main subject: …………………………………………………

Group No.: …………………………………………………

The number of participants: …………………………………………………

		Group Nu.	Participant Numbers
Examples -Active participation -Organized experiences	**Strengths**	**Weaknesses**	**Examples** -Caring about others' feelings -Focusing on societal needs and school/community coordination
Examples -Opportunities for the application of skills and knowledge -Expanded learning opportunities -Sharing the program with all stakeholders	**Opportunities**	**Threats**	**Examples** -Structured time for reflection -Integration of academic curriculum

DECISION TREE TEMPLATE

(Ready-to-use template)

ACHIEVEMENT TEMPLATE (Ready-to-use template)

ENHANCE Achievement Table	Achievement 1	Achievement 2	Achievement 3
Alternative - 1			
Alternative - 2			
Alternative - 3			

UNIVERSAL VALUES

Purpose of Social Responsibility Projects

- Ensuring the sharing of common universal values by societies for the continuity of life and the improvement of social life,

- Contributing to the raising of community members who have good living conditions and can look to the future with hope.

- Responsibilities of individuals to the society they live in and to the world they share,

- Taking their personal efforts and realizing them in group work,

- In this way, it enables them to develop and realize themselves.

Designing Social Responsibility Projects

Social responsibility projects are designed by taking into account universal values and human rights, and by considering current needs.

- Employees' needs,

- Needs of students and student families,

- Environment,

- Socio-cultural environment,

- Responsibilities towards the society should be taken into consideration.

Success of Social Responsibility Project

- To be compatible with the real needs of the society,

- It depends on the formation of expectations in accordance with the value judgments and possibilities of the society.

- The success of the project requires well-defined goals. Without well-defined goals, the project cannot achieve its purpose.

ROADMAP TEMPLATE (Ready-to-use template)