

The Fast 48 @ 10

A short report on an internal program review of the
“Fast 48” workshop, a bootcamp in design thinking for
social impact.

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Some Background to this Report

The Fast 48 is the name of a weekend-long introductory workshop in design thinking for social impact offered for Tulane graduate students and other local professionals.

Started in 2013 as a project of Laura Murphy, then one of five inaugural “Professors of Social Entrepreneurship” at Tulane, with \$5000 in seed funding, it was one of the first design thinking trainings offered for Tulane and the New Orleans community.

In 2017-18, the Research & Scholarship (R&S) team identified this workshop series as a priority for internal learning process. The purpose was to learn from the previous participants and partners/stakeholders to guide a continual assessment and improvement of changemaker education. The team asked: What worked? Did it teach design thinking skills and mindsets? Did it “cultivate changemakers”? What can be improved?

Readers might note that some of the research & scholarship team (Laura Murphy, Maille Faughnan) have been Fast 48 organizers and, instructors and others have been participants (Chloe, Ashlee). As researchers and educators, we were keen to learn from our own experiences as thoughtful, reflective practitioners to guide Taylor Center programs. The authors hope the report might help the previous participants (“Fast 48 alum”) reflect on and remember their learning and continue to expand their design and changemaking skills.



Discussion among Fast 48 organizers and participants in 2018.

New Directions for Design Thinking!

From 2019, the Taylor Center has been expanding the design thinking programs in exciting directions.

We have a new full-time professor of practice, Lesley Ann Noel (PoP) (upper right). We have a new visiting professor, Rafe Steinhauer (lower right). The center now has a new space in the Arts/Warehouse district of New Orleans (Taylor Warehouse).

The new team leads are updating the center's strategies for design thinking outreach and education. The R&S team hope that this report (and affiliated products of the program review) might be helpful.

Check out Taylor's DT programs at:

<https://taylor.tulane.edu/design-thinking/>



Methods Used for this Review

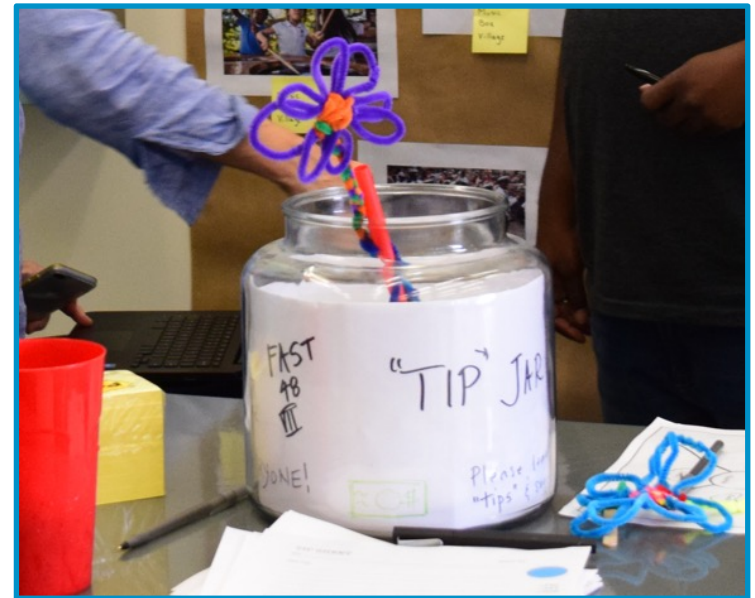
This program review has been guided by a developmental evaluation spirit: that means continued learning in evolving times. It also means starting from an ecosystem approach and recognizing inter-connections in our communities.*

Methods included:

- Desk review of workshop notes, workshop feedback, and curricular documents since 2013.
- Short online survey, crafted by the R&S team, sent to 280 participants.
- 13 follow-up short interviews led by the R&S team with participants and partners.

Owing to limited time, the R&S team were not able to pursue interviews with all the alum who were interested to share feedback. See last page for ways to get in touch.

*See the Taylor Provocations Papers #1 and #2 for more of the R&S team's philosophy and conceptual models for social innovation and changemaking.



"Tip Jar": One feedback mechanism during the workshop that offered some of the material used for the desk review process. Participants leave "tips" for the Fast 48 team about what's working and what's not working.

The Fast 48 ... What is it?!

The Fast 48 is a practical, immersive workshop that aims to offer an introduction to “design thinking”, a creative, human-centered, collaborative, and iterative approach for social innovation.*

Led by Maille Faughnan, Laura Murphy, and Jordan Stewart plus other facilitators, the Fast 48 mainly aimed to serve:

- Graduate students in Public Health, Social Work, Architecture, International development, Business, Law, etc.
- Tulane and other university faculty and staff;
- Community organization staff, teachers and educators, and other local professionals.

From the review of participant information and observation, the Fast 48 workshops have evidently served hundreds of learners of various backgrounds, countries, origins, ethnic and racial identities, academic disciplines, professions, and interests.

*Social innovation is about the pursuit of more novel and relevant solutions to pressing societal problems.



A Fast 48 2016 Design Team of Tulane faculty, local school board member, local non-profit founder, and Tulane public health and architecture students presenting their prototypes on the Sunday.

Why is it “Fast”? Why “48”?

The Fast 48 was offered on a weekend to avoid clashes with regular academic courses and work-week schedules.

“48” because it spans 48 hours: Friday 6 pm – Sunday 6 pm

- Friday Evening: Introduction to DT workshop.
- Saturday AM: Immersion fieldwork (in the context of the partner organization + design challenge).
- Saturday PM: Information synthesis, sense-making, reframing the problem as an opportunity, and idea-generation.
- Sunday: Rapid rough prototyping, sharing, and iterating.

Intentionally non-curricular, not-for-credit + low cost (\$60 for the weekend)*



A Tulane undergraduate course in design thinking launched spring 2013; here is a scene from prototyping mobile pods on LaSalle St. as a community market (with partner Harmony Neighborhood Development). The course served students in a new undergraduate minor. The Fast 48 organizers wanted to offer something like this learning experience for graduate students and others.

*Since 2018, Tulane graduate students sign up for the “social innovation toolkit” course (GCHB 6700); taking the Fast 48 is a requirement for enrolled students, and optional for others.

The Fast 48 Learning Objectives

The Fast 48's stated goals were and are to offer an:

- Introduction to design thinking as a creative, human-centered process for social innovation.
- Introduction to community-based design research, ethics, and approaches for designing.

It also offered an “apprenticeship” experiences for returnees to gain practice as team coaches and facilitators.

Other objectives were to:

- Build a network of like-minded, design-spirited changemakers and to
- Support the partner organization (i.e., PlayBuild) with design insights and ideas.



The Fast 48 pedagogy emphasizes hands-on, practical methods, multiple cycles, individual and team-work, and opportunities to return as a coach. Here, a Taylor Center “Design Thinking Fellow” is coaching a team who is planning Saturday fieldwork.

The Fast 48: By the Numbers

12: Number of Fast 48 workshops since 2013.

About 50: Number of distinct trainers, coaches, instructors, and other organizers since 2013.

30: Average number of people involved in each workshop.

About 340: Number of individuals involved since 2013.

1000's: Number individual person hours of fieldwork.

100's: Number of pages of custom training materials: The Rough Guide, Participant Journal, Design Brief, and Worksheets.

1000's: Number of square feet of maps, fliers, photos, "Inspiration Wall" (see right).



Architecture faculty Marcella del Signore reviews the Inspiration Wall of information about PlayBuild and the design challenge (2016).

Fast 48 Design Challenges: “*How might we ...*”

I (Sept 2013): Re-envision how **Grow Dat** might creatively use their farm, campus assets to support their mission?

II (Jan 2014): Re-imagine **Broadmoor CDC’s community engagement?**

III (Spg 2015): Re-design the Taylor’s campus space to be **welcoming and accessible to the whole community?**

IV (Fall 2015): Redesign the **PlayBuild volunteer experience** to invite more people from diverse walks of life?

V: (Spg 2016) Rethink **PlayBuild’s community engagement?**

VI (Fall 2016): **Bring the PlayBuild experience to the neighborhood streets?**

VII (Spg 2017): Re-imagine strategic and effective **collaborations with local organizations** to advance kids’ play?

VIII (Fall 2017): Leverage the **power of food...**to encourage design-based, creative and educational play for children?

IX (Spg 2018): Leverage the **power of music to forge deeper connections** in the neighborhood and use under-utilized urban spaces?

X (Fall 2018): Leverage the **power of food** to encourage design-based play?

XI (Spg 2019): Help Central City reimagine **streets and spaces to be more child-friendly?**

XII (Spg 2020) : Re-imagine a more **child-friendly city through enhanced mobility?**



Hope, a participant in the fall 2017 workshop, works at a global non-profit in North Carolina. She is sharing the team’s “How Might We” problem statement to guide their brainstorming around the power of the local food ecosystem.

Fast 48 #1 in September 2013

Partnered with Grow Dat Youth Farm (GDYF) in New Orleans.

Addressed the challenge: “How might we build on GDYF assets to grow their impact?”

The instructors showed the 2012 movie “Extreme Design” about a d.school design thinking class.

Organizing and coaching team of 3 people: Laura Murphy, Maille Faughnan, and Jordan Stewart.

Number of participants: 25



The first Fast 48 ran at the GDYF campus in City Park, New Orleans.

Scenes from the 1st Fast 48 at Grow Dat Youth Farm



The 25 participants included Tulane Masters of public health (MPH) students, public health faculty, architecture faculty, architecture students, MBA students, law students, and community members.

Fast 48 #2: Re-design Broadmoor CDC Outreach



Amy Biedermann (right, Fast 48 alum and BDC staff) with Jordan Stewart (left, Fast 48 instructor) at the Freret St. Market, Dec 2013 doing advance work around “tabling” by the partner, Broadmoor Community Development Cooperation. Taking on a new partner for the second Fast 48 workshop required extra advance effort to understand their context and gather data to frame the challenge for the weekend.

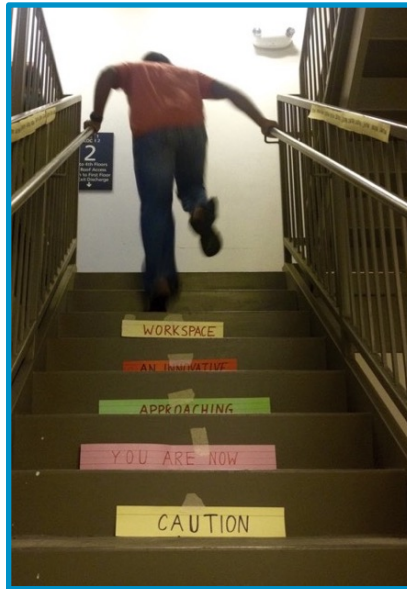


A Design Team sharing their ideas on the Sunday. The Fast 48 #2 ran out of Propeller, the social innovation hub, on S. Washington St. The design challenge was to “re-imagine community outreach: for this community development corporation.

Fast 48 #3: Redesign Taylor's Flower Hall Space



A Scene of Saturday synthesis in the Fast 48 #3 in 2015. Teams worked with Taylor Center itself as it moved into new 2nd floor space in the brand-new Flower Hall on Tulane's uptown campus.



Teams explored issues of signage and wayfinding to promote access and internal space use.



Teams tested prototypes in, outside, and around the campus building.

Fast 48 #4: PlayBuild Partnership

In 2013, Angela Kyle of PlayBuild invited the Fast 48 organizers to work together and by 2015 the long-running partnership began. This was a more intensive model of collaboration. Outside trainers were pulled in to support the initial team (Laura, Maille, Jordan).



For the Fast 48 #4, the participants worked on the PlayBuild challenge from a base in Flower Hall, the home of the Taylor Center. They practiced design research in Central City (photo at right and next page).



PlayBuild runs design-based play activities for kids 4-12, using the Imagination Playground's big blue blocks and other toys. Here, Participant Justine "works out" on the Saturday AM.

About PlayBuild NOLA

Mission of PlayBuild:
the transformation of under-utilized spaces into alternative play environments that encourage hands-on learning about design, architecture, engineering, and related disciplines through immersive programs and experiences.

A community space that serves as a hub for local kids and families and hosts a variety of after-school, weekend, and seasonal programs for children aged 4-12 years, year-round.



PL@YMLK (from a 2016 Fast 48) is a movable set of blocks and games to activate the neutral ground of Martin Luther King Blvd.



PlayBuild Community Manager Ms. Kay and Tiffany and kids playing with the Rig-a-ma-Jig.



Joanika, Community Manager and Kristen, PlayBuild intern and Fast 48 coach, at PlayBuild's 2828 Thalia Street location.

Fast 48 @ PlayBuild



Briefing with PB co-founder Angela Kyle before “Discovery” fieldwork.



Field materials station



PL@YMLK in the neutral ground



Empathy-building and discovery around PlayBuild operations with kids and other stakeholders through hands-on experiences, such as playing with the big blue blocks and Rig-a-ma-Jig, managing the PL@YMLK materials.

Angela Kyle on the Fast 48 Partnership

The R&S team interviewed her in 2019:



Angela, co-founder of PlayBuild and “design thinker and design do-er”, shown here speaking with Fast 48 participants. Angela has a background in business and corporate development and has designed growth strategies and led new business efforts for global firms.

On the overall model for the weekend:

“I think it’s a good model. I like the idea of this weekend – it’s a sprint ... having a consistent partner and to be able to do these iterative cycles ... it all aligned in a pretty powerful way.”

On the insights and ideas:

“the fact that [Joanika] is with us in the role that she’s in is really a direct result of thinking that came out of the Fast 48 emerged and that galvanized this role as community manager was really powerful.”

On PL@YMLK shown earlier:

“...the concept of PL@y MLK... creating micro-scale events in our neighborhood rather than packing up our wares and going out every 3 or 4 weeks to big events like Jazz Fest – the seed of that idea was planted in that Fast 48.”



Joanika Davis, shown right, at her team table during a 2016 Fast 48. She became PlayBuild Community Manager as an outgrowth of her participation and the team’s insights.

Scenes from Saturday's Central City Explorations



Group heading out from the PlayBuild site (left) and encountering a locked playground (middle).
Nathalie chatting with a local resident over the fence (right).

Scenes from Saturday's Team Synthesis

Back at the studio on Saturday, observational and experiential data are shared, synthesized, and interpreted.



This tired-looking team in 2016 developed the valuable insight and concept for the neutral ground play concept called PL@YMLK. Later that year, the team helped raise funds from KaBoom for a pilot. This shows the potential for real impact with a partner.



PlayBuild team members—invested community volunteers—joined the Fast 48 at Flower Hall as regular participants and learners, as well as observers and testers to co-create ideas.

Scenes from Sunday Team Prototyping

On Sunday, teams develop their ideas from Saturday through individual and team-based rapid prototypes and share these with other workshop participants for feedback.



Busy Sunday afternoon in spring 2019 at Taylor, with four teams doing the gallery walk to share, test, and iterate their different ideas with other teams and observers.



Birds-eye view of a team during rapid prototyping.

In Participants' Words:

The following quotes were extracted from the online survey and individual interviews with respondents:

On Empathy

The R&S team asked respondents of survey and interviews how well the workshop had fulfilled its learning objectives of an introduction to design thinking. The term *Empathy* stood out for many:

“... empathy was the number one [learning]. It’s the most important piece of the entire process. You can always circle back around to an idea or process, but empathy has to be a part of the process.”

–fall 2017 participant, coach 2018

“I think empathy was really important that weekend. I am involved with that type of work in my everyday life, so it is hard to remember, but the field experience and talking to employees on site.”

–fall 2013 participant



Saturday fieldwork asks participants to explore and understand different points of view, such as through playing with kids, as the staff do. This is a way to build empathy with children and also with the PlayBuild staff and volunteers who lead these activities.

On Being Visual

“Something that I thought that really helped our group was taking photographs during the community engagement activities ... really helpful with mapping ... (also) brainstorming with post-it notes...”
-fall 2016 participant



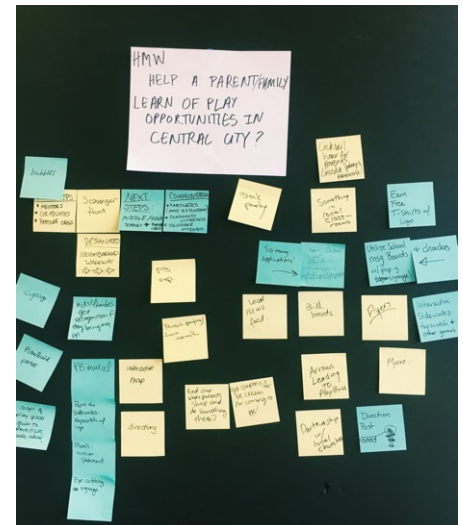
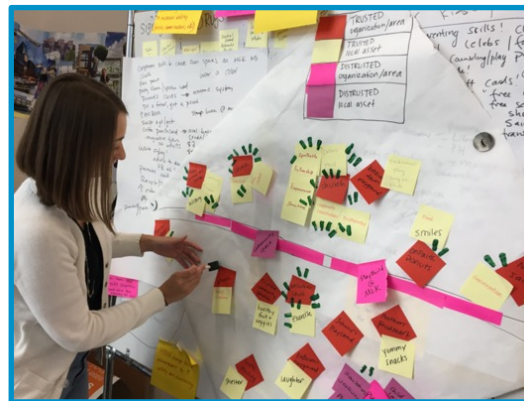
Team members print and share photos and bring artifacts from fieldwork to contribute during the Saturday afternoon synthesis. These are ways of “being visual” and part of sense-making. This key design mindset of being visual was mentioned by many participants as an important “learning” they retained.

Studio Walls

Sticky notes were mentioned by many respondents.



...and sticky notes are also used on portable foam core for brainstorming.



They are evidently used for note-taking, affinity mapping, synthesis, and rapid prototyping

Rapid Rough Prototyping

Participants appreciated ...and also questioned:

“... prototyping--not just ideas but the generation of ideas--playing as part of the innovative process, it really helps exercise and warm up your mind to go beyond narrow thinking, to draw in ideas from unaccepted places.”

—2016 participant

“... prototyping seemed to be a lot of the Fast 48... seems like a more artsy-crafty type of thing that is hard to use in real life...” -spring 2017 participant



Prototyping during the Friday individual practice.

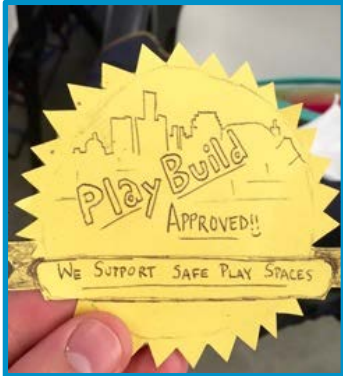


Teams in 2016 event, during parallel prototyping (left & middle), and practicing a “bias to action” mindset and making something to interact with stakeholders.

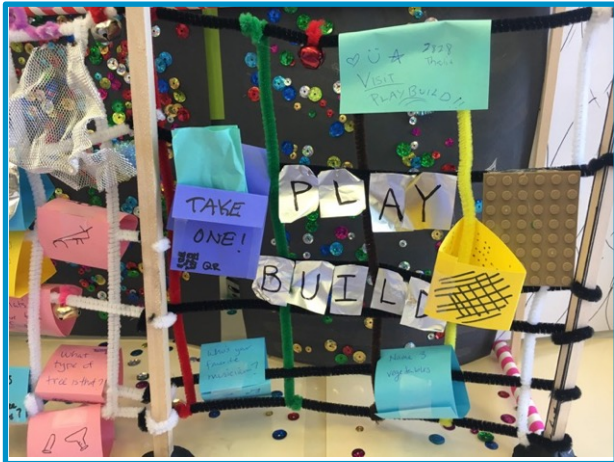
A spring 2019 team building a miniature fence as a neighborhood play area (right).

Some of the 100's of Rough Prototypes:

Teams build dozens of rapid, physical, prototypes per weekend to explore their insights.



(Left) Medallion concept for a "PlayBuild–certified" play space.



(Below) Portable PlayBuild along a fence.



Erin mocks up a "cardboard fridge" to explore a future kitchen for the new Taylor space in Flower Hall on Tulane campus in 2015.



The PL@YMLK concept -- to bring the PlayBuild experience to the "neutral grounds" of New Orleans streets—was first mocked up by a Fast 48 design team on a table-top in 2016.

Behind the Scenes at the Fast 48

Some members of the R&S team were also Fast 48 instructors, so could share their insider knowledge and access to photos and documentation (shown in these pages). Evidently, it takes hours of planning as well as many hands over the weekend to support teams' learning design through this fast-paced hands on workshop.



Coaches debriefing after Saturday teamwork to adjust Sunday activities.



Coaches and student workers behind the scenes coordinating around what's needed by the design teams.

Fast 48 Structure and Timing

Participants remarked on the tight schedule:

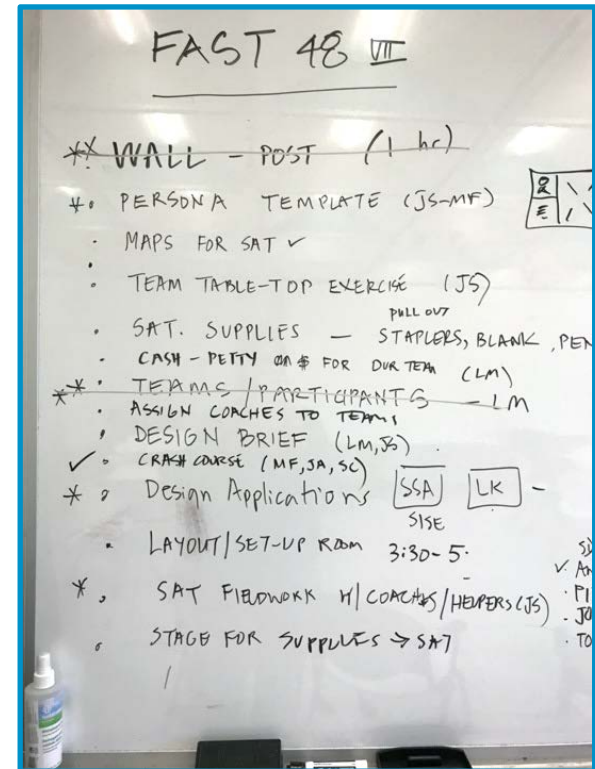
“I thought it was just right...it was great to do it on the weekend. You get a compact and variety of people in different life roles. Hard to take time off during the week...Liked condensed schedule. Did not have to remember from week-to-week.” —spring 2017 participant

“...good for people to do it on their days off. Dinner on Friday and a quick orientation were great.”
—spring 2017 participant

“... You could add a day more to it! ... it was quick... [I wanted] more time to absorb more of the content and techniques.” —fall 2017 and spring 2018 participant

On the other hand, the intensive weekend:

“...can certainly be burdensome on the coaches!” —multi-Fast 48 organizer



Behind the scenes: one of the TO-DO lists for the weekend.

Fees & Costs

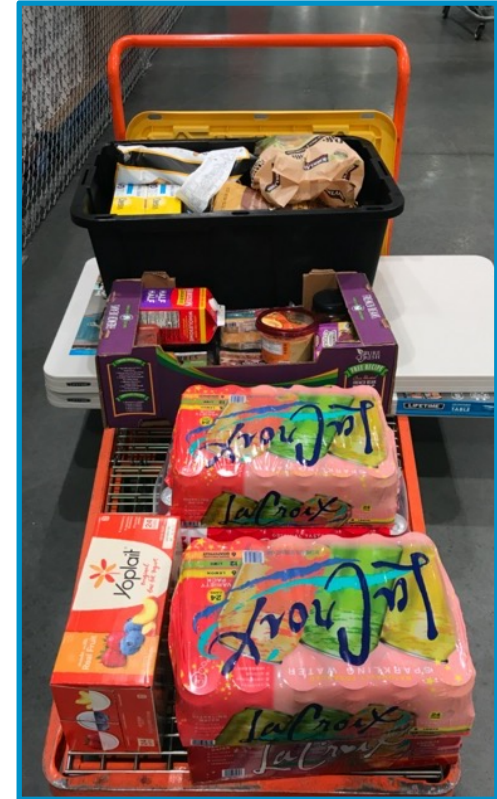
Participants generally appreciated the low cost:

“I think it is dirt cheap. I have not had to pay, but these trainings are usually 100s of dollars. It would be nice to give coaches and organizers more money because of the intensity of the weekend.” —spring 2015 participant

“For an external [non-Tulane] person, it’s low or just right. Stanford charges a few thousand dollars, so it’s a bit low. If it were more expensive there could be different iterations.” — spring 2017 participant

“it’s a really valuable training and experience for very little. Think of how much money people pay for this type of training, and it makes it affordable for graduate students. There is a similar course here at UVA that charges \$1000s of dollars, and I am like I can run that course from my experience with the Fast 48.” — spring & fall 2017, spring 2018

“For me, it was good, because it included all the food and it was not just junk food...it could go a little higher, but not too much for the grad students...a tiered participation fee...might be useful. Have special rates for special populations.”
— spring 2017 participant

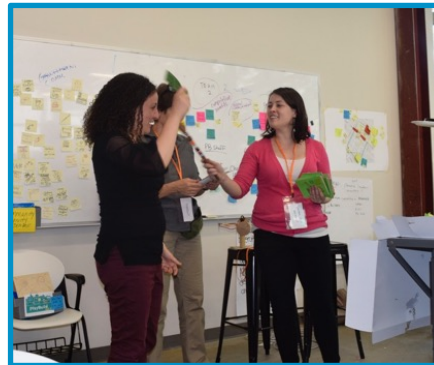


The small fee offsets the food for all for the weekend. This includes a Costco run such as shown, for basic snacks, drinks, and lunches to keep within the budget.

Graduation and a Passport to the DT Universe



Sunday afternoon, newly minted “graduates” receive their “passport to the design thinking universe.”



The idea of offering “passports” in lieu of a conventional certificate is to encourage a journey of continual learning. Participants can return to the Fast 48 to practice as a coach to learn more (and earn special “visas”).

“Do you Use DT at Work Now?” “...Yes!”

“Yes, I do. I am an engineering doctoral student, so I do design thinking for doing different experiments for my research. It helps with coming up with ideas and how to design things...

– fall 2017 & spring 2018 participant

“Yeah, I definitely do. I try to share it with different people in my firm. I work specifically with projects for K-12 schools, and I am the go-to person for DT methods.”

– spring & fall 2017, 2018 coach



Fast 48 #9 Team finding patterns in data from fieldwork, skills which can be useful anywhere.

“Do you Use DT at Work Now?” “...Sort of...”

“Yes, I try.

I try to do it, but it is not the center of my work. I try to use it to drive my thinking.

I think that has been most useful it to keep thinking ‘and’ and ‘how might we/how might I’ think about a problem or solution.”

—fall 2018 participant; coach spring 2019

“I do, but I don’t.

I’m more on the changemaking and social impact part of my work, but I would like to make DT more of a part of my work.”

— spring & fall 2017, 2018 coach



Fast 48 # 9 Design Team shown here practicing how to manage messy situations and the complexity of problems. Design methods promise to help...But do they?

“Do You Use DT Outside of Work?” “Yes!”

“... I have integrated prototyping [into] Taylor Your Life...Reflective listening with students, partners, and family members.

The idea of prototyping before jumping into something completely is helpful as well. I also like the ideation and brainstorming to come up with many ideas and not just one.”

—spring 2015, coach fall 2016

Friday night's activity includes practice in listening.



“I do it a lot with my kids...[and also] with a business I run back home.

I use more design thinking concepts to talk to the staff at the business. Such as, I would try to get them to think of something from the child's perspective, because it is a children's center and we are designing programming for children.”

— fall 2018 participant; coach spring 2019

Participant is experiencing some of a child's perspective.



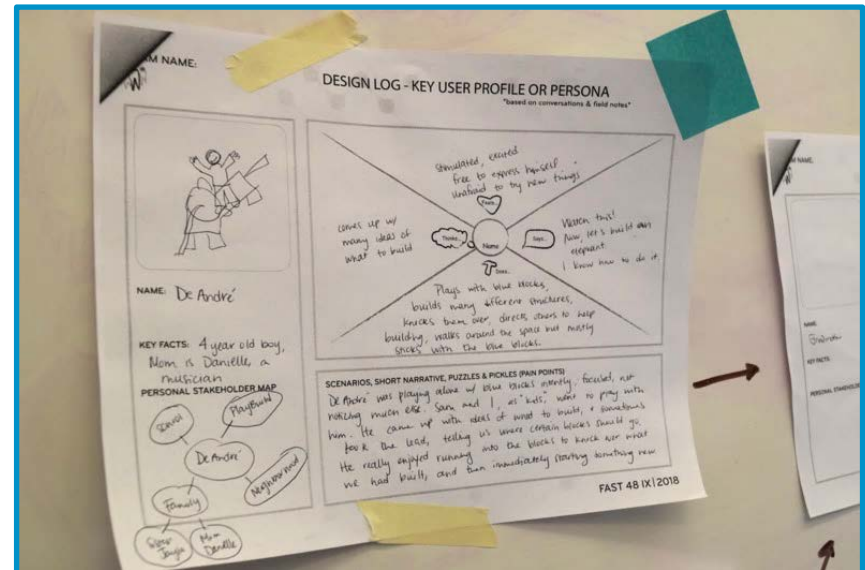
On Design Thinking as Mindsets and Tools

“I wouldn’t say that I use it as a formal process in other settings... the brainstorming, observation, empathy, and reframing are things that I use in my day-to-day life ... People ask me to help facilitate things outside of work.”

—fall 2013 participant

“Yeah, I used a lot of the steps. I use a blend of the steps, but not the whole process. There are a lot of different ways I use this depending on the setting and participants, so I don’t always say what I am doing ...”

—spring 2017 participant



A team’s design log and a “user persona” template show here—these are some of the methods practiced to capture important insights that guide human-centered designing.

On Working with a Community-Based Partner

In addition to exploring the key learning objectives of design thinking, respondents were asked to reflect on the experience of working with a partner organization, and on fieldwork in a community setting:

“...[it] makes it real and provides an opportunity to network. I think it is very important, because in these workshops, you barely get time to actually do hands-on activities. Working with a real problem in a real community provides that actual experience.”

—spring 2017 participant

“I like it, because it is a type of problem they offer that is life-changing and it was nice to have an actual mission. I’m learning something and it felt like it was going to be helpful whether I was helpful or not.”

--fall 2018 participant; coach spring 2019



Fast 48 group being welcomed at PlayBuild site by a trio on the left of Heidi (far left), Joanika, and Angela.

On Being in a Community Setting

“It was great to walk around the community and actually ask what people needed and wanted in that actual community. Provides the needs assessment that may or may not be happening in public health. You need the familiarity with the community so things and projects don’t fail.”
—spring 2017 participant

“... it was the first time I have gone out and done something like that...it was confusing, and I didn’t know what I was doing, but the coaches really helped with seeing things in a new way and talking to people in the community. It was interesting.”
—fall 2017, spring 2018 participant

“I’m a social worker, so walking the streets comes pretty natural to me. I know this is not the case for the other professionals that participate. I think the field experience is extremely important and should be built out more if possible. It’s easier to be in a room and write a paper as opposed to meeting a client face-to-face.”
— fall 2017 participant; coach fall 2018



Fast 48 #11 participants chatting with a Central City resident about child’s play areas in the neighborhood.

Some Concerns Around Community Engagement

The research team asked participants about whether and how community-fieldwork reinforced learning design thinking.

Some participants shared some concerns*:

“I was thankful for the opportunity to learn the Design Thinking process, but I think the project lacked the cultural sensitivity the staff thought they were achieving...”

—2016 participant

“It certainly was a long weekend, but we were able to accomplish a lot during that weekend. Post event reflection and practice could be useful after the Fast 48. I still have some ethical issues with people having to participate in the community observation part of the weekend with a very quick introduction and may not be aware of the systems of oppression in place for that organization and/or community.”

—fall 2013 participant

“Playbuild was the partner, and this was important. It was a little awkward because I feel like our group overran the children at Playbuild. I also don’t think that it was discussed about a bunch of Tulane people walking around Central City with clipboards.”

— spring 2015 participant; coach fall 2016



Fast 48 #9 participants pausing during explorations of Central City food stores and children’s play experiences.

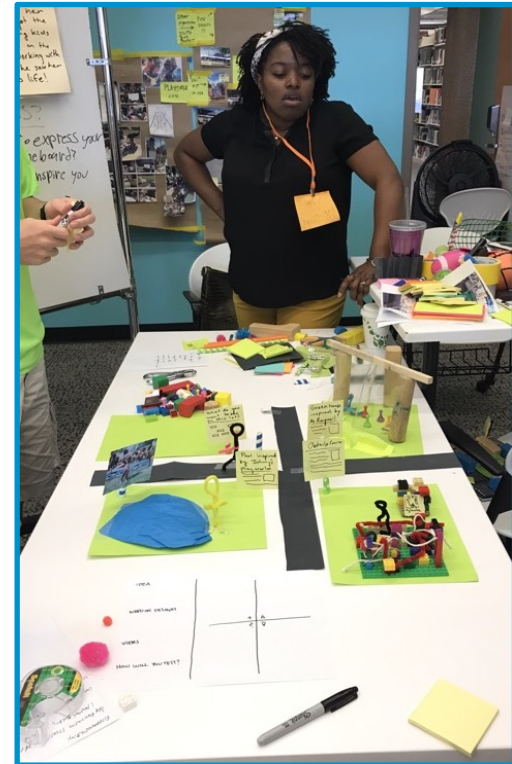
*The Fast 48 organizers have worked to improve the preparations for field-engagement and individual reflections, and the research team noticed fewer of these concerns after that.

Learning with Zaza Kabayadondo

Dr. Zandile (Zaza) Kabayadondo is a learning scientist and former head of Smith College's Design Thinking Initiative. She was a visiting scholar at Taylor Center in spring 2019. She joined the Fast 48 that term as a regular participant. She was invited to review the workshop curriculum and share her reflections:

"The engagement with a community partner sets the Fast 48 apart from other 'introduction to DT' programs....

The relationship with PlayBuild is uniquely compelling and its perpetuation through XI cycles of the Fast 48 is validation that it is a productive and impactful way of interacting with community."



Dr. Zaza surveying several rough prototypes that her Design Team developed.

“Open to the Public”

“I think it is great to have it open to the public, which provides a great networking opportunity with people from different industries and places. You can make partnerships outside the Fast 48, which makes it more dynamic and impactful.”

-spring 2017 participant



Participants have come from across the USA, from around the world, and from community as well as university roles and settings. From photos such as these on the Sunday, many team members seem to bond across these differences.

Did the Fast 48 [help] Cultivate Changemaking?

The Fast 48 is part of a center for social innovation whose larger purpose is to cultivate “changemakers” (rather than to support social ventures or address specific problems), according to the Taylor 2017-2020 strategic planning process. The research team explored whether the workshop supported that larger purpose for the participants.

“Yeah, absolutely, along with just being a part of Taylor in general. Just seeing how people talk differently at the end of the workshop.”
-coach 2017-18

“I still carry many of the tangible skills I gained through the Fast 48 today, and recommend this experience to anyone, regardless of personal or professional background.”
-fall 2018 participant



Through observation of specific participant’s pathways over time, the research team believe it does: Tom Karrel (right, TU MPH18) leads student programming for the Global Livingston Institute in Uganda. Antonio Alonzo (lower left) now leads Fund 17, a New Orleans social venture supporting micro-businesses.

...Did the Fast 48 Cultivate Changemaking?

The Fast 48 organizers shared with the R&S team that their leading the workshop over the years has indeed strengthened their own changemaker instincts and capabilities. Here are two examples:



Maille Faughnan is a lead Fast 48 trainer involved since 2013. She is shown here creating a fun prototype “behind the scenes”.

She is inspiring learners and integrating DT into her critical international development scholarship.



Chloe (right) is a contributor to this review and Fast 48 alum (spring 2019). She is shown here with her Fast 48 team-mate, Genevieve. Both are giving feedback on another team’s concept during Sunday prototyping. Chloe is bringing DT into her own work to address violence in our schools and community.

Reflections and Questions

The researcher asked open-ended questions. Some participants wondered about the long-term value and raised bigger questions.

“... I would be interested in seeing survey data about how many people actually use DT beyond the workshop. I don’t have a sense of how many participate and go on to use it further in development.”
-fall 2013 participant

“... I can only speak about my own experience, but I feel like if you sign up, you have already had a cup of Kool-Aid ... People who know about it, the average person in it has been exposed to social entrepreneurship / social innovation—these terms have become very trendy, but if you did the Fast 48, you were already in that world.”
-fall 2016 participant



Spring 2018 participants during conversations with residents on Thalia Street, Central City.

What is next for the Fast 48?

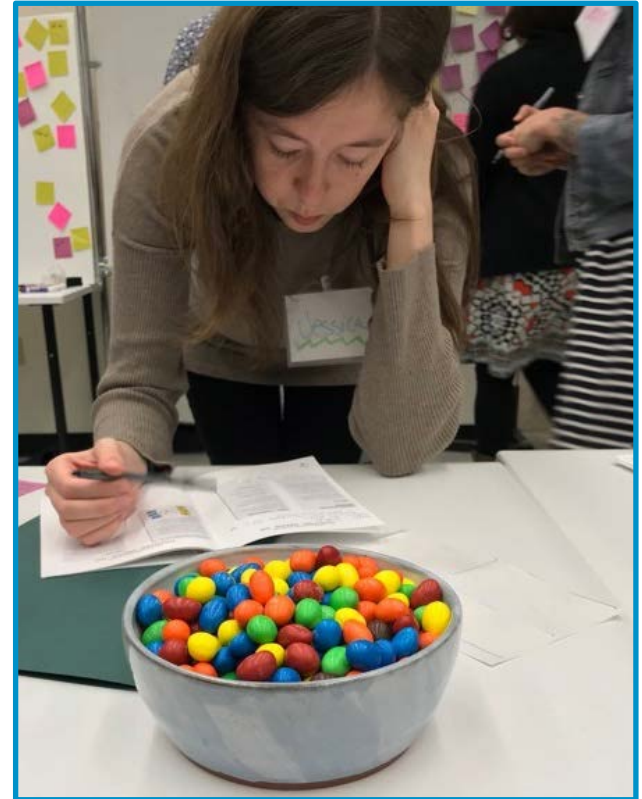
Where will the Fast 48 go next?

Based on what the R&S team learned from this time-limited program review, the workshop seems to have offered a useful training for the intended audiences.

Given some of the concerns, it seems the teaching team can continue to do better around aspects of community-engagement and discovery research across intersectional differences. So far, over 2013-2019, desk review and internal discussions revealed that the Fast 48 workshop organizers have continued to enrich the preparation for participants vis a vis ethical, informed, and thoughtful community engagement. This includes exercises around identity reflection.

In 2018, the workshop became a required element for a Tulane elective graduate level class, the “Social Innovation Toolkit”. This is an area of further research and learning around graduate student changemaker education. In 2020, the R&S team started Participatory Action Research with the PlayBuild Community Board around their perspectives on design thinking.

The authors hope that this report and other information and discussions can help inform how the Taylor DT team move forward with practice, education and outreach of design thinking for social innovation.



Evidently, these are some essentials: A curious mind, note-taking, and M&Ms.

Thank you for reading!



A few Fast 48 #9 participants heading out with a PlayBuild team member and Fast 48 coaches to explore parts of Central City during Saturday morning's immersion and design research practice.

The research & scholarship team appreciate the partners and participants taking time to share their thoughts during this review. We apologize if we could not capture your feedback during this review. Please do get in touch if you have more to share.

For more information about this internal program review, contact Laura Murphy at lmurphy2@tulane.edu

The Research & Scholarship team at the Taylor Center are cultivating and supporting research as a pathway for changemaking and knowledge production around “hows and whys” of changemaking.

Check out the program here: <https://taylor.tulane.edu/research/>

