

A Beyond Flipped Guide to Utilising the 'Crazy Eights' Exercise

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Background:

The Crazy Eights exercise was developed by Google Ventures (GV) out of the [GV design sprint](#). The design sprint is a rapid prototyping methodology that phases a conceptual idea, through iterative development, and on to prototyped testing; reducing time-to-market whilst increasing efficiency and effectiveness. The [Coventry University SPRINT](#) (CU SPRINT) is a variation on this theme, with a focus on Higher Education. More information on the CU SPRINT can be found by visiting flipped.coventry.ac.uk/sprint. Beyond Flipped is a programme of activity within the [Disruptive Media Learning Lab](#) (DMLL) at Coventry University.

How to:

For this exercise you will need:

- Pen/Pencils
- A4 Paper (enough for one sheet per participant)

Step One: Explain the Process

As with any new process employed, it is important to clearly explain both process and value proposition. You should briefly explain the background to the SPRINT process, exploring examples of its deployment, before explaining the intended purpose of the Crazy Eights exercise.

Step Two: Preparation

Participants should each take a single sheet of A4 paper; fold once in half length ways, then twice crossways to create eight rectangular segments. These are your eight drawing boards.

Step Three: Prototyping

Participants have a set amount of time (GV recommend 30 seconds, but we sometimes allow for up to two minutes) to prototype each idea based upon the problem domain

specified. When time runs out, participants will move on to another segment and prototype another variant of the idea.

Step Four: Feedback

Once time is up, participants share their ideas with the room to gain feedback as to the viability of their potential solutions. You can do this in various ways:

Option One:

Each participant shares all eight of their ideas with the rest of the group. This works best on smaller groups with plenty of time.

Option Two:

Participants pick one of their ideas to share with the rest of the room. This option works best on larger groups with less time.

Examples:

Example One: Assessment Design

You have a problem with designing interesting and exciting assessment types. You bring the course team together in one room and use the exercise to rapidly prototype new methods of summative assessment. Each member of the course team has two minutes per idea to rapidly develop different methods of assessing particular course/learning outcomes.

Example Two: Project Generation

You are running a module in which students are to develop a project portfolio. The students must first decide on a prospective project. You use the exercise with students to rapidly prototype project ideas within the scope of the course/module outcomes. Students pick one of their ideas and present it to the rest of the cohort, so as to gain peer feedback on the viability of success.

Contact:

If you require assistance in the development of a crazy eights exercise to suit a given problem domain, you can always get in touch. Please e-mail DMLL at dml@coventry.ac.uk or contact [Dr Alan Richards](#), [Oliver Wood](#), or [Alex Masters](#) for assistance. Don't forget, you can also check out the Beyond Flipped website at flipped.coventry.ac.uk or see what else the DMLL is up to at dml.org.uk.