

This thesis aims to analyse the application of current didactic methods to staff education. The main point of departure for its theoretical section have been several studies treating current didactic methods; the empirical research rests on monitoring and comparison and contrasting of the theory posited by the Design Sprint method with its use in practice. First, the aims and formats of staff education are defined. Next, individual didactic methods are outlined. Eventually, we look at how Design Sprint methods are adjusted in real-life scenarios, by monitoring staff education in an organisation.