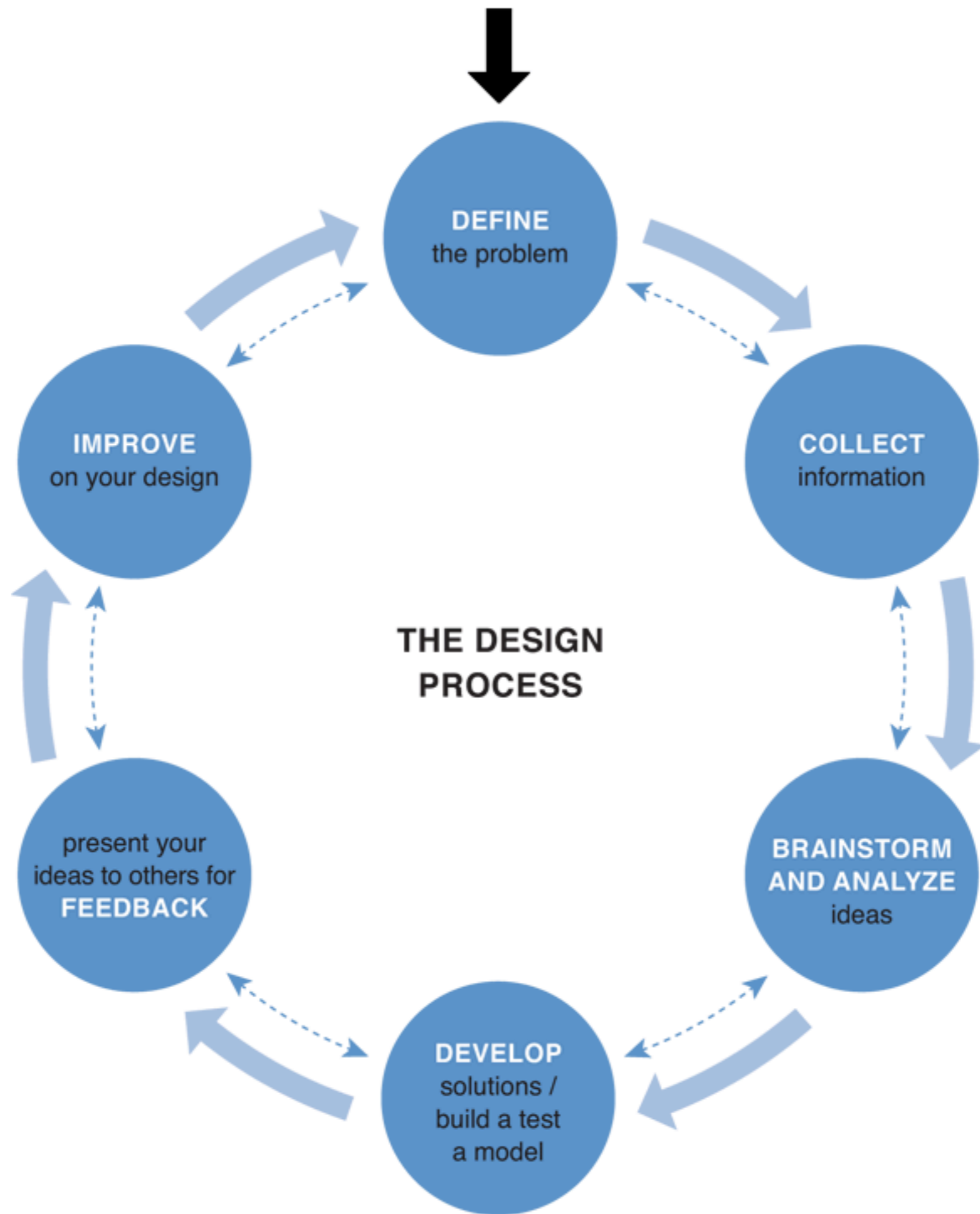
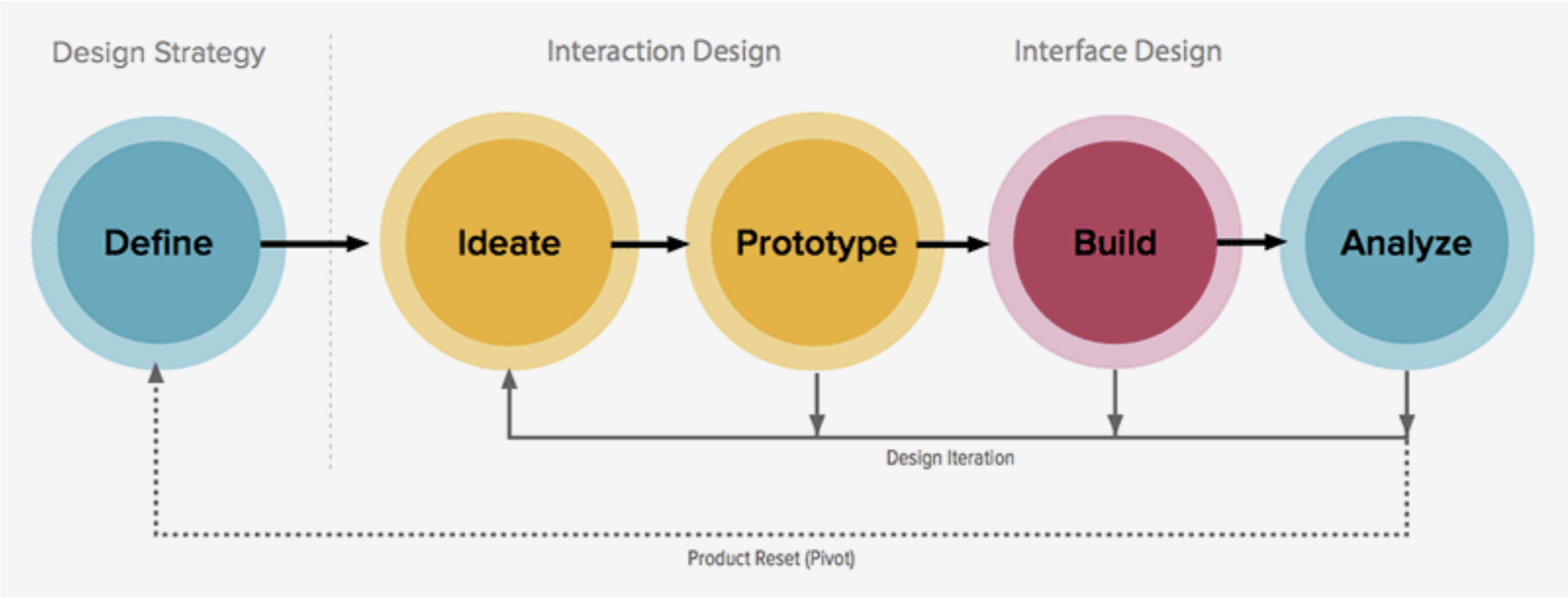


Design Process & Thinking





The design process is what puts Design Thinking into action. It's a structured approach to generating and evolving ideas. It has five phases that help navigate the development from identifying a design challenge to finding and building a solution.

Design Thinking is a mindset.

Design thinking is about believing we can make a difference, and having an intentional process in order to get to new, relevant solutions that create positive impact.

Design Thinking gives you faith in your creative abilities and a process for transforming difficult challenges into opportunities for design.

It's a deeply human approach that relies on your ability to be intuitive, to interpret what you observe and to develop ideas that are emotionally meaningful to those you are designing for—all skills you are well versed in as an educator.

PHASES

1

DISCOVERY



I have a challenge.
How do I approach it?

2

INTERPRETATION



I learned something.
How do I interpret it?

3

IDEATION



I see an opportunity.
What do I create?

4

EXPERIMENTATION



I have an idea.
How do I build it?

5

EVOLUTION



I tried something new.
How do I evolve it?

STEPS

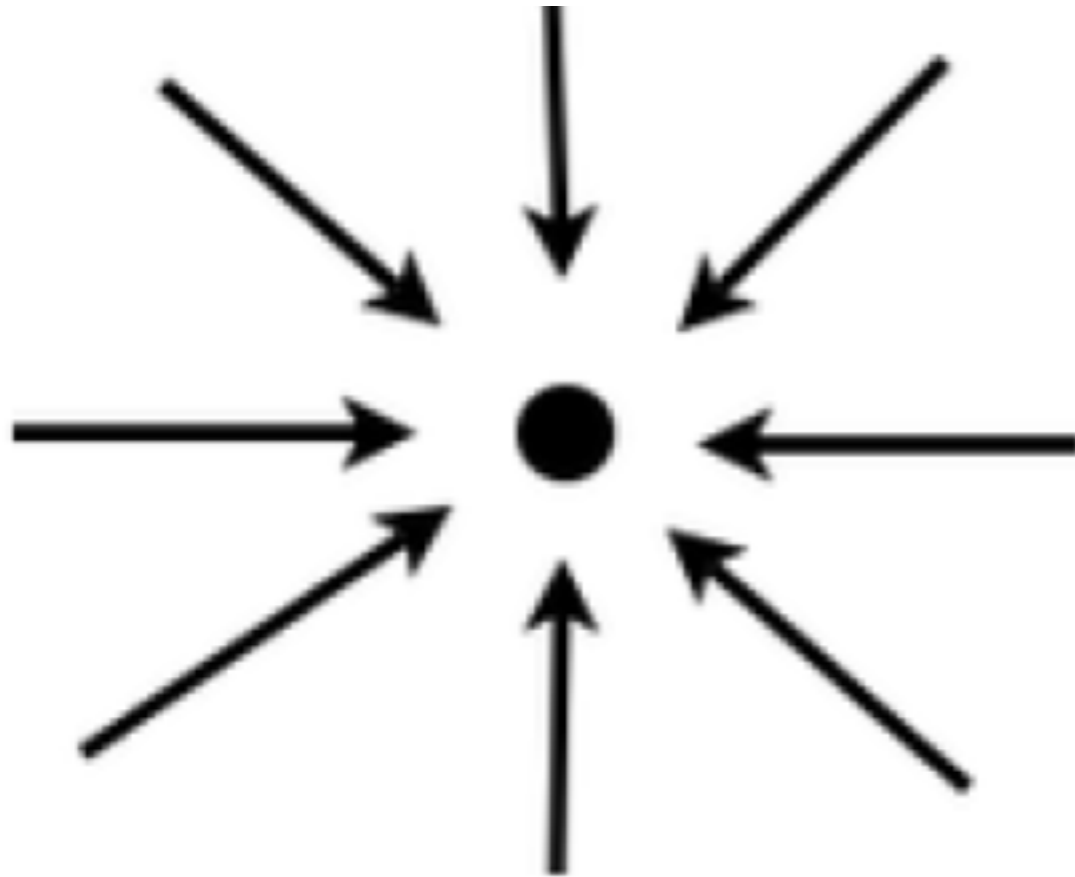
- 1-1 Understand the Challenge
- 1-2 Prepare Research
- 1-3 Gather Inspiration

- 2-1 Tell Stories
- 2-2 Search for Meaning
- 2-3 Frame Opportunities

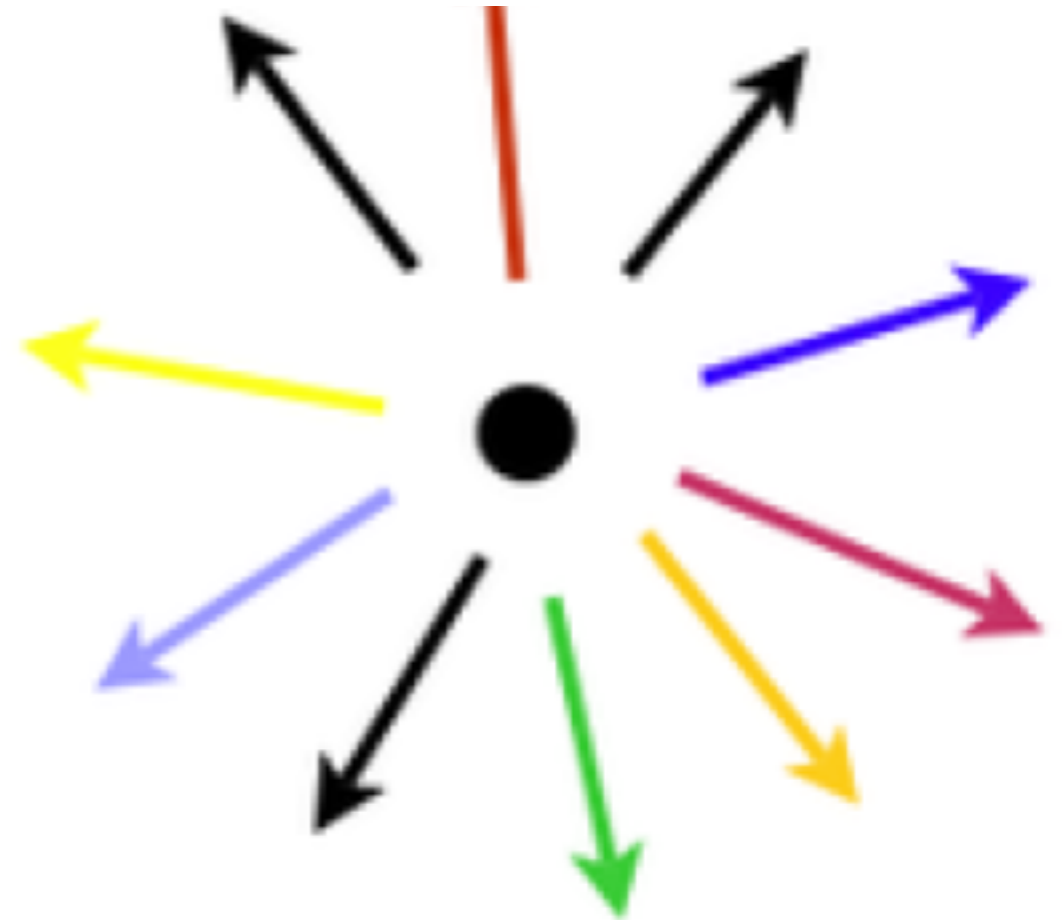
- 3-1 Generate Ideas
- 3-2 Refine Ideas

- 4-1 Make Prototypes
- 4-1 Get Feedback

- 5-1 Track Learnings
- 5-2 Move Forward



Convergent Thinking



Divergent Thinking

PHASES

1

DISCOVERY



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2

INTERPRETATION



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2-1 Tell Stories

2-2 Search for Meaning

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3-1 Generate Ideas

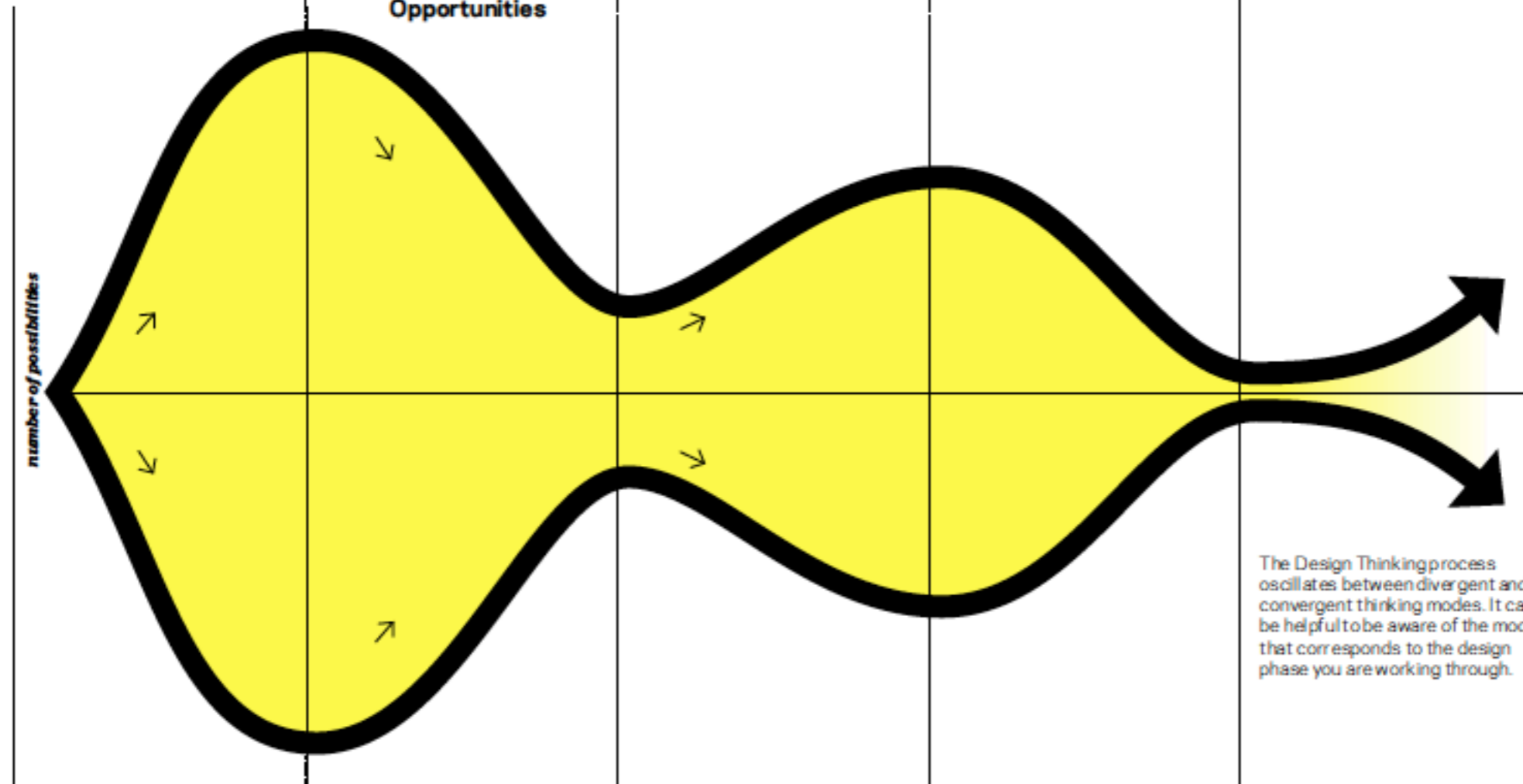
3-2 Refine Ideas

4-1 Make Prototypes

4-1 Get Feedback

5-1 Track Learnings

5-2 Move Forward



It's Human-Centered. Design Thinking begins from deep empathy and understanding of needs and motivations of people—in this case, the students, teachers, parents, staff and administrators who make up your everyday world.

It's Collaborative. Several great minds are always stronger when solving a challenge than just one. Design Thinking benefits greatly from the views of multiple perspectives, and others' creativity bolstering your own.

It's Optimistic. Design Thinking is the fundamental belief that we all can create change—no matter how big a problem, how little time or how small a budget. No matter what constraints exist around you, designing can be an enjoyable process.

It's Experimental. Design Thinking gives you permission to fail and to learn from your mistakes, because you come up with new ideas, get feedback on them, then iterate. Given the range of needs your students have, your work will never be finished or “solved.” It is always in progress. Yet there is an underlying expectation that educators must strive for perfection, that they may not make mistakes, that they should always be flawless role models. This kind of expectation makes it hard to take risks. It limits the possibilities to create more radical change. But educators need to experiment, too, and Design Thinking is all about learning by doing.

In short, Design Thinking is the confidence that new, better things are possible and that you can make them happen. And that kind of optimism is well-needed in education.



CURRICULUM

Every day you design ways to interact with your students around content. You can follow a design process to be more intentional about connecting this content to the interests and desires of today's learners by finding out more about the things that they do outside of school and connecting that to the content you are bringing to them.



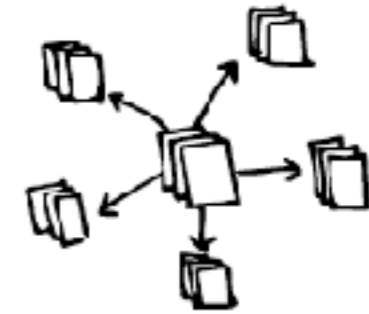
SPACES

The physical environment of the classroom sends a big signal about how you want your students to behave. Right now we tend to think of our classroom spaces as standard... kids in rows, sitting in desks. [By rethinking the design of our spaces, we can send new messages to our students about how they should feel and interact in the classroom.](#)



PROCESSES AND TOOLS

Your school has already designed a set of processes or tools that may or may not be getting up your school for success. This is typically outside of the classroom and specific interactions around learning, and more around how the system operates. Every process is already designed, and thus can be redesigned! Sometimes creating tools can be essential to supporting newly designed processes.



SYSTEMS

Not everyone can always make decisions for the system that they exist within, but everyone can contribute to the design of that system. Designing systems is about balancing the complexity of many different stakeholder needs with the needs of the operation. When designing systems, we're often setting high-level strategy such as stating visions, priorities, policies, and key communications around those ideas.

Define a Challenge

Every design process begins with a specific and intentional problem to address; this is called a design challenge. A challenge should be approachable, understandable and actionable, and it should be clearly scoped—not too big or too small, not too vague or too simple.

KEEP IN MIND

As you dig into your challenge, you may find that your plan needs to adjust because your project has taken a new direction. Let your design process unfold naturally; don't feel like you have to stick to the original plan. However, remember that setting deadlines can be helpful in propelling your process forward.

List possible topics

Finding opportunities for design often comes from noticing problems. An experienced Design Thinker maintains a mindset which instinctively reframes problems into opportunities. Make a list of all the problems you've noticed or things you've wished for.

Frame the problem

Rewrite the problem statements into “how might we” questions in order to frame the problem as a possibility. Use the define a challenge worksheet to help create a “how might we” question.

Keep it simple.

Describe your challenge simply and optimistically. Make it broad enough to allow you to

Sketch out end goals

Define your goals for undertaking this design challenge. Be honest about determining a realistic scope of your project both regarding time and output.. What will you work to produce? Where do you expect to get at the end of this process?

Establish constraints

It is crucial to define constraints and get specific on the problem or question you are trying to address. Does it need to fit into a certain time-frame? Can it be integrated with an existing structure or initiative? Make a list of the constraints you need to manage.

Define measures of success

What else are you working toward? What will make this work successful? What are the measures of success? Examples include number of people who sign up for your program, stories retold by parents, student excitement, etc. Most of the time, these measures of success emerge as you dig into your project, but it helps to start to think about this at the onset.

Write a brief

A clearly defined challenge will guide your questions and help you stay on track throughout the process. Write a short brief that clarifies the challenge you plan to address. Write it as if you were handing it to someone else to design with. Capture thoughts on why this is a problem, and what the opportunity for design will be.

Create a Project Plan

Once you have decided which challenge to work on, you can start to plan your design project. The first, and likely quite challenging, task will be to find the time for your endeavor. Try to integrate Design Thinking into the existing structures of your school's schedule. That will make it easier to follow through.

You know your workplace, schedule, and priorities best. You can create your own plan that best fits into your unique configuration. Here are a few starting points for you.

DAY

8am	DEFINITION
	RESEARCH
noon	IDEATION
	PRESENTATION
	EVOLUTION
8pm	

Review the Challenge
Share What you Know
Build your Team
Define your Audience
Refine your Plan

Review the Challenge

A clearly defined challenge will guide your questions and help you stay on track throughout the process. Spend time with your team to create a common understanding of what you are working toward.

Collect thoughts

As a team, talk about the design challenge you chose to work on. Collect and write down thoughts about your challenge. Start with a broad view: ask yourself why people might need, want, or engage with the topic you are investigating. Discuss how you can refine the challenge if it feels too broad, or too specific.

Review constraints

Review the list of criteria and constraints for the challenge. Discuss with your team, do you need to add to or change this list?

Reframe the challenge

Based on the thoughts you have collected, reframe the challenge, if necessary, to incorporate the team's thinking. Keep rewriting your challenge until it feels approachable, understandable and actionable to everyone on the team.

Create a visible reminder

Post the challenge in a place that everyone on the team can see, to be reminded of your focus throughout the process.

Share What you Know

Post the design challenge where everyone can see it. With your team, write down what you know about the topic. Use one piece of information per Post-it Note. Read your notes out loud, and post them under the design challenge. Ask others for feedback and discuss any of the assumptions that come up.

Define what you don't know

Write down and share what you don't know or yet understand about the challenge. Post these questions in a different area.

Build on your knowledge and fill in the gaps

Group the Post-it Notes into themes and use them to plan your research in later steps.

You are a designer.

Become more intentional about your design process.

Be confident in your creative abilities.

Be strategic about what needs attention first.

Embrace your beginner's mind.

Approach problems as a novice even if you already know a lot about them.

Let yourself learn.

Be willing to experiment.

Be ok with not having the "right" answer.

Trust that you'll find one.

Problems are just opportunities for design in disguise.

Have an abundance mentality.

Be optimistic.

Believe the future will be better.

Start with, "What if?" instead of "What's wrong?"

Stepping out of your zone of comfort = learning.

Get unstuck.

Break your routine.

Use the world outside your classroom to invigorate your work.

Analagous inspiration is your best friend.

Leave your classroom.

Collaborate with others.

DREAMS/THINGS I WISH WOULD EXIST!	HOW MIGHT WE...

GRIPES/THINGS THAT COULD BE BETTER	HOW MIGHT WE...

**8Sketch out the End
Goal(s)**

**Defi ne Indicators of
Success**

**STARTEDEstablish
Constraints**

**OTHER THINGS TO
KEEP IN MIND**
