

HUMAN SERVICES ADST

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Design Thinking

Zig Zag Sequence Standards





01 *What is design thinking?*

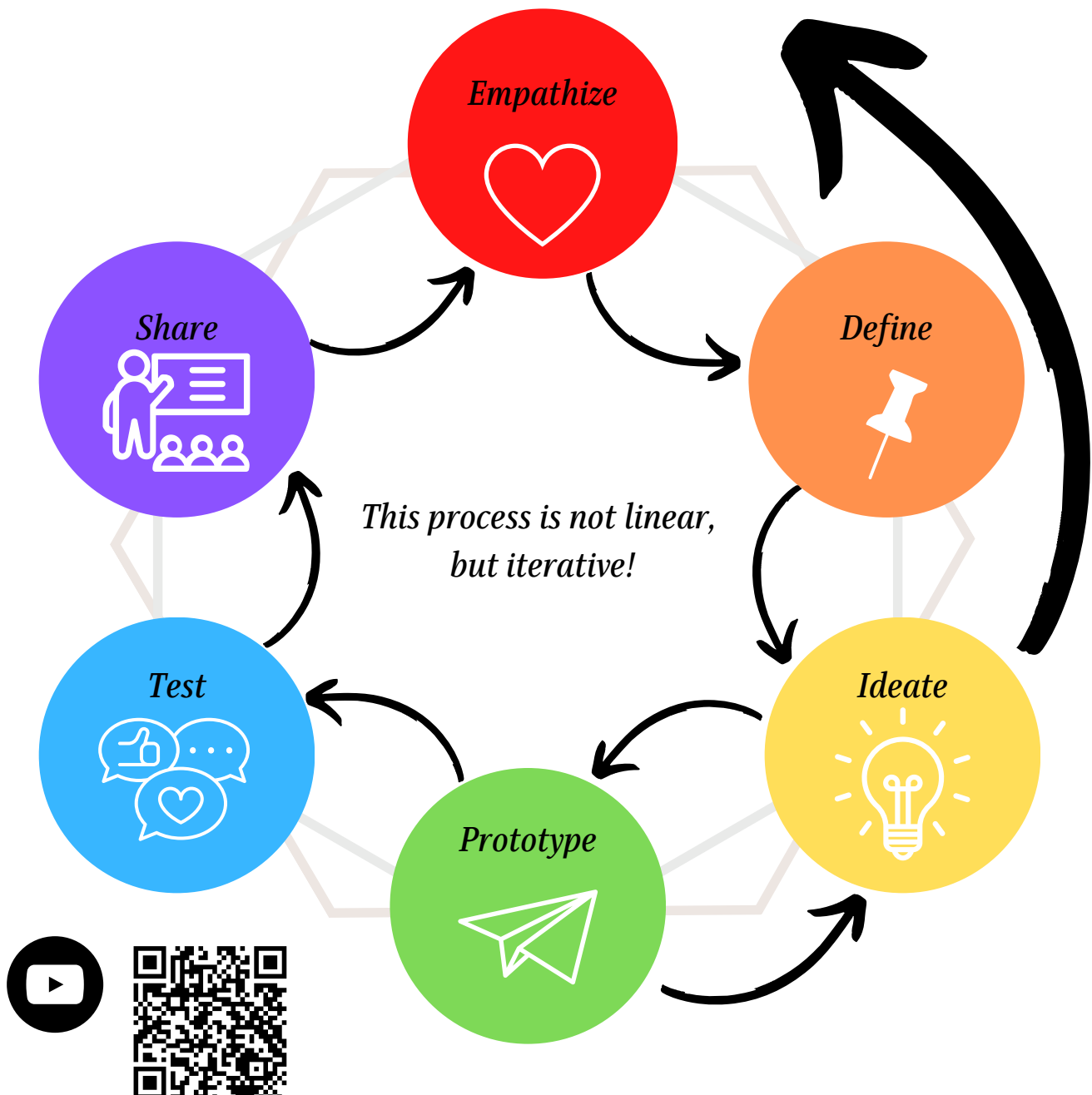
Design thinking is a zig zag learning process in which we seek to understand the user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding. At the same time, design thinking provides a solution-based approach to solving problems. It is a way of thinking and working as well as a collection of hands-on methods.

For the purposes of the BC ADST curriculum, all projects, known as Service Design Opportunities follow a human-centred approach that may include creating services to support human development interests which require the evaluation and refinement of facilitation skills. Students are to understand that

- services and products can be designed through consultation and collaboration,
- various tools and technologies can influence communications and relationships and are required at different stages of creation and communication,
- people's needs and wants inform effective problem solving, and
- social, ethical, and sustainability considerations impact service design for individuals, families, and groups.

Design thinking snapshot

The following curricular competencies, which are tightly woven with the core competencies, are meant to be applied in a repetitive, non-linear process. The Design Thinking method is well-paired with an inquiry mindset.





Empathize



In the beginning of the this stage of the overarching topic, I SHOULD ...

- participate in a provocation
- ask questions to uncover issues or problems using the QFT
- write down everything I know about the topic and what I want to learn
- fill out the Project Plan outline



After that, I CAN ...

- engage in research through teacher-led inquiry to better understand the concept
- provide evidence of learning (EOL) by taking notes, engaging in discussion, and/or with the lesson content



Next, I COULD ...

- be a more active researcher by researching the teacher selected EQ to better understand potential users' values and beliefs (possibly of another culture), diverse motivations, and their needs by seeking knowledge from other people as experts, interviewing people involved, finding secondary sources, and/or collective pools of knowledge in communities and collaborative atmospheres



Finally, I can TRY TO ...

- construct my own essential question,
- research a wide array of resources on my own,
- customize my own learning evidence showing rich descriptions of user empathy, including a variety of surprising insights and deep needs that will lead to a human-centred project that is of high personal interest



Define

EMG

To begin, I SHOULD establish an idea of exactly which problem I will try to solve for the user

- who are my users?
- what do you think their wants, needs, and pain-points are? their problem?
- where does the problem present itself?
- why does it matter?



DEV

After that, I CAN ...

- ask potential users about their needs, wishes, pain-points, problems
 - here you will need to make a questionnaire and then
 - conduct the survey

PRF

Next, I COULD ...

- explain how it will be used and beneficial for potential users
- identify possible steps needed for my solution-based project to be successful
- state and evaluate any possible setbacks or unintended negative consequences that I (we) could encounter in the development of the project. What could go wrong?

EXT

Finally, I can TRY TO ...

- write an informed synthesis of the problem and its solution which will include a clear problem statement





Ideate



To begin, I SHOULD ...

- brainstorm **on my own** a few ideas that relate to the topic



After that, I CAN ...

- generate more ideas by using additional ideation methods **with my group or the class**. The focus is on the number of ideas rather than quality
- think outside the box to develop solutions > question the obvious, reformulate my beliefs, and redefine existing solutions, approaches, and beliefs



Next, I COULD ...

- ask potential users about my/our ideas (I Like, I Wish, What If), and then...
- chose an informed idea (based on goals and limits by screening my/our ideas against possible constraints)



Finally, I can TRY TO ...

- defend how I identified, prioritized, and applied sources of inspiration for my project. How did you arrive at the solution to your stated problem? Explain and justify in depth the PROCESS. Defend why your POV is important.



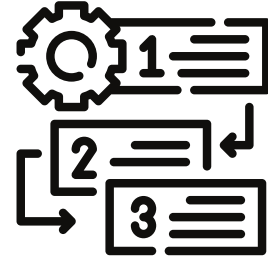


Prototype



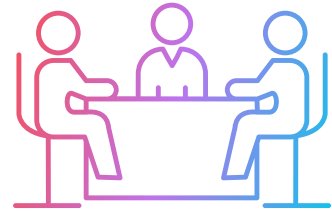
To begin, I SHOULD ...

- develop a project plan with simple steps
- make a list of supporting resources



After that, I CAN ...

- conference with the teacher about how my project can be effectively used which provides partial solutions for user's needs



Next, I COULD ...

- explain and defend to a group that my prototype provides a clear solution for user needs and how it will impact the community



Finally, I can TRY TO ...

- implement my project into tangible forms whether that be the actual product or by sharing the concept using a presentation format (e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media) best suited to my own and others' diverse abilities



test



EMG



To begin, I SHOULD ...

- document the feedback from diverse perspectives acquired from the define stage



DEV



After that, I CAN ...

- document the feedback from diverse perspectives acquired from the ideate stage

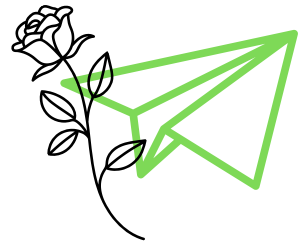


PRF



Next, I COULD ...

- document the feedback from diverse perspectives acquired from the prototype stage
- identify what's working (Rose), what's not (Thorn) and what can be improved (Bud)
- respond to a issue in your project and make appropriate changes



EXT



Finally, I can TRY TO ...

- identify specific improvements that are not necessarily problems but would enhance my project if there were no limitations on time, money, expertise, etc.

→ dream →



Share

EMG



To begin, I SHOULD ...

- set some goals and decide how and with whom I will share my project progress



DEV



After that, I CAN ...

- reflect upon the opportunities for feedback and collaboration I have had with my peers, teacher, and/or outside sources of inspiration



PRF



Next, I COULD ...

- make my learning public



EXT



Finally, I can TRY TO ...

- critically reflect (step-back and examine my own thinking through further questioning) on my plans, processes, use of technology tools, and ability to work effectively, both individually and collaboratively, including my ability to share and maintain an efficient co-operative workspace. (This reflection takes place at the end of the project and should include an evaluation of your use of core competencies.)



Core Competencies



Communication

C

- Connecting and engaging with others
- Focusing on intent and purpose
- Acquiring and presenting information

Collaborating

C

- Working collectively
- Supporting group interactions
- Determining common purposes

Creative Thinking

T

- Creating and innovating
- Generating and incubating
- Evaluating and developing

Critical & Reflective Thinking

T

- Analyzing and critiquing
- Questioning and investigating
- Designing and developing
- Reflecting and assessing

Personal Awareness & Responsibility

PS

- Self-advocating
- Self-regulating
- Well-being

Positive Personal & Cultural Identity

PS

- Understanding relationships and cultural contexts
- Recognizing personal values and choices
- Identifying personal strengths and abilities

Social Awareness & Responsibility

PS

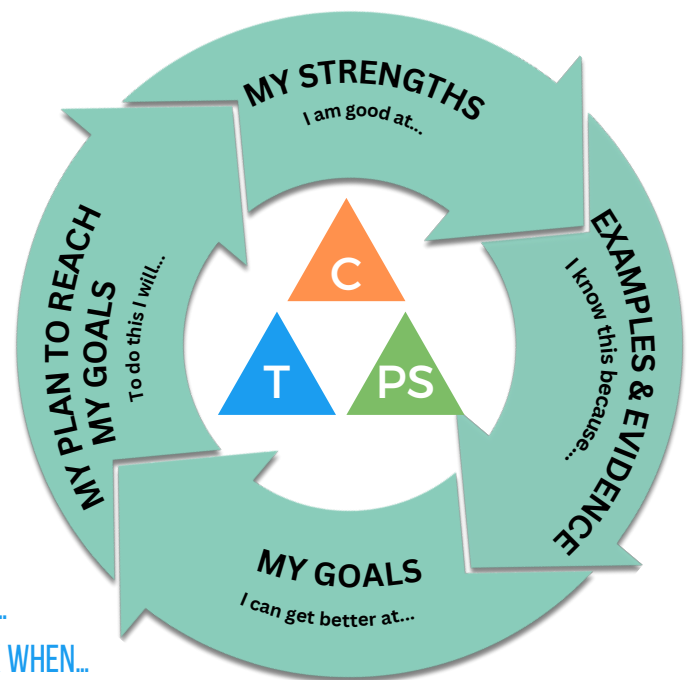
- Building relationships
- Contributing to community and caring for the environment
- Resolving problems
- Valuing diversity

COMMUNICATING AND COLLABORATING:

- I WAS ABLE TO EXPRESS MY IDEAS BY...
- I HAD DIFFICULTIES EXPRESSING MY IDEAS WHEN... SO I...
- I LISTENED AND RESPONDED TO OTHERS BY...
- I INCORPORATED OTHERS IDEAS BY...
- I COLLABORATED WITH OTHERS IN THE CREATION OF THIS EVIDENCE BY...
- I ACKNOWLEDGED OTHERS PERSPECTIVES BY...
- I WAS AWARE OF MY AUDIENCE WHEN...
- I USED TO THINK...NOW I THINK...

THINKING:

- I CAME UP WITH MY IDEAS BY...
- IN ORDER TO BE CREATIVE, I...
- I THOUGHT "OUTSIDE OF THE BOX" WHEN ...
- I TOOK RISKS IN MY THINKING BY...
- I FOLLOWED MY INTERESTS OR PASSION BY...
- I DID OR DIDN'T LIKE THIS BECAUSE...
- MY GOAL FOR THIS PROJECT WAS...I ACHIEVED THIS GOAL BY...
- I WAS ABLE TO GIVE AND RECEIVE CONSTRUCTIVE FEEDBACK WHEN...
- I CONNECTED TO MY LIFE BY...
- I WAS OPEN MINDED BY...
- I KNOW MY WORK IS GOOD BECAUSE...



PERSONAL AND SOCIAL RESPONSIBILITY:

- THIS EVIDENCE (EX. PROJECT, GRAPHIC ORGANISER, VIDEO, AND PIECE OF WRITING ETC.) SHOWS MY STRENGTHS AND ACCOMPLISHMENTS BY...
- DURING THE PROCESS OF CREATING [EVIDENCE] I EXPERIENCED DIFFICULTIES WHEN... THEN I...
- THIS EVIDENCE DEMONSTRATES GROWTH IN ... BECAUSE ...
- I AM PROUD OF THIS [EVIDENCE] BECAUSE...
- I FELT (MAD, UPSET, HAPPY, EXCITED...) WHEN I... THEN I MANAGED MY FEELINGS BY...
- I ASKED FOR HELP WHEN...
- NEXT TIME, I WILL...

Project Plan



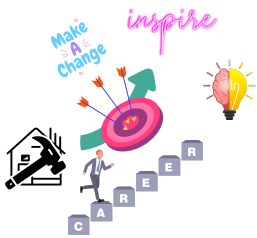
What is the essential question? Please share why it is meaningful



What is your authentic piece? How will you make your learning public?



What will you read, research, and study to help explore the essential question?

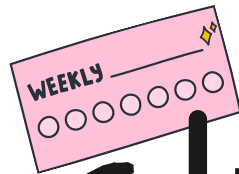


What are your goals for this inquiry?



What learning evidence will you gather to capture everything you are learning about your essential question?

What is your plan? create a calendar and day-to-day plan to help your project be a successful learning experience.



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