



# Design Thinking Workshop

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# Check in

Everyone gets two or three pieces of a puzzle.

Collect the full puzzle



# Outline for Today

- Check in
- Follow up from last session
- Team presentation
- Design Thinking Workshop
- Distance learning assignment
- Check out

Additional info. for Traversetolo Group

- Design Factory Intro, others can leave if you want

# Follow up from last session

- Two new members
- School Visit for Traversetolo Group at 10am on 9 Sep. Others will have the visit on 16 Sep.
- Contact study is moved from Tuesday to Monday 19 Sep, because teachers from one school will leave at 4am on Tue.
- Unicafe open time 1030
- Greencap <https://greencaptours.com/helsinki-free-tour/>

# Team Presentation

## Max. 10 Min.

Each team select a person to set your timer pls

1. Team

2. Design

- What does the word design mean to you?
- How do you think design might work for you?

3. Article and Video

- What did you notice about the team's design work in the above video ?
- How could teachers benefit from creative confidence?
- What are the challenges to have creative confidence for teachers?



# Introduction

- Today's workshop is based on the d.school Starter Kit Session (with modification) - a virtual introduction to design mindsets and methods.

[https://docs.google.com/presentation/d/1kMROhf-S6z0hLKb7Km0PddUff-wiYkuD5QCNeD8t-Ns/edit#slide=id.g827ccf4a3e\\_0\\_8](https://docs.google.com/presentation/d/1kMROhf-S6z0hLKb7Km0PddUff-wiYkuD5QCNeD8t-Ns/edit#slide=id.g827ccf4a3e_0_8)

- Two d.school instructors-Laura and Louie- will guide you with instructions for one-one activities. Students will get a taste of how to practice human-centered design (despite social distancing).
- The black slides are from d. school.

- Source: Stanford d. school

# Introduction

- It is fast-paced, interactive, and filled with advice from designers at work in unexpected situations. Whether you are new to design or not, there is something for you to learn.
- 2 hours
- All you need are 3 sheets of standard paper (plain /without lines works best), a pen and a computer (no need today).

WE HAVE 1 MINUTE TO PREVIEW...

# What you'll learn today

## Abilities

Abilities develop over time. Today you'll get a chance to practice some design abilities that can become second nature if you keep developing them.


## Mindsets

A mindset is just an attitude that influences how you approach anything that comes our way. Mindsets can be hard to pin down but may be the most useful thing you will learn today.

## Methods

You'll learn some specific design methods as well. Keep an eye out for the ones that work for you.

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d.   
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the Stanford d.school.



WE HAVE 1 MINUTE TO PREVIEW...

# How you'll learn today

## Work on your own

You will watch videos of a d.school workshop in session to help you get up to speed.

## Learn from others

You will watch some unconventional designers talk about applying design principles to everything from hip-hop to elementary schools.

## Work with a partner\*

You will work with a partner to experience how design work feels by discover a hidden need of theirs and developing an idea to address it.

\*Partner work happens in the breakout rooms.

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# Working in pairs

Two persons will work in a pair during the workshop

Your partner is not from your school

Stand in two rows, how?



# Blind contour portraits look something like this.



**Blind Contour Drawing** - The student fixes their eyes on the outline of the model or object, then tracks the edge of the object with their eyes, while simultaneously drawing the contour very slowly, in a steady, continuous line without lifting the pencil or looking at the paper - Prezi.com

Source: Stanford d school

# Step 1. Draw a Blind Contour Portrait (4 min. )



- You will do a blind contour drawing of your partner
- Draw a portrait of your partner, looking only at them and not at your paper. You can both draw at the same time.
- Use only one piece of paper.
- Example [volunteer](#)

## Step 2. Reflect Your Feeling (2 min.)

Reflect on how the experience of blind contour made you feel. Remember how that feels, you will be feeling it again soon.

### Being uncomfortable

Good designers are comfortable being uncomfortable (get comfortable with it)

### Making messes

Make a mess is part of design work, we hope you have whet your appetite for mess making.

### Starting now

Good designers start before they are ready

WE HAVE 1 MINUTE TO...

# Meet Laura & Louie



## Laura McBain

K12 Lab Director of Community & Implementation.

### What I do

Unleash educators to change the world.

### Also

Designer of experiences, systems-thinker and social justice advocate



## Louie Montoya

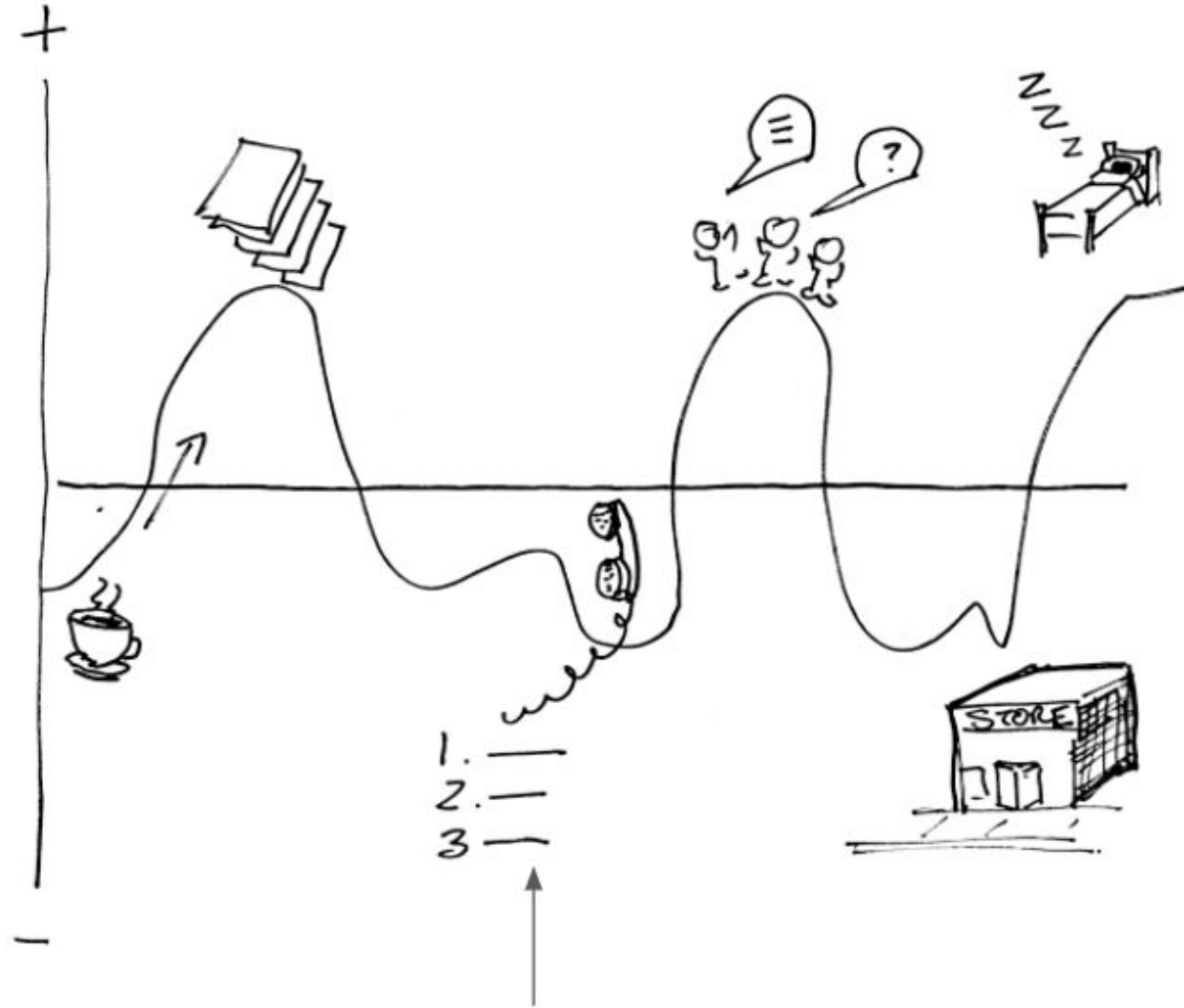
Learning Experience Designer

### What I do

Tear down walls, and use the rubble to build a more equitable education system.

### Also

Artist, cook, and escape room connoisseur

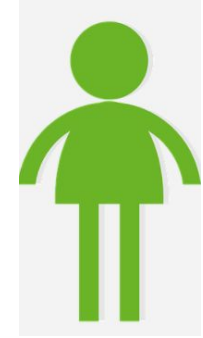


**Your “day in the life” map might look a bit like this.\***

\* Be visual and add short descriptive notes for each moment too.

Source: Stanford d school

# Step 3. A Day in the Life



- Prepare the paper
- Watch the video including example + your drawing (explanation stops at 2:44)

<https://youtu.be/GPW6c6UzQQA> (5:44 )

- Work on your own

Draw your day in the life (your yesterday) - imperfect drawing (they said 3 min. , in fact 2 min. in the video timer)



## Step 4. Your Day in the Life (6 min.)



Work with Your Partner

### **Remember to set your own timer**

Partner A learns from partner B (3 min. )

- Partner A listens while making a mirror map of what you are hearing
- Example: [volunteer](#)

### **Swap**

Partner B learns from partner A (3 min. )

- Partner B listens while making a mirror map of what you are hearing

# Step 5. Asking Why



Select lowest point and ask why

Example and explanation <https://youtu.be/oCVkalZayvQ> (5:11)

Work with Your Partner (8min.)

Select a low point in your partner's day and learn more about the moment by asking why

Take notes - interview them about the low point, no judgement, make sincere human connection to dig deeper

**Remember to set your own timer (3 min. for each)**

Partner A learns from partner B (3 min. )

Partner A listens, takes it in and is thoughtful with the answers

**Swap**

Partner B learns from partner A (3 min. )

Partner B listens, takes it in and is thoughtful with the answers

# Step 6. Reframe the Problem



- Reframe the problem. **Timer in the middle** of the video (explanation stops at 3.16 )
- <https://youtu.be/0cUWtUlvb-0> (5.29)
- Reframe partner's problem into an open-ended question - **How can I help** laura (**name**) build (**verb**) community wherever she goes.
- Work on your own( 2 min.)

# Phase 1 Summary

- Stoke - blind contour (Uncomfortable, make messes, start before ready)
- A day in the life – Imperfect drawing
- Story sharing - A tells B, B listens actively, listen to understand, listen while making a mirror map.
- Identify and frame the lowest point (pain point ), **ask why**, dig down and find the real needs of the people we are designing for.
- Reframe partner's problem into an open-ended question - **How can I help** laura (**name**) build (**verb**) community wherever she goes.

A cup of dark coffee on a matching saucer sits on a light-colored surface, likely a windowsill. The background consists of horizontal window blinds, with light filtering through them. A soft shadow is cast by the cup and saucer onto the surface below. Wisps of steam rise from the coffee. The text "Break 10 min." is overlaid in white on the right side of the cup.

Break  
10 min.

# Step 7. Build to Think + Constrains

## Main room



- Build to Think - use sketching to work on your earlier ideas. make prototype as a way not just to express new ideas, but to work them out (e.g. Hi, and Hi.....).
- Constrains to help - expensive, deliverable by tomorrow, a game, and a robot.
- Pls follow the video and work on your own. **Timer in the middle** of the video (**explanation stops at 7.13, you follow the timer in the video and start to work on the four constrains too, not only watch the video** ) one min. for one constrain
- <https://youtu.be/4h3aKWzA7Ds> (14.34)

# Learn from others – skip today

- How can you make ideas better?
- **Earlier feedback sets you set up for success.**
- Prototype to get feedback – Try things out before you sent them out
- <https://youtu.be/K2Lb13V3e4s> (5:04)

# Step 8. Get feedback from your partner (6 min.)

Be ready to **share your unfinished work** with your partner and get feedback.



**Remember to set your own timer (3 min. for each)**

Partner A

- Put your ideas quickly, listen to your partner's feedback, and take notes.

Partner B

- Try using 'I like...', 'I wish...' 'what if ...' format for feedback,

**Swap**





## Step 9. Remix Your Idea- Work on your own (3 min. )

Synthesize all the feedback to reimagine a new concept

Remix your idea and share it with a story– storyboard (**timer in the middle of video for working on your own , do not discuss with your partner**)

- The problem
- The reframe
- The new solution (three soul buckets),
- The benefit
- <https://youtu.be/C8bKIX9YdKQ> (8:20)

**Ignore the instruction in the video about share your new solution with your partner in breakout room for 1 min.**

# Step 10. Share your new solution (2 min.)

Share your new solution with your partner in breakout room



**Remember to set your own timer (1 min. each)**

Partner A, share your story with partner B

Partner B, listen and take a moment to thank your partner for designing something just for you.

**Swap**

# Phase 2 Summary

- Build to Think - use sketching to work on your earlier ideas. make prototype as a way not just to express new ideas, but to **work them out** (e.g. Hi, and Hi.....).
- Constrains to help - expensive, deliverable by tomorrow, a game, and a robot.
- Prototype - Be ready to share your **unfinished** work with your partner and get feedback. ( I like, I wish, what if)
- Remix your idea - storyboard, including the problem, the reframe, the new solution (three soul buckets), the benefit.

# Step 11. Wrap Up

## **Congratulations - We did it !**

There are many ways to design, these were just a few that you can start doing today and tomorrow.

Last video

[https://youtu.be/ZnwRAav-\\_qc](https://youtu.be/ZnwRAav-_qc) (2:14)

# Step 12. Reflect on What We Did

20+ human-centered design mindsets and methods (tools)

- Interviewing for empathy
- Journey mapping
- Visualization
- Why laddering
- Ideation
- Imposing constraints
- Prototyping & testing
- Storytelling
- I like, I wish, what if,

Distance learning for 9 Sep.  
individual activity – Watch a film (documentary)



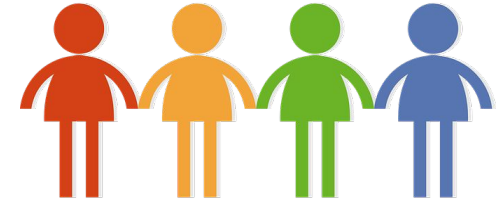
The film is in English and have English subtitles (website is from China).

<https://www.bilibili.com/video/BV1jv411z7Qx/>



# Distance learning for 9 Sep.

## Team activity



Share your idea about the three questions related to the design thinking workshop

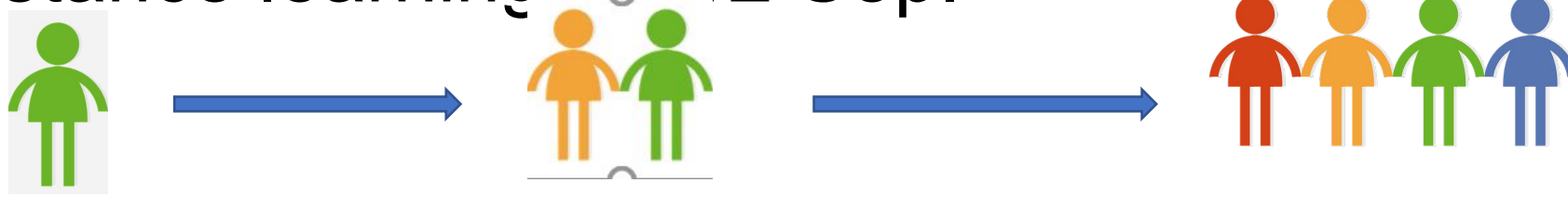
- Looking back, what did you notice about how design works?
- What is one method or mindset you could use in your teaching the first day when you are back in your school in Italy?
- Better yet, how might you make design work for you as teacher?

Share your ideas about the one question related to the film

- How do you think about the practice in High Tech High school?

Team no need to present, we will discuss together on 13 Sep.

# Distance learning for 12 Sep.



Divide your team into two groups, each group has 2 or 3 persons.

Group 1 learn the five stage Design Thinking process from d.school

Reference: An Introduction to Design Thinking PROCESS GUIDE

<https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>

Group 2 learn the double diamond model from Design Council

Reference: Framework for Innovation: Design Council's evolved Double Diamond

<https://www.designcouncil.org.uk/our-work/skills-learning/tools-frameworks/framework-for-innovation-design-councils-evolved-double-diamond/>

Within the team, group 1 teaches group 2 what they have learnt, swap.

Team no need to present, we will discuss together on 13 Sep.





Check out -What surprised you today?

# Design Factory

- **Design Factory Global Network (DFGN)** is a network of innovation hubs in universities and research organisations.
- DFGN is on a mission to create change in the world of learning and research through passion-based culture and effective problem solving.
- In Italy - <https://www.unibo.it/en>
- Sources: <http://dfgn.org/>



# Aalto Design Factory (ADF)

An interdisciplinary product design and learning hub uniting students, teachers, researchers, and industry.



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