

RELAZIONE DELL'ESPERIENZA DI MOBILITA'

NOME E COGNOME: Antonio Fornelli

DESTINAZIONE: Malaga

TITOLO DEL CORSO: Design Thinking for Educators

DURATA: Dal 22/07/2024 al 26/07/2024

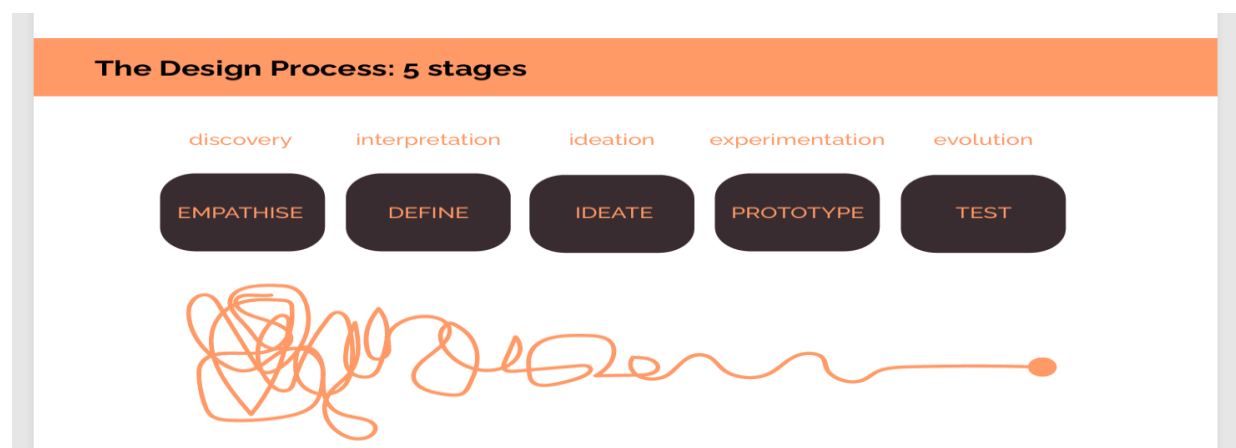
RELAZIONE ATTIVITÀ'

Durante il mio periodo di mobilità ho svolto un corso di formazione presso l'Istituto Idevelop di Malaga dal titolo "Design Thinking for Educators. Per Design Thinking si intende un approccio creativo e sistematico alla risoluzione dei problemi che possono nascere nel contesto classe e pone gli studenti al centro del processo. Esso si sviluppa attraverso un processo che parte dal comprendere i bisogni e i desideri degli studenti attraverso l'osservazione diretta e l'ascolto attivo per arrivare sviluppare ed applicare idee creative che possano risolvere i problemi precedentemente identificati. L'obiettivo finale di questo approccio è quello di addivenire a soluzioni innovative per risolvere problemi all'interno del contesto classe che siano in sintonia con le esigenze e i desideri degli studenti.

Si riportano di seguito i contenuti essenziali del corso.

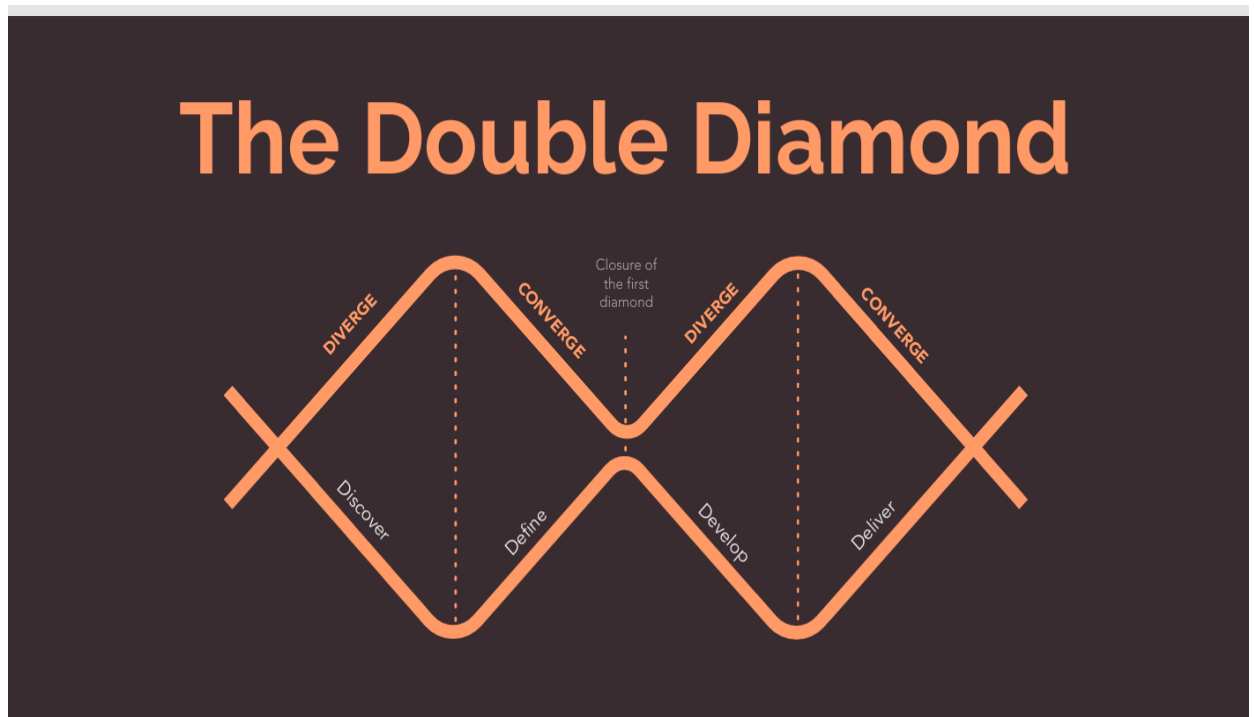
GIORNO 1

- Presentazione della scuola ospitante, del corso e dei partecipanti
- Introduzione al "Design Thinking"
- Attività "the Wallet project"
- Riflessioni sull'attività svolta
- Il processo del "Design Thinking"



Giorno 2

- La descrizione del processo di “Design Thinking”
- Il modello “Double Diamond”
- Lavoro di gruppo: definizione di problemi che potrebbero nascere nel contesto classe e analisi delle possibili risoluzioni
- Presentazione dei lavori
- Riflessioni di gruppo



Giorno 3

- Visita al museo di Malaga e al museo della musica. Durante le viste ai musei è stato svolto un lavoro di coppia. Nel primo museo, un partecipante ha svolto il ruolo di “Designer” e un altro il ruolo di visitatore del museo. I ruoli si sono alternati nel secondo museo. Il compito del “Designer” è stato quello di osservare il visitatore nel museo cercando di percepire il modo in cui egli interagiva con le opere del museo e le sue emozioni.



Museo de Málaga

Palacio de la Aduana



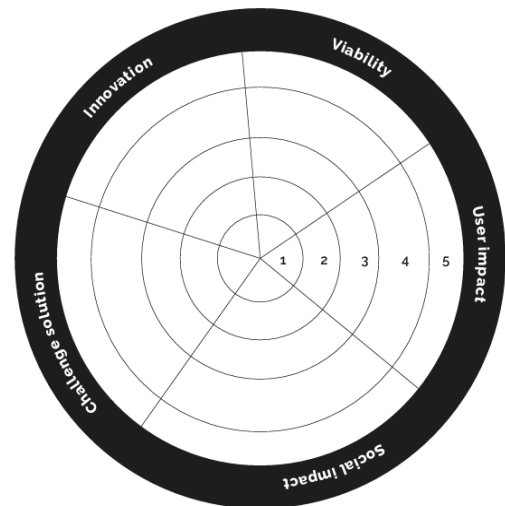
Giorno 4

- Come inquadrare i giusti problemi all'interno del contesto classe
- Come generare idee che possano risolvere i problemi emersi
- Come gestire le divergenze di opinioni
- Lavoro di gruppo: Partendo da un problema, sono state definite le possibili idee che possano risolverlo ed è stata valutata la pertinenza di ciascuna di essa sulla base della fattibilità, dell'impatto sugli studenti, dell'impatto sul contesto scolastico e sociale e dell'innovazione.

Validation: Scoring

We're going to score each idea based on **Viability**, **User impact**, **Social impact**, **Challenge solution** and **Innovation**.

After that, we're going to continue developing the most voted proposals.



Giorno 5

- La presentazione “PechaKucha”. La presentazione “PechaKucha” è un formato di narrazione sviluppato in Giappone nel 2003 in cui un presentatore mostra 20 slides con 20 secondi di commento per ognuna di essa. L'obiettivo di questa presentazione è quella di concentrarsi sul messaggio evitando presentazioni lunghe, noiose e dispersive.
- Lavoro di gruppo sulla creazione di una presentazione “PechaKucha”
- Consegna del certificato di frequenza e saluti finali

The Wallet Project

An introduction to Design Thinking

“The Wallet Project”: What is it?

It is an immersive activity meant to give participants a **full cycle through the design thinking process** in as short time as possible. It gives facilitators the opportunity to:

- Touch on the fundamental values of **human-centered design**
- A bias towards **action**
- A culture of **iteration** and rapid prototyping

Design the IDEAL wallet.

Draw 3min

Sketch your idea here!

How did that feel?

That was **a typical problem-solving approach**, taking on a given problem, working using your own opinions and experience to guide you, and with a solution in mind to be designed.

Are you ready to try a human-centered design thinking approach?

Now, your new mission: Design something useful and meaningful for your partner. Start by gaining empathy.

Form groups of 2 people (A and B).

Interview your partner.

5 minutes A / 5 minutes B.

Ask for "a tour" inside their wallet.

What do they carry?

When do they carry the wallet?

WH questions.

1 Interview

8min (2 sessions x 4 minutes each)

Notes from your first interview

Interview your partner again.

5 minutes A / 5 minutes B.

Ask for a particular story with the wallet.

Ask about feelings and emotions.

Ask "WHY?" often.

Forget about the wallet, What is it important to your partner?

2 Dig Deeper

6min (2 sessions x 3 minutes each)

Notes from your second interview

Switch roles & repeat Interview

Reframe the problem

Capture findings.

Individually. 5 minutes.

*Synthesize your learning into two groups:
your partner's goals and wishes, and
insights you discovered.*

Use verbs to express the goals and wishes.

3 Capture findings 3min

Goals and Wishes:

What is your partner trying to achieve?

*use verbs

Insights: New learnings about your partner's feelings and motivations. What's something you see about your partner's experience that maybe s/he doesn't see?*

*make inferences from what you heard

Take a stand with a point-of-view

Individually. 5 minutes.

Stating the meaningful challenge you are going to take on. This is the statement that you're going to address with your design.

4 Take a stand with a point-of-view 3min



partner's name/description

needs a way to

user's need

because (or "but..." or "Surprisingly...")

[circle one]

insight

Examples

Janice ***needs a way to*** feel she has access to all her stuff and is ready to act. ***Surprisingly,*** carrying her purse makes her feel less ready to act, not more.

Arthur ***needs a way to*** socialize with his friends while eating healthy, ***but*** he feels like he isn't participating if he isn't holding a drink.

Ideate: generate alternative ideas to test

5 Sketch at least 5 *radical* ways to meet your user's needs. 5min



write your problem statement above

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6 Share your solutions & capture feedback. 10min (2 sessions x 5 minutes each)

Notes

d. 

Switch roles & repeat sharing.

In pairs. Share your sketches with your partner.

5 minutes A / 5 minutes B.

Listen to your partner reactions and questions.

This is not just about validating your ideas.

Try not to explain and defend your ideas.

This is a new opportunity to learn more about your partner's feelings and motivations.

Iterate based on feedback

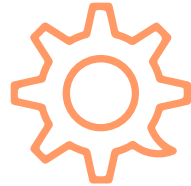
7 Reflect & generate a new solution. 3min

Sketch your big idea, note details if necessary!

DESIGN THINKING

for educators

Course tutor
Jonathan Taibo



idevelop

Málaga | 22.07.24 > 26.07.24

Day 5: Public Presentations

Day 5

agenda

Public Presentations

- Opportunity to present **key learnings**.
- Increasing the student's level of **responsibility** for the project and for their learning.
- An authentic audience can make a further **connection to the real world** and provide a reason for their work.
- Receive **feedback** and then revise their work, processes, approach, etc.
- Improve **communications skills**.

Guidelines for public presentations

Each type of presentation format could be **assessed** either formally or summatively.

Be sure to share the presentation assessment with the students beforehand so that they are aware of your **expectations**.

If audience is giving feedback, make sure to express to them that **feedback** should **be kind, specific, and helpful**.

Formats

- Informal team “concept pitches” to class
- Group share outs to class on status and takeaways
- Upload projects to class website
- Concept poster gallery walk
- Formal in-person PowerPoint presentations to authentic audience (i.e. school board, organization)
- Small group presentations with one or two audience members
- Video recorded presentations (allows students who have special needs, ELL considerations, and/or stage fright the opportunity to present)
- “Science Fair” presentation style during Open House
- Student designed board games to be played in class
- Public Service Announcements to be shared with community

PechaKucha

The PechaKucha 20x20 presentation format is a slide show of 20 images, each auto-advancing after 20 seconds. It's non-stop and you've got 400 seconds to tell your story, with visuals guiding the way. PechaKucha was created in Japan in 2003 by renowned architects, Astrid Klein and Mark Dytham. They thought about this format as a meeting point for young entrepreneurs where they could show their presentations in public and exchange opinions. Since then, the format has spread virally to other cities around the world. The word "PechaKucha" is Japanese for "chit chat."

20x20 applied to business

PechaKucha's 20×20 format is also being adopted in the business world, and some companies are already restricting the length of their presentations to 6 minutes and 40 seconds, reserving questions and dialogue for the end.

This presentation format is used as a tool for delivering presentations of limited duration: **it forces the presenter to concentrate on the message, allows for an uninterrupted performance, and avoids the tedium and boredom that long slide-based presentations often cause for attendees.**

What makes a great PechaKucha presentation?

Interesting topic

Simple structure

Beautiful images

It's all about attitude

Practice... but not too much

Epilogue: sharing is caring



PechaKucha Night™

BARCELONA • Vol.30

26 enero 2024

19:00 a 21:30 horas
 Fábrica Estrella Damm
 C/Rosselló 515 (BCN)
 Entrada: 10€

Organiza:



COACHING Y COMUNICACIÓN

Sponsor:





Antonio Arellano



Xavier Ortiz



Klaus Heldt



María Pelayo



Neus Burch



Lluís Casado



Joan Sebastián Rodríguez

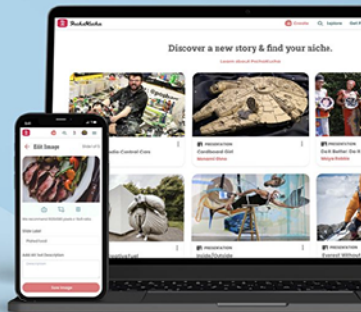


María Marco





Educate with
PechaKucha



Video: “Educate with PechaKucha”

Link: <https://www.pechakucha.com/presentations/brian-scotts-presentation-702>

More info: <https://www.pechakucha.com/>

Workshop

Creating your PechaKucha presentation

Suggested format: 10x20 (ten images, twenty seconds per image).

First part: writing your storyboard.

Second part: selecting the images, recording the audios, creating and uploading the final presentation.

First part: Writing your Storyboard

Recommendations:

- 300 characters (5/6 lines approx.).
- Can write short sentences, using full stops and commas to create pauses in speech.

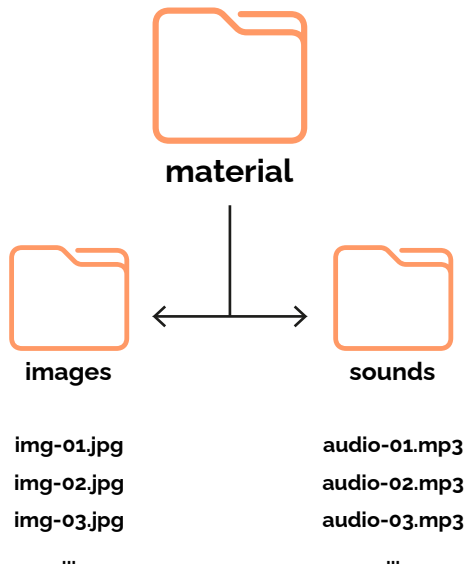
PechaKucha Storyboard Template

<i>Describe the image that you are going to use:</i>	<i>Write your speech (remember that it should last 20 seconds):</i>
IMAGE 1: <i>Here I'm going to use the Erasmus+ logo and a picture of a group of teachers.</i>	SPEECH 1: <i>Here I will write my first excerpt from the speech. It should be short, use full stops and commas. It should not exceed six lines or approximately 300 characters. Here I will write my first excerpt from the speech. It should be short, use full stops and commas. It should not exceed six lines or approximately 300 characters.</i>
IMAGE 2:	SPEECH 2:
IMAGE 3:	SPEECH 3:

Break!

Organizing your material

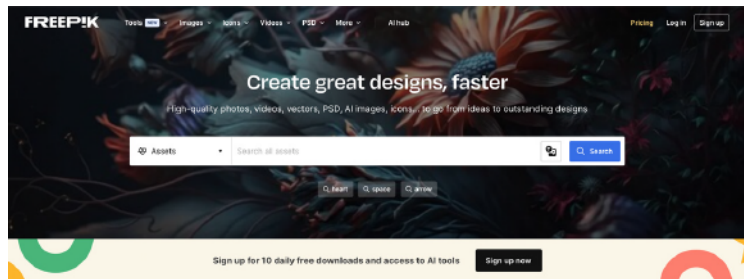
- I recommend that you organise all your material in a local folder. Call it **"material"**.
- Inside it, create two subfolders that you can call **"images"** and **"sounds"**.
- Each **image file** you save should be called *"img-01.jpg", "img-02.jpg", "img-03.jpg", etc.*
- Each **sound file** you save should be called *"audio-01.mp3", "audio-02.mp3", "audio-03.mp3", etc.*



Selecting the images

- You can use your own images (this is usually the best option).
- You can use an images bank, like **Freepik**.

If you create a free account, you can download **up to ten images per day**.



<https://freepik.com>

Free tools to sky-rocket your creative freedom

AI IMAGE GENERATOR

Turn your words into oh-so-

AI SKETCH-TO-IMAGE

Envision and sketch any image

MOCKUP GENERATOR

Edit your mockups online

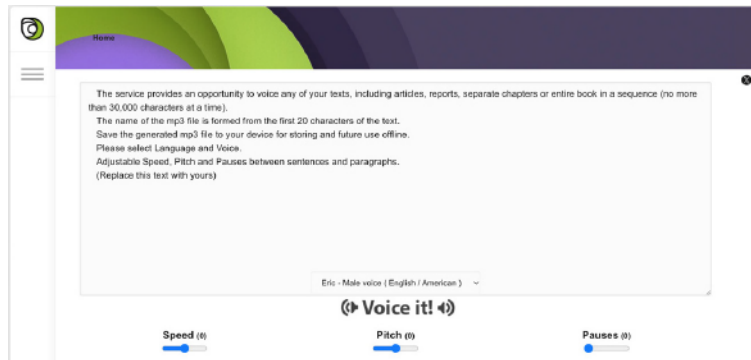
PHOTO EDITOR

Customize photos easily

Recording your audios

- Open the **ReadLoud** website (no need to create an account).
- Copy and paste each text fragment into the box, select a speaker and **voice it!**
- Download each MP3 file in your computer.

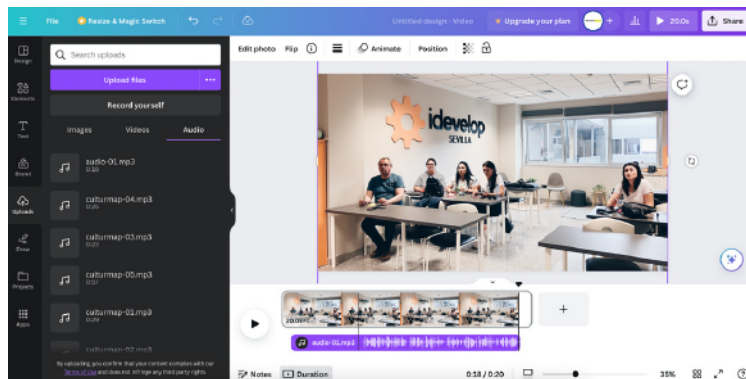
<https://readloud.net/>



Now, set everything up in Canva

- Log in to your **Canva** account.
- Create a Blank Video (1920 x 1080 px).
- Upload all your images and videos.
- Set 20" per each frame and add image by image and audio by audio in the timeline.
- Once you've all set, download your MP4 file (final video).

<https://www.canva.com>



Break!

Show your final result

The audience will be practicing **active listening** during the presentation (writing down some suggestions).

Remember to **be kind, specific and helpful with your feedback**. To do this, you can use the following rubrics:

PechaKucha Rubric

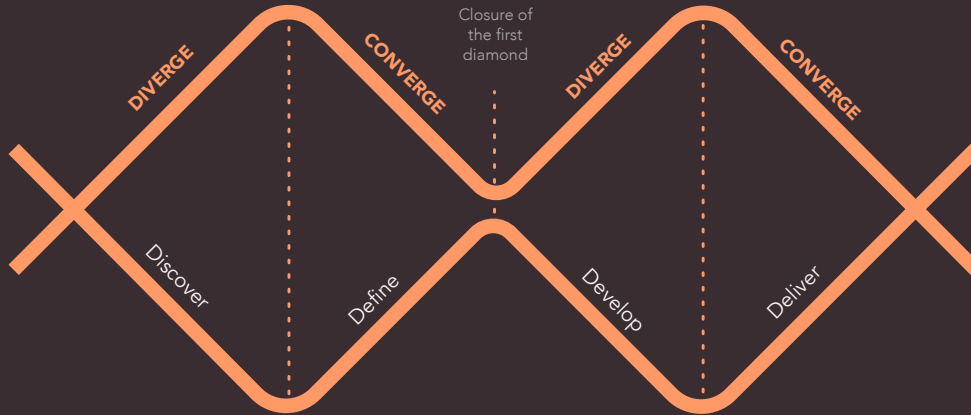
[10 slides x 20 seconds/slide = a 3 minutes, 20 second talk]

CATEGORY	Pecha Rocked It 10 points	Pecha You Betcha 8 points	Pecha Next Time 6 points	Pecha Train Wreck 4 points
Requirements	The presentation has 10 slides timed to advance every 20 seconds. The presentation runs flawlessly (technology-wise).	The presentation has 10 slides timed to advance every 20 seconds. The presentation runs with one minor technical flaw.	The presentation has 10 slides timed to advance every 20 seconds, but the presentation has several minor technical flaws.	The presentation does not have 10 slides timed to advance every 20 seconds. OR the presentation has major technical flaws.
Organization	The PechaKucha was extremely organized. The ideas and images flowed in a manner that was easy to follow and understand. The material transitioned seamlessly from slide to slide.	The PechaKucha was fairly organized and the ideas flowed well. There were perhaps jumps and transitions that were not entirely seamless. Easily understood.	The PechaKucha was poorly organized and not easy to follow. Ideas and images were put together in a way that made comprehension difficult.	The PechaKucha was unorganized and difficult to follow. Ideas and images were put together with little thought to audience understanding.
Visual Appeal and Creativity	The images/text chosen were appropriate and extremely thoughtful to the topic and conveyed in an excellent manner the PechaKucha's purpose. The audience was informed and entertained.	The images/text chosen were appropriate and depict the material. The presenter has used good quality visual images and has used a creative/interesting visual design for the presentation.	The presenter has used adequate quality visual images, but does not use a creative or interesting visual design for the presentation. The images/text chosen distract from the presentation.	Visual images/text are poorly chosen or too few in number. OR the quality of the images is not legible. OR used a particularly garish or distracting visual design for the presentation.
Content Knowledge	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge is good.	Includes essential knowledge about the topic, but not much detail.	Content is minimal or there are several content errors.

Group reflection.
Day conclusions.

Thanks!

The Double Diamond



Read more: "The Double Diamond: A universally accepted depiction of the design process" (Design Council, 2019).

<https://www.designcouncil.org.uk/our-resources/archive/articles/double-diamond-universally-accepted-depiction-design-process/>



Video: Celebrating 20 years of the Double Diamond

Link: <https://youtu.be/5FpKuJSCbx0>

More: <https://www.designcouncil.org.uk/our-resources/the-double-diamond/>

Defining a challenge

How to start and some examples

Defining 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.

Some recommendations:

- List possible topics
- Frame the problem. ***“How might we...”***
- Keep it simple
- Sketch out end goals
- Define measures of success
- Establish constraints (limitations)
- Write a brief

A design challenge is the starting point of every design process, and the purpose you will work toward.

Framing the right “How might we” question to address your challenge is essential.

Be careful not to include the answer in the question.

The question should be

BROAD ENOUGH

to allow for unexpected possibilities,
but...

NARROW ENOUGH

to let you focus.

Examples of challenges to re-think the CURRICULUM

How might we engage students more deeply in reading?

How might we bring the “real” Chinese community to my Chinese classes, and enable my students to make more authentic connections to the Chinese World?

How might we create a curriculum that teaches students about the brain and about who they are as learners?

Examples of challenges to re-think the **SPACE**

How might we design our classroom space to be student-centered?

How might we create a space for teacher collaboration?

How might we redesign the library to enable flexibility between loud collaborative and quiet contemplative uses?

Examples of challenges to re-think **PROCESSES AND TOOLS**

How might we build school family partnerships?

How might we adapt the school schedule to the learning rhythms of our students?

How might we create a way to systematically review, discuss, and support students at lower grade levels?

Examples of challenges to re-think **SYSTEMS**

How might we develop tools that help teachers collaborate across our district's schools?

How might we support a more well-rested campus?

How might we design our campus to serve our students and the community?