FISLC

EMPOWERING LEARNERS

The Soulmate

DT & DQ

FRIENDLY COLD CALLING

Empathy buttons

A B C D E

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TRENDING

Article, Opinion

Pentingnya Driving Question yang Efektif untuk Merancang Lesson Plan

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Article, Opinion

Bila DQ dan Design Thinking Bersinergi.

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Article, Opinion

Pemimpin yang baik selalu punya kemampuan membuat Driving Question yang baik.

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Article, Opinion

Memahami Driving Question: Definisi, Kesalahpahaman, dan Manfaatnya untuk Kemampuan Berpikir

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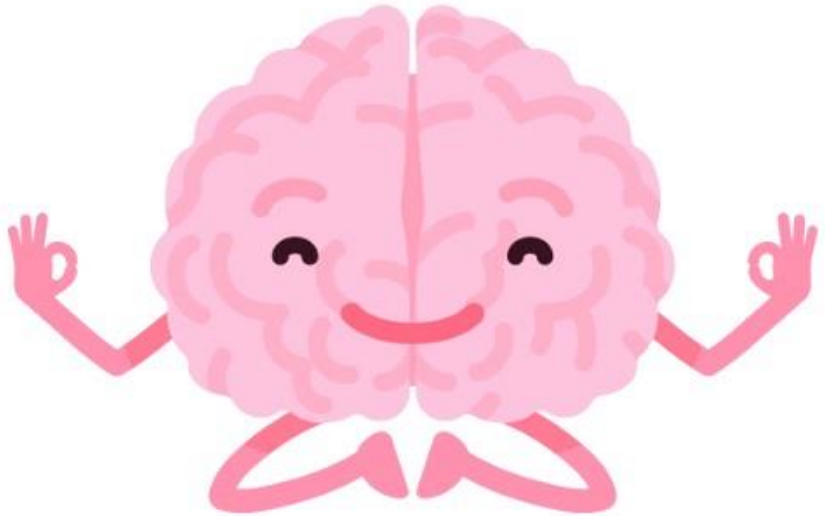
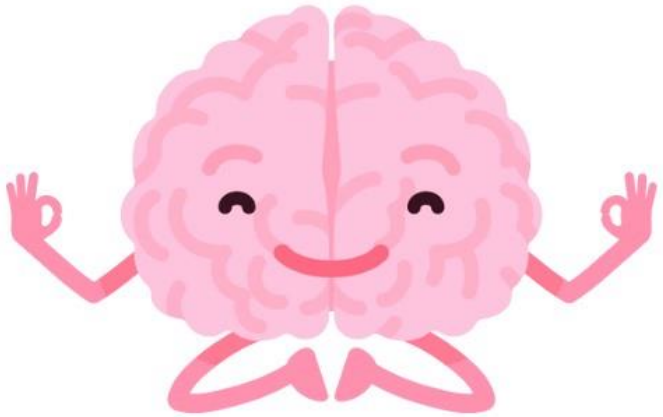
EMPOWERING LEARNERS

THE GOALS

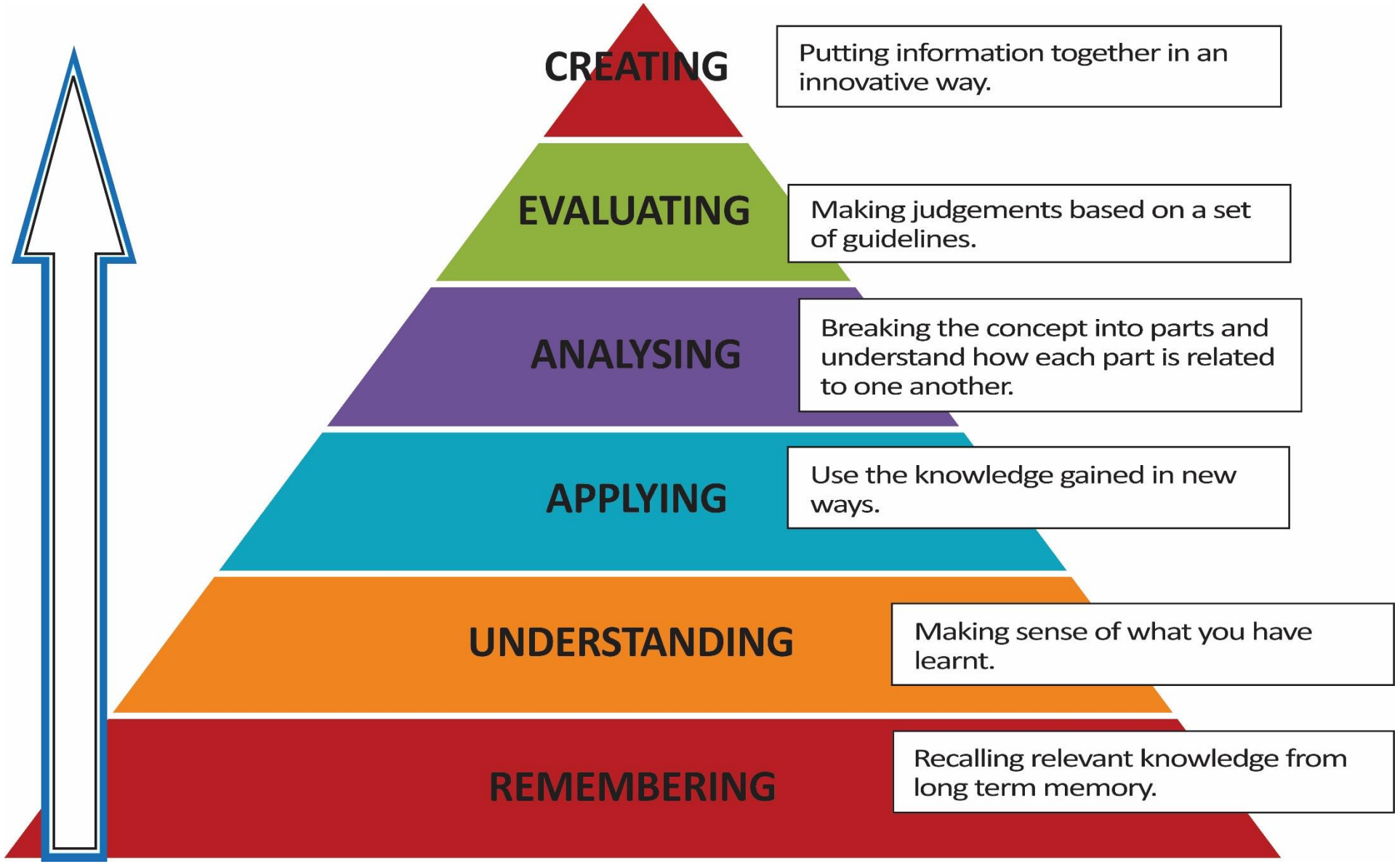
- **to build a better awareness that learning must be done continuously**
- **to recall knowledge how to respond to realities**
- **to take essential values of DT and DQ as ways of thinking**

We have to clarify for ourselves why studying is worthwhile and what are we aiming for in our studies.



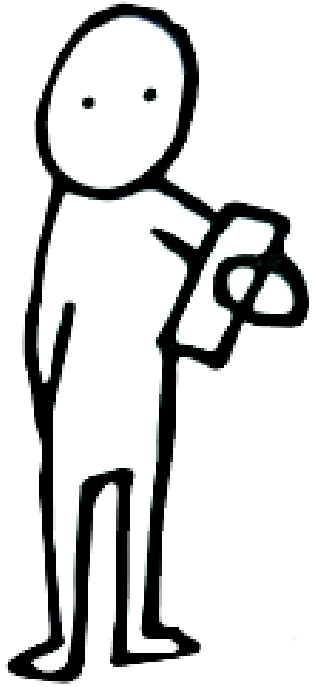


Shape the ability and willingness to consciously and continuously learn and develop.


CREATING
Putting information together in an innovative way.
EVALUATING
Making judgements based on a set of guidelines.
ANALYSING
Breaking the concept into parts and understand how each part is related to one another.
APPLYING
Use the knowledge gained in new ways.
UNDERSTANDING
Making sense of what you have learnt.
REMEMBERING
Recalling relevant knowledge from long term memory.

NEED, 1980s

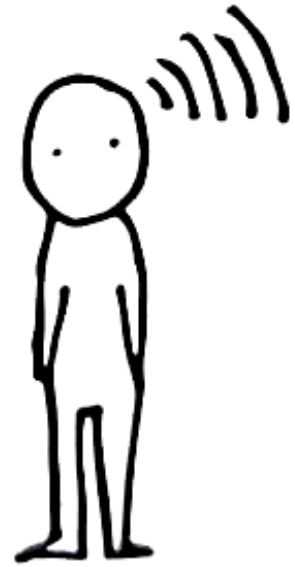
transition



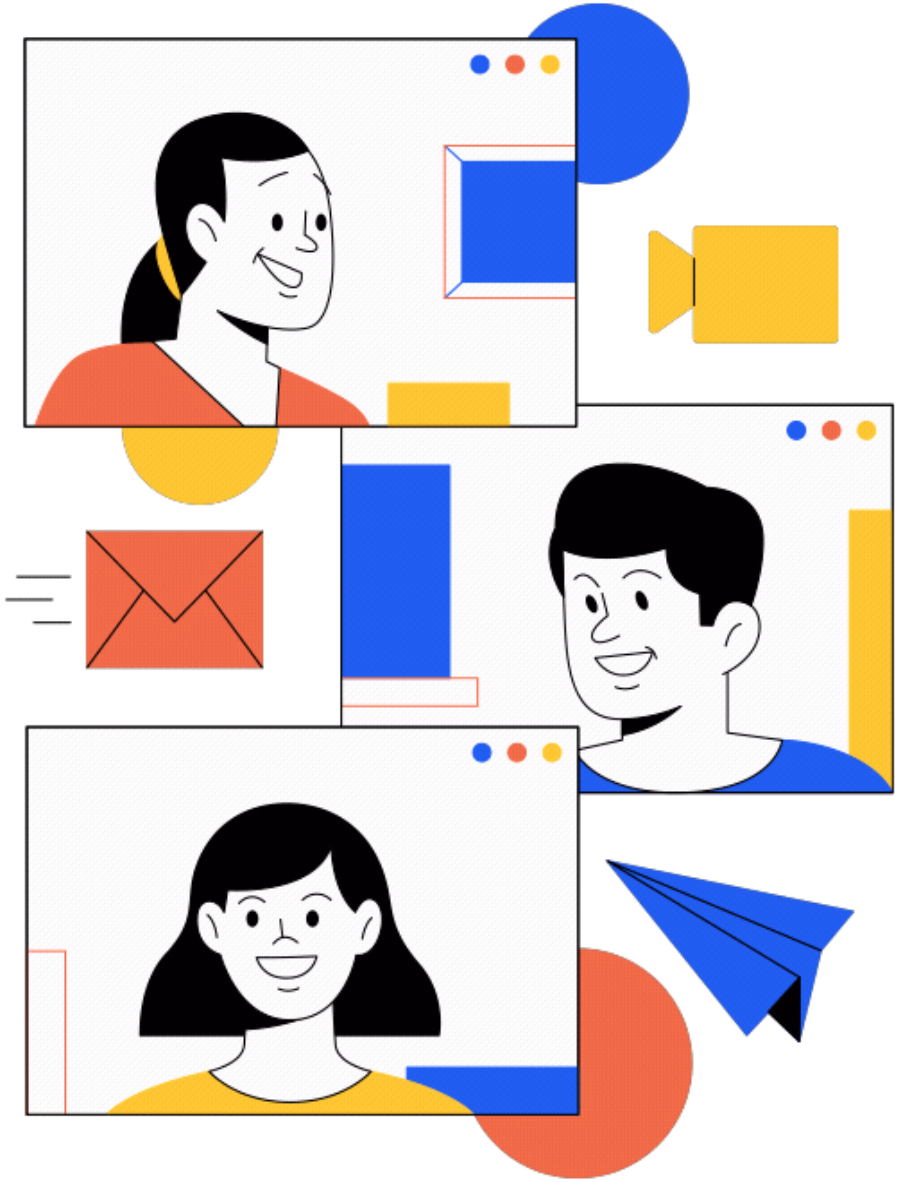
NEED, today

transition

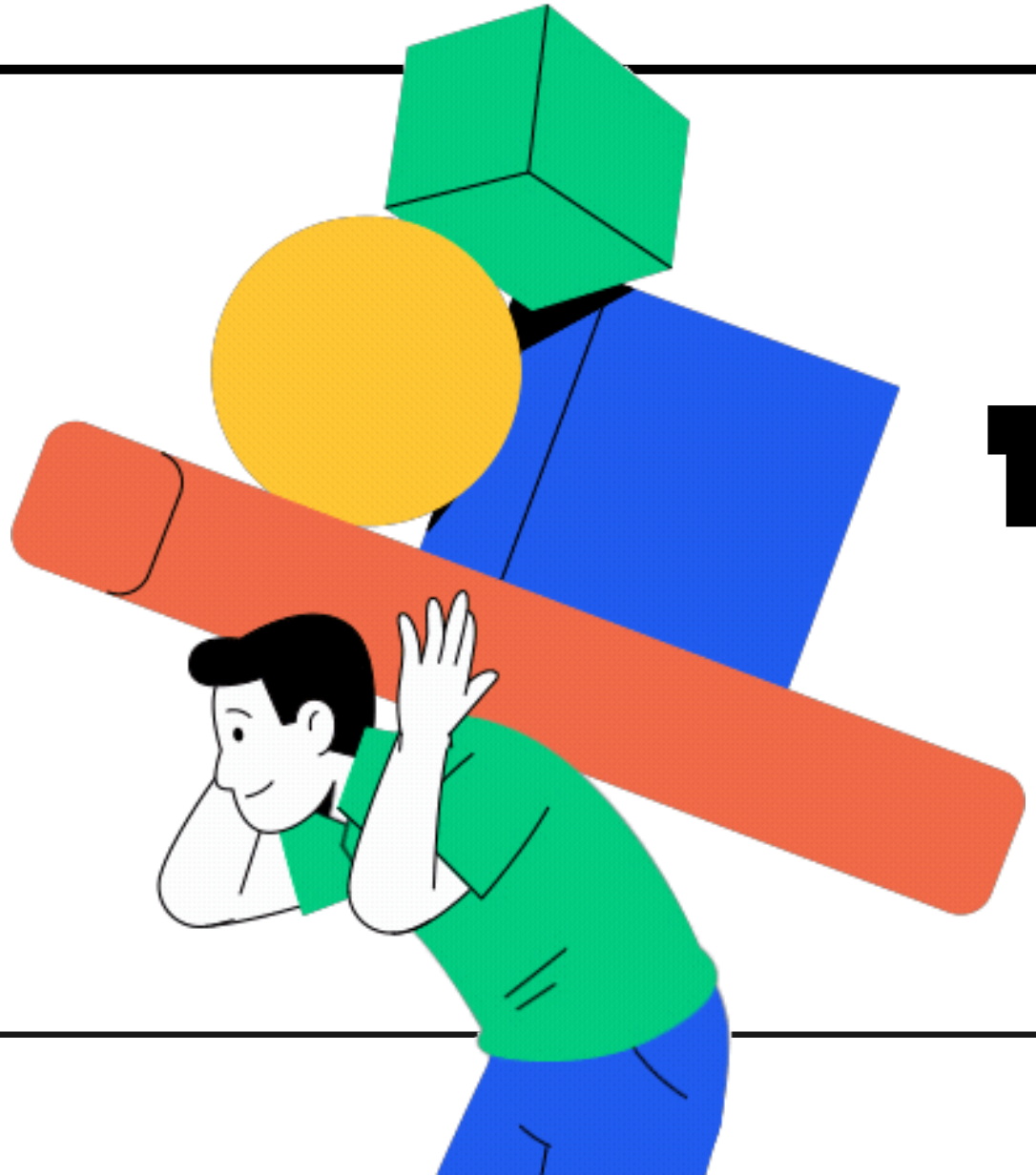
NEED, tomorrow




REALITY

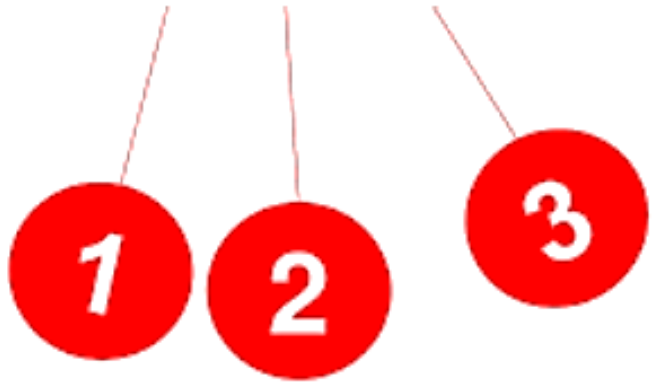


The world is changing rapidly. We have changed, and everything in the world of education must change, as well.



DESIGN THINKING AND WHY IT MATTERS

DESIGN THINKING
IN THE CLASSROOM



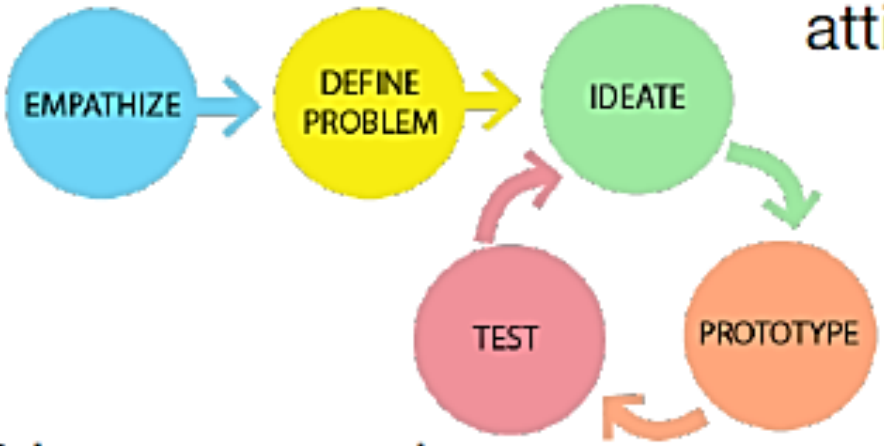
3 BIG Ideas…

- WHAT IS DESIGN THINKING
- THE DESIGN THINKING PROCESS
- DESIGN THINKING IN THE CLASSROOM

In an era full of change and challenges, the ability to think creatively and innovatively becomes very important.
This is where it becomes important to understand Design Thinking, an approach that not only changes the way we solve problems but also how we think.

- Focus less on WHAT students should learn and more about HOW they should learn.

- DT gives students the permission to fail, learn from failures, and improve upon their solutions with an optimistic and enthusiastic attitude.



- DESIGNER is a person who uses the design process and strategies to think, plan and take action in improving a situation/experience or solving a particular problem.

- DT is a human-centered methodology that democratises the design process by providing the structure and tools for every person to think and behave like a designer.

Design thinking is a user-centered approach to problem solving

HUMAN CENTERED DESIGN

EMPATHY

the ability to understand and relate to another person's experience, to overcome biases and see problems from multiple perspectives

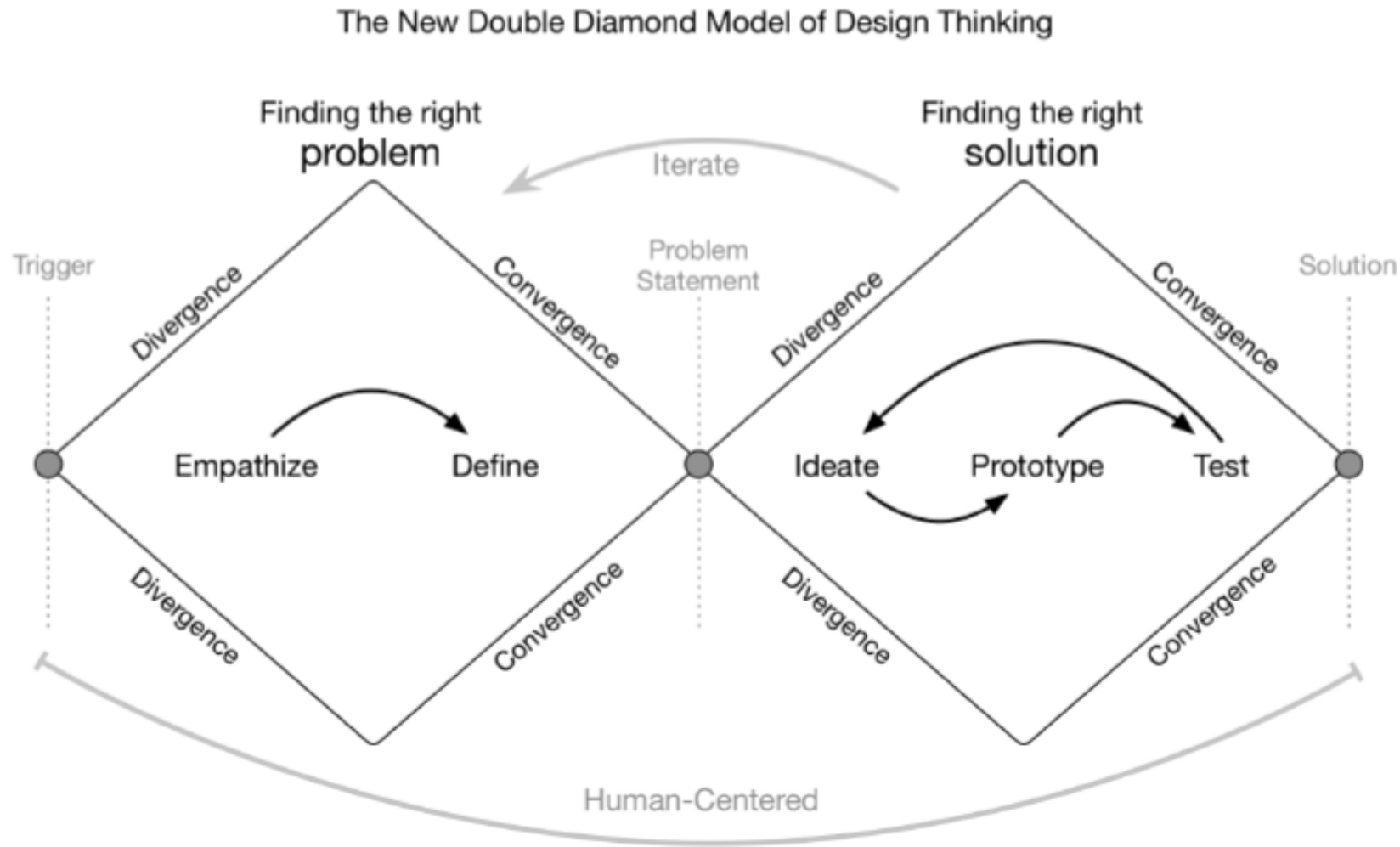
COLLABORATION

to be able to understand the importance of teamwork and collaboration, to emphasize that the best ideas often emerge from teamwork and open discussion

ITERATION

to show that great solutions are rarely born perfect, the iterative process – trying, failing, learning, and trying again – is an important part of the thinking process

THEORETICAL REVIEW



Design thinking is a combination of human-centered, inquiry-based scaffolding and innovation-friendly mindsets where students apply transdisciplinary knowledge/skills with creative practices to collaboratively discover empathetic insights, generate and explore radical ideas, and create, test, and improve tangible outcomes.

By applying the principles of Design Thinking, we can improve the quality of the solutions we create and the way we interact with the world around us. We can be more adaptive, empathetic and innovative thinkers.

DESIGN THINKING

Empathize

Understanding people

Ideate

Generating your ideas

Define

Figuring out the problem

Test

Refining the product

Prototype

Creation and experimentation

Designers must learn about end user needs to design an impactful solution to a problem or improve an end user experience.

SIX

KEY MINDSETS

SIX KEY MINDSETS

A mindset is a set of attitude that reflect how a person thinks or feels about particular thing.

These attitudes can affect the way they behave in a particular scenario.

For example, if a student has a fear of failure and never want to make mistake, then he or she would be likely to hesitate in taking action, making important decisions, and trying new things when working in the DT process.

HUMAN CENTERED

Students will be able to gain inspiration and direction from users and respond to human needs by placing the user at the center of all empathy work.

MINDFUL OF PROCESS

Students will be able to be thoughtful and reflective of the work being done, how the work is being done, and how the work will improve.

CULTURE OF PROTOTYPING

Students will be able to explore and experiment, build things to learn and think through, and engage users with prototypes to elicit and receive feedback.

BIAS TOWARD ACTION

Students will be action-oriented to quickly think and learn, as well as make decisions.

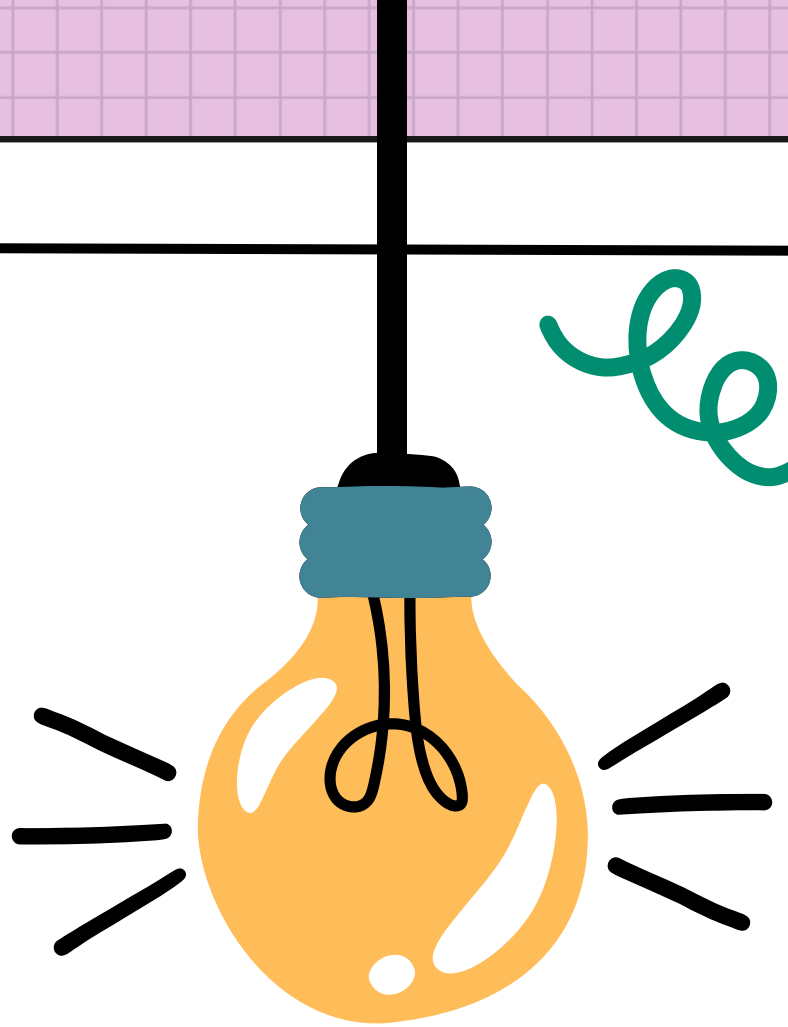
SHOW DON’T TELL

Students will be able to communicate and share ideas visually for clarity, understanding, and decision making.

RADICAL COLLABORATION

Students will be able to collaborate and create partnerships with people of different disciplines as well as the users to develop innovative idea and solutions.

EMPATHY



EMPATHY

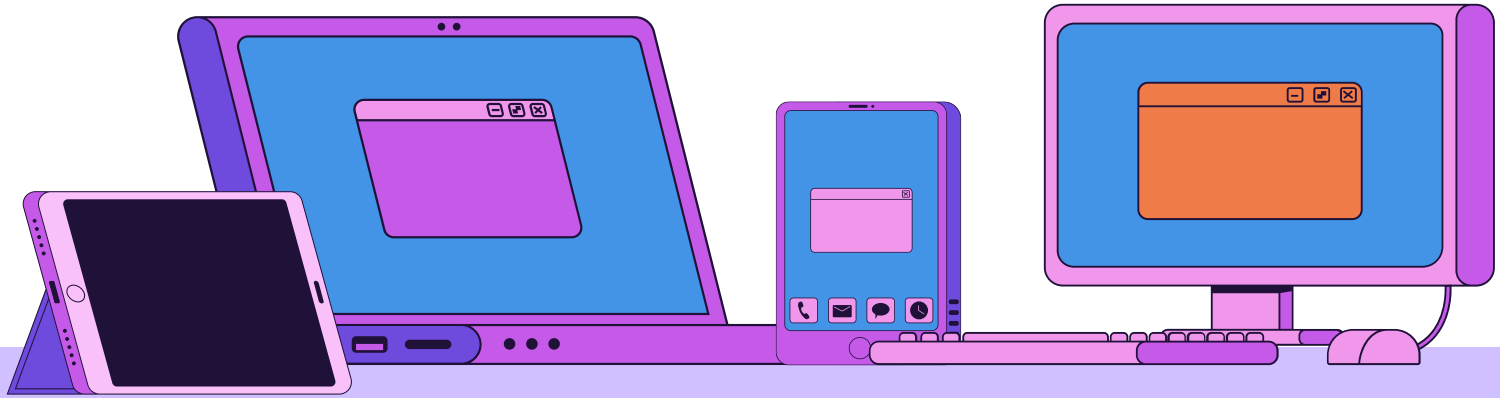
Focusing on and learning about the people they are designing for.

Gain a deep understanding of the needs and wants of the end users, the people who will be using the solution designed to solve a problem or improve a real-world experience.

Take specific actions to get to know, understand synthesize, and share the feelings, values, and experience of the end user.

It is the effort to see the world through the eyes of others, understand the world through their experiences, and feel the world through their emotions.

HOW



INTERVIEW

- Ask broad questions and WHY
- Interview through stories and conversations

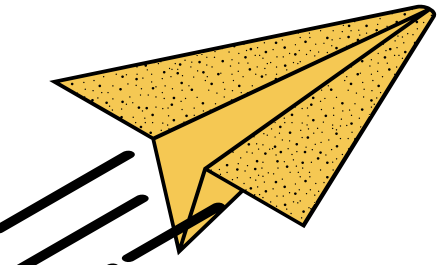
OBSERVATION

Seeing people's interaction with their environment

RESEARCH

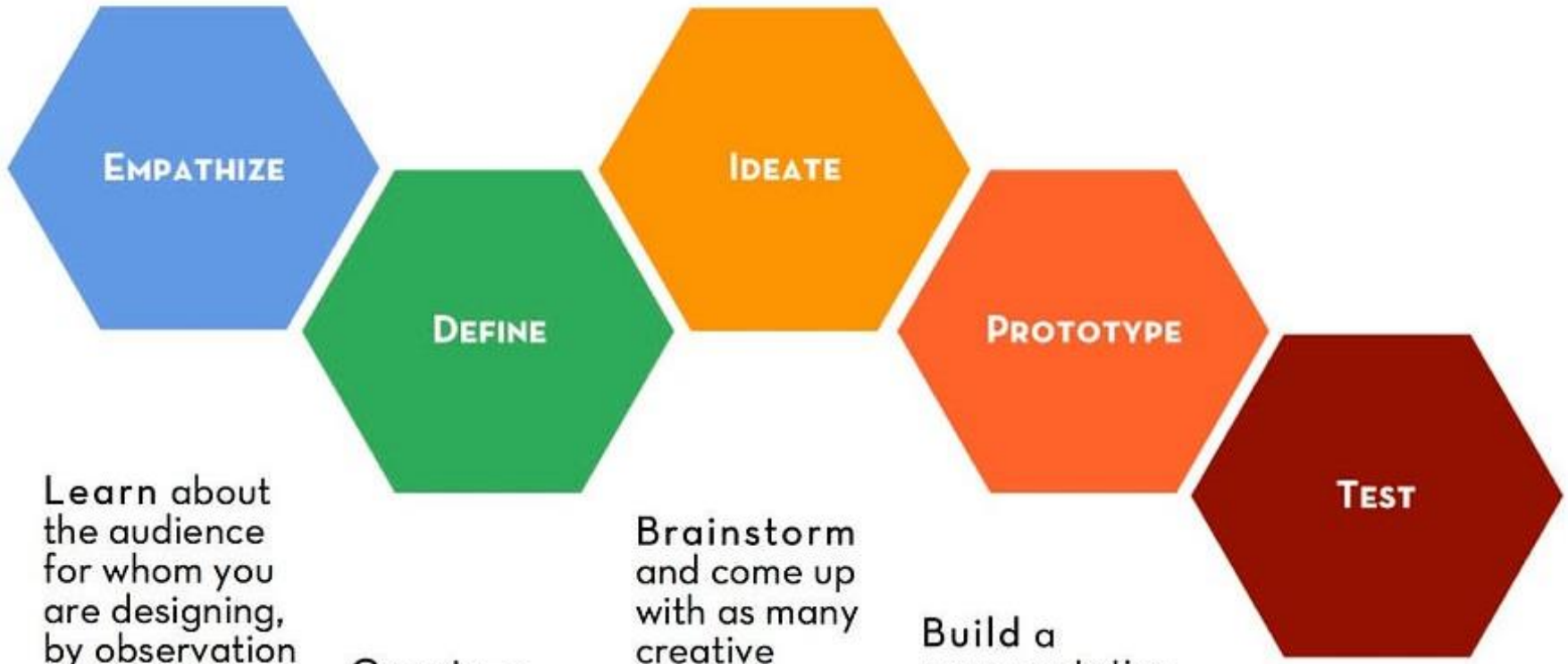
Gain more knowledge from learning resources, such as websites, books, etc.

The first step is to start asking the right questions.



What is the question that you are trying to answer?

We are all DESIGNERS!



Learn about the audience for whom you are designing, by observation and inteview. *Who is my user? What matters to this person?*

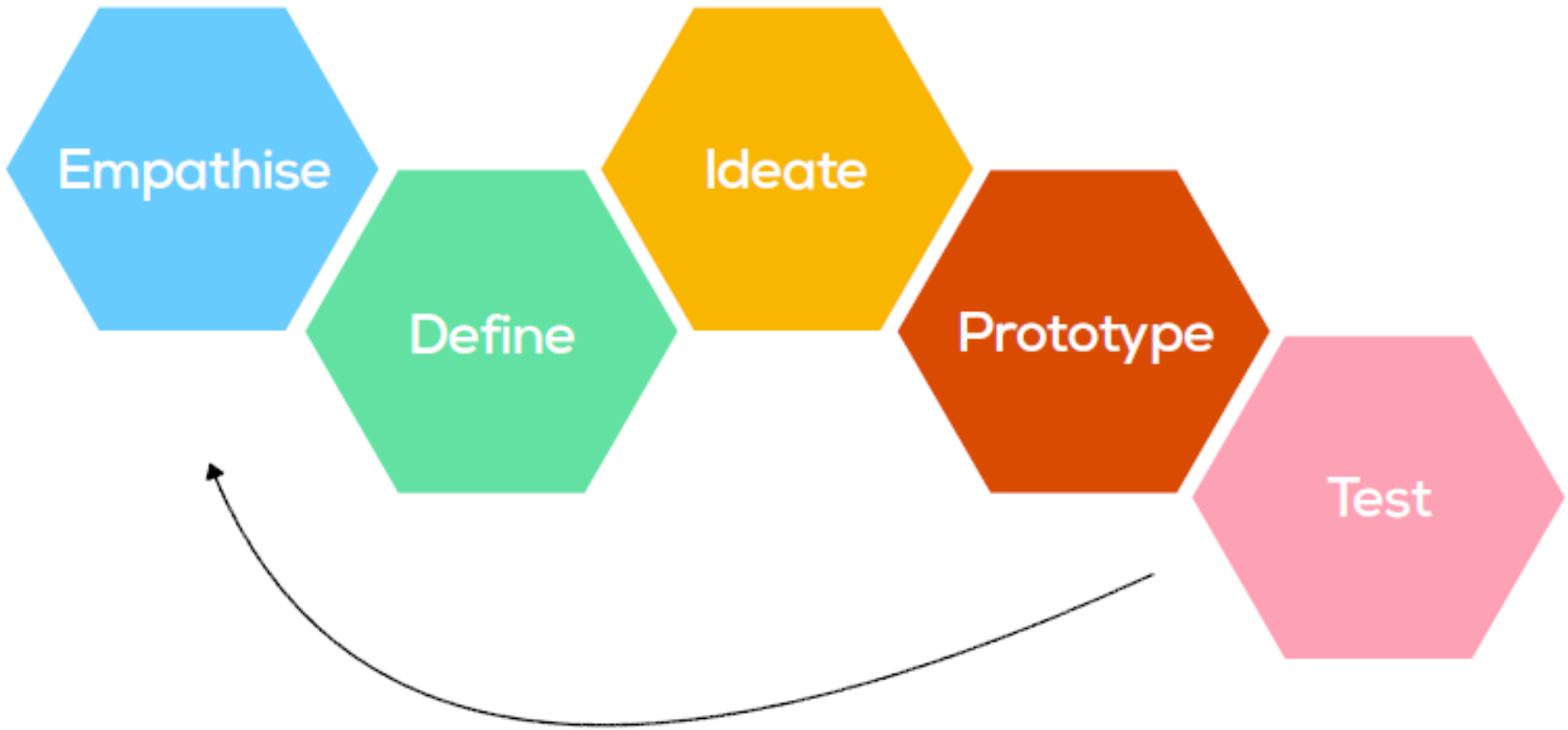
Create a point of view that is based on user needs and insights. *What are their needs?*

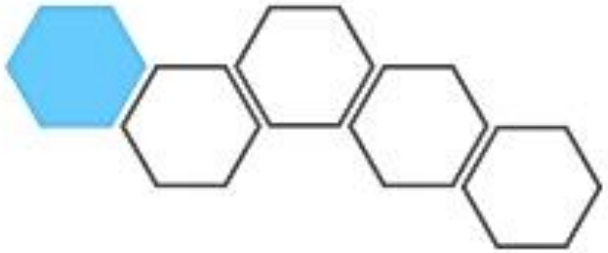
Brainstorm and come up with as many creative solutions as possible. *Wild ideas encouraged!*

Build a representation of one or more of your ideas to show to others. *How can I show my idea? Remember: A prototype is just a rough draft!*

Share your prototyped idea with your original user for feedback. *What worked? What didn't?*

An iterative cyclic proces



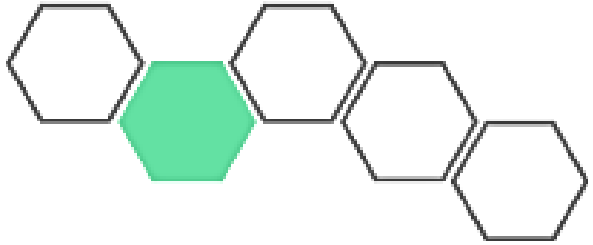


1

Empathise

Understand the experience, situation and emotion of the person who you are working for

- **Observe** users and their behaviour in the context of their lives.
- **Engage** with people in conversations and interviews. Ask why.
- **Watch and listen**: ask someone to complete a task and tell you what they are doing



2

Define

Process and synthesise the findings in order to form a user point of view that you will address

- **User:** develop an understanding of the type of person you are designing for
- **Needs:** synthesise and select a limited set of needs that you think are important to fulfil
- **Insights**: express insights you developed and define principles

3

Ideate

Focus on idea generation. You translate problems into solutions. Explore a wide variety and large quantity of ideas to go beyond the obvious solutions to a problem.

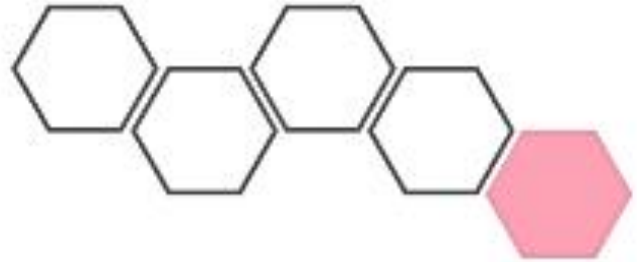
- **Creativity:** combine the un/conscious with rational thoughts and imagination
- **Group synergy:** leverage the group to reach out new ideas an build upon other's ideas
- Separate the generation and **evaluation** of ideas to give imagination a voice

4

Prototype

Build to think. A simple, cheap and fast way to shape ideas so you can experience and interact with them.

- **Start building:** Create an artefact in low resolution. This can be a physical object or a digital clickable sketch. Do it quick and dirty.
- **Storyboard:** create a scenario you can role play in a physical environment and let people experience your solution



5

Test

Ask for feedback on your prototypes. Learn about your user, reframe your view and refine your prototype.

- **Show:** let people use your prototype. Give it in their hands and let them use it. Listen to what they say.
- **Create experiences:** let people talk about how they experience it and how they feel

What should you remember?

Key take outs

1

Design thinking is a user-centered approach to problem solving. Empathy is key.

2

Design thinking is especially helpful for “wicked” problems.

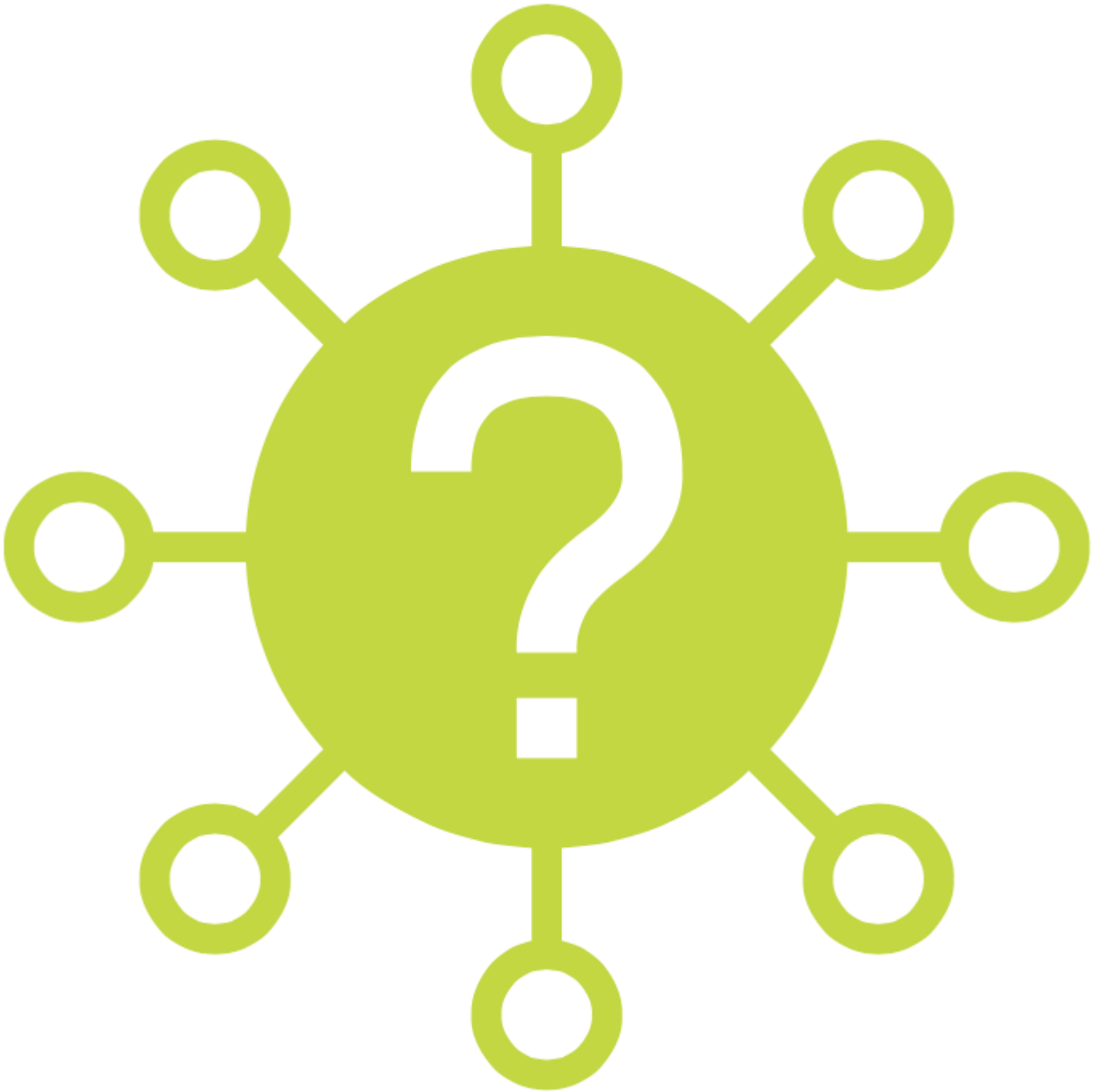
(multi-causal, multi-scalar, interconnected)

3

Design thinking is a step-by-step process that is repeated over multiple iterations.

4

Design thinking is about doing. Let's start together today.



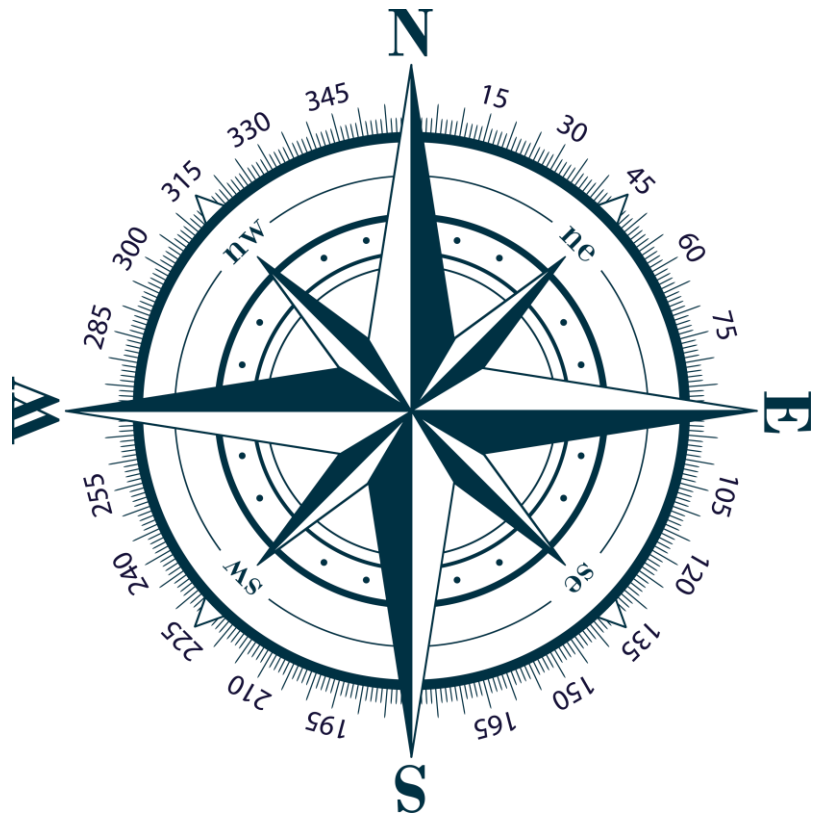
DQ

The 'Driving Question' is the central question used in project-based learning (PBL).

This question is designed to stimulate critical thinking, exploration, and problem-solving in students within the context of their learning project.

It is the question that guides students throughout the entire project process and helps them understand the learning objectives they aim to achieve.

The question is typically open-ended and allows for various answers, motivating students to research and collaborate in seeking answers.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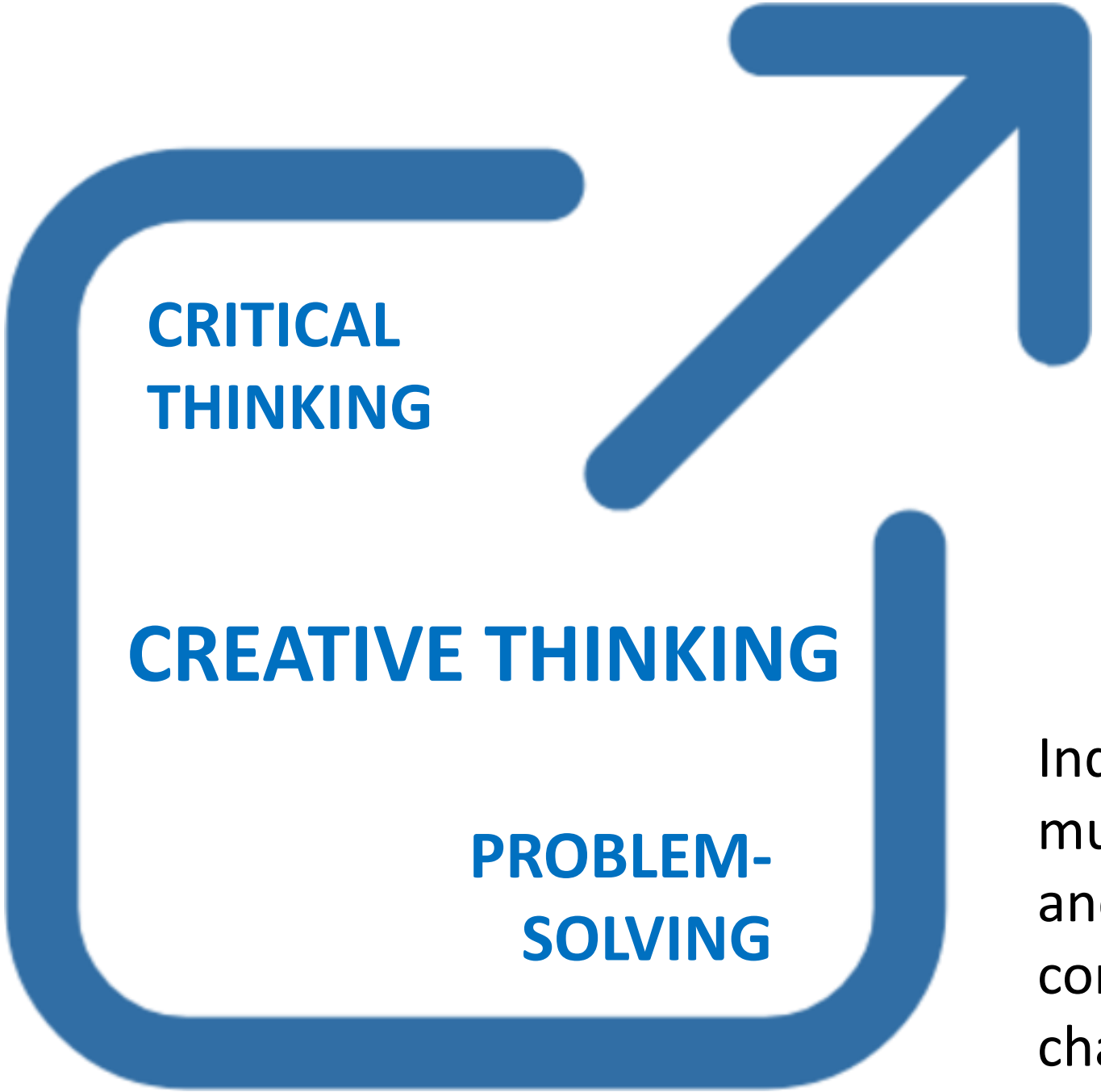
Individuals are invited to evaluate, analyze, and synthesize information.



Individuals not only gain knowledge, but also understand its application and implications in a broader context.

It challenges everyone to find new approaches and solutions.

Individuals must identify and overcome complex challenges.

What makes a good DQ?

Open and Flexible

- **allows a variety of answers and approaches**
- **encourages creativity and the exploration of diverse ideas**
- **avoids simple yes or no answer and encourages deep thinking**

Relevant and Contextual

relevant to the real world or students' lives, aligned with the learning context

Provoke Critical Thinking

- encourages students to think critically, analyze, and evaluate information or ideas
- stimulates critical and analytical thinking
- no direct or obvious answer, so students should think deeply and exploratively

Inspire Inquiry and Exploration

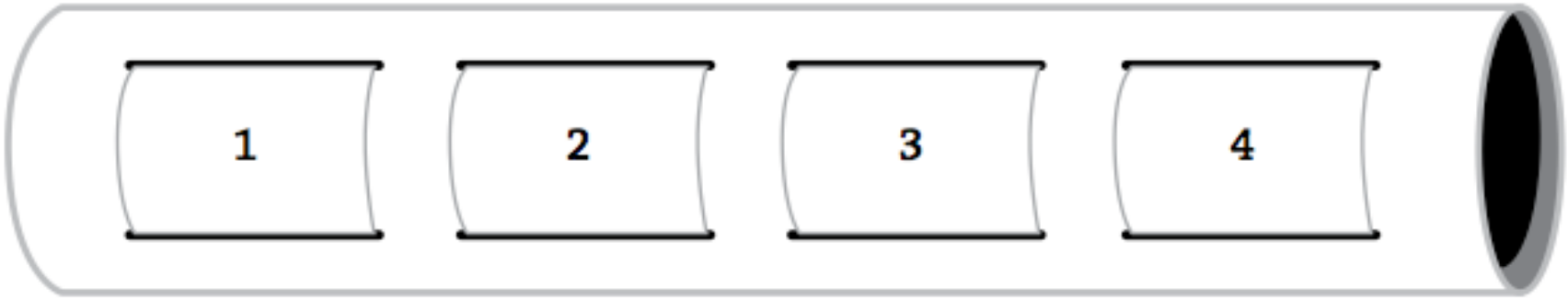
- invites students to explore and investigate, not just memorize facts or information
- encourages students to conduct further research, experiments, or investigations

Enable Discussion and Collaboration

helps students learn from each other

Multidisciplinary, Related to Learning Objectives, Measurable, Stimulate Reflection

DEVELOP A DRIVING QUESTION



Slot 1: The initial word(s) that frames the issue or task posed in the DQ.
For example, *"**How can…**"*

Slot 2: The person or entity that is the focus of the DQ.
For example, *"How can **our team…**"*

Slot 3: The action or challenge the person or entity is accomplishing.
For example, *"How can our team **create a Tubric…**"*

Slot 4: The audience for or purpose of the action or challenge.
For example, *"How can our team create a Tubric **so we can improve our ability to write Driving Questions?**"*

Framing Words	Person or Entity	Action or Challenge	Audience or Purpose
How can…	I We	Build… Create… Make…	Real-World Problem
How do…	We as, [Roles] [Occupations]	Design… Plan…	For a Public Audience
Should…	[Town] [City] [Country]	Solve…	For a School
Could…	[State] [Nation]	Write…	For a Classroom
What…	[Community] [Organization]	Propose… Decide…	For an Online Audience

The DQ describes the design challenge or the real-world problem that the students will be working.

Examples of Driving Questions to Teach Hygiene Habits to Children

- “How can we make hand washing a fun and interesting habit for children?”
- “What creative strategies can we use to help children understand the importance of keeping themselves and their environment clean?”
- “How can we design an activity that teaches children about hygiene in an interactive and memorable way?”

"Driving Questions" that relate to the issue of bullying in schools:

- **"How can we create a school environment that is safe and free from bullying, where all students feel welcome and valued?"**
- **"What impact does bullying have on students' mental and emotional well-being, and how can we provide better support for victims and perpetrators of bullying?"**

- "What is the role of communication and education in preventing incidents of bullying in schools, and how can we increase awareness and understanding among students, teachers and parents?"
- "How can we engage the entire school community in efforts to stop bullying, including students, staff, and parents?"
- "What can we learn from bullying incidents in other schools or other countries, and how can their experiences help us address this problem more effectively?"

How can you create a solution to a problem at school?

The best ways to more quickly understand and respond to “Driving Questions”

1. Discuss Together
2. Define Key Words
3. Use Real Examples
4. Initial Understanding
5. Further Questions
6. Group Discussions
7. Link to Other Material
8. Provide Support
9. Evaluation of Understanding

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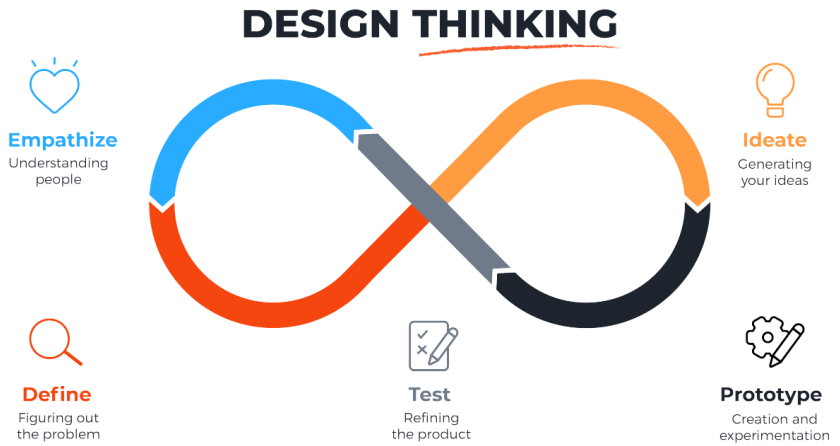
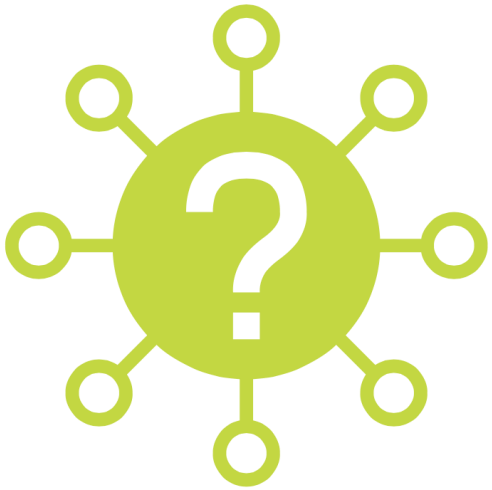
DT & DQ

FRIENDLY COLD CALLING

What is a Driving Question?

Driving Questions are strategic questions used to direct investigation or learning. DQ is open-ended, complex, and designed to spark critical thinking and deep exploration. DQ encourages individuals to not only seek answers but to understand problems holistically and explore various solutions.





What is Design Thinking?

Design Thinking is a human-centered approach to problem solving, prioritizing empathy and iteration. This process involves five stages: empathy, problem definition, ideation, prototype, and test. Design Thinking is used to develop solutions that are innovative, effective, and in line with user needs.

Empathy

Design Thinking emphasizes the importance of understanding user needs. In the context of a "Driving Question," students are invited to reflect on the perspectives and needs related to the question, similar to the "Empathy" step in Design Thinking.

Using Questions as a Starting Point

Both DQ and Design Thinking start the process with questions.
In Design Thinking, questions help define the problem more clearly.
DQ, with its open-ended nature, complements this by encouraging exploration and broader thinking.

Provoke Critical and Creative Thinking

DQ triggers the critical thinking necessary to understand problems in Design Thinking. Both require individuals to go beyond simple answers, encouraging innovation and creative solutions.

Iterative Process

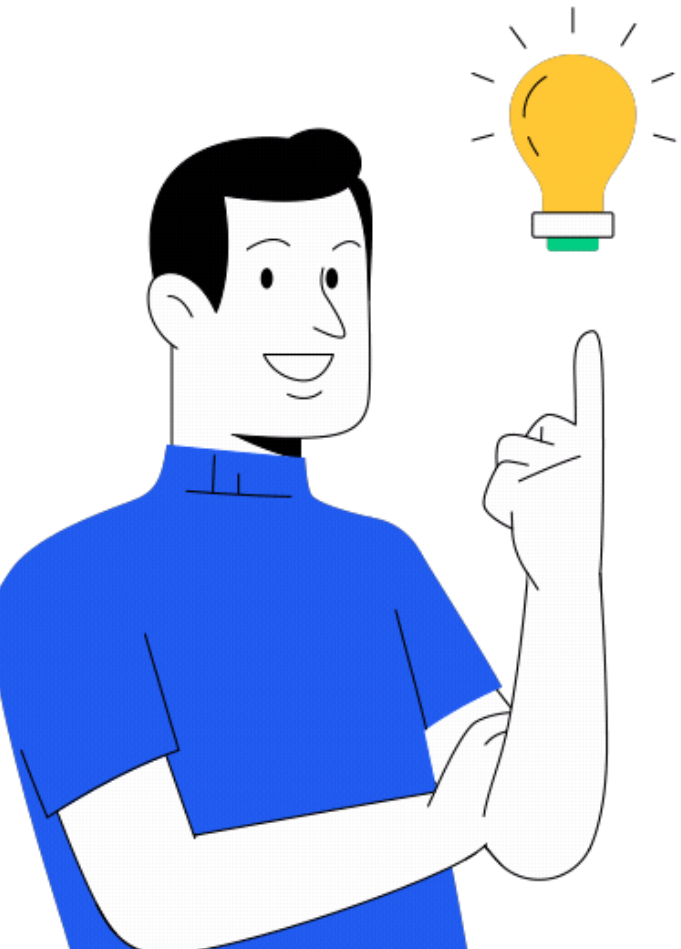
Both encourage students to think creatively and look for different ways to answer questions or solve problems. It involves exploring new ideas and innovative solutions. In seeking answers to DQs, iterative investigation and adjustments are often required. This is in line with the iterations that occur in the prototype and testing stages in Design Thinking.

Building Sustainable Solutions

DQ and Design Thinking both aim to produce solutions that are not only innovative but also sustainable and effective in the long term.

Collaboration

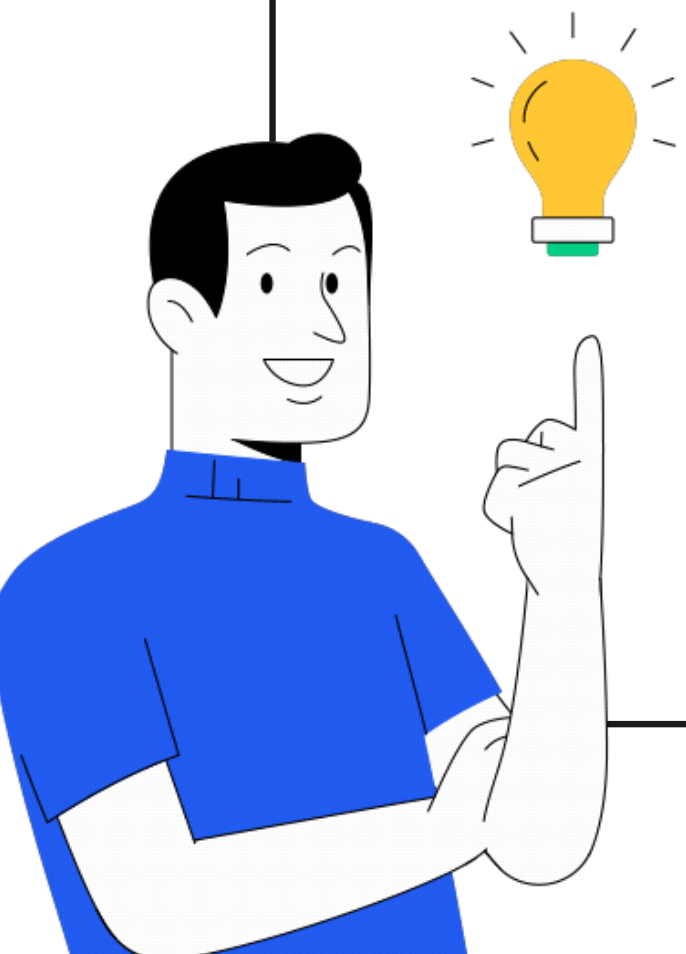
Both Design Thinking and "Driving Questions" encourage collaboration and teamwork. Students can collaborate in finding better answers or solutions



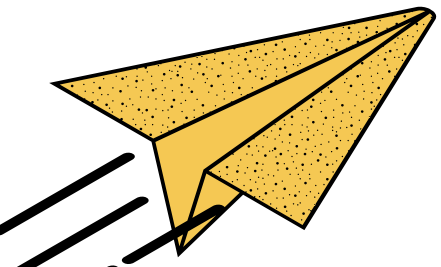
By utilizing "Driving Questions", you can integrate Design Thinking principles into student learning.

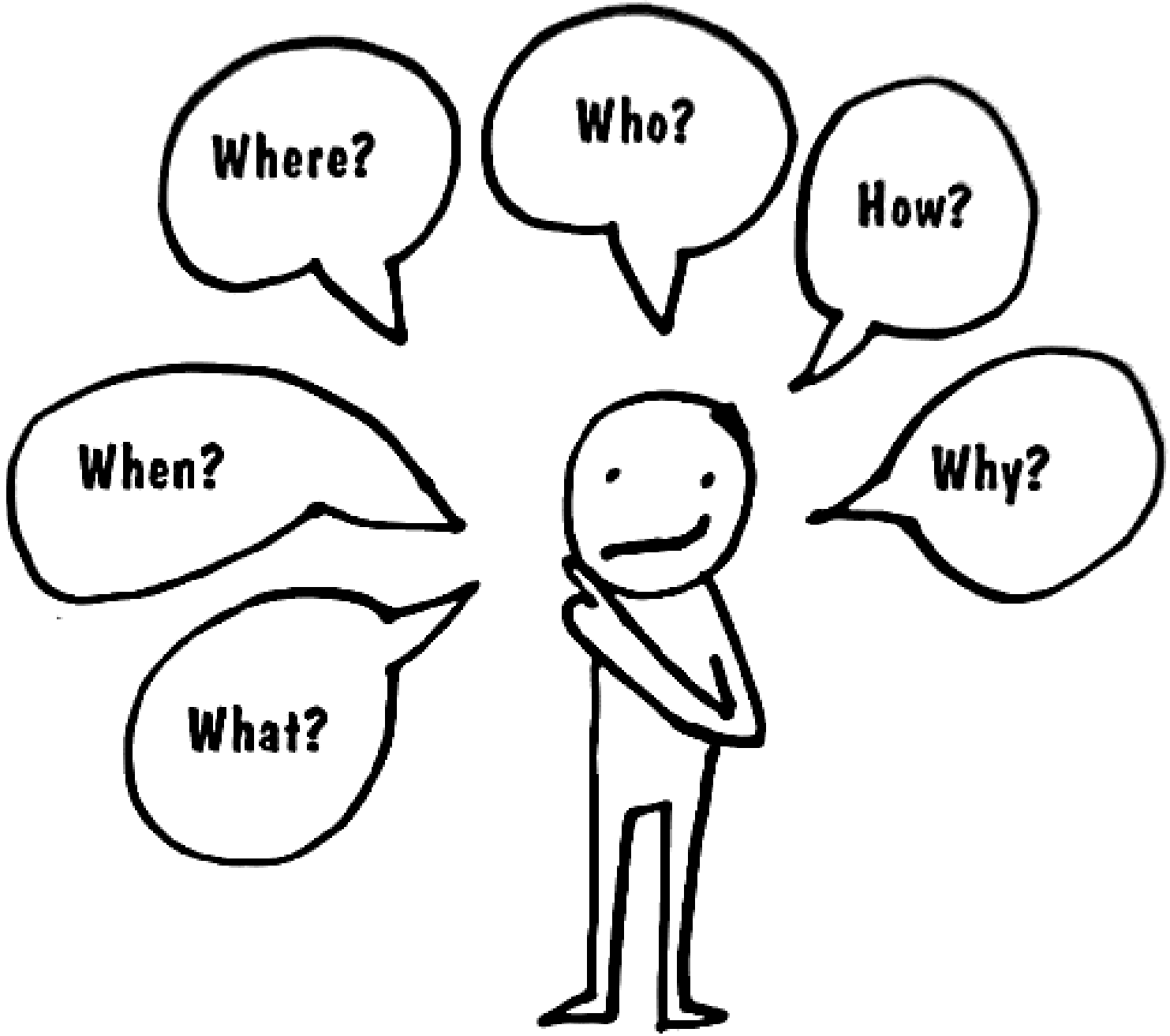
This helps them develop creative thinking, analytical and problem-solving skills that are useful in real life.

Do you actually know your students' needs?



What are the three important things for our students?




Where?
Who?
How?
When?
Why?
What?


Q

How satisfied is the student with the entire learning activities?

How do we know that our students are happy in learning?

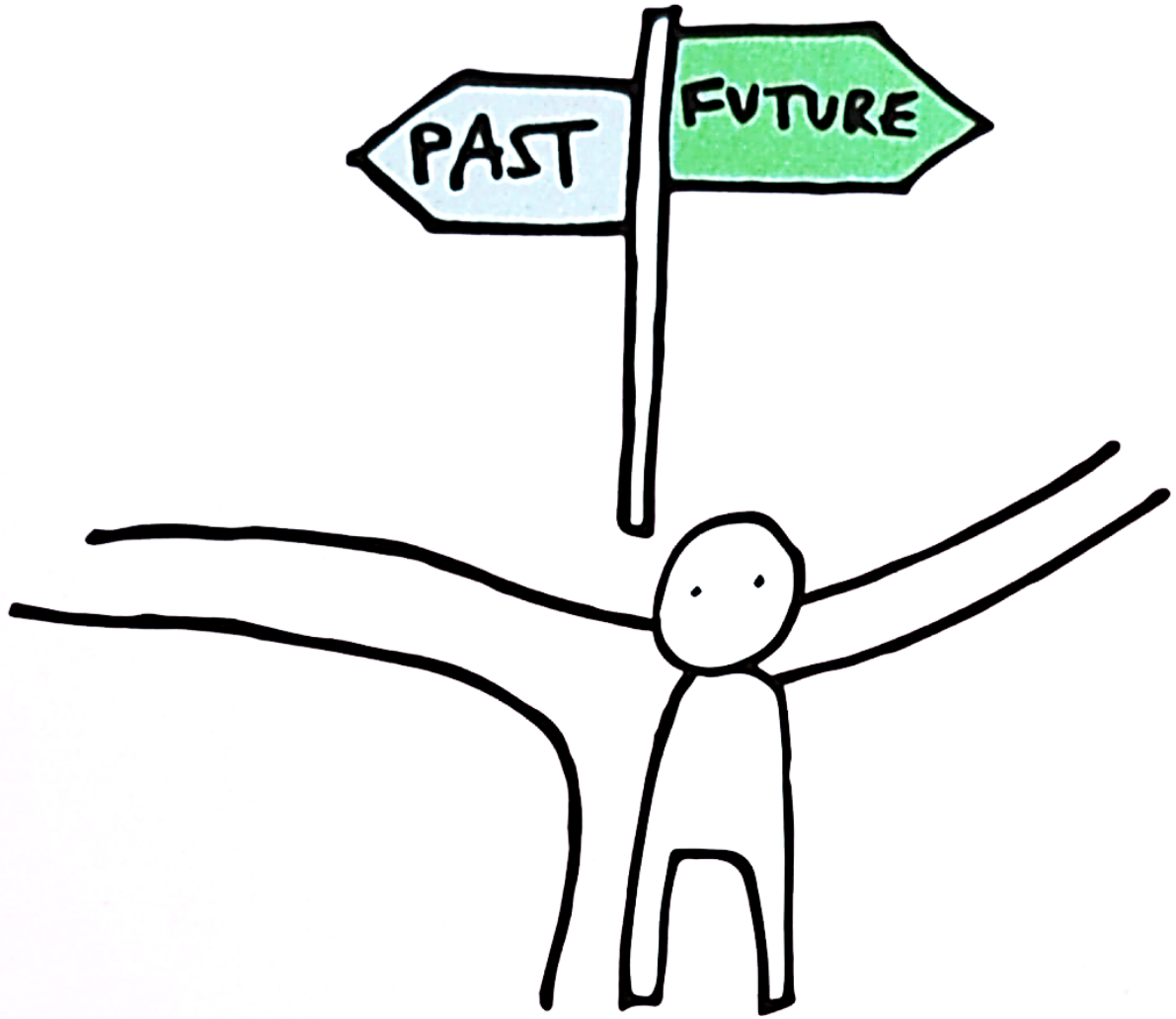
How might we develop programs?

READING PROGRAM

How can we create a reading celebration that boost students' happiness in reading?

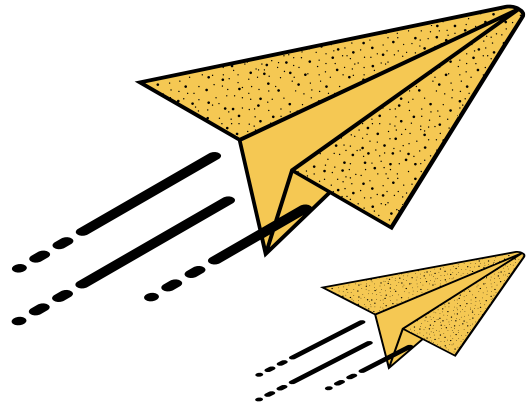
What's Your Story?

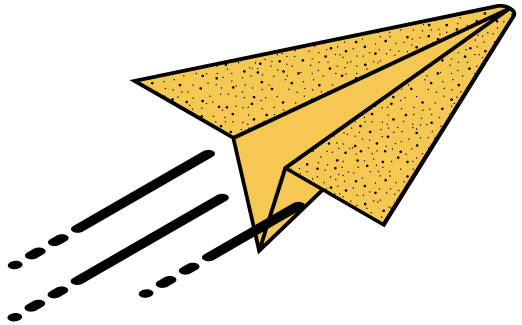
What will happen afterward?



TIME FOR CHANGE!

After joining today's Friendly Cold Calling, share us how much you understand about the learning objectives that were set at the beginning of the session.





THANK YOU!