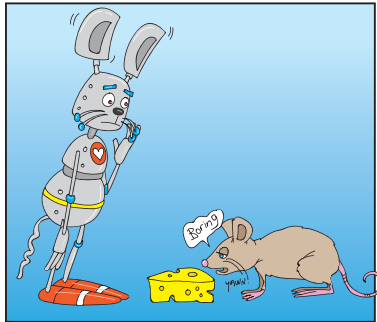
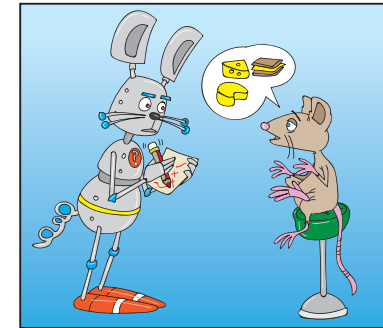


DESIGN THINKING

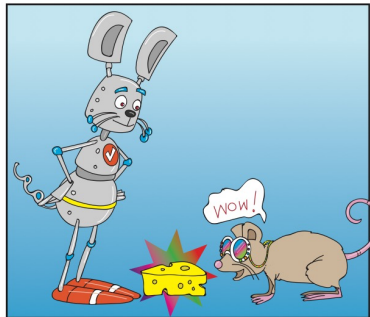
EMPATHISE



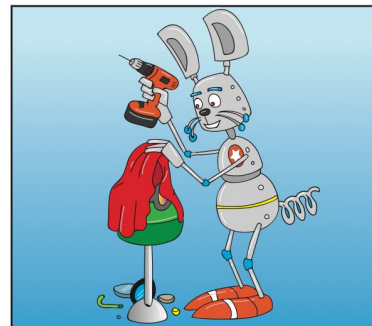
DEFINE



TEST



PROTOTYPE



IDEATE



DESIGN THINKING

“At its core bringing design thinking to K-12 is an issue of equity. Through design, children learn that they have power to change the world.”

“Design Thinking is an approach to learning that focuses on developing students’ creative confidence.”

[TAKING DESIGN THINKING TO SCHOOLS. Retrieved 18 November 2019, from
https://web.stanford.edu/dept/SUSE/taking-design/presentations/Taking-design-to-school.pdf](https://web.stanford.edu/dept/SUSE/taking-design/presentations/Taking-design-to-school.pdf)

Design thinking involves a participant in a process of thinking that enables them to challenge, redefine, identify and reflect on possibilities and problems in order to design a solution to a given problem or to meet a given need.

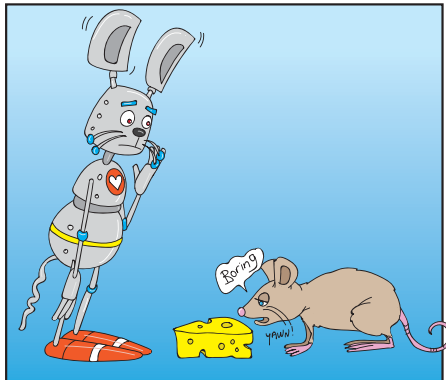
Design thinking involves the problem solver and poser collaborating in relation to a need, want, interest or problem so as to develop a shared understanding which results in the creation of something new or the innovation and evolution of something that currently exists.

DESIGN THINKING

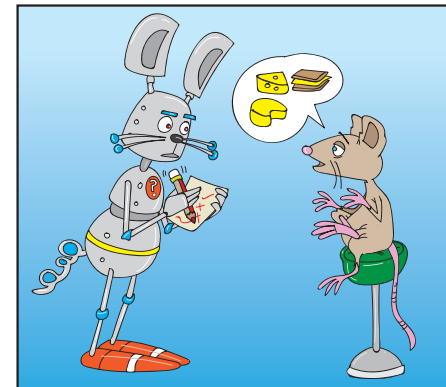
Design thinking involves a series of phases that involve imagination, collaboration and reflection. These phases are

- **Empathise** - Being alert to the needs and interests of others, opening up opportunities for collaboration
- **Define** - Collaborate with the problem poser identifying the needs, context, the problem, and connect to your own insights
- **Ideate** - Be innovative and challenge existing ideas and beliefs so there is an opportunity to begin creating ideas for novel solutions
- **Prototype** - Build, create or develop a simulation that shares your ideas with those you are collaborating with
- **Test** - Test ideas in a real-time, real world space and seek feedback from the original problem poser; Use 'mistakes' in the test as a jumping off point for new ways to reapproach the problem.

EMPATHISE

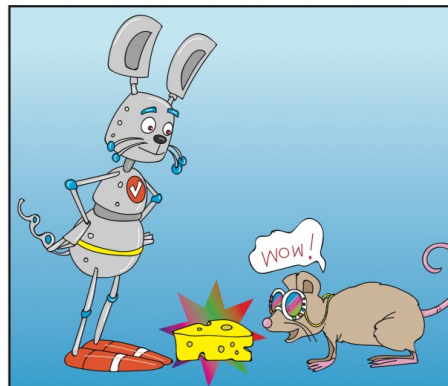


DEFINE



DESIGN THINKING

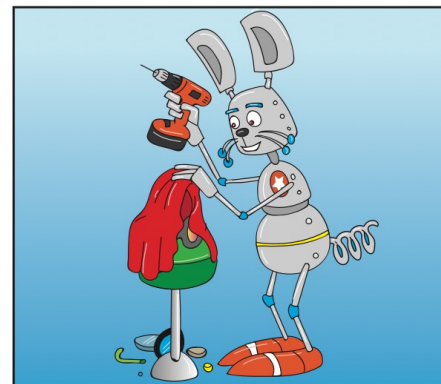
TEST



IDEATE

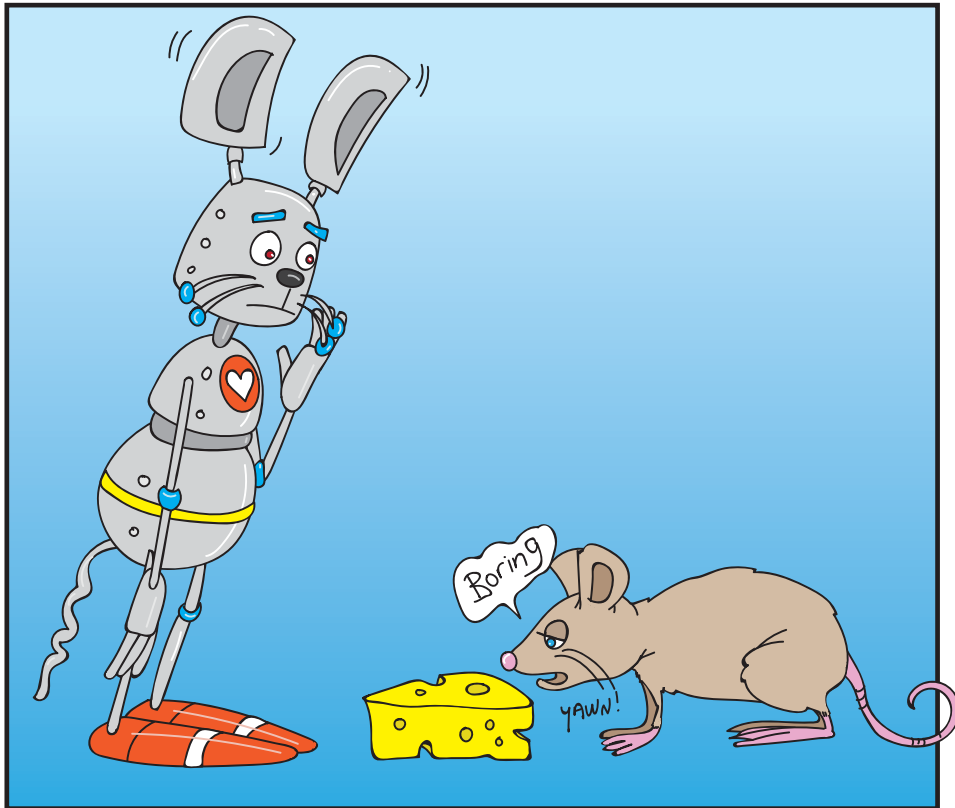


PROTOTYPE



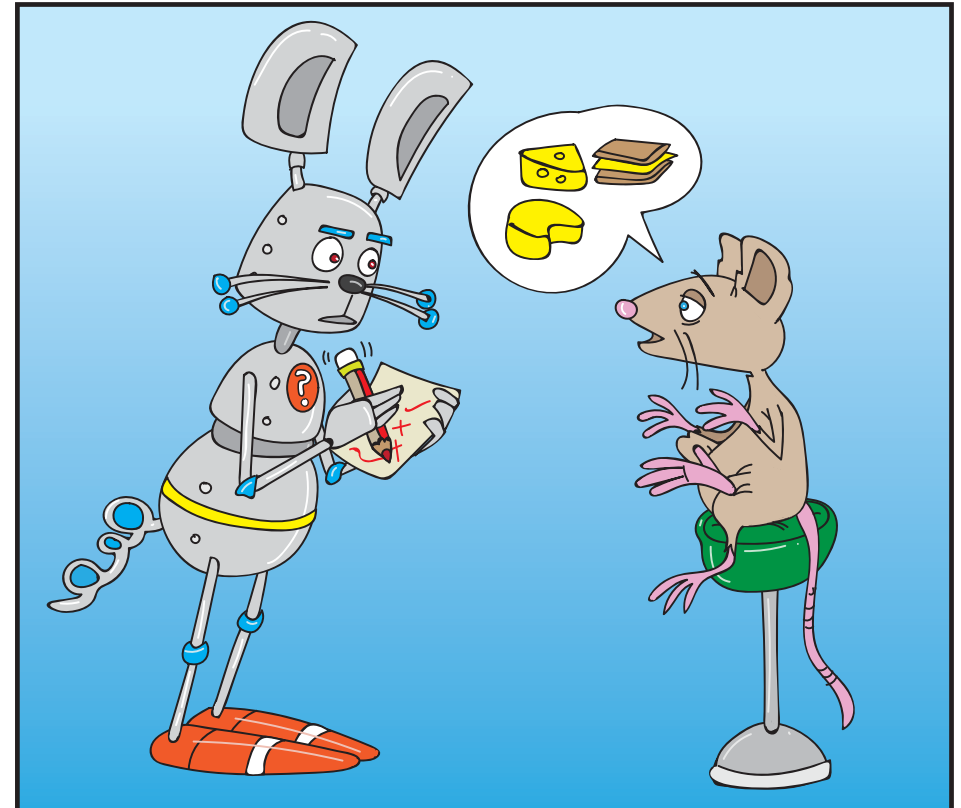
EMPATHISE

Alert to the needs and interests of other;
Opportunities for collaboration.



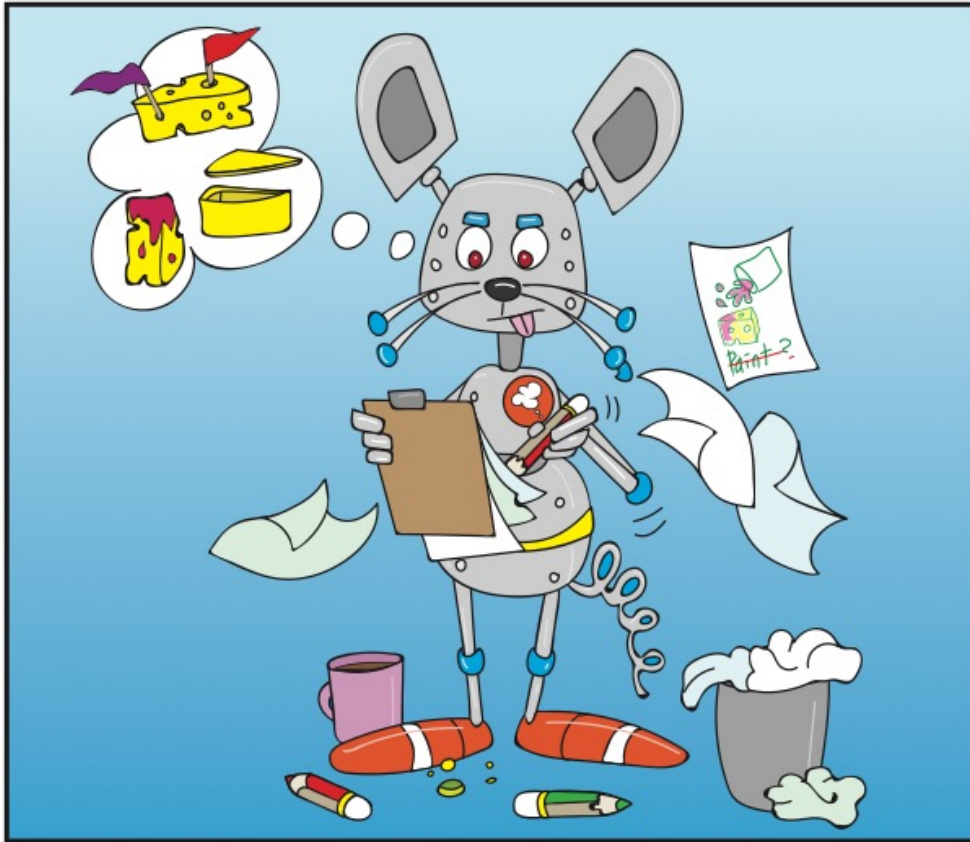
DEFINE

Collaborate with the problem poser identifying the
needs, context, the problem.



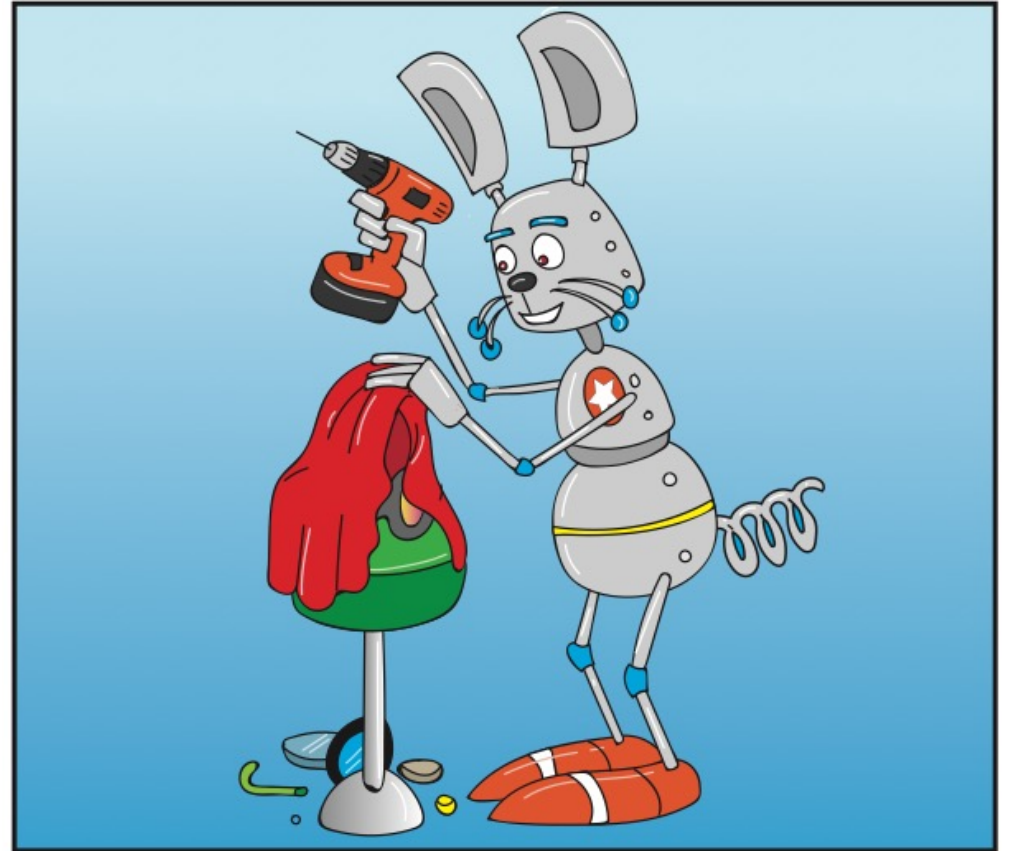
IDEATE

Be innovative; explore opportunities: Challenge existing ideas and beliefs; Develop novel solutions.



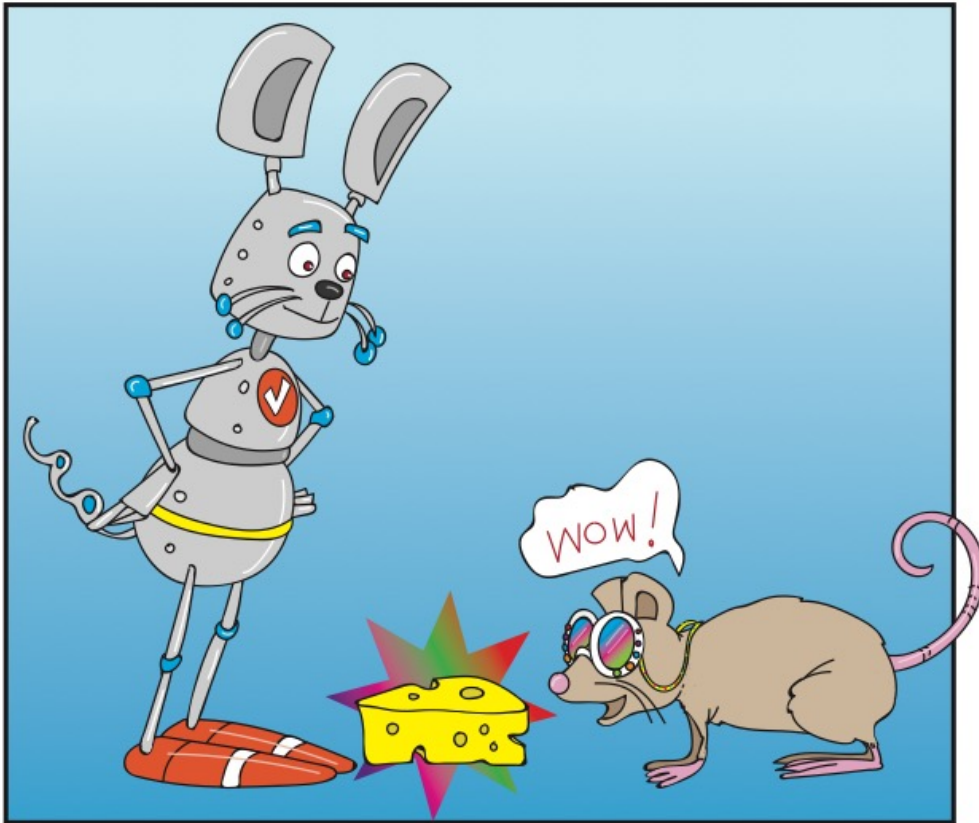
PROTOTYPE

Build. Create. Develop. Bring your ideas to life



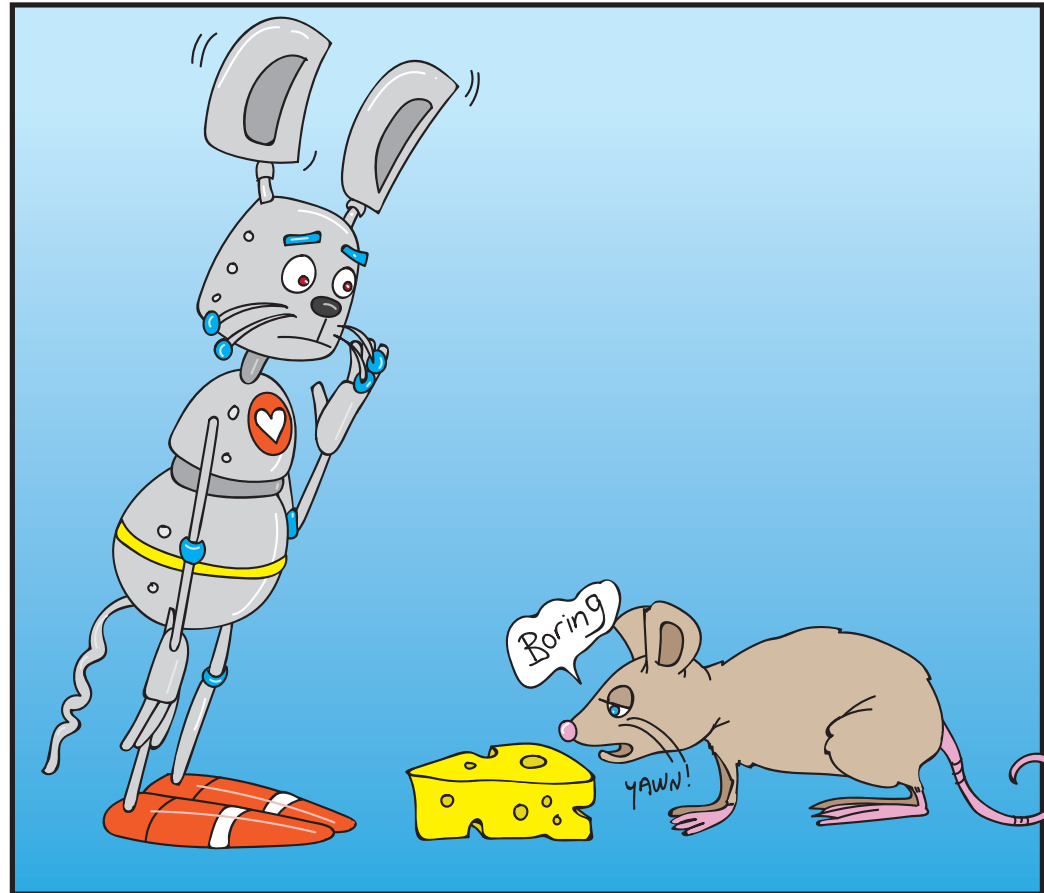
TEST

Test ideas in real time in a real-world space and context. Reflect, refine, seek feedback.



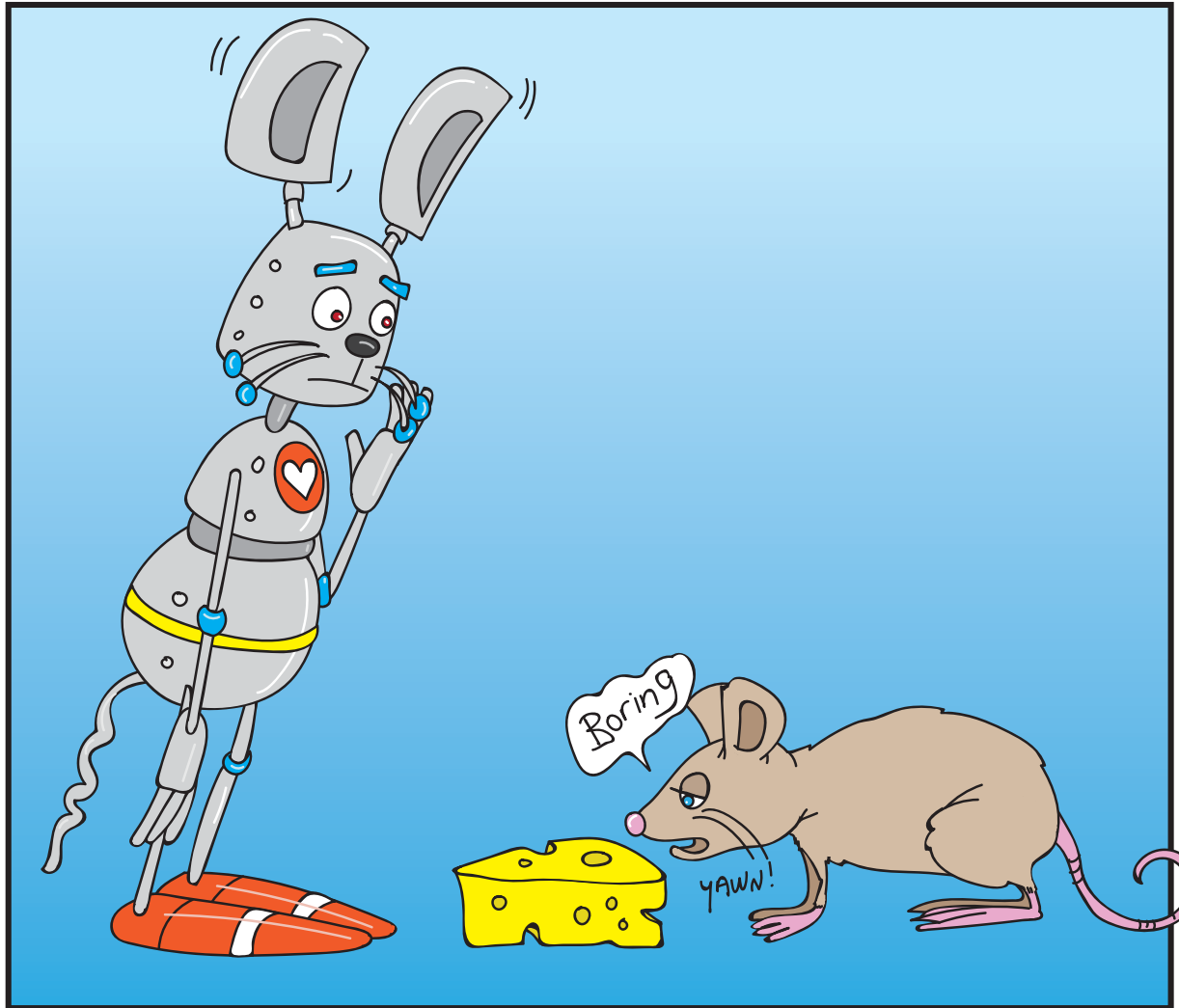
EMPATHISE

Being alert to the needs and interests of others
Exploring opportunities for collaboration



- What would it be like to have that problem?
- Why might it be a problem? What effect might that problem have on someone's life?
- How could you find out more about the problem and the difficulties it is causing?
- What does the person have to say about the problem?

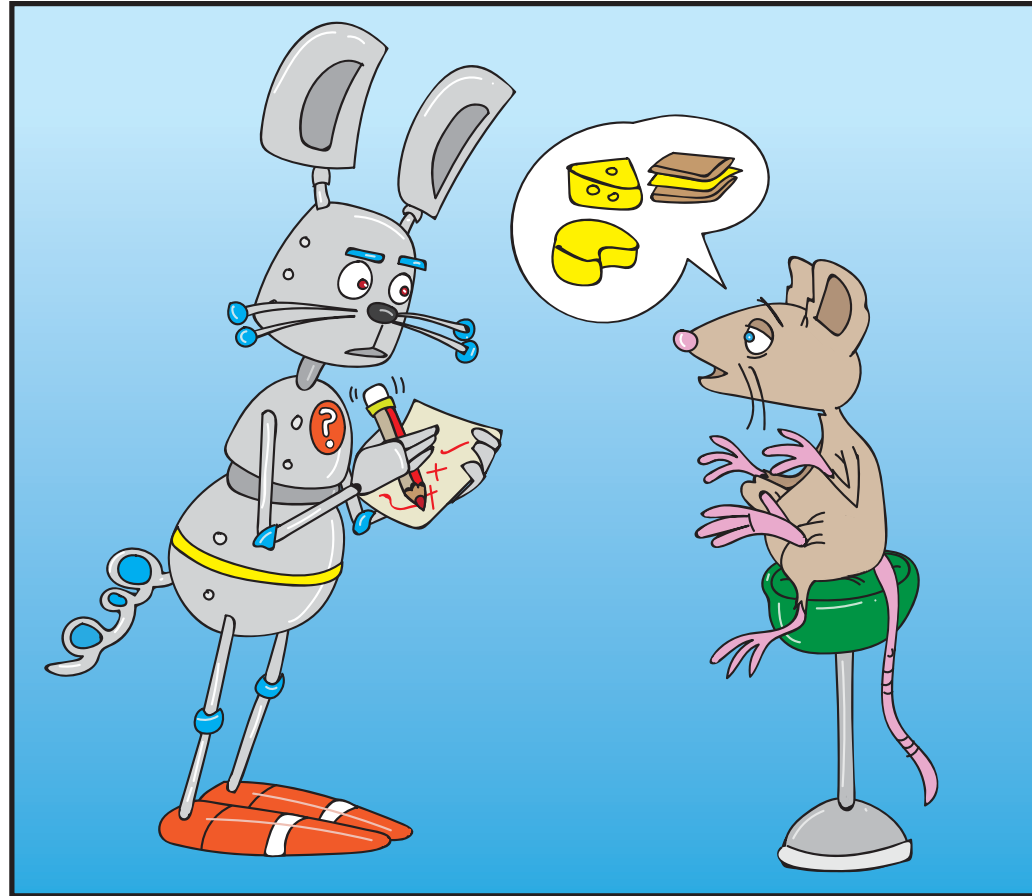
EMPATHISE



Sometimes innovators get ideas from the problems they see other people experiencing. Sometimes they get ideas from their own experiences.

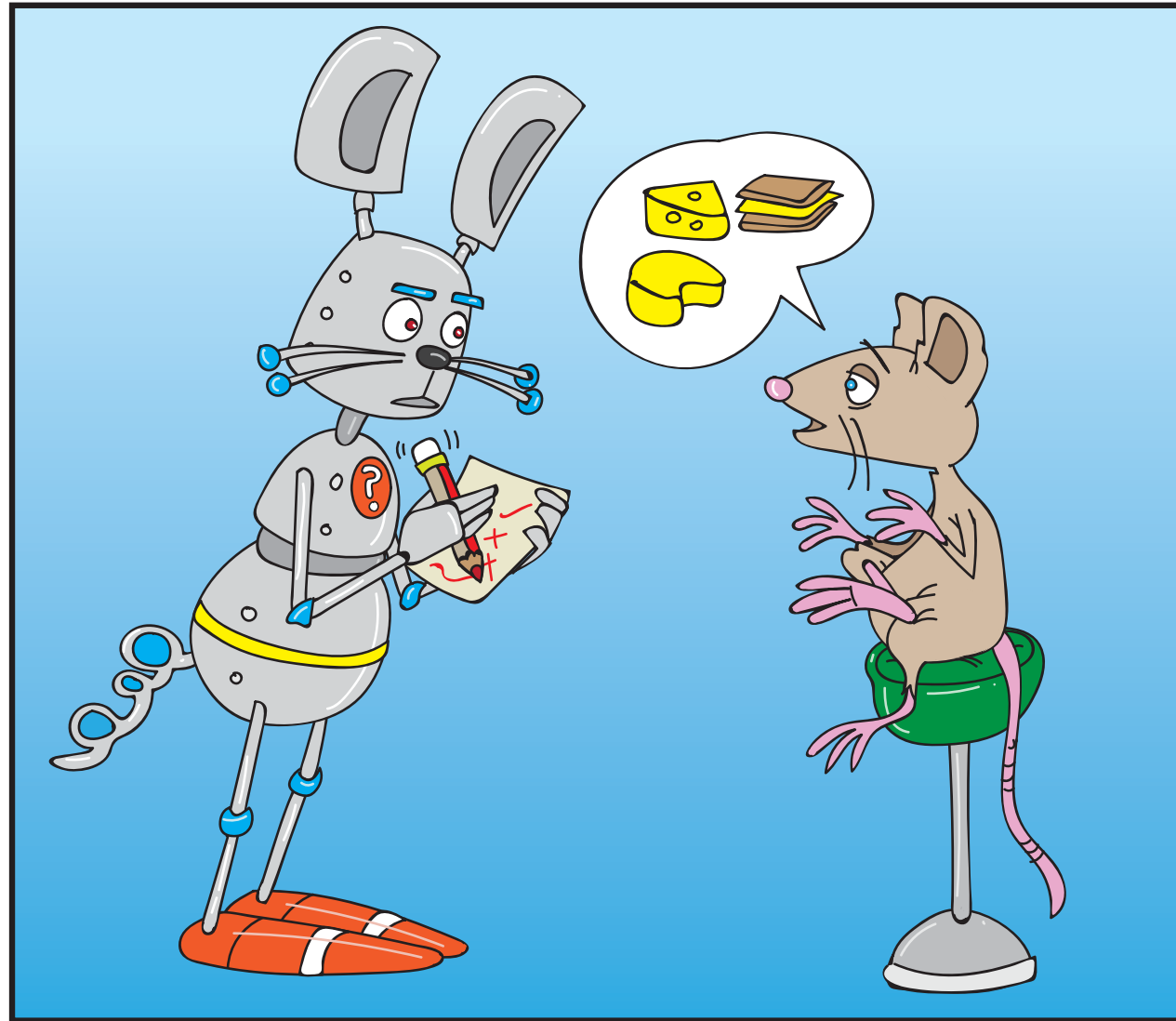
DEFINE

Collaborate with the problem poser identifying the needs, context, the problem
Connect to your own insights and prior knowledge



- Why is the product being created?
- Who might use it? What needs do they have? What does it do?
- How is it different to other products that might do the same thing?
- Is it unique? Is it better than things that already exist?
- Who else might have thoughts or points of view about any problems with the product?

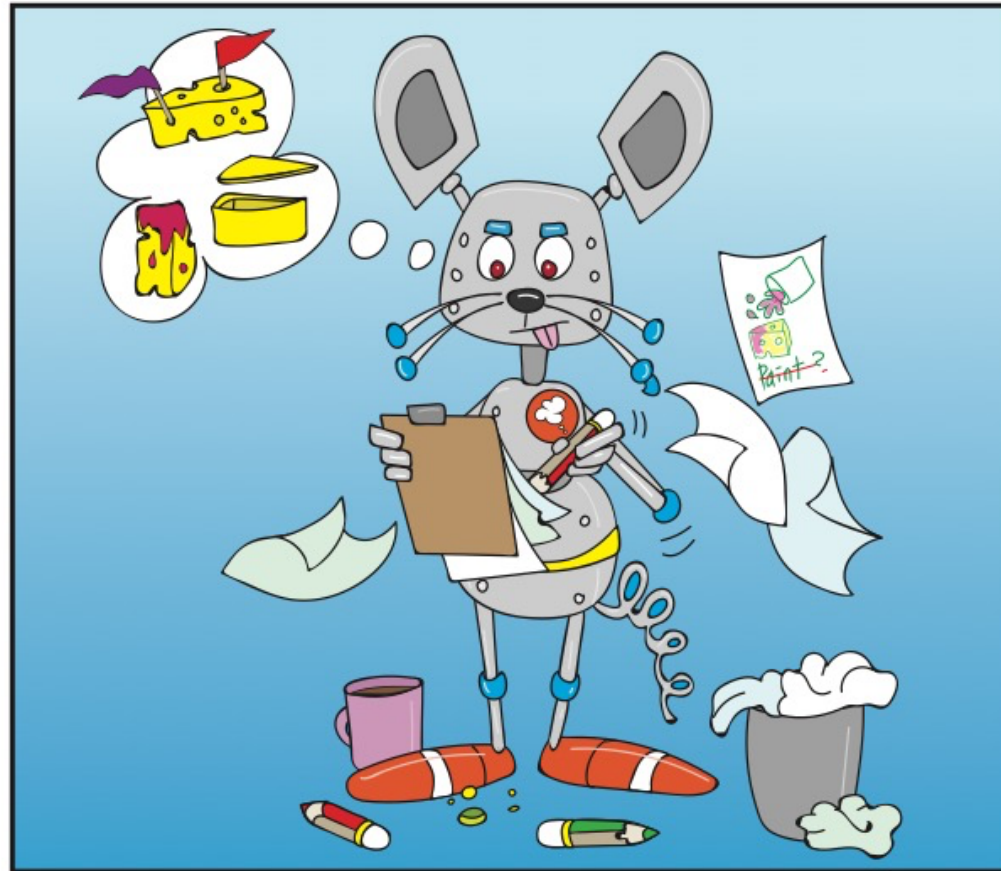
DEFINE



Sometimes innovators need to clearly name and describe the purpose of their creation. The need to work out what purpose the creation might have. Why it needs to be created and who it is for.

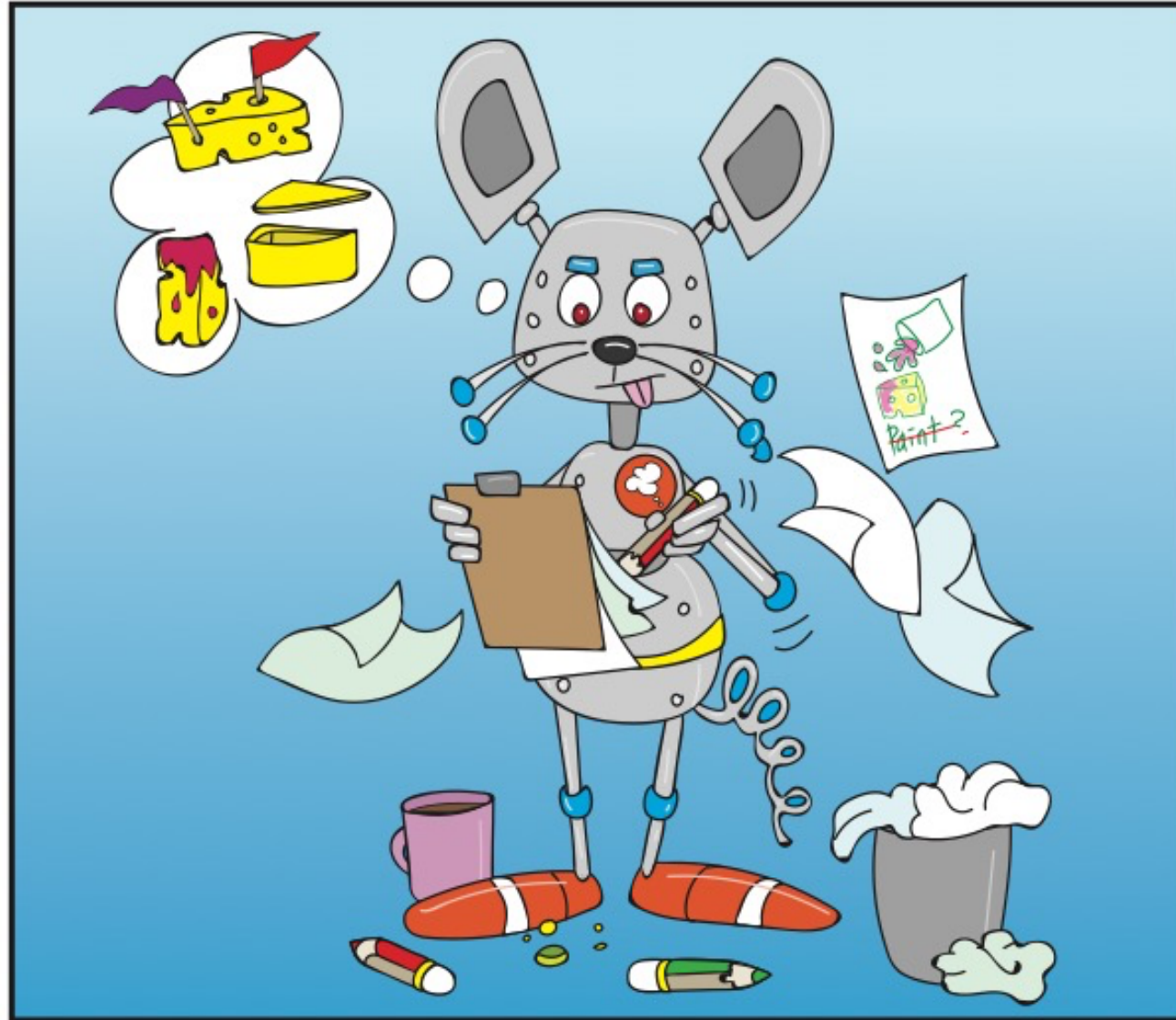
IDEATE

Be innovative and challenge existing ideas and beliefs
Explore opportunities to begin creating novel solutions



- What information do you already have? What does this make you think about?
- What ideas can you build from this information? How can use both creative and critical thinking to expand on your ideas?
- What are the things around you that inspire new ideas connected to a problem?
- What wild imaginings do you have that are connected to your problem or idea?

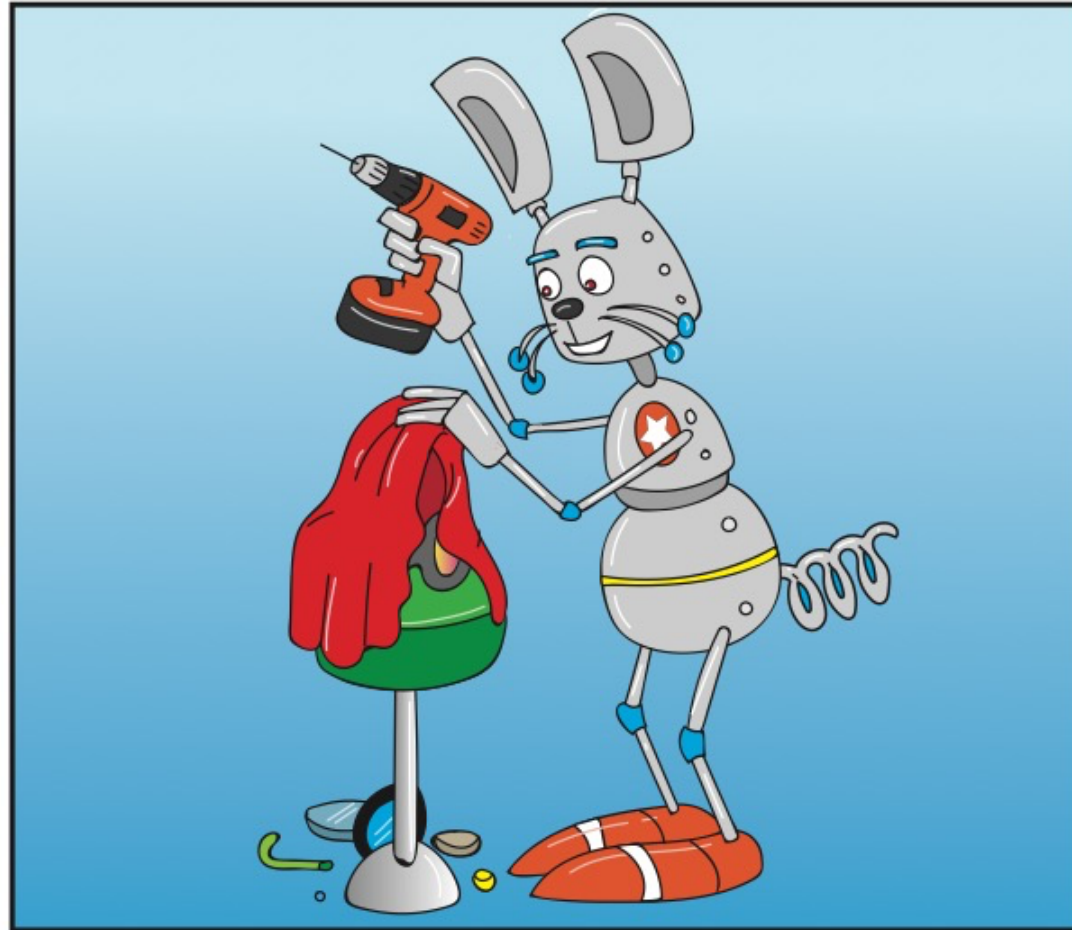
IDEATE



Sometimes innovators imagine possibilities and develop ideas. Innovators can brainstorm and build ideas in lots of ways to explore new creative possibilities. This can include ideas no-one else has thought of before.

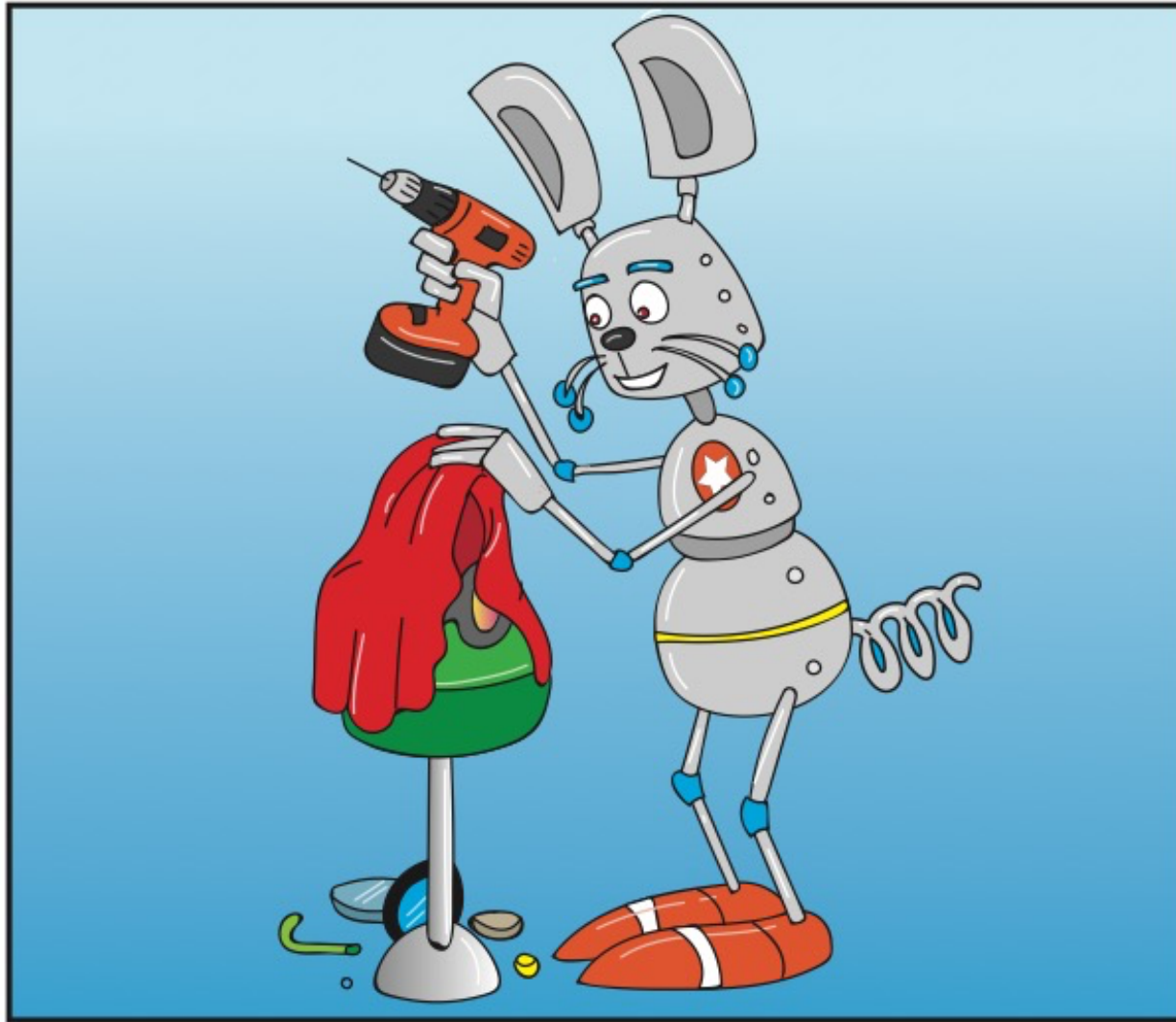
PROTOTYPE

Build, create or develop a simulation that shares your ideas
Bring your ideas to life



- How will I build the product?
- What tools, equipment or help might I need?
- How will my ideas work in real life?
- Is my draft or test model working the way I want it to?
- What needs to change? Why?

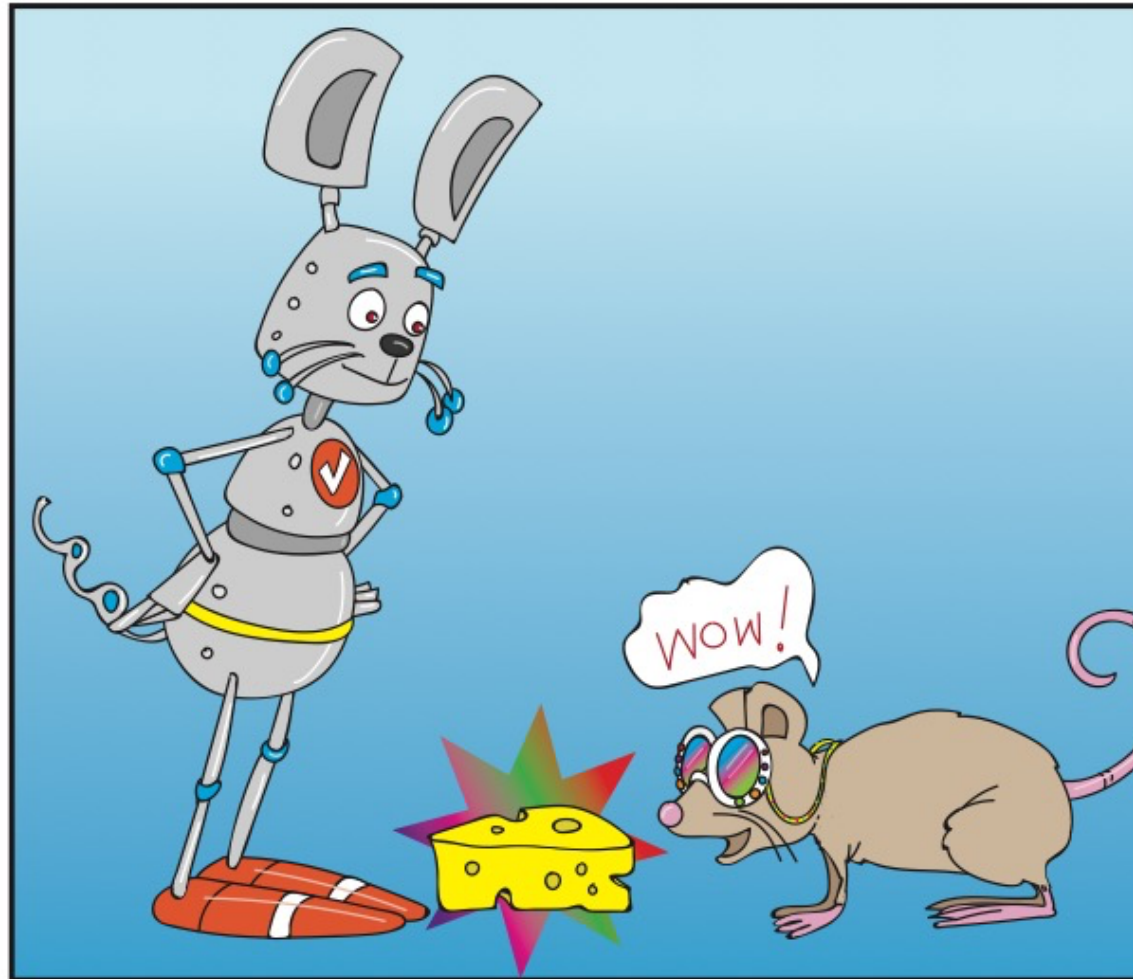
PROTOTYPE



Sometimes innovators like to build a test model or prototype to explore if their ideas do what they hoped it would achieve. Sometimes innovators refine and revise this test product many times before they create a final product. Sometimes innovators make little or really big changes during this stage.

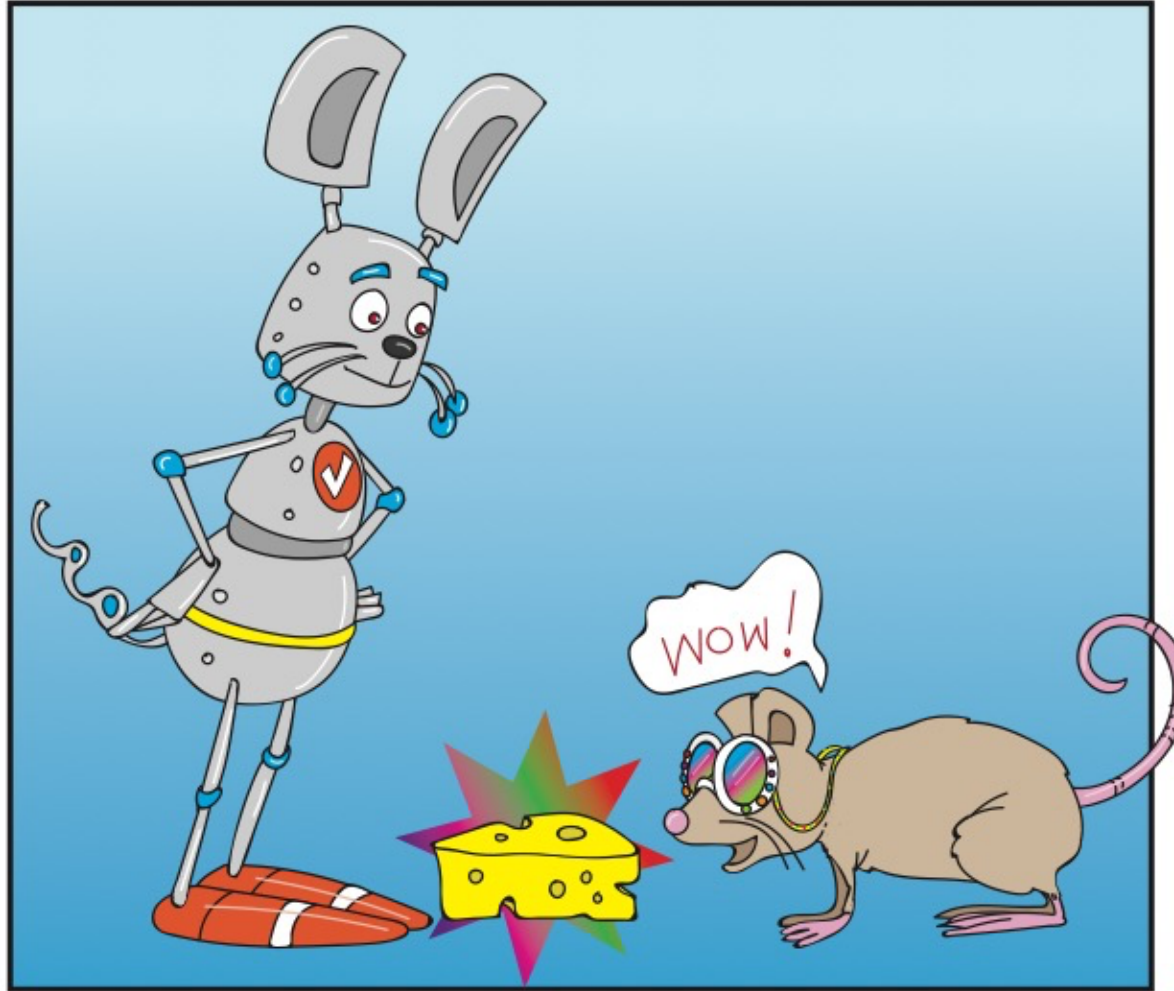
TEST

Test ideas in a real-time, real world space
Refine and seek feedback



- Has someone tried my product? What was their feedback? What am I going to do with this feedback?
- Does it connect to the needs or wants identified in the empathize stage? Is there room for change or continued innovation?
- What have I discovered during the process? How might I use these discoveries in new ways?

TEST

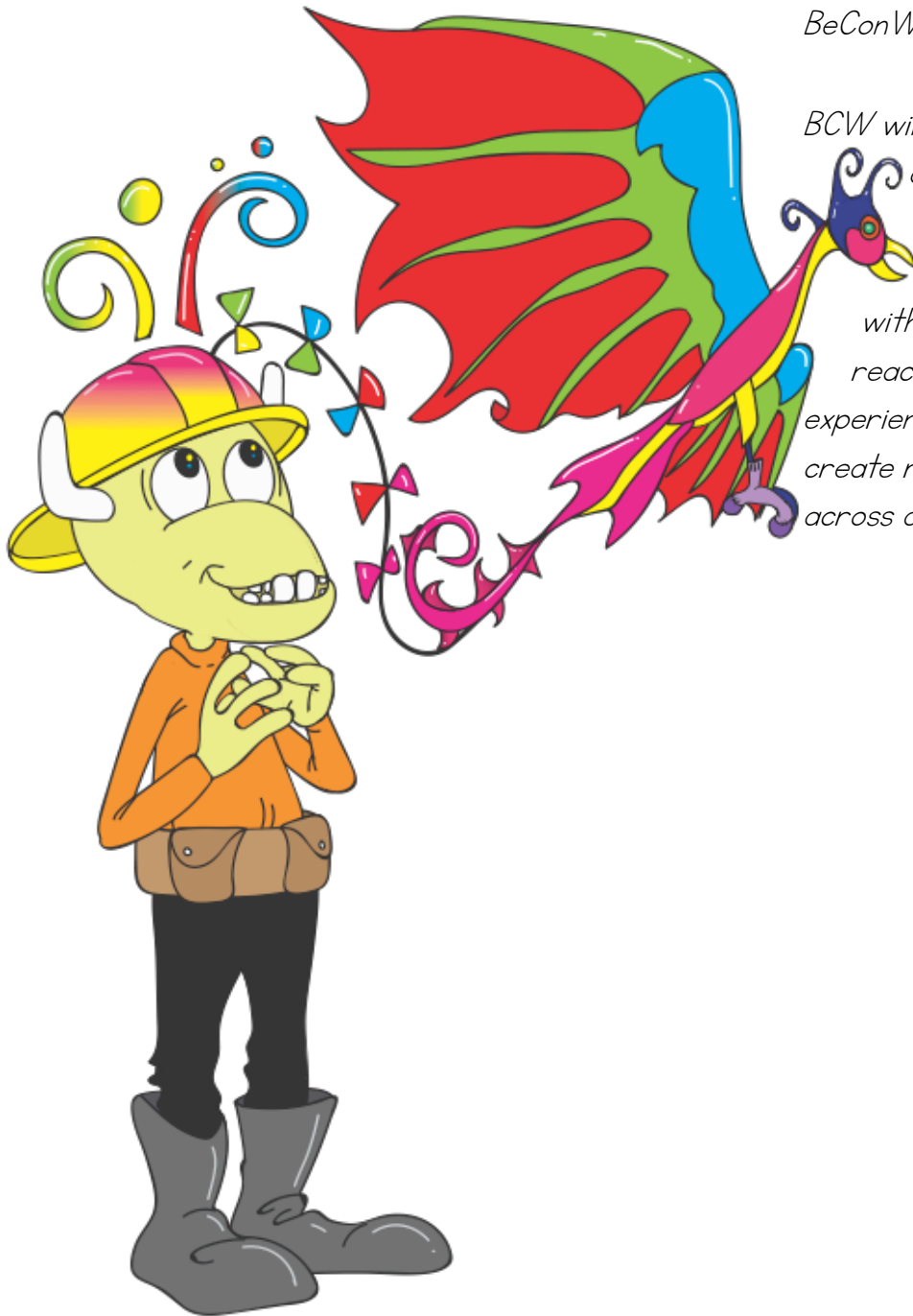


Sometimes innovators give the product to other people to review and give feedback on. Sometimes they need to reflect on the process and/or the product. A reflection on the empathize phase will identify if product meets needs or wants. Innovators need to check if there are changes that are still possible. Sometimes they can celebrate the outcomes. Other times they go back to the drawing board.

BeConWiz's commitment to equitable and ethical practices

BeConWiz, will be referred to as BCW in this document.

BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "



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