Design Thinking

In UCLL, Hannelore Verstappen has been using the Design Thinking-approach in the course 'Geography Education'.

Here are the steps Hanneloren has taken in applying this method:

First, I elaborated a framework on the history of Geography Education and its contemporary national and international evolutions

Next, I asked students to define a research question concerning the new Flemish curriculum starting from a vague notion or idea about a completely new curriculum objective (hypothesis) they 'invent' (imagine), e.g. to work with pupils on plastic in oceans

Then I made them work on 'divergent thinking' through brainstorming methods:

- students explore this vague idea about their new objective through an (inter-) national literature research, by interviews with teachers and pupils and other stakeholders in education in order research the value of this idea or other ideas.

  I find it important that their hypothesis is still open to change, which is an important difference with common research. Another difference is the empathy with relevant actors in the area. This way actors have more influence on the research and show more commitment to the process and results.

- Students could divide the research tasks and bring them together in a group. They map stakeholders and their thinking in order to identify needs, problems, themes…

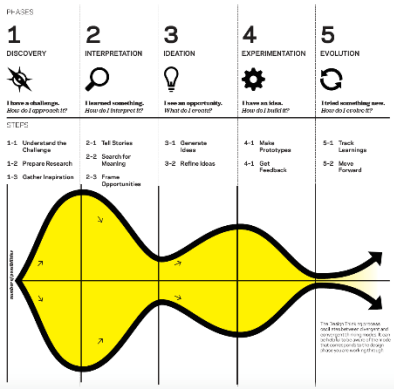
- Students refine and adapt their vision on their notion about their new curriculum objective in order to reinforce and elaborate their understanding and insights in their invented final objective.

- After this phase, I gave space to 'convergent thinking' through mapping and visualising input from the previous phase (e.g. with coloured post-its): I ask students to define a concrete, validated, non-existing final obtainment goal for geography education.

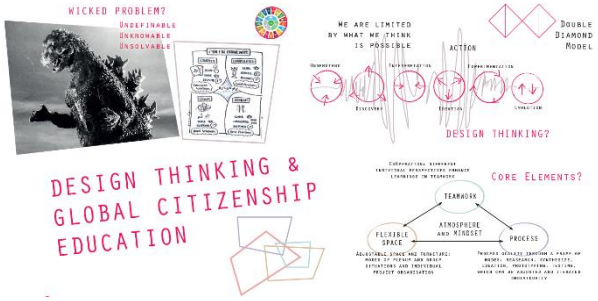
- Again, I introduced 'divergent thinking': Students explore relevant materials, methods, learning activities, theories, manuals, … in order to design a set of teaching-learning activities ready to use in order to reach the 'invented' curriculum objective

- Students tested this learning activity prototype in a real life class situation

- Students modified/altered their set of learning activities based upon the results of their experiment.



Source: https://designthinkingforeducators.com/toolkit/



○ Students kept a logbook and delivered a finalised set of learning activities for pupils to obtain the new objective. I coached the students through the phases and integrated appropriate methods supporting the different phases of Design Thinking. I also presented crucial reference frameworks throughout the course. As assessment method for this work, I assess: ○ The process students assume based upon different deadlines throughout this process. This is important for the work not to be done too much at the end. (60% of the marks) ○ To a lesser extend the product they deliver (40% of the marks)	

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