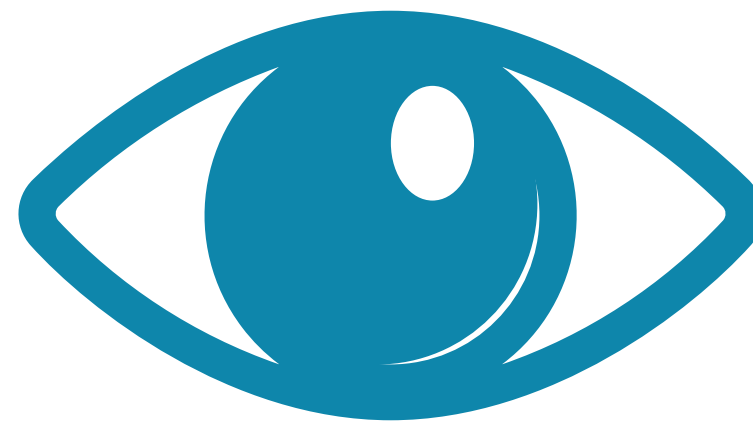




# Making **Design** Visible





# Learning Intention

Engage with a design thinking process as a learner

Integrate the theme of sustainability into learning





# Ways of Working



Does anything further need to be considered?

Help

Hinder





‘**Design Thinking** is a human-centred, collaborative approach to problem-solving that emphasises creativity, iteration and practicality.’

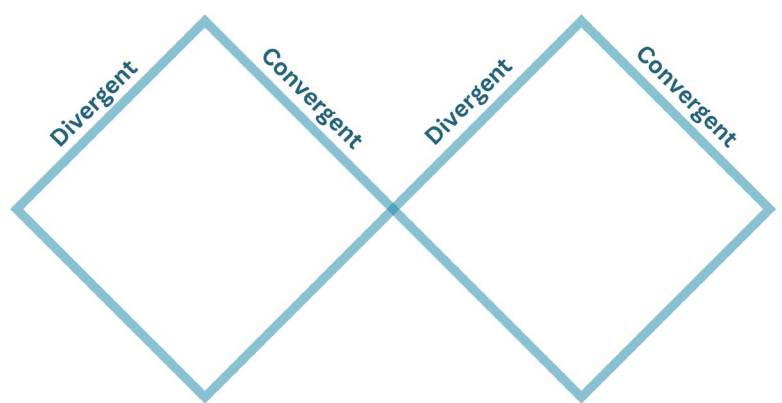
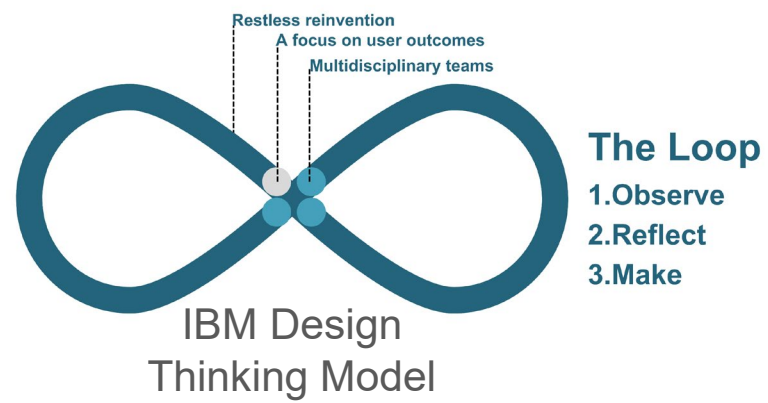
*Adapted quote, Tim Brown, President and CEO, IDEO*



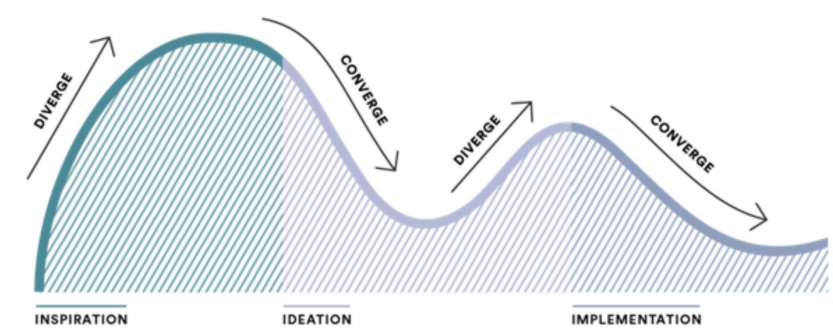
# Design Thinking Models



Stanford D. School  
Design Thinking Model



British Design Council  
Double Diamond Model



IDEO Human Centred  
Design Model



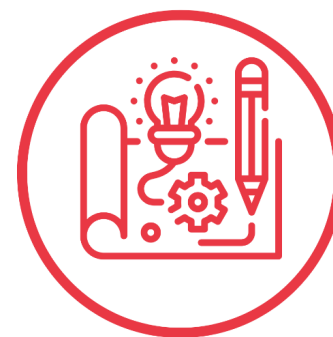
**Empathise**



**Define**



**Ideate**



**Prototype**

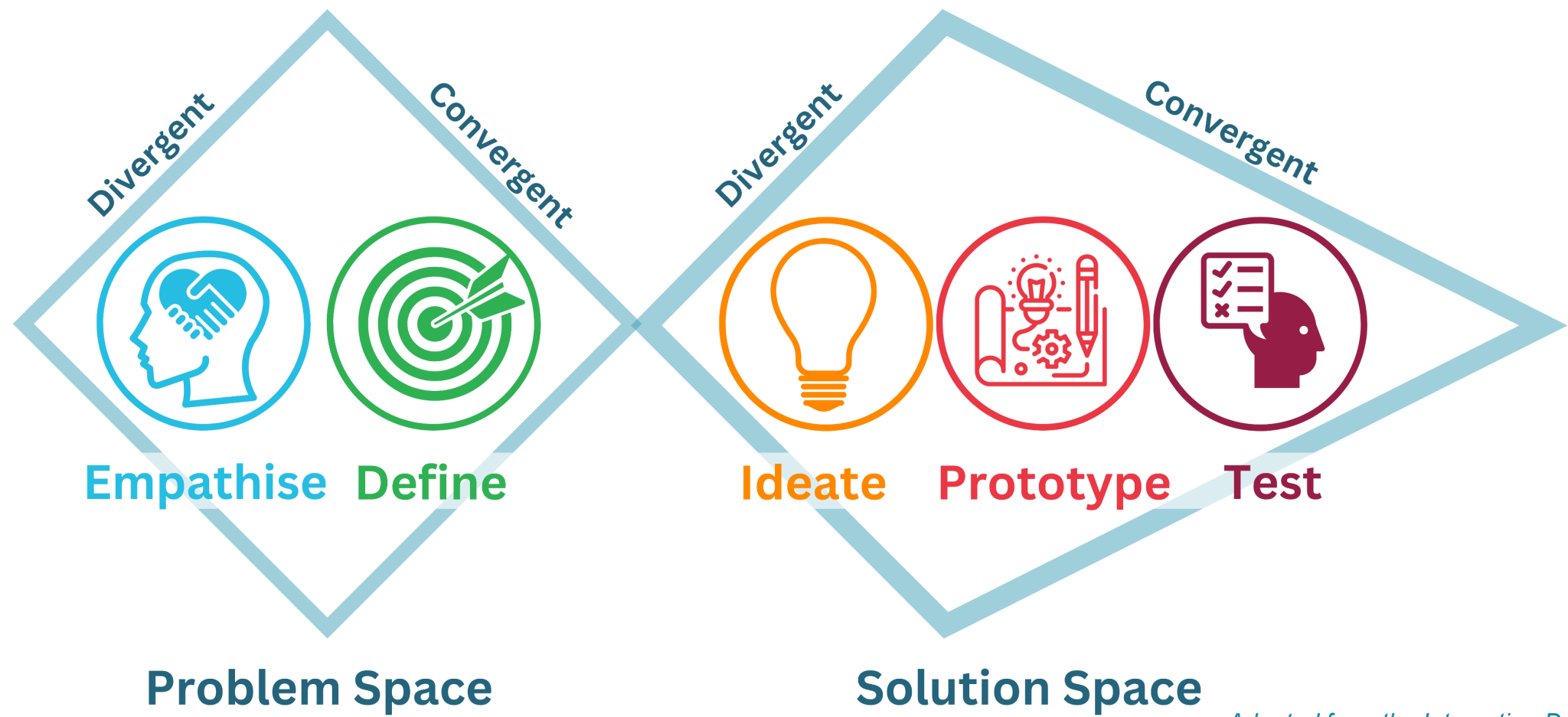


**Test**

*Adapted from the Interaction Design Foundation*



# Double Diamond & Stanford D. Model



*Adapted from the Interaction Design Foundation*



**Design Thinking** starts with thinking about people: what they need and what they want.

**Design Thinking** starts with empathy...

*Adapted from the Interaction Design Foundation*





# Empathise





# Empathy



List the first three words that come to your mind when you hear the word 'empathy'





# Defining Empathy



In your group define empathy

Nominate a person to record and feedback



6 minutes



**Empathy** is often defined as understanding another person's experience by imagining oneself in that other person's situation

*Hodges and Meyers, 2007, Encyclopedia of Social Psychology*



# Leaving Certification Specification

In developing empathy... learners gain an understanding of the needs of their own communities... that help them to address issues they may be facing. They will be enabled to respond in a way that can be aesthetically and visually appealing but also meaningful.

*Leaving Certificate Art Specification p.8*





# Modelling Empathising with a User Persona



Name: Naaol Murphy  
Age: 13 years old  
Occupation: 1<sup>st</sup> year student

Background information: Naaol has attended a small rural primary school and is now attending a large urban post-primary school with over 1,000 students. He is worried about navigating the school environment, organising himself, and keeping track of his schedule, assignments, and personal belongings. He is particularly worried about the number of books and equipment that he needs to bring to school every day.

Image source: Canva AI Image Generator



# Modelling How We Better Understand Users' Needs Using an Empathy Map



## What might they SEE?

What can we imagine them seeing in their immediate environment?

Timetables, books, equipment

## What do they SAY?

What can we imagine them saying?

“It is hard to sort all my school stuff “

## What do they need to DO?

What can we imagine them needing to do?

Be prepared for class

## Who are we empathising with?

Can we imagine the person we want to understand?

Naaol a nervous 1<sup>st</sup> year student

## What do they HEAR?

What can we imagine them hearing?

“Don’t forget your books, be on time “

## What do they DO?

What can we imagine them doing?


Rushing around




# Empathise with the User Persona



Oide

 **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

## User Persona




Name: Niamh Byrne  
Age: 41  
Occupation: Post Primary Art Teacher

Background information: Niamh has over 10 years of experience teaching Visual Art in an urban post-primary school. She recently attended a workshop on education for sustainable development, which affirmed her commitment to incorporate sustainability and reduce environmental impacts in her art room. Niamh has been reflecting on what this might look like. She has also been considering how she could make the art room environment more accessible, and inclusive for all students.

Image source: Canva AI Image Generator

@Oide\_Art\_VisArt  
www.oide.ie

## Empathy Map



**What might they SEE?**  
What can we imagine them seeing in their immediate environment?

**Who are we empathising with?**  
Can we imagine the person we want to understand?

**What do they SAY?**  
What can we imagine them saying?


**What do they THINK and FEEL?**

**Pains**  
What can we imagine are their fears, frustrations and anxieties?

**Gains**  
What can we imagine are their wants, needs, hopes and dreams?

**What do they HEAR?**  
What can we imagine them hearing?

**What do they DO?**  
What can we imagine them doing?

 **Oide**





# Empathy



Consider the user persona



1 minutes

Fill out the empathy map



10 minutes

Record your discussion



Nominate a speaker



What initial visual research might be gathered in relation to the user persona, Niamh?



We can....





# Research



Assign roles: facilitator, timekeeper, speaker and scribe

Gather and document your research.



10 minutes

Document your research, physically or digitally



**padlet**



# Define



# Modelling Defining the Problem

**Who**

**What**

**When**

**Where**

**Why**

**How**

Who is affected by the problem?

What is the source of the problem?

When does the problem happen?

Where does the problem happen?

Why does this problem happen?

How does the problem impact the person?

Naaol

Struggles to organise his equipment

Before classes

At his locker

He has lots of practical subjects and equipment

As a result, he gets confused

## Problem Statement

Naaol struggles to organise his equipment before class at his locker as he has lots of practical subjects and equipment. As a result, he gets confused.



# Defining the Problem



Oide

Answer the 5W's and a H questions



5 minutes



Define the problem



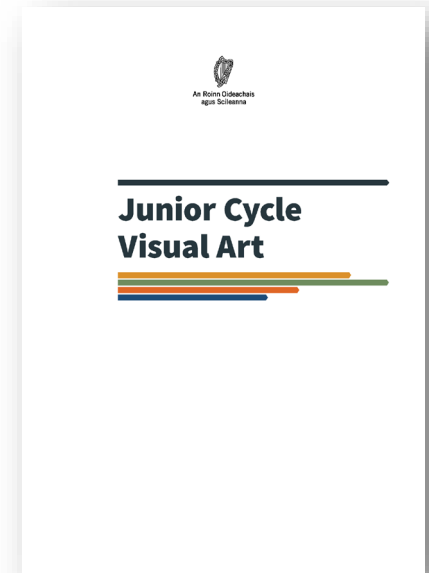
3 minutes



Nominate a speaker to feedback



Problem identification is part of the creative process that allows the student to frame their inquiry.



*Junior Cycle Visual Art Specification p.21*



# Design Thinking

Empathy helps define problems



**Empathise**

**Define**

**Ideate**

**Prototype**

**Test**



Identifying a clear direction and focus may need further research

*Adapted from the Interaction Design Foundation*





# Ideate



What approaches do you take to support students in generating ideas?



# Modelling - 'How Might We' Questions

Naaol struggles to organise his equipment before class at his locker as he has lots of practical subjects and equipment. As a result, he gets confused.

How might we design            (what) for            (user persona) in order to            (change what)

How might we design a product for Naaol in order to organise his practical equipment?



# 'How Might We' Questions

How might we design \_\_\_\_\_ for \_\_\_\_\_ in order to \_\_\_\_\_

Create 'How Might We' Questions for Niamh's persona based on your problem statement



5 minutes