Making
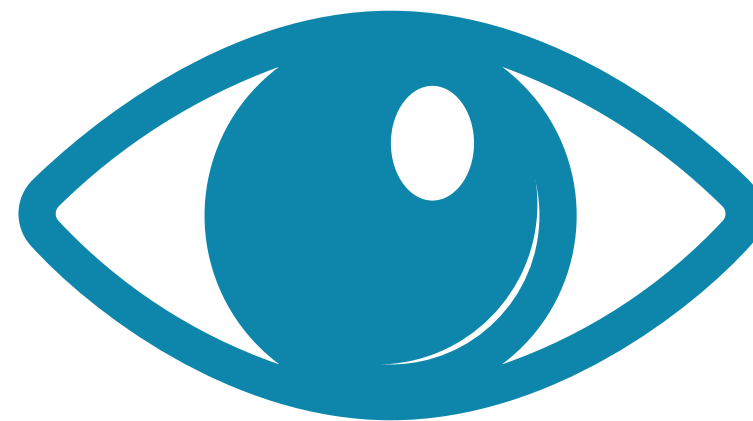# Design
Visible

Learning Intention

Further explore the design thinking process
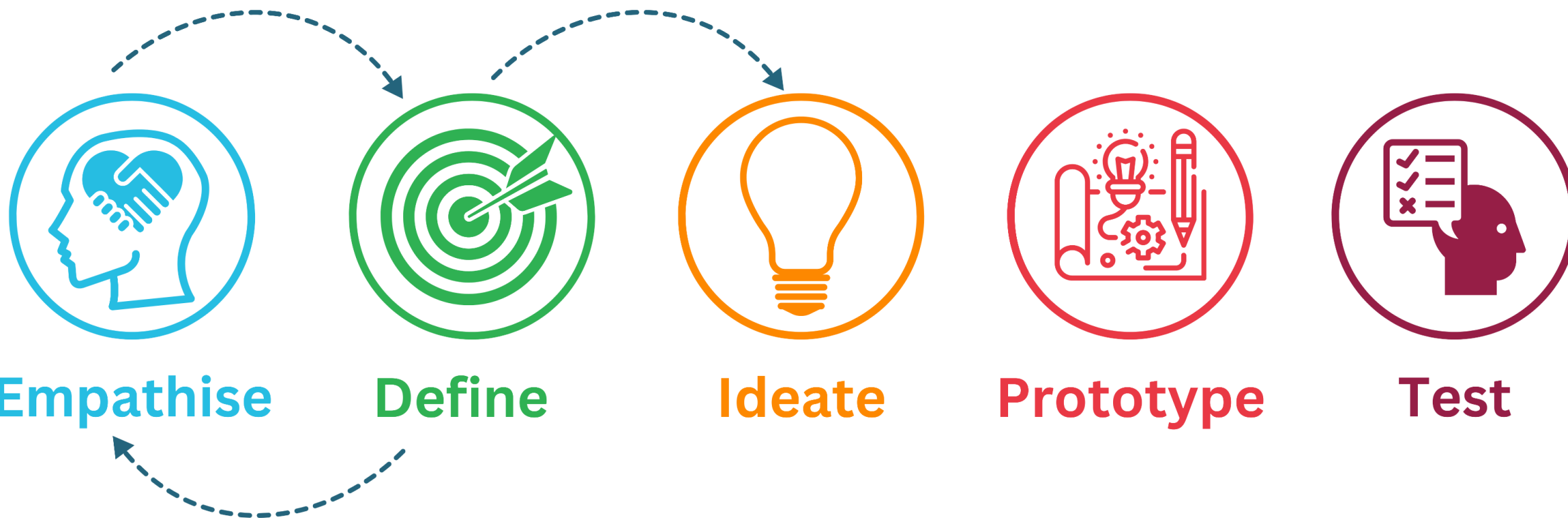
Develop collaborative practice

SESSION THREE

Design Thinking

Empathy helps
define problems

Empathise   Define   Ideate   Prototype   Test

Identifying a clear direction and
focus may need further research

Oide

Ideate

Rapid Ideation

① FOLD PAPER

② SET TIMER

③ DRAW!

④ REPEAT ×8
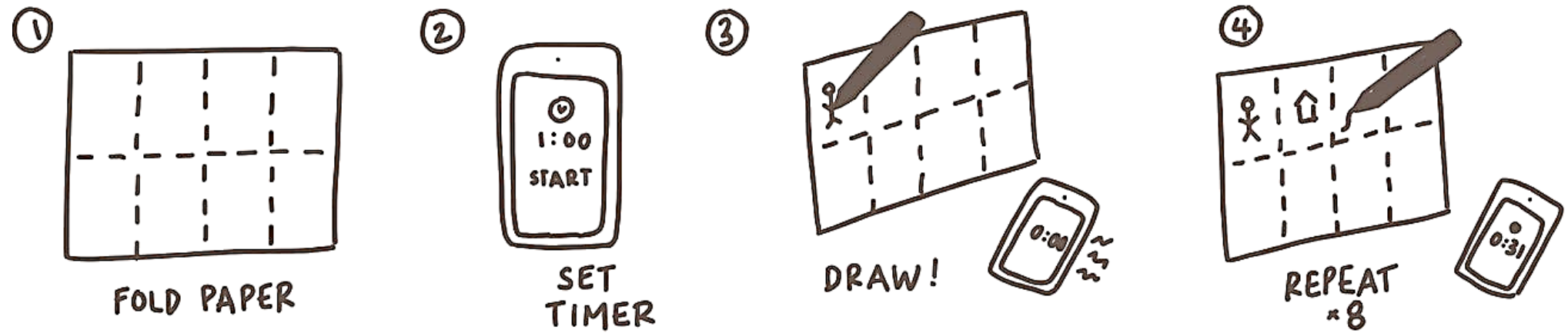
Create 8 basic concept sketches, 1 minute per sketch

8 minutes

Share one concept sketch with your group

Gather feedback

8 minutes

Development

Develop your concept based on feedback

Use annotation to support your idea

4 minutes

Share your (developed) concept sketch to the group

Select one concept sketch from the team to develop
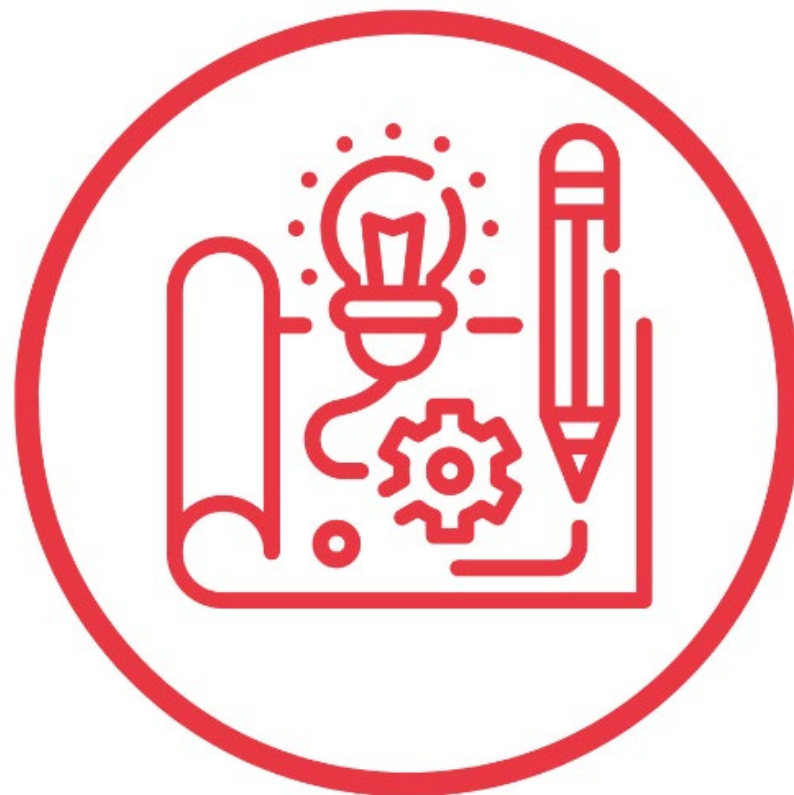
Nominate a speaker to feedback

4 minutes

Reflection

? How did collaboration within your group enhance the development of ideas?
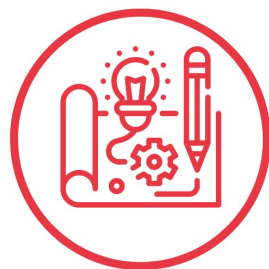
Oide

Prototype

? What might a prototype look like?

Prototype

Assign roles

Use the materials available to create a design prototype

15 minutes

Design Thinking

Oide

Leads to iteration and development of ideas

Empathise   **Define**   **Ideate**   **Prototype**   **Test**

Adapted from the Interaction Design Foundation

Prototype sparks new ideas

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers
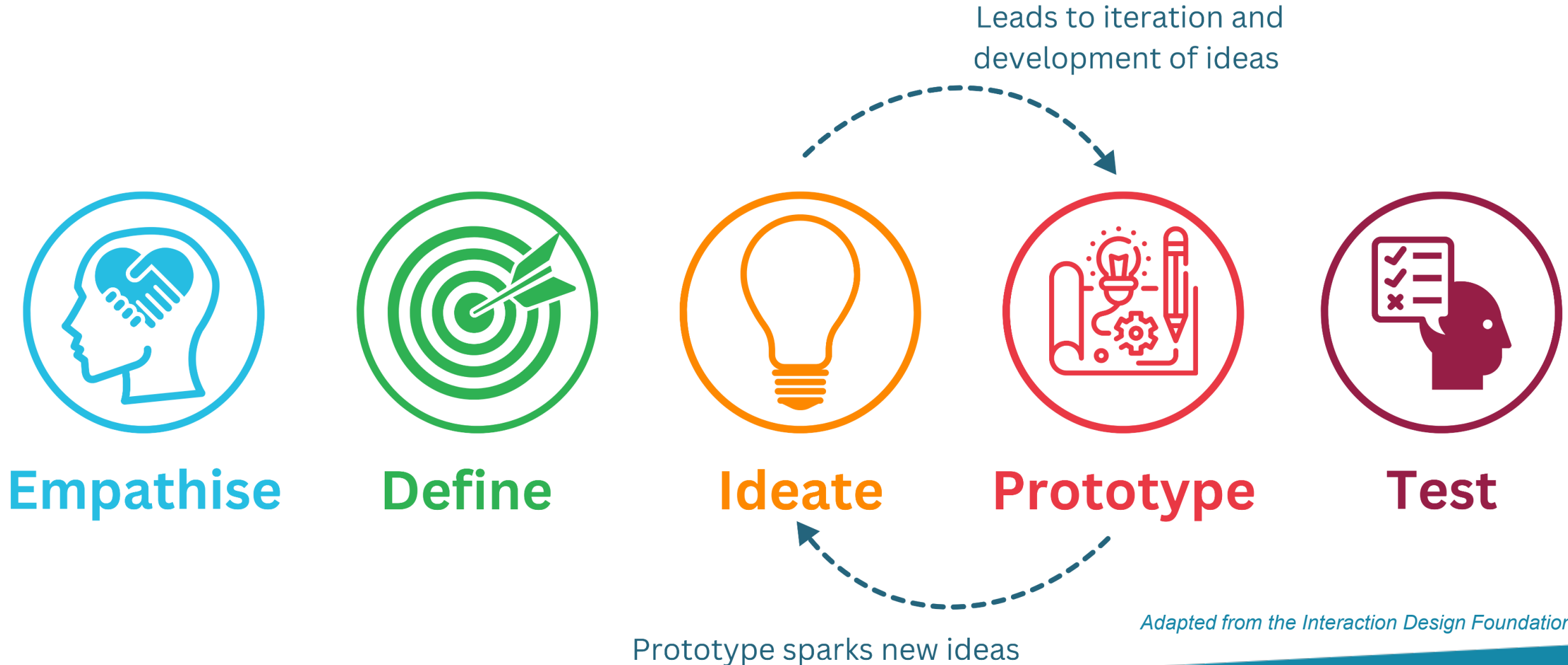
Test

Engaging in a Design Critique

Does the prototype meet the needs of the user, and the problem identified?

Provide feedback in the form of comments and a question

10 minutes

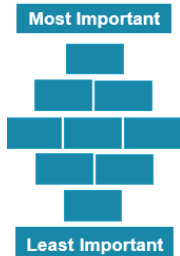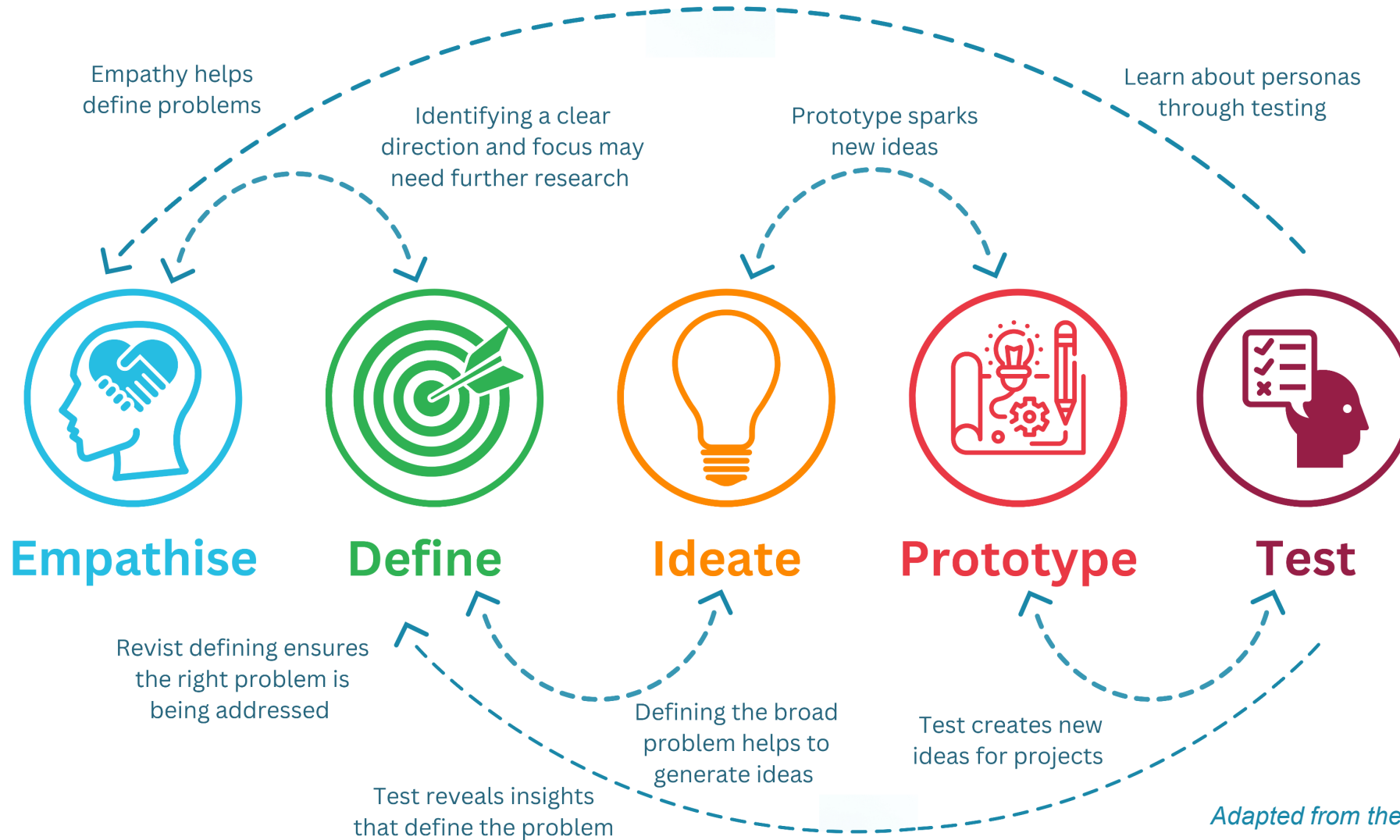# Next Steps

Consider your feedback

Agree an area you might action to improve the design

5 minutes

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Design Thinking an Iterative Process

Oide

Empathy helps
define problems

Identifying a clear
direction and focus may
need further research

Prototype sparks
new ideas

Learn about personas
through testing

Empathise

Define

Ideate

Prototype

Test

Revist defining ensures
the right problem is
being addressed

Defining the broad
problem helps to
generate ideas

Test creates new
ideas for projects

Test reveals insights
that define the problem

Adapted from the Interaction Design Foundation

Most Important

Least Important

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
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and Teachers

Junior Cycle Learning Outcomes
Level 3

1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them

3.4 interpret a design brief and represent this through their drawings

3.5 experiment with design ideas through research and analytical drawing

Level 2 PLU

3.42. Describe how values are linked to making decisions in a range of scenarios

4.6. Participate co-operatively in a group situation

2.42. Construct basic representations to communicate data with two criteria

Leaving Certificate Strand Units and Selected Learning Outcomes

1.1 Looking: identify sources that support the development of their work

1.3 Experimenting and interpretation: use problem solving skills to develop ideas

2.3 Process: develop, experiment with and edit their work

3.4 Critical and personal reflection: present evidence of a sustained and varied investigation of a stimulus

Pause to Look at Learning Outcomes

Identify learning outcomes across the strands that might be used to devise a unit of learning to foster both learning through design and learning about design?

5 minutes

Reflection

Domains	Standards
	Students:
Learner experiences	engage purposefully in meaningful learning activities
	grow as learners through respectful interactions and experiences that are challenging and supportive
	reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
	experience opportunities to develop the skills and attitudes necessary for lifelong learning

Looking at Our Schools 2022 p.25

? What other approaches might promote co-operative and collaborative learning?

Reflection

	Teachers:
Teachers' collective / collaborative practice	value and engage in professional learning and professional collaboration ←
work together to devise learning opportunities for students across and beyond the curriculum
collectively develop and implement consistent and dependable formative and summative assessment practices
contribute to building whole-staff capacity by sharing their expertise

? What other opportunities, beyond today's event, might we have to engage in professional learning and collaboration?

Revisiting Today's Learning Intentions

Explore the purpose of design education

Engage with a design thinking process

Develop collaborative practice
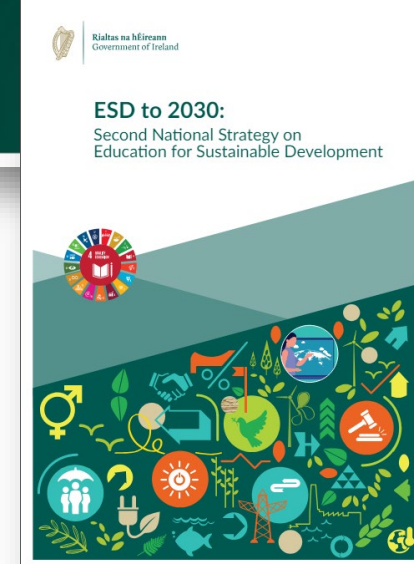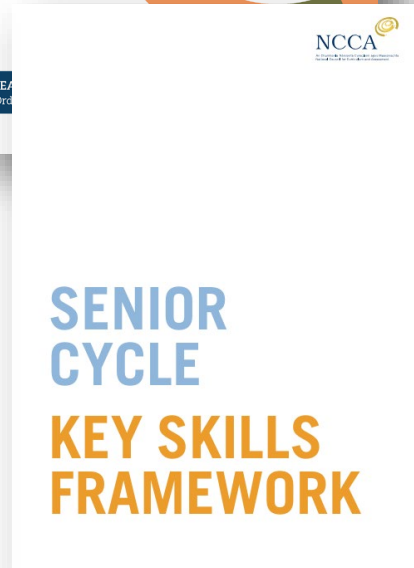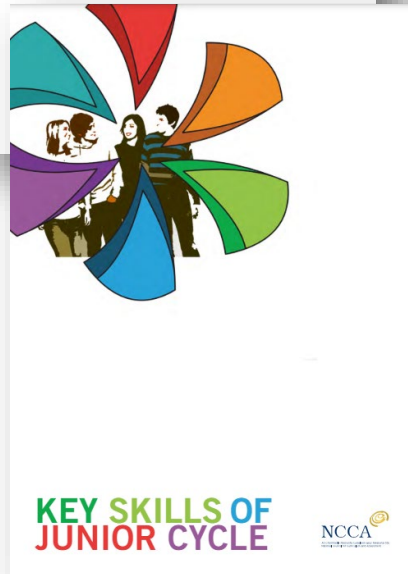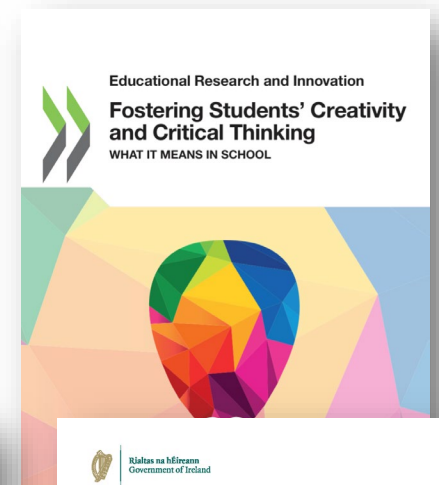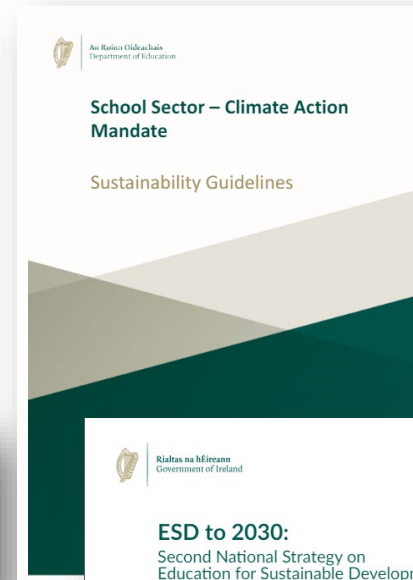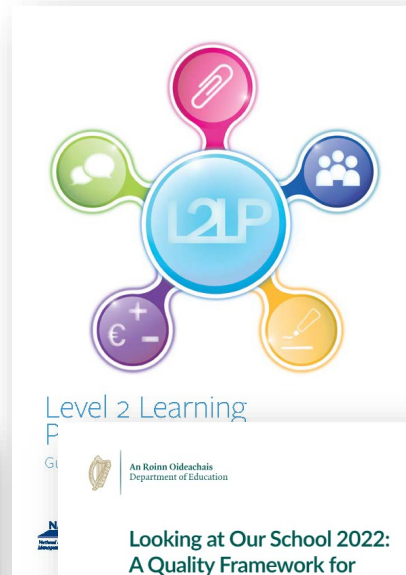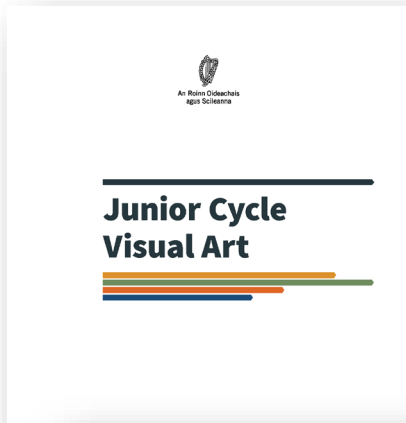
? Reflecting on your established approaches to design and collaborative practice, what specific changes might you consider implementing?

Key Documents

Oide
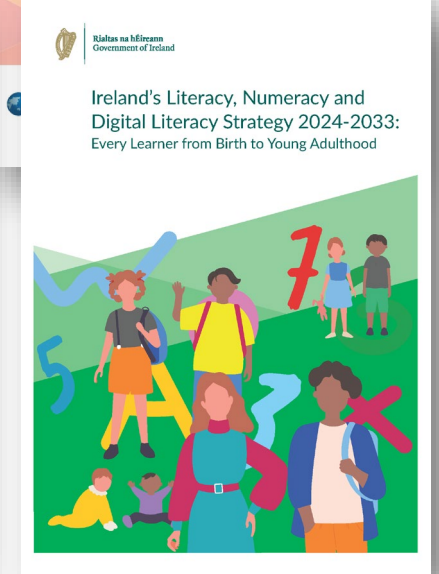
Junior Cycle Visual Art

Art — Curriculum Specification

Level 2 Learning Programme

School Sector – Climate Action Mandate — Sustainability Guidelines

Educational Research and Innovation — Fostering Students' Creativity and Critical Thinking — WHAT IT MEANS IN SCHOOL

KEY SKILLS OF JUNIOR CYCLE — NCCA

SENIOR CYCLE KEY SKILLS FRAMEWORK — NCCA

Looking at Our School 2022: A Quality Framework for Post-Primary Schools — Inspectorate — Updated January 2024

ESD to 2030: Second National Strategy on Education for Sustainable Development

Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024-2033: Every Learner from Birth to Young Adulthood

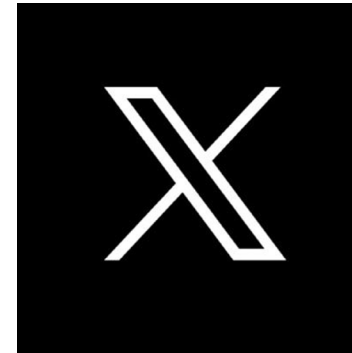# Visual Art /Art Supports

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