



# Design Thinking for Creative Learning

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# What we have in store today

Introduction to **Design** and **Design Thinking**

Orientation to the Design Thinking approach to **learning** and **creation**

Discuss **implications** for educators, learners, and schools

# Introduction: My Life as an Educator



Special Education Teacher

Professor

Consultant

Psychologist

Carnival Sales Agent

Designer

Restaurant Server





# Poll: Design Thinking (familiarity)

# What is Design Thinking?

It's the foundation for **innovation**, which is defined as:

**Learning transformed into value, by design**

It's a **framework** for approaching the **innovation process**



# What is Design Thinking?

The way of **approaching the world as a designer**

Linking our **creativity** with our **perception** and **craft** to creating new or better ways to address issues and problems

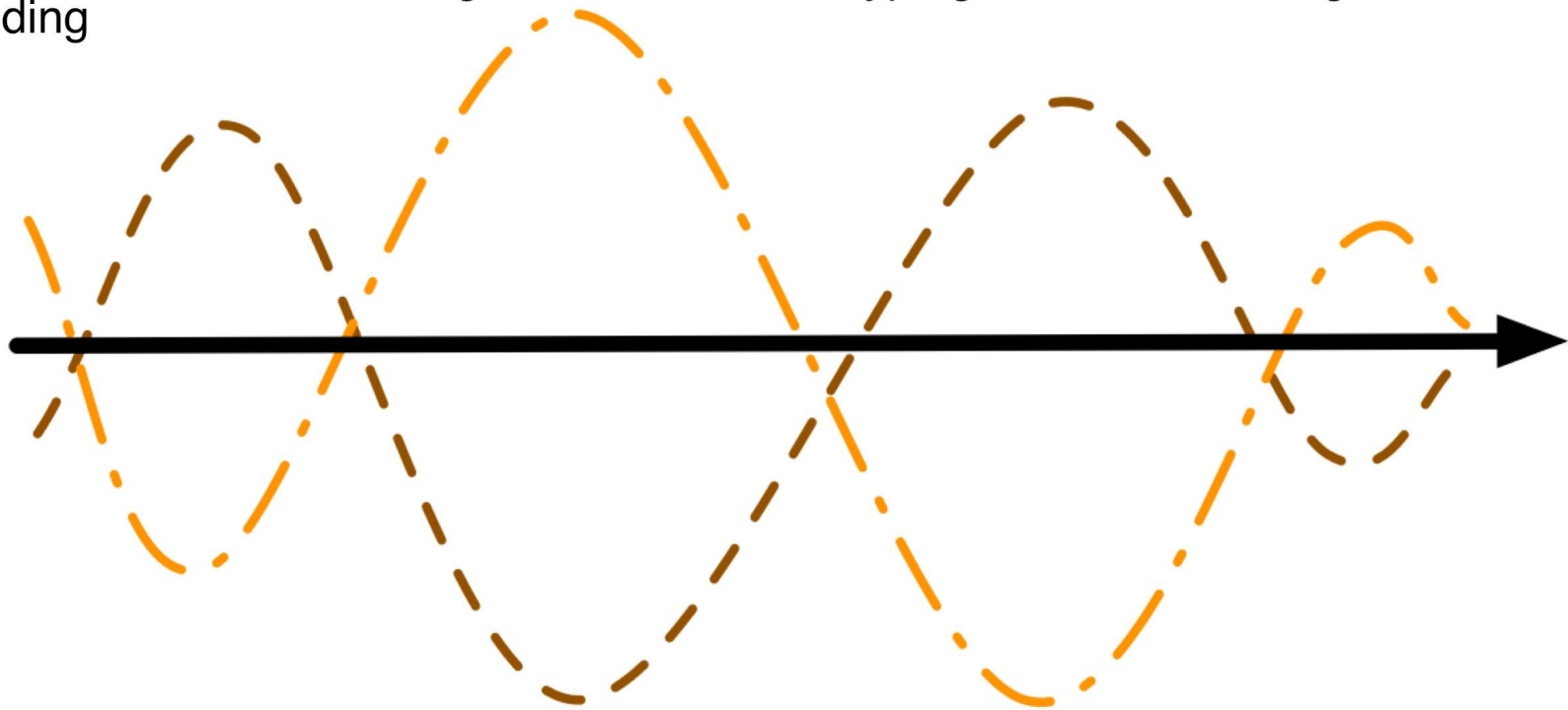
Brings together ways of **seeing**, **thinking**, and **doing** with **planning** (intention)

Problem  
Finding

Sensemaking

Prototyping

Refining



Discovering  
& Uncovering

Ideating

Evaluating

Evolving



# Why design thinking for education?

Design thinking is about **creating something of value to someone**

Draws on different **senses, aptitudes, skill sets, knowledge**

Taps into children and adults' natural sense of **curiosity, creativity, and generosity**

Provides a framework for **working and creating together**

# Three Stages + Design Thinking

Framing - Finding - Solving

**Framing** gets learners thinking about the bigger picture of where their issue fits within a larger context

**Finding** helps learners seek solutions that make a reasonable, responsible difference in shaping the world

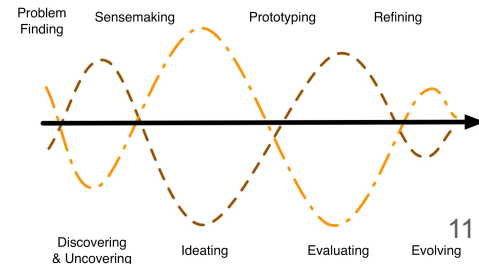
**Solving** is the effort to create something that has value

# 1. Framing: Looking at Systems

Framing is about **systems**; interconnections of people, things, intentions.

Initiates conversations about **value**, what that means, for whom, and how people can value different things.

Fosters **empathy** and helps with **perspective-taking**

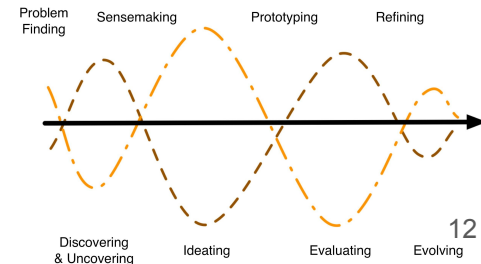


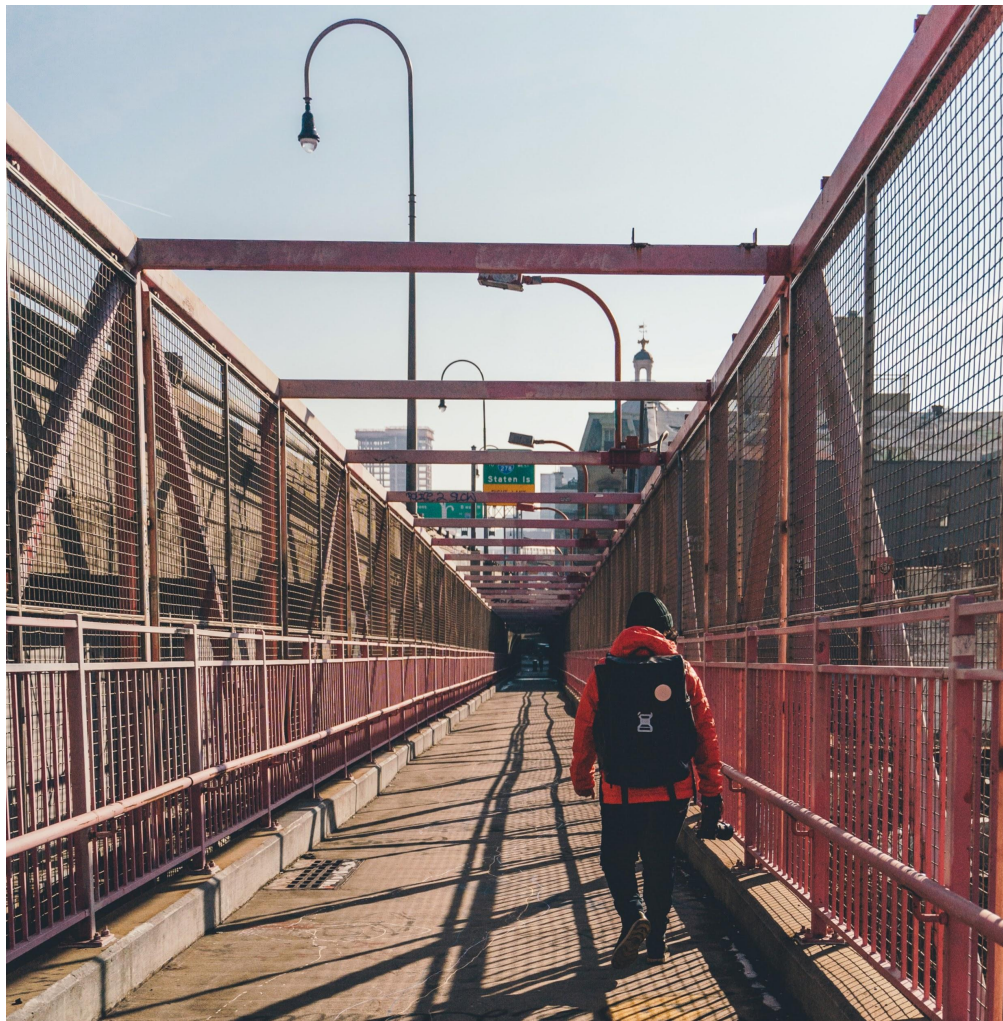
## 2. Discovering: Background Research

Finding out what has been done before and see **possibilities** and **constraints**

Build understanding of the problem through **inquiry**

Different **methods** and **tools** (e.g., 'A Day in the Life')





# A Day in the Life



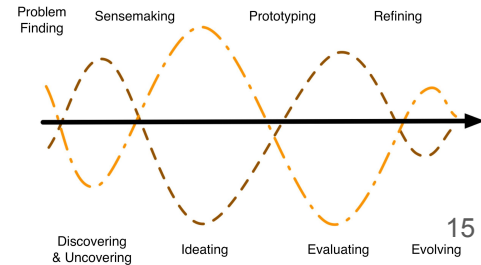
# Poll: Challenges for Students

# 3. Sensemaking

What does it mean? What questions are left unanswered?

What is **missing**?

Helps foster the skills of **synthesis** and placing problems into **context**



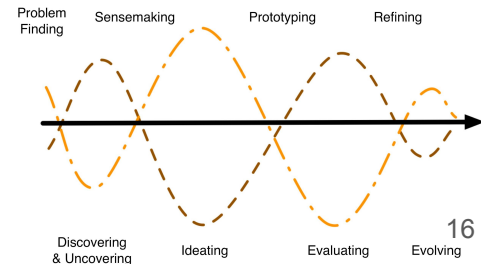
# 4: Ideating

A fun and interactive activity

More is better; go for **volume over quality**

Avoid judgement

Be **fantastical**; sometimes the practical has a home in the **ridiculous**





*How might we?*

How might we...

create quality opportunities for  
**inclusion** for people of different  
abilities, backgrounds, and beliefs to  
**thrive in Learning?**



# Exercise

# Ideating Part 2: Organize

Bring ideas **together, combine things**, generate additional ideas and **possibilities**

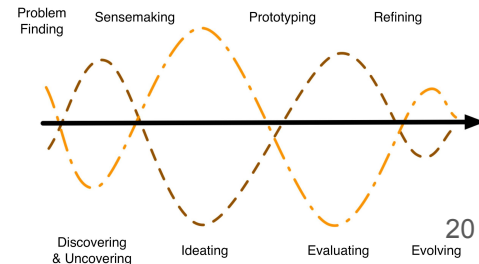
**Refine** and focus

Vote for **plausibility** and **possibility** (what can you actually *deliver with what you have?*)

**Stretch** your thinking and focus your planning



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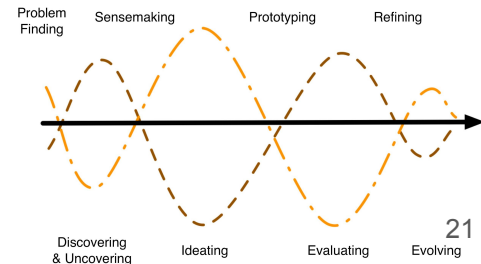
# 5. Develop

Build a **model** of what you want to see

**Play, try, experiment, and test**

**Learn-while-doing**

Nurtures **leadership, communication, organization, and craft** skills



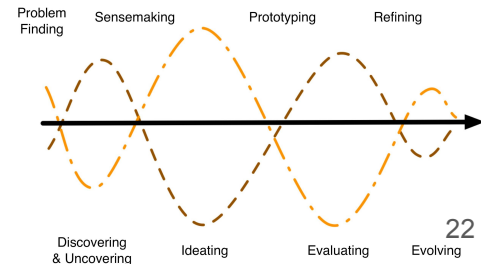
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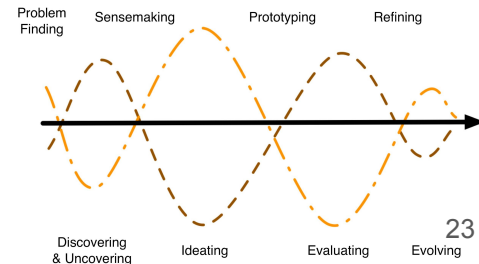


## 6. Refine and launch

Try things out -- see what happens

Make **refinements** and keep modifying until you're ready with something to share with others

Helps learners realize the role of small **adjustments**, **expectations**, **'failure'**, and not having to be perfect.

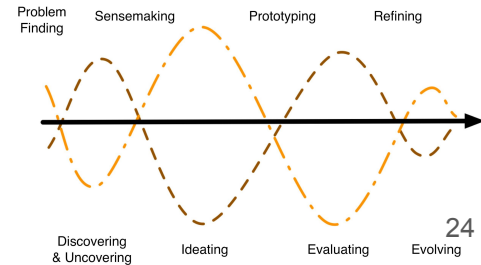


# 7. Evaluate

**Observe** what happens when you launch your product or service into the world

What changes? What and who does your innovation **'touch'**?

Illustrates the importance of **'real world' use** and the differences between **intentions, implementation, and real impact**







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