Using Empathetic Design Thinking to Fuel Your Learning Experience Designs

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Objectives

● Explore the learning design thinking process.
● Develop greater empathy skills to help you create more user-centered solutions.
● Discover ways to build consensus and increase collaboration on your team.
● Generate innovative learning design ideas aligned to a specific learning problem, learner needs, and an evidence-based learning model.
Pearson Design Thinking Process

**Discover**
- Define the challenge/problem to solve
- Observe and gather stakeholder insights
- Generate pain point themes

**Empathize**
- Map stakeholder needs and wants
- Consider design implications

**Prototype**
- Create detailed storyboards of frameworks
- Integrate instructional & scaffolding content

**Architect + Align**
- Connect models and patterns to needs and wants
- Consider ongoing evidence to apply "What Works"
- Generate digital learning frameworks

**User Validate**
- Solicit stakeholder feedback
- Validate problems to solve and jobs to be done

**Research**

**Synthesis**

**Validation**

**Ideation**

**Pitch + Evolve**
- Organize and continually update a library of evidence-based models and patterns
Icebreaker Activity
Paper Clip Challenge: Solo Brainstorm

Write down as many uses for a paper clip as you can think of.

3 Minutes
Paper Clip Challenge: Pair and Compare

1. Get with your group.
2. Compare your ideas.

3 Minutes
Paper Clip Challenge: The Contest

Work with your partner(s) to come up with more ideas.

Goal: Be as creative as possible.

3 Minutes
Paper Clip Challenge: Share Out

What’s your group’s most creative idea?
Setting the Stage
Setting the Design Think Stage: Testing Assumptions
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Why are 21st Century Skills Important?

Learners who have **high 21st century skill development** are twice as likely to have higher work **quality** compared to those who had low 21st century skill development.

- Job applicants are assessed in these areas during the hiring process and during annual performance appraisals.
- 75% of executives said that they believe these skills and competencies will become more important to their organizations in the next three to five years.

Discover: Identify the Problem to Solve

How might we support the development of problem solving, creativity and collaboration skills in college students using engaging learning models?
Empathize: Identify Learner Needs and Wants

On your own, list as many LEARNER pain points as you can related to the problem statement - 1 idea per Post-It.

10 Minutes
Empathize: Identify Learner Needs and Wants

- Share your pain points with others in your group.
- Group like points together in clusters.
- Prioritize top 3 pain points.

10 Minutes
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Align & Architect: Connect models to needs

Key Elements in Fostering 21st Century Learning

Elements of Game-Based Learning
### 6 Key Elements to Fostering 21st Century Learning

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Emphasize core subjects</strong></td>
<td>Knowledge and skills for the 21st century must be built on core subjects (reading, math, history, etc.)</td>
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</table>
| **Emphasize learning skills** | Information and communication skills  
Thinking and problem solving skills  
Interpersonal and self-directional skills |
| **Use 21st century tools to develop learning skills** | Information and Communication Technologies (ICT) literacy |
| **Teach and learn in a 21st century context** | Students need to learn academic content through real-world examples, applications, and experiences inside and outside of school |
| **Teach and learn 21st century content** | Content to include global awareness, financial, economic and business literacy, civic literacy |
| **Use 21st century assessments that measure 21st century skills** | These include high quality standardized tests, as well as classroom assessments that measure students’ performance on the elements of a 21st century education |

Why is Game-Based Learning Important?

1. Motivational and engagement affordances (via game elements)
2. Embodies learning by doing
3. Provides new way to support learning in authentic contexts
4. Enables assessment of a variety of competencies
5. Enables more fine grained assessment for diagnostic purposes

Gee, 2007; Kafai & Dede, 2014; Squire, 2005; Shaffer, 2005; Shute & Ventura, 2013
Design Time!
Rapid Prototype

Create a learning solution.

Align your solutions to your prioritized learner NEEDS and the learning MODELS.

Sketch, storyboard, bulleted lists, whatever works

10 Minutes
User Validation

Share your ideas with your group. Listen to their feedback.

What are 3 things you’d change based on what you’ve heard?
Pitch

30-second share-out:

- Describe your solution?
- What are 1-2 things you’d change based on what you’ve heard in your user testing?
Questions? Comments?

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