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

Pitch + Evolve
Organize and continually update a library of evidence-based models and patterns

Discover
Define the challenge/problem to solve

Observe and gather stakeholder insights

Generate pain point themes

User Validate
Solicit stakeholder feedback

Validate problems to solve and jobs to be done

Research

Validation

Synthesis

Ideation

Prototype
Create detailed storyboards of frameworks

Integrate instructional & scaffolding content

Empathize
Map stakeholder needs and wants

Consider design implications

Architect + Align
Connect models and patterns to needs and wants

Consider ongoing evidence to apply "What Works"

Generate digital learning frameworks

Icebreaker Activity

Paper Clip Challenge: Solo Brainstorm

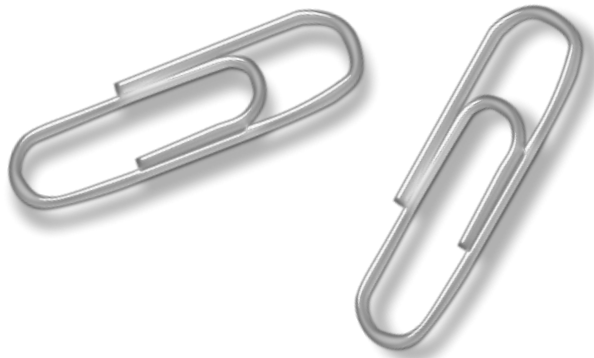Write down as many uses for a paper clip as you can think of.

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.
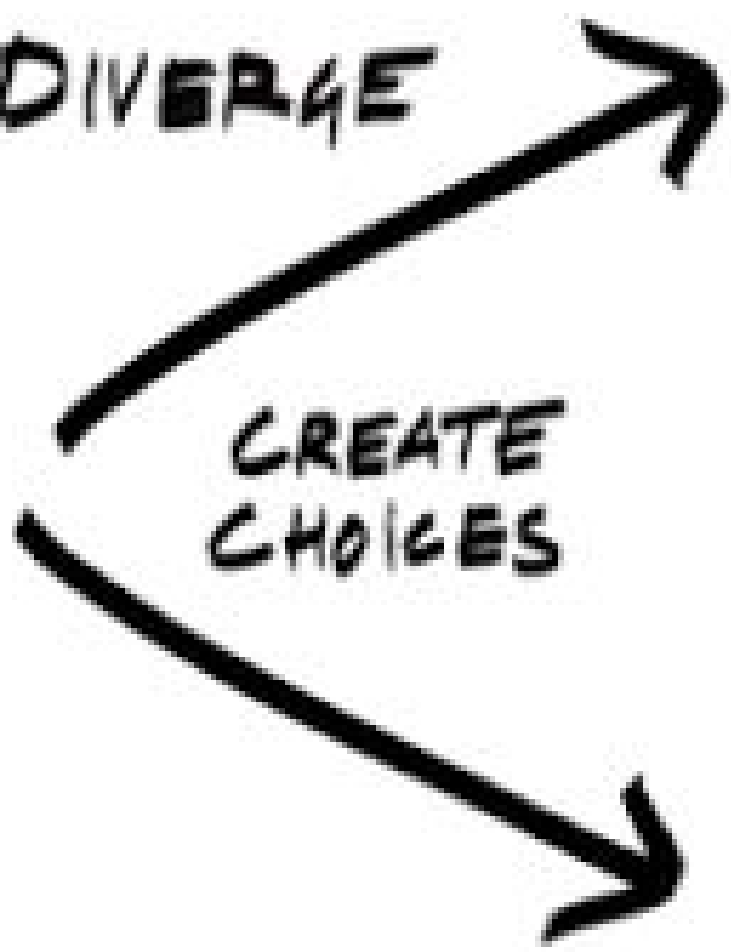
Goal: Be as creative as possible.

3 Minutes

Paper Clip Challenge: Share Out

What's your group's most creative idea?
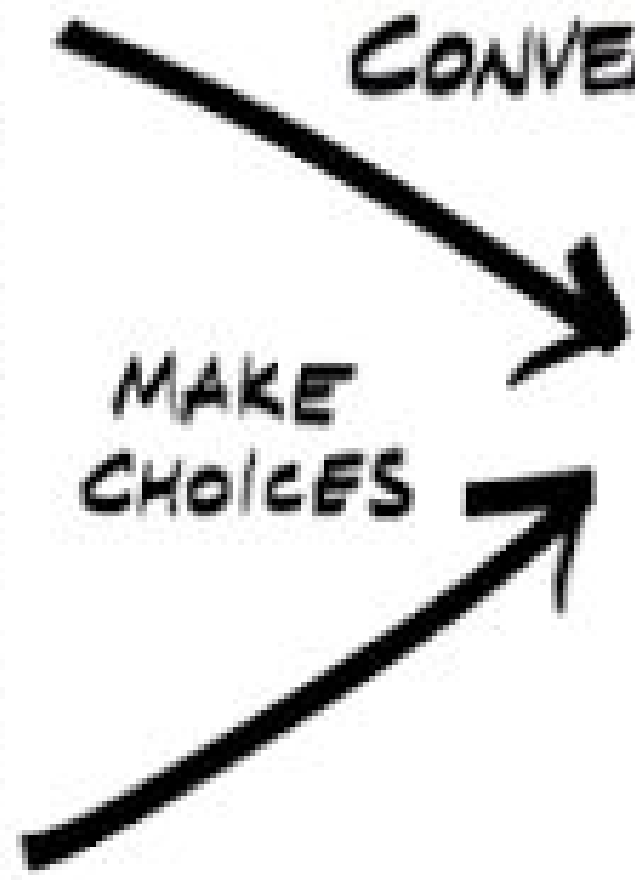
DIVERGE — CREATE CHOICES

CONVERGE — MAKE CHOICES

Source: IDEO U

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.

(American Management Association, 2012 http://playbook.amanet.org/wp-content/uploads/2013/03/2012-Critical-Skills-Survey-pdf.pdf ; 21st Century Skills and the Workplace_Gallup-Microsoft-Pearson Report)

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

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Emphasize core subjects	Knowledge and skills for the 21st century must be built on core subjects (reading, math, history, etc.)
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

(http://www.p21.org/storage/documents/P21_Report.pdf)

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

Games ▶ Play ▶ Flow ▶ Motivation ▶ Learning
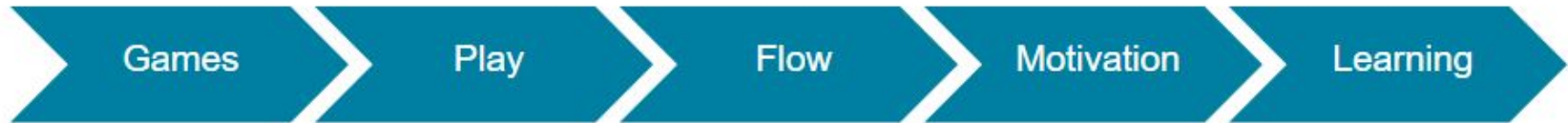
Gee, 2007; Kafai & Dede, 2014; Squire, 2005; Shaffer, 2006; Shute & Ventura, 2013

Design Time!
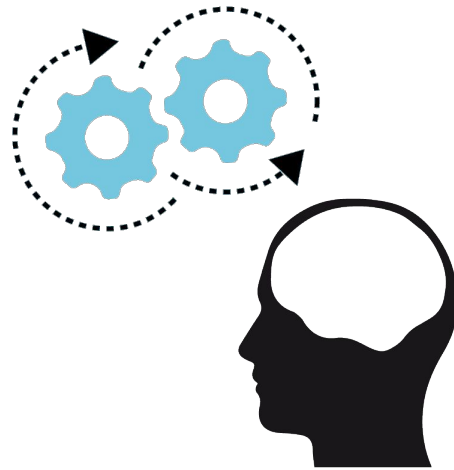
Rapid Prototype

Create a learning solution.

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

Sketch, storyboard, bulleted lists, whatever works

10 Minutes

Pearson

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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