Designing the Future of Learning

An Innovation Toolkit

For the kid-FRIENDLy 2014-15

Personalized Learning Focus

October 2014

Innovation Toolkit for kid-FRIENDLy

We believe that great things are possible when learners are drivers of their own learning.

This is true for learners of all ages. This toolkit is designed to help you dream big, learn from others, and take the next steps towards a learning-rich future – in short, to drive your own learning and in turn build environments in which students drive their own learning.

By January 30, 2015, we want to hear your best thinking about your school's innovation focus. We will collect these, organize them so that you can see which schools are doing what, and mobilize our supports to help you try, learn, and succeed. See the "Innovation Snapshot" for more information.

We believe that if we are all part of the change, take risks, and learn with trust, freedom, and excitement, then together we will ensure all students graduate college and career ready and enter the world as productive, influential citizens. And we will enjoy creating opportunities for students.

DESIGNING YOUR SCHOOL'S LEARNING

WHY should schools describe the future?
The primary goal is to enable kid-FRIENDLy schools to move their School's Personalized Plan forward by developing an innovative focus that best fits their students, current capacity, and the desired future.

Additionally, this design process will help you:

- to further focus and further develop a compelling idea/idea(s) that will lead to your desired future for personalized learning
- to share those compelling ideas with other kid-FRIENDLy participants and the broader educational community, and to promote development and refinement of those ideas
- to gain targeted support from kid-FRIENDLy staff and resources

HOW will we accomplish the work?
The process will build off the current School Personalized Learning Plan, which provided common supports for building foundations. The school-based personalized learning team members will gather and consider information about their school's learners, their school's context, and their school's capacities. They will also gather and consider information about the possibilities for the school's future for personalized learning.

Possible tools and processes for the committee to use in this work (described in detail in following pages) are:

1. Design Thinking, Step 1: Empathize
2. The Future of Learning
3. Learning from Models in the Field

Team members are also free to use other processes to arrive at the answers to the questions below. Kid-FRIENDLy staff members are available to assist throughout the process.

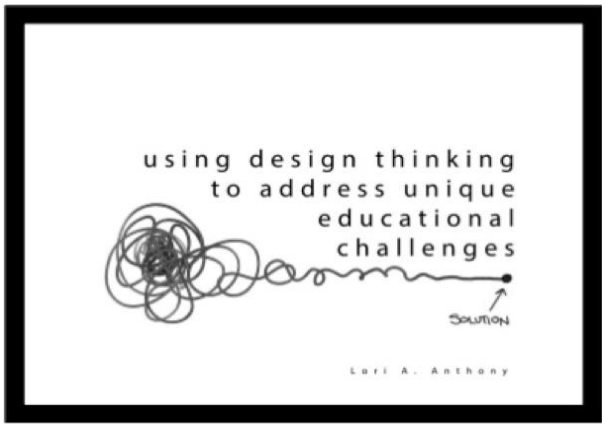
WHAT information will schools provide?
Principals will work with the school-based Innovation Team to **develop a 1-2 page written description**. While the snapshot should include responses to the prompts below, in the spirit of personalized learning, schools have the freedom to create their "Innovation Snapshot."

- a description of the future for the learners in your school
- the compelling strategy that will best lead to that future
- what data, insights, and/or research led to the selection
- current capacity and supports available or needed
- current status with respect to the idea(s) – planning stage? ready to launch? enhancing or expanding an existing innovative practice? – what are a few next steps you will take?

WHEN should we have the information complete?
By January 30, 2015 to your program manager. School-based personalized learning innovation teams will begin gathering and considering information. The *School Snapshot Submission Details* provides the details for submitting school responses.

Please visit our website to learn with other and download the tools.

www.kidfriendlyky.com



Special Thanks to the following Thought Leaders for helping the kidFRIENDLy team think creatively with a keen focus on innovative practices.

Elizabeth City, Harvard Graduate School of Education

Scott Ellis, CEO, The Learning Accelerator

Aaron Wilson-Ashstorm, Experience Institute

PROTOCOL #1:
Design Thinking

DESIGN THINKING

Design Thinking is a human-centered process for developing innovations or solving complex problems. It is appropriate for all levels of the organization – from the classroom to the board room – and you do not have to be certified or specially trained to use Design Thinking. You can access the process and tools tonight and begin tomorrow morning.

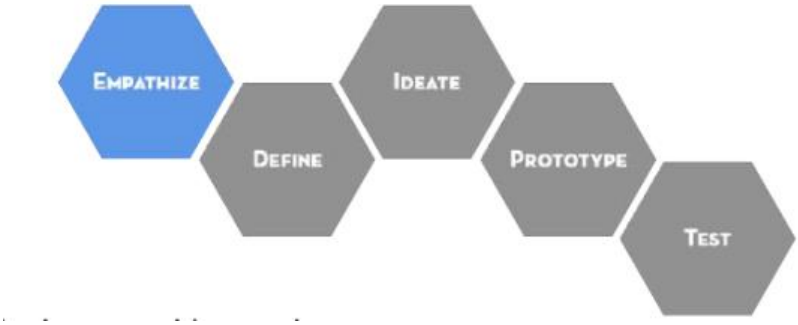
You will probably notice multiple models and protocols labeled "Design Thinking," most of them similar to one another but perhaps with different labels or combined steps. For the kid-FRIENDLy work we have chosen to adopt the five modes defined by the Institute of Design at Stanford (d.school): Empathize, Define, Ideate, Prototype, and Test.

While Design Thinking does not require certification or specialized training, it does require you to approach the process in a certain way. The d.school labels these *d.mindsets*, and they may challenge our usual mindsets for developing innovations or solving complex problems. The d.mindsets are: focus on human values (notice the first mode in design thinking is *empathize*), embrace experimentation, have a bias toward action, show don't tell (note the story above), be mindful of the process, craft clarity, and embrace radical collaboration.

We have provided some "getting started" resources to help your school-based personalized learning team members understand Design Thinking. We have also provided specific resources for the first mode: Empathize. We suggest your team members begin the work of describing the future of their school by gaining some new perspectives about the end users (students).

DESCRIPTION:

Members of the s Innovation Team are invited to use a process that is centered on *empathy* for the end users – their students. Students' needs help define the challenge so team members can *ideate* what might be possible then *prototype* and *test* their idea(s). This is a five-phase process that is completed over time.



Information in this section provides tools for members to understand Design Thinking, to implement the empathizing phase, and to determine next steps. This is a multi-step protocol intended to be completed in multiple sessions. Total time will depend upon team-determined activities.

Step 1: Getting Started (45 minutes)
Step 2: Empathize (varies – team choice)
Step 3: Consolidate Stories and Data (1-2 hours)

Materials

- *The Bootcamp Bootleg*
- Tim Brown article http://voices.mckinseyonsociety.com/why-social-innovators-need-design-thinking/
- IDEO shopping cart video http://wn.com/abc_nightline__ideo_shopping_cart
- Sparktruck website http://sparktruck.org/
- Shadow a Student Observation
- Student interview process/questions and notes page (included)

DESIGN THINKING

Step 1: **Getting Started:** Understanding Design Thinking

What: "Divide and conquer" to review general information about Design Thinking, then share the learning across your team. Assign each team member one of the following resources about Design Thinking to read/watch then share with the group to establish a foundation of understanding.

Estimated Time: Approximately 45 minutes (15 minutes to read/watch for prep; 30 minutes for discussion)

Resources:

- Pages 1-5 of *The Bootcamp Bootleg* for an overview of Design Thinking http://dschool.stanford.edu/use-our-methods/the-bootcamp-bootleg/
- IDEO shopping cart video to see Design Thinking in action http://wn.com/abc_nightline__ideo_shopping_cart
- Sparktruck website to see an idea that resulted from Design Thinking that promotes Design Thinking: http://sparktruck.org/
- An article by Tim Brown about applying Design Thinking to services: http://voices.mckinseyonsociety.com/why-social-innovators-need-design-thinking/
- For a foundational understanding of the Empathize Mode, pages 6-12 of *The Bootcamp Bootleg.*

Questions for Discussion:

- What's the big idea in what you read/watched?
- How is design thinking like and different than current ways of thinking and doing in your school?
- What excites you about what you read/watched?
- What do you wonder?

Step 2: Empathize, **Understanding the People you Design for**

One of the core principles in design thinking is to understand users' perspectives. Below are some suggestions about how to observe, engage, and immerse in order to empathize with the "users" of your learning system of the future. (Page 7 of *The Bootcamp Bootleg* provides more information.)

Shadow a Student Observation Protocol:

What:
Each member of the School Personalized Learning Team will follow a student for a day or portion of a day

Estimated time:
1 full school day (possible one-half day), including 30 minutes prior to the day to decide on observation focus and questions and at least 1 hour after school (or another time soon after the observations) to share information.

Tips:
The students selected for observation should represent the range of students in the building (age, interests, academic achievement, cultural diversity and so on). If possible, the student should not know s/he is being followed. (However, teachers need to know). The team should decide in advance on what the observation should focus to assure common information. The observer could take notes on the student interactions with other adults and students, conversations, engagement, etc.

Potential Focus of Observations:

- What kinds of tasks does your student engage in?
- What does (s)he talk about? With whom? What questions does (s)he ask?
- When does (s)he seem most engaged? Least engaged? How do you know?
- What kinds of choices can (s)he/does (s)he make about what and how to learn?
- What else strikes you as important about your student's experience?

Shadow a Student Observation Protocol

Team agreed to focus on:

WHAT is the student doing?	HOW is s/he doing it? (describe with details)	WHY is the student doing it this way? (interpret)

Student Interview Protocol:

One of the best ways to find out more about the learning experience is to ask the learners and the people who support their learning. Below is a protocol for interviewing students.

What: Individual team members may choose to interview one student at a time, or pairs of team members may interview four to five students in a group. The team should plan a common set of questions to provide some common information.

Estimated Time: ~30 minutes per interview, plus time to decide questions before interviews and consolidate and discuss data after interviews

Sample Interview Flow and Questions for Talking with a Student

(Note - this is meant to be an example of an interview with a student. Refer to d.school Bootcamp curriculum, "Interview Preparation" and "Interview for Empathy" documents for more information and tips).

Introduce yourself and the purpose of the school developing an innovation for personalized learning. Encourage the student to share his/her thinking. There are no right or wrong answers.

Background Information

How long have you been a student at ___(school)___?

How many brothers and sisters do you have, and how many of them are students in the district? What are some of the things you like best about _____? What are some of the things you like least about _____?

Evoke Stories/Explore Emotions

You have shared that you enjoy seeing your friends. Can you tell me more about that?

- Describe a time with your friends that was particularly interesting/fun/exciting/etc.
- Would you say more that school helps you make friends and spend time with them, or that it gets in the way from you spending time with friends? (Explain)

You said that you like your _____ class. Can you tell me more about that?

- Tell me about a particularly interesting project/assignment you did.
- How is _____ class similar to other classes, and how is it different?
- What are some important things you can learn from ____ class/making _____? (Why are those things important to you?)
- If you could have more time for _____ class, would you want that? Why or why not? How important to you is the _____ teacher?

Other good questions that will help you identify opportunities for innovation:

- Describe a time when you had to solve a problem, either in school, or some place outside of school. (What was the problem? Did you work alone or with others? What did you learn in that process?)
- Describe a time in the last month when you felt stressed about something related to school. (What was happening? Who was involved? Did you ask for help? Why/Why not? How did the situation end up?
- If you could change school to make it better in one way, what would it be? Why?

Student Interview Questions and Notes

Interviewer Name_____ Date _____

Questions	Points to Remember

Thanks and Wrap-Up

Is there anything else that would be good for me to know?

I want to thank you again for taking the time to talk with me today. It's been really helpful for me to learn more about you and your experiences here.

Step 3: Consolidate Stories and Data

What: Once individual team members have collected data through observations, immersion in a "day in the life of a student," and interviews, it's time to share that data across the team and consolidate your findings.

Estimated Time: Optimally 2 hours; at least 1 hour

Resources:

- See bootcamp bootleg p. 13-17 for 5 ideas about how to share data through maps, stories, composite characters, and sticky notes galore.

Tips:

- Listen for surprises.
- Listen for variation. You wouldn't expect all users to have the same experience and perspective.
- Try to stay in a "notice and wonder" space while listening and sharing your data. Save your ideas for action steps later. Remember that the point of this step is to empathize, which will inform future action.
- Look for patterns and ways to consolidate your understanding across data points. At the same time, don't force everything to be part of a pattern. It's okay if something is a unique data point.
- Use visuals to help make sense of your data (*The Bootcamp Bootleg* has several ideas for visuals, which will also provide a record later of some of the data).