

Disruption by Design:
Promoting Authentic Learning & Student Engagement by
Integrating Design Thinking & Improv Principles in Classrooms



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Workshop Overview

1. Welcome
2. Intro to improv
3. Improv exercises
4. Principles & implications
5. BREAK
6. Introduction to Design Thinking
7. Applying Design Thinking to teaching (group)
8. Instructional Design exercise (individual)
9. Closing
10. Questions
11. Closing exercise

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Learning outcomes

Participants will leave with:

- (1) Knowledge of design thinking and improv principles
- (2) Specific teaching strategies that can be incorporated into the classroom context
- (3) Concrete practical curriculum applications.

Principles of Improv

- Accept offers
- Teamwork
- Mindless enthusiasm
- Creativity
- Active listening
- Co-creation
- Yes, and . . .
- Risk Taking
- Mistakes are invitations



Introduction to Design Thinking

Design thinking is a prototype driven, iterative method of creative resolution of problems characterized by a human-centered approach. The nature of the design thinking process is collaborative and playful.

Linear process

Key steps in design thinking

DESIGN THINKING





Design Thinking - The Movie





Your Design Thinking Application Challenge!

How do can we encourage students to disengage from the social aspect of their phones while in class?



Improv & Design Thinking

Review...

Key Points ...

Common principles / outcomes

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Exercise: Think, Pair, Share

Think: *What did you find valuable or most relevant about this session?*

Pair: *Find a partner*

Share: *Discuss*

REFERENCES

Improvisation Principles and Techniques for Design
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WHY PLAY?

Why use playful and meaningful strategies to teach difficult, complex content?

Principles

1. A sense of play engages the experiential mind of students.
2. Play provides the opportunity for students to apply a variety of multiple intelligences (Gardner's multiple intelligences, 2003).
3. Lively strategies provide significant opportunities for the professor to plan for, and students to further develop and apply, skills in both emotional literacy and interpersonal relations.
4. Classes that employ a variety of strategies, accommodate highly diverse groups of students.

WHY PLAY?

Playful and meaningful strategies empower learners

How?

- give students a voice
- experiential learning opportunities
- allow learning through mistakes/failure

WHY PLAY?

Emotional literacy and interpersonal relations

How?

- Establishing and building trust
- Sharing control
- Spontaneity and openness
- Being engaging
- Listening
- Being accessible
- Being flexible
- Being inclusive
- Building meaningful leadership opportunities

Five Principles of Improv

Taking Risks



Five Principles of Improv

- Taking Risks and possible outcomes....
 - Risk of Success (we enjoy success)
 - Risk of Failure (we learn from failure)

BOTH success and failure happen,
how we react is important.

Other considerations

- Tense state vs. Relaxed state (learner's stress activation brain's capacity to remember and learn)
- Self-knowledge

Five Principles of Improv

- Accepting Offer



Five Principles of Improv

- Accepting Offers (or Not Blocking)
- When you accept offers you ...
 - share the control of the scene
 - build trust through validation
 - move the scene forward
 - listen
 - become open and flexible

Five Principles of Improv

- Mindless Enthusiasm
- (M.E.)



Five Principles of Improv

- Mindless Enthusiasm (M.E.)

When you use M.E. you ...

- add energy to the scene
- build trust through validation
- inspire people to believe in themselves
- inspire yourself

Five Principles of Improv

- Keep It Simple





Five Principles of Improv

Keep It Simple

When you keep it simple you ...

- can be focused
- are accessible and inclusive
- build a scene together more readily
- listen

Five Principles of Improv

- Play with High and Low Status
- When you can play with status you can ...
 - place yourself instead of being placed
 - place other people in a different status
 - recognize statuses quickly and use it to make a scene interesting