Disruption by Design:

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



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Presenters:

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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

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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?

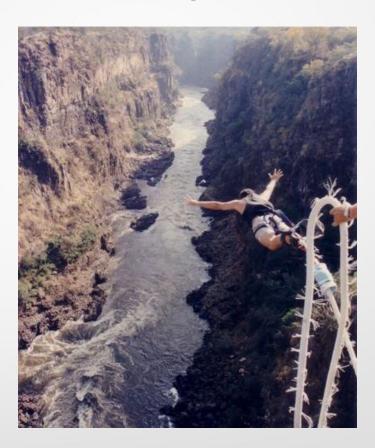
- give students a voice
- experiential learning opportunities
- allow learning through mistakes/failure

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

Taking Risks



- 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

Accepting Offe



- 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

- Mindless Enthusiasm
- (M.E.)



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

Keep It Simple



Keep It Simple When you keep it simple you ...

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

- 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