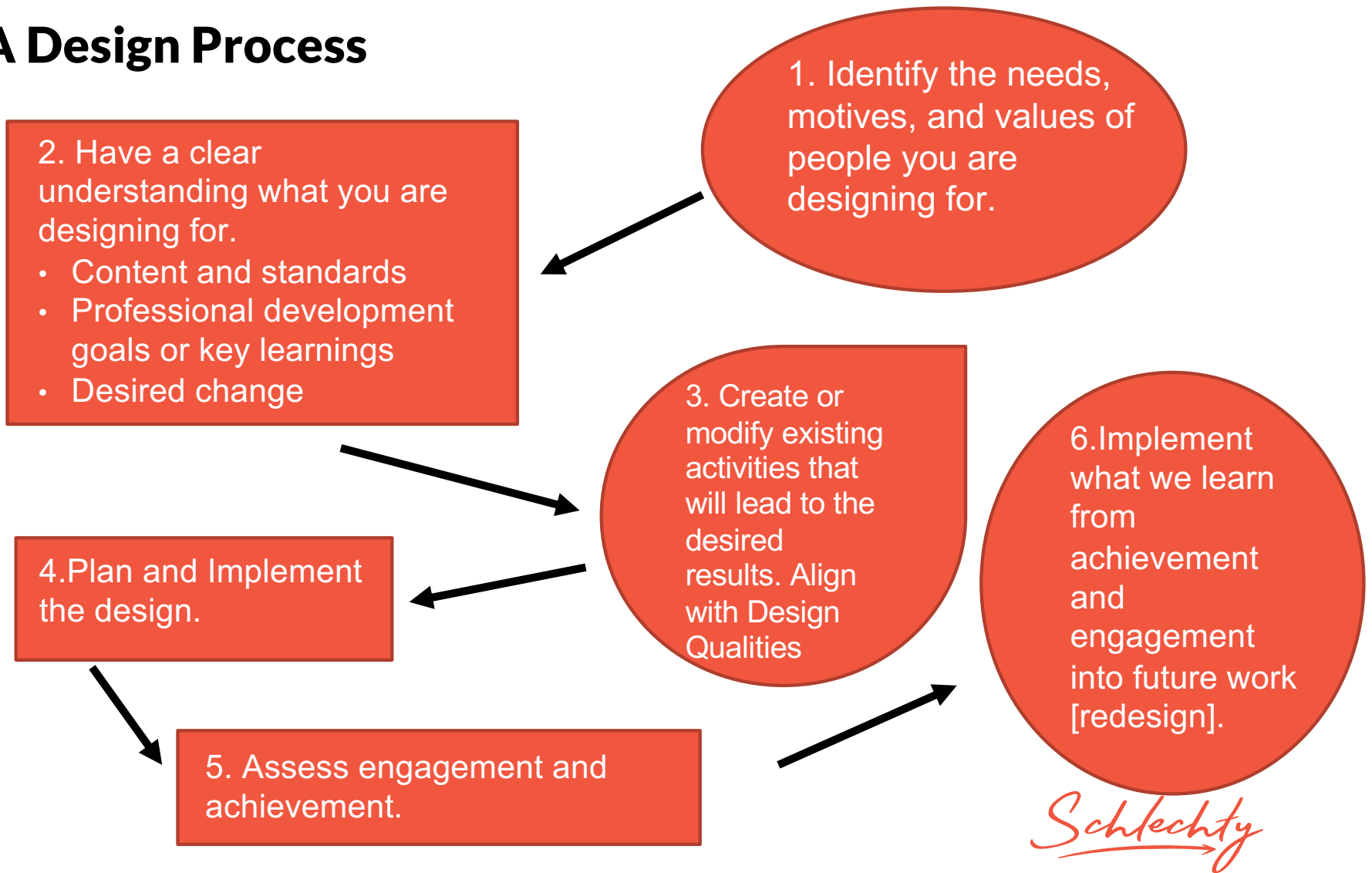


A Design Process

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A Design Process



Identifying Needs, Motives, and Values



Create a Spec Sheet

- Using the Schlechty Center Design Card – Side 1, create your spec sheet.
- The Design Card is a guide – not a checklist or a mandate.
 - Add any and all applicable information to help you know your students.

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A Clear Understanding of What the Design is For

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Identify

- Content Standards
- Topics
- Skills/Processes
- Concepts
- Essential Content

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Picture of Success

- It can be very helpful to identify an overall picture of success for the design.
- Create a statement that summarizes the goal of the work.
- Example: “Describe how a particular literary plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.”
- Many state standards make an excellent starting place for developing a Picture of Success.

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Resources

- [Schlechty Center Content/Standards and Picture of Success Form](#)
- [Spec Sheet Examples](#)
-

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Create or modify existing activities that will lead to the desired results. Align with Design Qualities.



Activities – Designing From Scratch

- When **designing from scratch**, brainstorm student activities that will facilitate learning.
 - Original ideas
 - Ideas from similar lessons
 - Internet
 - Teacher collaboration
 - Schlechty Center Design Template
- **Choose the activities** best suited to facilitate learning and meet the needs of your learners by matching to Design Qualities.

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Redesign

- Redesign is the art of taking an existing unit of work and fine-tuning it.
- If the needs, motives, and values are known – and the content is established – the only remaining task is to run a check of existing activities and decide what can stay, what has to go, and what new activities might we add.
- When adding new activities, the process is the same as designing from scratch.

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Activities - Redesign

- When **redesigning existing work** write down all the student activities in the existing design.
- Add + or – signs based on past student reactions to the work.
- Compare this work with the spec sheet. Note the activities that support the spec sheet and those which do not. (Design Qualities)
- Add original ideas and ideas from similar lessons
 - Internet
 - Teacher collaboration
 - SC Design Template
- **Choose the activities** best suited to facilitate learning and meet the needs of your learners by matching to Design Qualities.

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Activities – Product-Oriented

- Product-Oriented Design is when the designer starts with an idea, theme, problem, project, or product and works backwards. [Because sometimes you just get a really good idea!]
- Learn to break down and analyze the idea.
 - Can the idea address the Design Qualities you seek to emphasize? [Address needs, motives, and values.]
 - Can you teach what you need them to learn through the project? [Compare with the standards.]
 - Can activity be designed around the idea? [Create student activity ideas.]
- Project-Based Learning often begins with a large project idea.

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Reverse Design Examples

- Novel Study – the designer decides that the study of a specific novel can accommodate multiple ELA standards.
- Super Bowl Unit - A teacher breaks down possible math content in a super bowl game and creates a unit using multiple standards.

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Ideation - Webbing

- Some national design models [IDEO] call the process of brainstorming and creating activities **Ideation**.
- It can be very helpful to illustrate activities with a graphic organizing tool. The Schlechty Center suggests using a web tool to show, create, evaluate, and organize learner activities. For this reason, the Schlechty Center often refers to this stage as **Webbing**.

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Collaborative Design

- Multi-Discipline Collaborative Design: When multiple people across disciplines are on the designing team.
 - Strengths: Fresh ideas.
 - Challenges: Immediate application to classroom not there for all participants.
- Single-Discipline Collaborative Design: When all designers are from the same subject or grade-level.
 - Strengths: Everyone gets a take-back [the design]. Idea exchange is often more focused.
 - Challenges: Be sure each person fine tunes for their learners needs, motives, and values.

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Resources

- Examples of learner activity in a web.

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Design to Assess Achievement and Engagement

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Assessing Engagement

- Formal survey
- Observation
- Conversation

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Final Steps

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Final Steps

- Move to planning and map out any details needed to implement.
- Implement the design.
- Reflect on the work for implications in future designs.

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LEAD THE CHARGE IN LEARNING

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