



## **‘D.I.Y. - Design It Yourself’**



*‘Leaders might invest professional learning time in creating those shared understandings of how to plan and execute IDL experiences, and invest in external support if it is required to get things started.’*

from **‘IDL – ambitious learning for an increasingly complex world’** – *A thought paper from Education Scotland, NoTosh and a co-design team from across Scotland.*

### **Your Task**

Heeding the wisdom of the quoted suggestion, your team will have dedicated time to collaborate with each other in co-designing the outline of a project. As the ‘external support’, we have provided a variety of resources to assist you.

### **Resource Materials**

- Padlets detailing the designs of the projects you viewed in the iMovies during the Zoom Meeting
- *Designing for Learning with Five Key Concepts* (Sway Document)
- *DIY - Design It Yourself – 3Cs* (Sway Document)
- Optional Guidance Materials for Design Thinking and Planning:
  - *DIY Grid Padlet* (Components and Suggestions)
  - Project Design Template (Blank and Example)
  - Design Thinking Guidance Notes
  - *Project Websites Information* – a document with links to websites of completed projects.

How you proceed will be down to the needs and work styles of your team members. Some people like to begin with a ‘hook’ and work chronologically. Others, prefer to envisage an ultimate end-goal and then design a way to achieve it. Whatever works!



### **‘Don’t Throw The Baby Out with the Bath-water!’**

Designing something new doesn’t always mean starting from scratch or endlessly re-inventing the wheel. Sometimes, we just need to look at activities or tasks with fresh eyes and see how they can be modified or tweaked. Activities previously used for individuals can be modified to become collaborative tasks; instructional tasks could be tweaked to become investigational etc.



## Designing for Learning with Five Key Concepts

This morning you had the opportunity to reconnect with the Five Key Concepts which underpin the principles of Designing for Learning – although for some of you this may be your first encounter!

When you have decided upon which curriculum **Content** areas and **Components** you are using, take some time to evaluate your design by considering the following questions related to the **Concepts**.

1. *How are we purposefully paying attention to building and maintaining relationships in our setting? (Community Learning)*
2. *How are we planning and providing for a variety of learning experiences that are linked and progressive? (Experiential Learning)*
3. *How are we incorporating a real-life or imaginary problem-based task into a sequence of linked learning experiences? (Problem-Based Learning)*
4. *How are we moving from surface-level to embedded processes when analysing the conditions for and the quality of learning that is occurring? (Quality Learning)*
5. *How are we purposefully planning for and encouraging meaningful reflection, feedback and metacognition, in order to optimise depth and application of attitudes, skills and knowledge? (Reflective Learning)*

As stated in the Five Key Concepts Sway document, these concepts are not isolated but integrated e.g., a non-academic *community-building* game may take the form of a *problem-based task*...as part of a *series of experiences*. It will have *quality criteria* to identify degrees of success and there will be opportunity to *reflect* on the experience. Some activities may have a greater emphasis on one concept than others but over the course of a project a balance should be achieved.



## Coaching Session

We look forward to engaging in some design thinking with you. Remember, this is just the start of the process. There's no expectation to present a complete project design at this stage.