

# Digital Citizenship Through Design Thinking? YES! And Here's How!







**Digital Citizenship**  
**+ Design Thinking**  
**+ Teacher Collaboration**  
**+ Standards Integration**  
**= Future Ready Students**



# Digital Citizenship







**Digital Citizenship**  
**+ Design Thinking**  
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**= Future Ready Students**



# Design Thinking





CHANGE

FREE

DESIGNED

GRACIOUS

EMPATHETIC

CURIOUS

I AM

THINKING

RIGHTEOUS

BOLD

SAFE

LEARNING

CREATIVE

BEAUTIFUL  
UNIQUE



# Design Thinking





# Design Thinking

## Human-Centered Design





# Design Thinking: Iterative

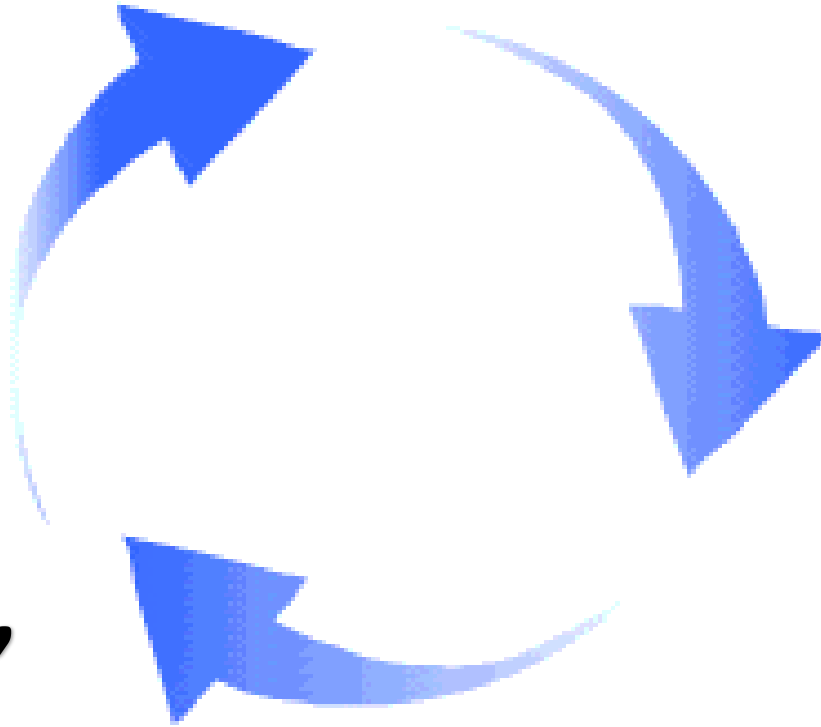
**Empathy:** Know Your Client

**Test:** Present to  
User for  
Feedback

**Define** a  
Challenge /  
Research it

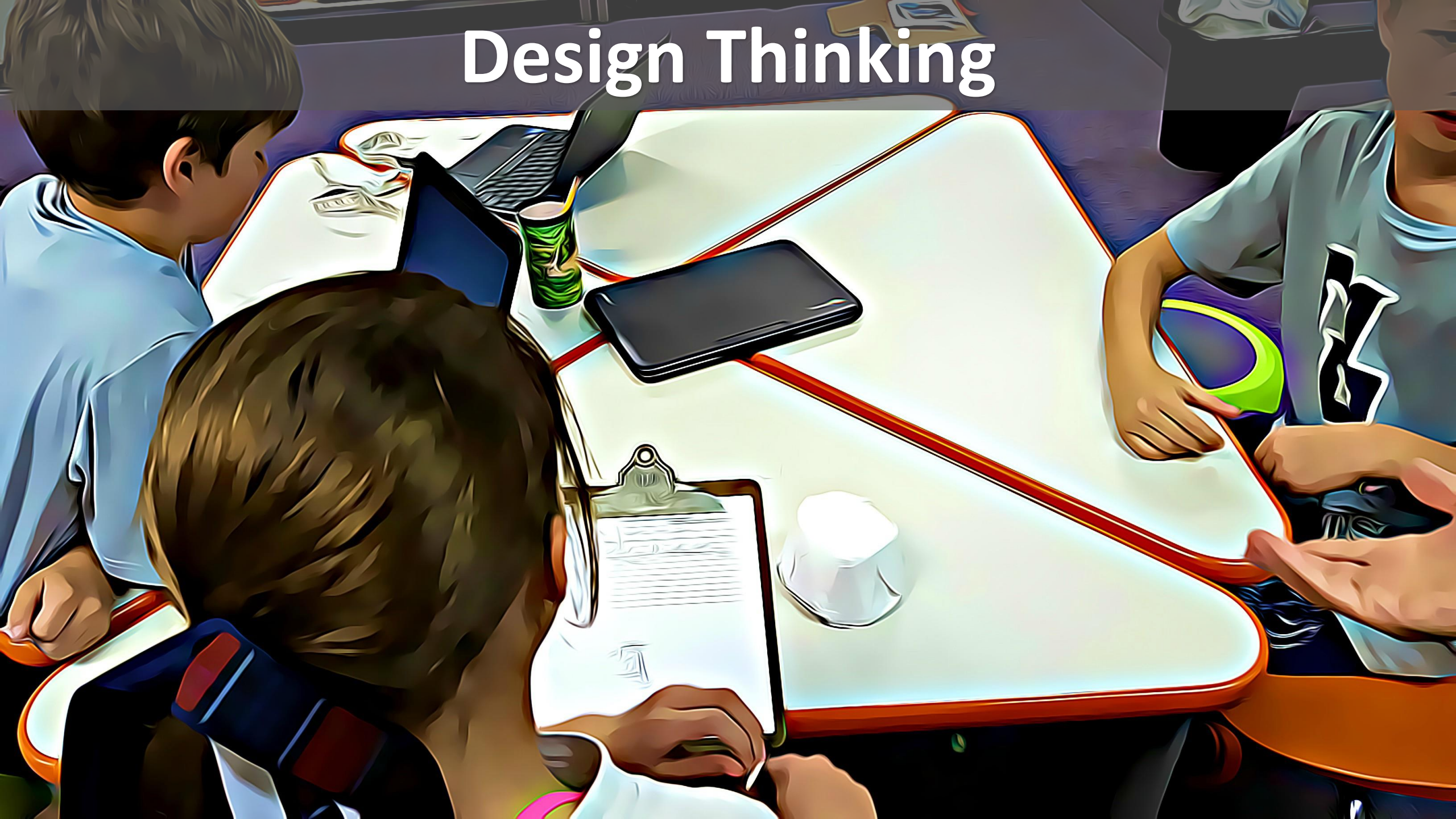
**Prototype:** Make,  
Create, Design

**Ideate** or Brainstorm  
Solutions





# Design Thinking





# Design Thinking

An illustration of three students working together at a table. On the left, a student with dark hair in a light blue shirt is looking at a laptop. In the center, a student with brown hair in a dark blue shirt is looking at a smartphone. On the right, a student with dark hair in a grey t-shirt is looking at a smartphone. The table is white and has a laptop, a smartphone, a green cup, and some papers. The background is dark and indistinct.

0:31



A Little Fluff





# A Little Fluff





EMPATHY



A Little Fluff

The Interview





A Little Fluff

The Interview

2:01



# Dig in Deep





# Dig in Deep



2:01



# Capture Findings





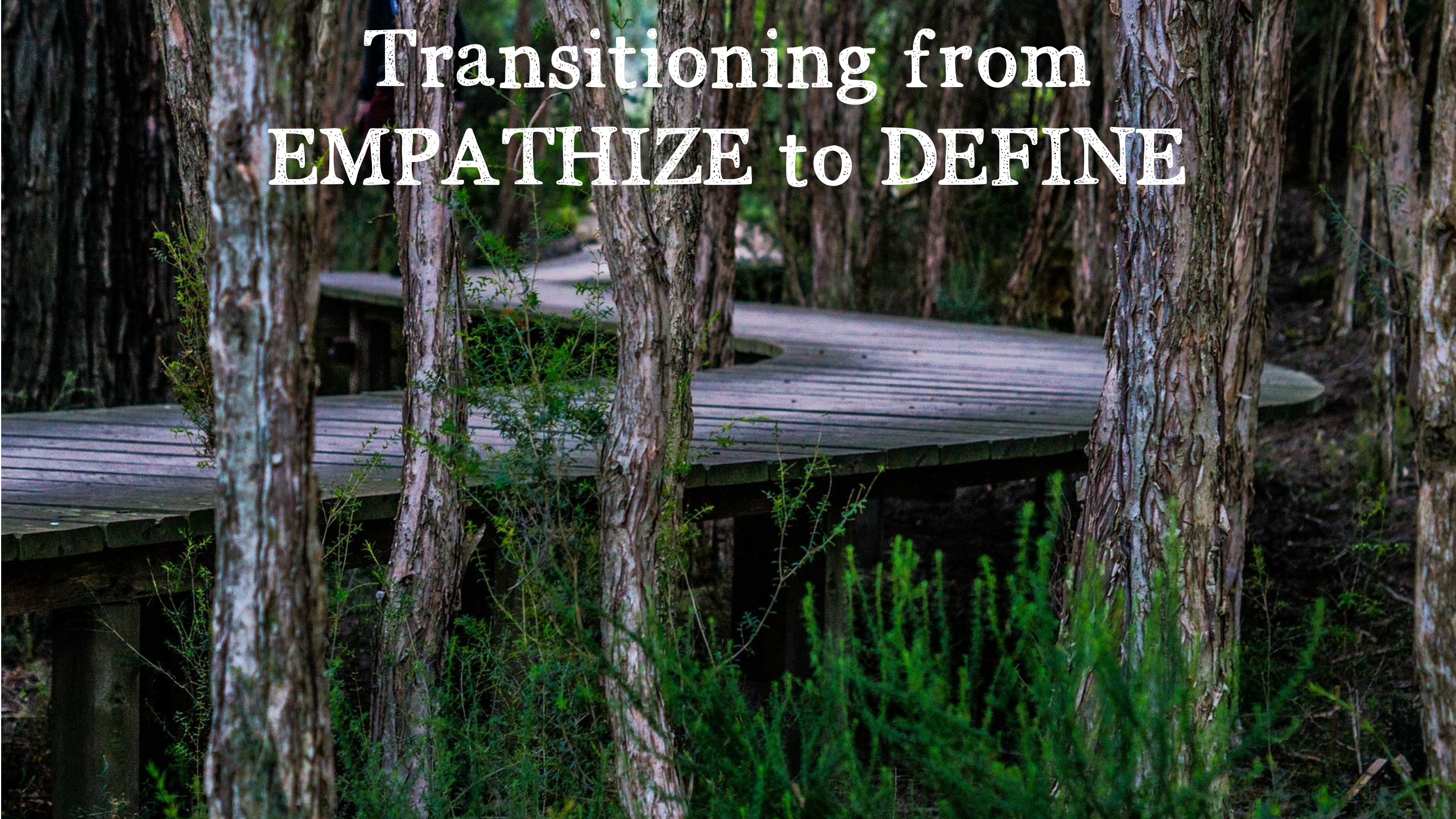
# Capture Findings

A fisherman in a white shirt and plaid shorts is standing in the shallow surf, casting a large, white fishing net into the ocean. The net is spread wide in the air, and the fisherman's arms are outstretched. The ocean is blue with white foam from the waves. In the distance, a small boat is visible on the horizon. The sky is clear and blue.

**2:01**



# Transitioning from EMPATHIZE to DEFINE





DEFINE



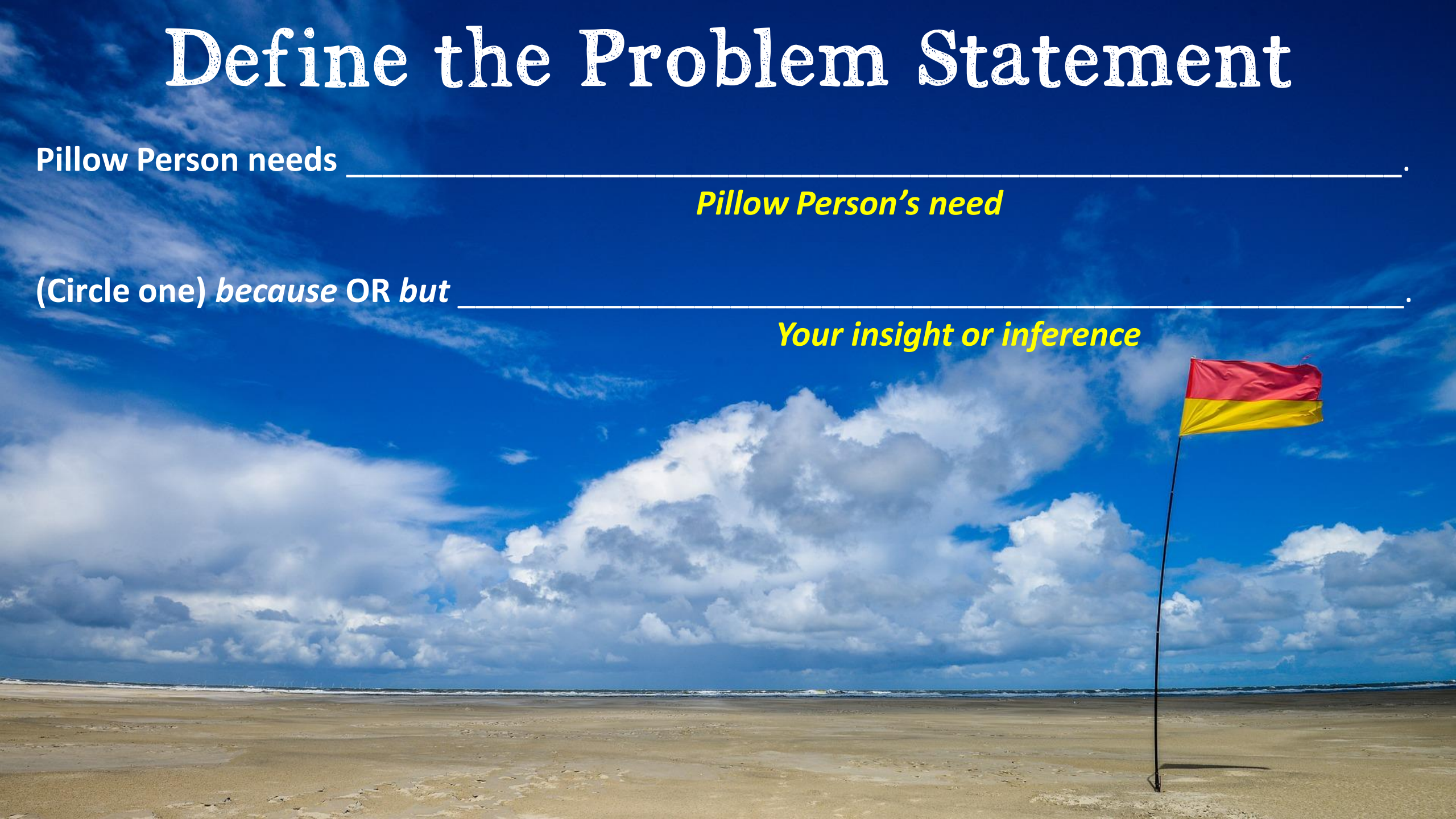
# Define the Problem Statement

Pillow Person needs \_\_\_\_\_.

*Pillow Person's need*

(Circle one) *because* OR *but* \_\_\_\_\_.

*Your insight or inference*





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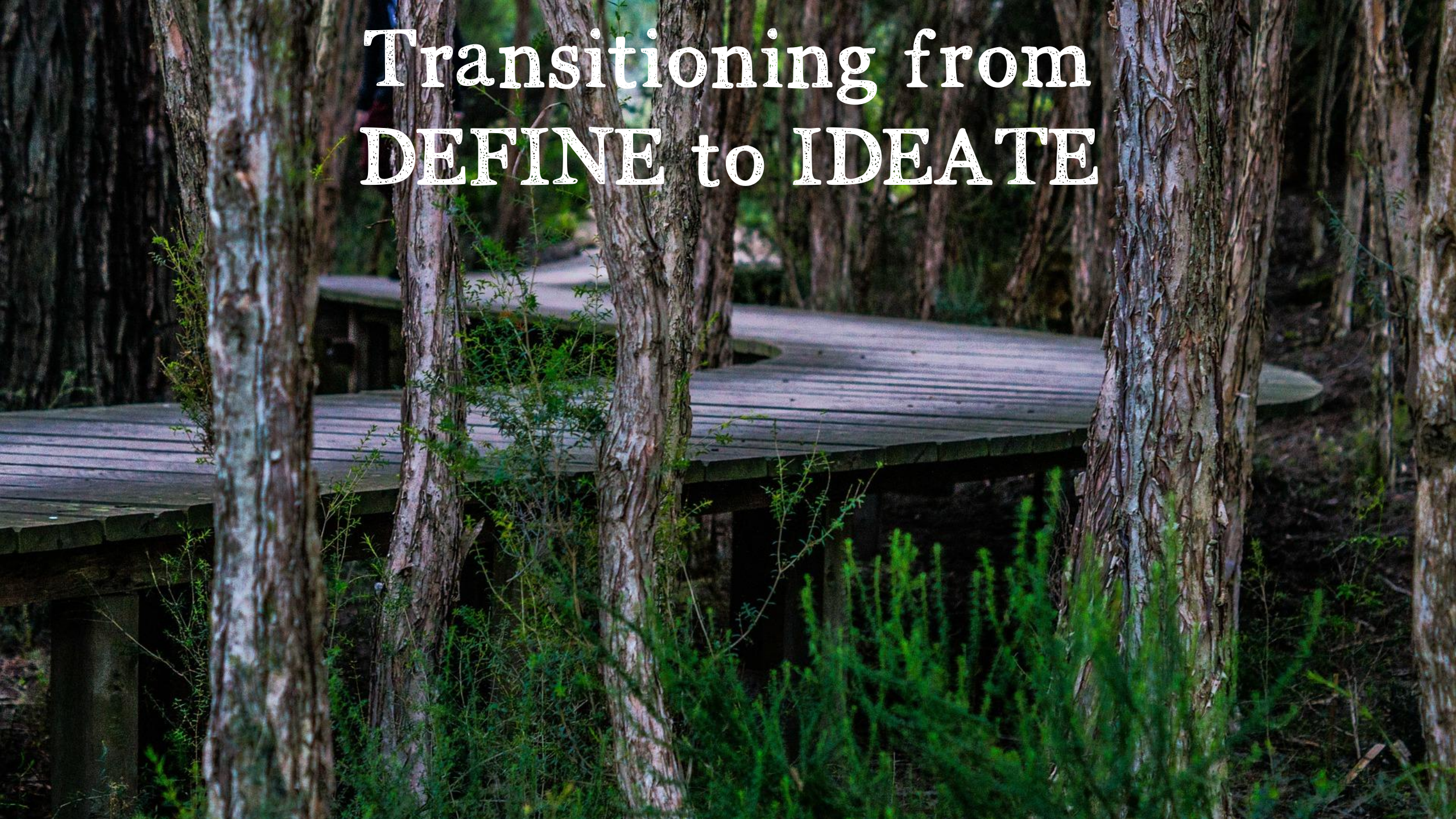
*Your insight or inference*



1:02



# Transitioning from DEFINE to IDEATE





IDEATE



# Ideate

*NOT going for “The” Solution right now.*





# Ideate

*NOT going for "The" Solution right now.*

2:01





feedback





feedback

**1:00**



# Transitioning from IDEATE to PROTOTYPE



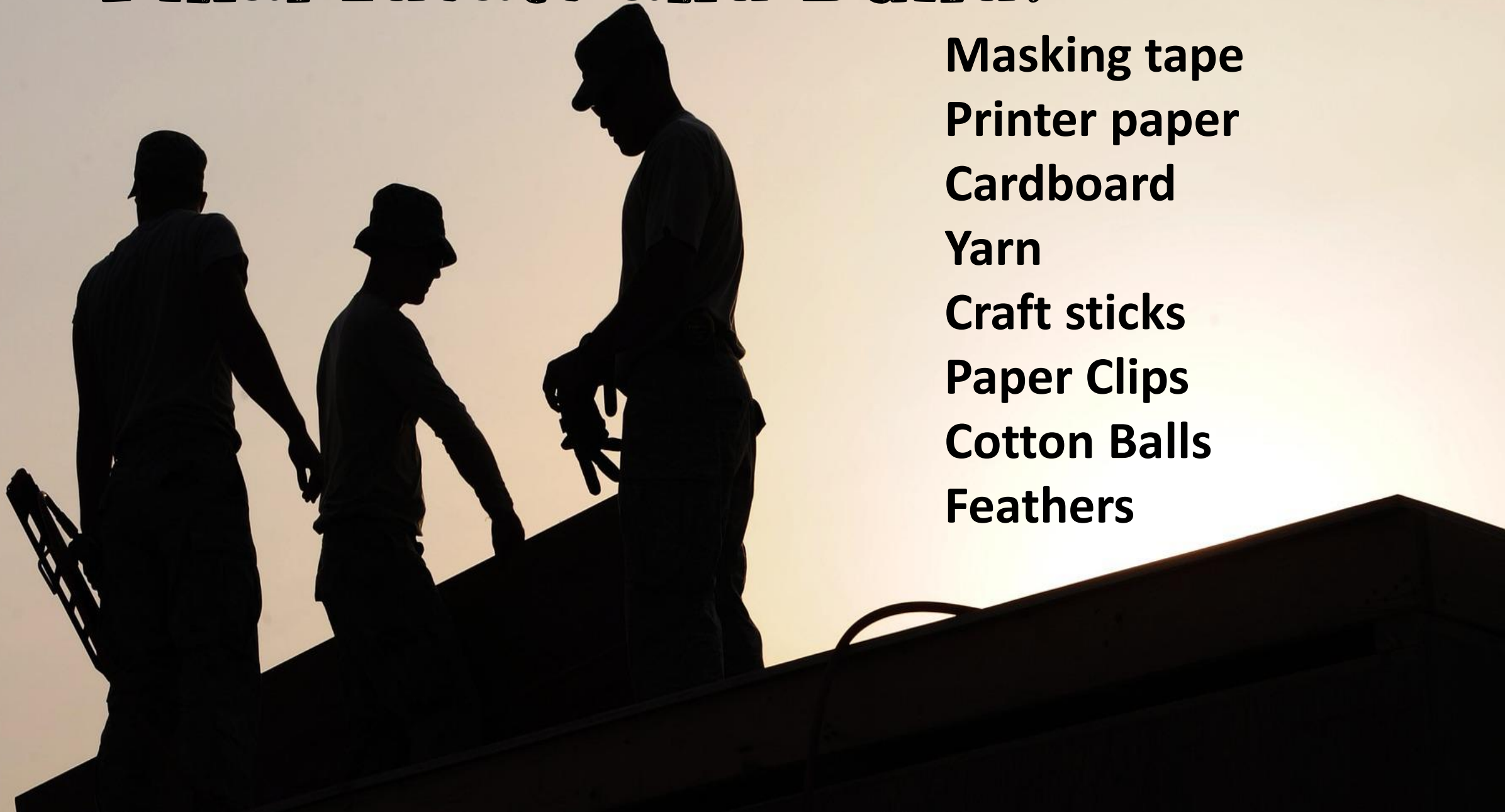


PROTOTYPE



# Final Ideate and Build!

**Masking tape**  
**Printer paper**  
**Cardboard**  
**Yarn**  
**Craft sticks**  
**Paper Clips**  
**Cotton Balls**  
**Feathers**





# Final Ideate and Build!

Masking tape  
Printer paper  
Cardboard  
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Feathers



**1:00**

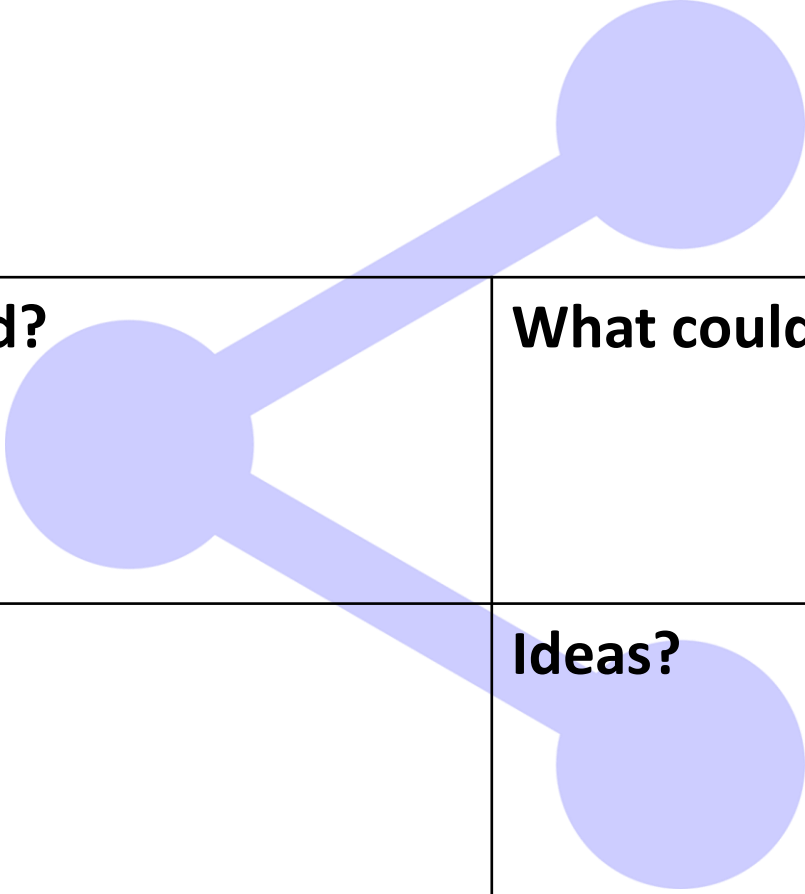


TEST



# Share

*A product your Pillow Person can interact with (or pretend to!)*



<b>What worked?</b>	<b>What could be improved?</b>
<b>Questions?</b>	<b>Ideas?</b>



# Share

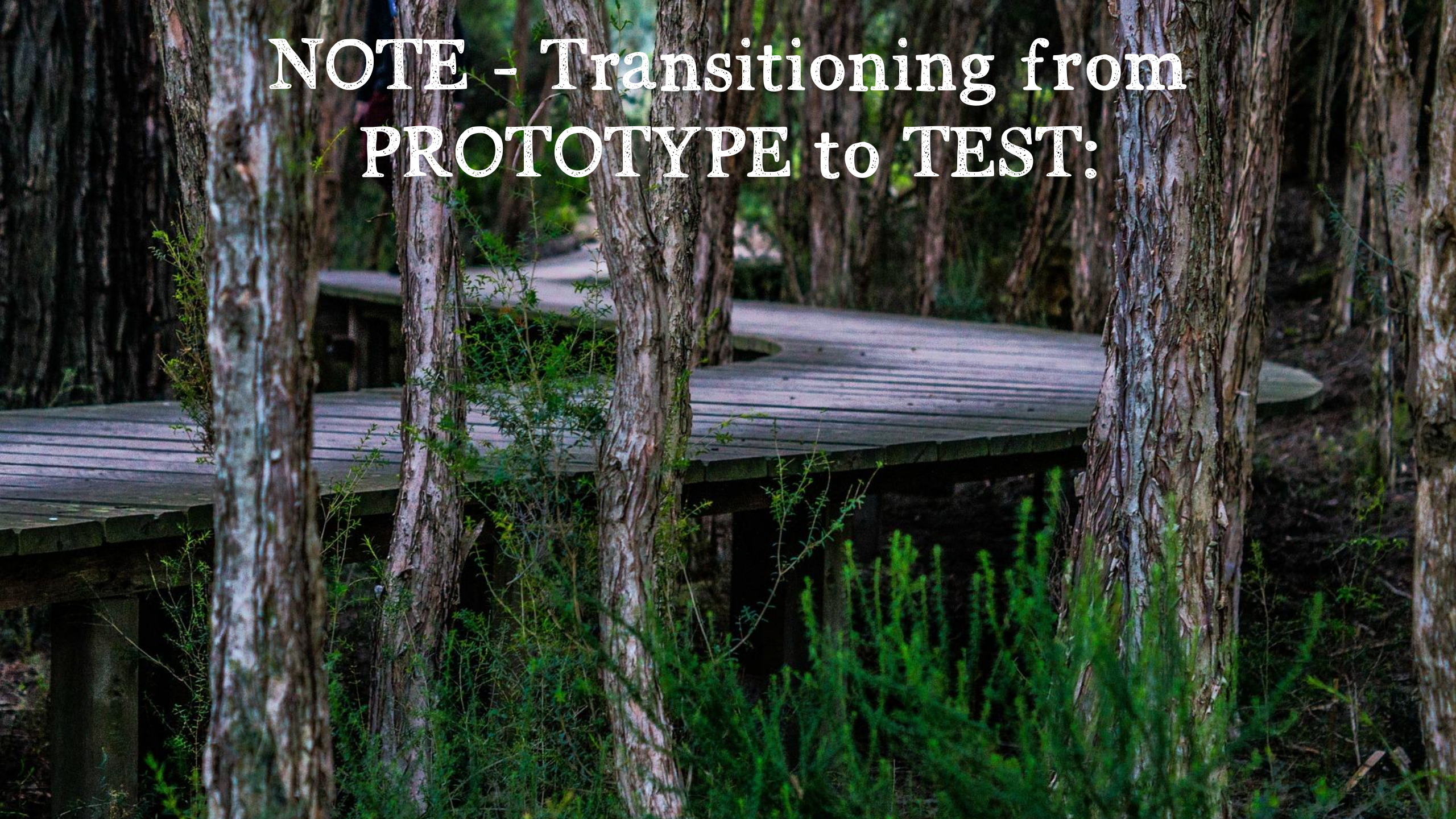
*A product your Pillow Person can interact with (or pretend to!)*

What worked?	What could be improved?
Questions?	Ideas?

1:00



NOTE - Transitioning from  
PROTOTYPE to TEST:









# **Innovation is a team sport!**





# Digital Citizenship Through Design Thinking? YES! And Here's How!







**Digital Citizenship**  
**+ Design Thinking**  
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**= Future Ready Students**



[illegible]



# Standards Integration

**FUTURE**



**NEXT**



**Learning**



# Is Design Thinking a Useful Tool for SLMS?

**AASL: Pursue  
Personal Growth**

**AASL: Inquire  
& Think Critically**

**Test**

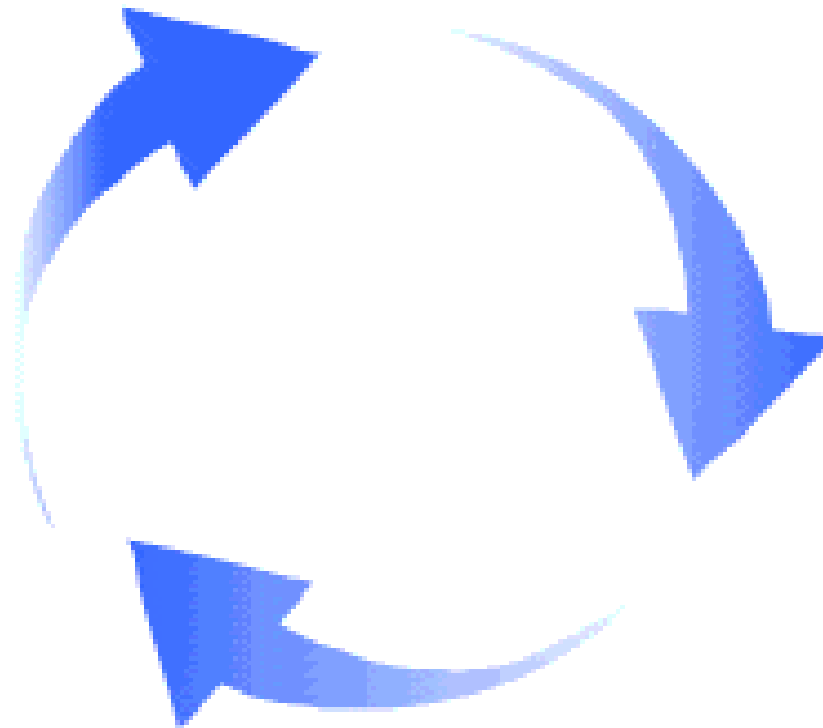
**Define**

**AASL: Share  
Knowledge**

**AASL: Apply &  
Create Knowledge**

**Prototype**

**Ideate**





# Is Design Thinking a Useful Tool for SLMS?

**ISTE: Global  
Collaborator**

**ISTE: Knowledge  
Constructor**

**Test**

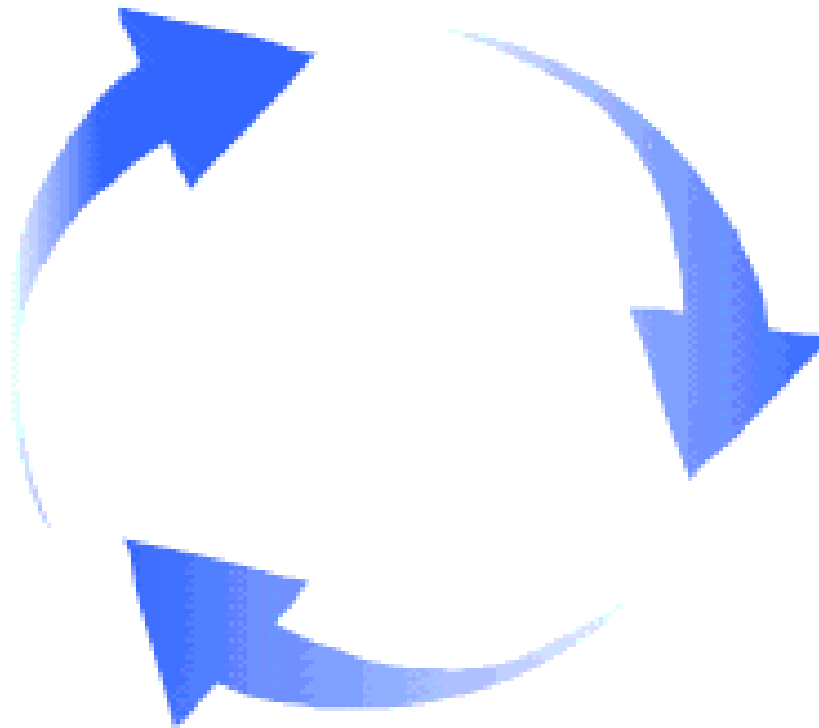
**Define**

**ISTE: Digital  
Citizen**

**ISTE: Empowered  
Learner**

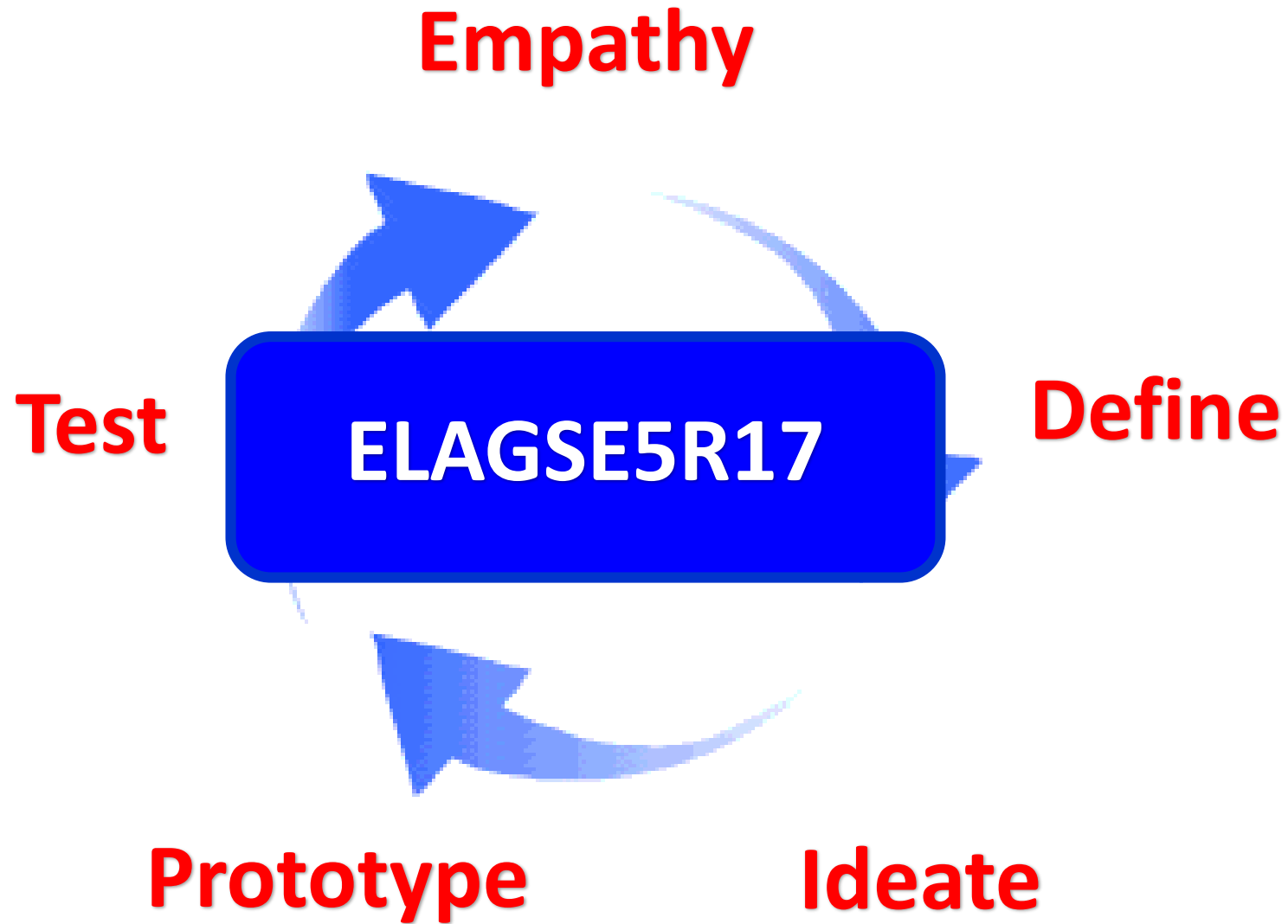
**Prototype**

**Ideate**





# Is Design Thinking a Useful Tool for SLMS?



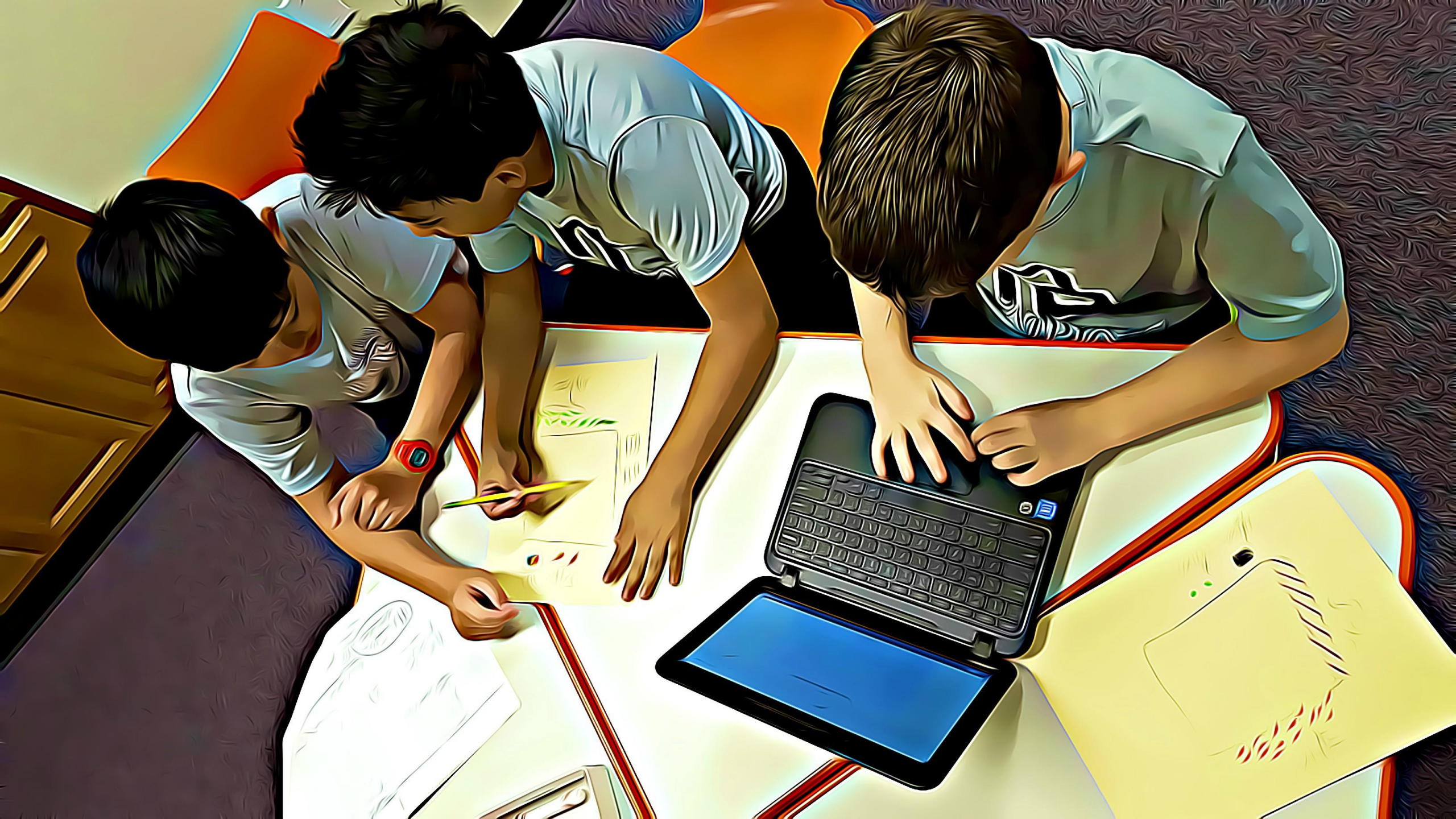


Phase 1.











Phase 2.







# Webbing Words of Wisdom

Thoughts to Make this Great Resource the Greatest Resource

Click on the red icons to watch videos and learn even more!

**SMART**  
Think twice before going to a questionable site.

**RESPECTFUL**  
Try to use original "stuff" but if you have permission to use something, make sure you give credit. Videos, music, text, even ideas all come from people.

**VIDEO**  
*Power of Words*  
(Common Sense Media, 2015)

**SMART**  
Every time you go online, it's like you're dropping **PERMANENT** breadcrumbs! Make sure all your crumbs are carefully placed.

**LEARN**  
Use the internet to increase your knowledge.

**VIDEO**  
*Follow the Digital Trail*  
(Common Sense Media, 2015)

**COLLABORATE**  
Use the internet to collaborate with others.

**SMART**  
Use strong passwords and do not share them.

**RESPECTFUL**  
People have feelings online just like in real life. Always be kind.

**VIDEO**  
*Mindful Messaging*  
(Common Sense Media, 2014)

**SMART**  
Keep your personal information such as full name, address, phone # OFF the web.

**CONNECT**  
Use the internet to connect with others: peers, mentors, friends and more.

**VIDEO**  
*Digital Citizenship and You!*  
(From Social, 2015)

**CREATE**  
Use the internet to inspire & share your creativity which will in turn inspire others.

**SMART**  
Too much time online is bad for your brain, your body, and your attitude. Limit your time spent with devices. Invest face-to-face time in people!

**RESPECTFUL**  
Understand the following: copyright, fair use, creative commons, and plagiarism.

**VIDEO**  
*Pause and Think Online*  
(Common Sense Media, 2013)

**SMART**  
Protect your identity if you don't know the person with whom you are interacting.

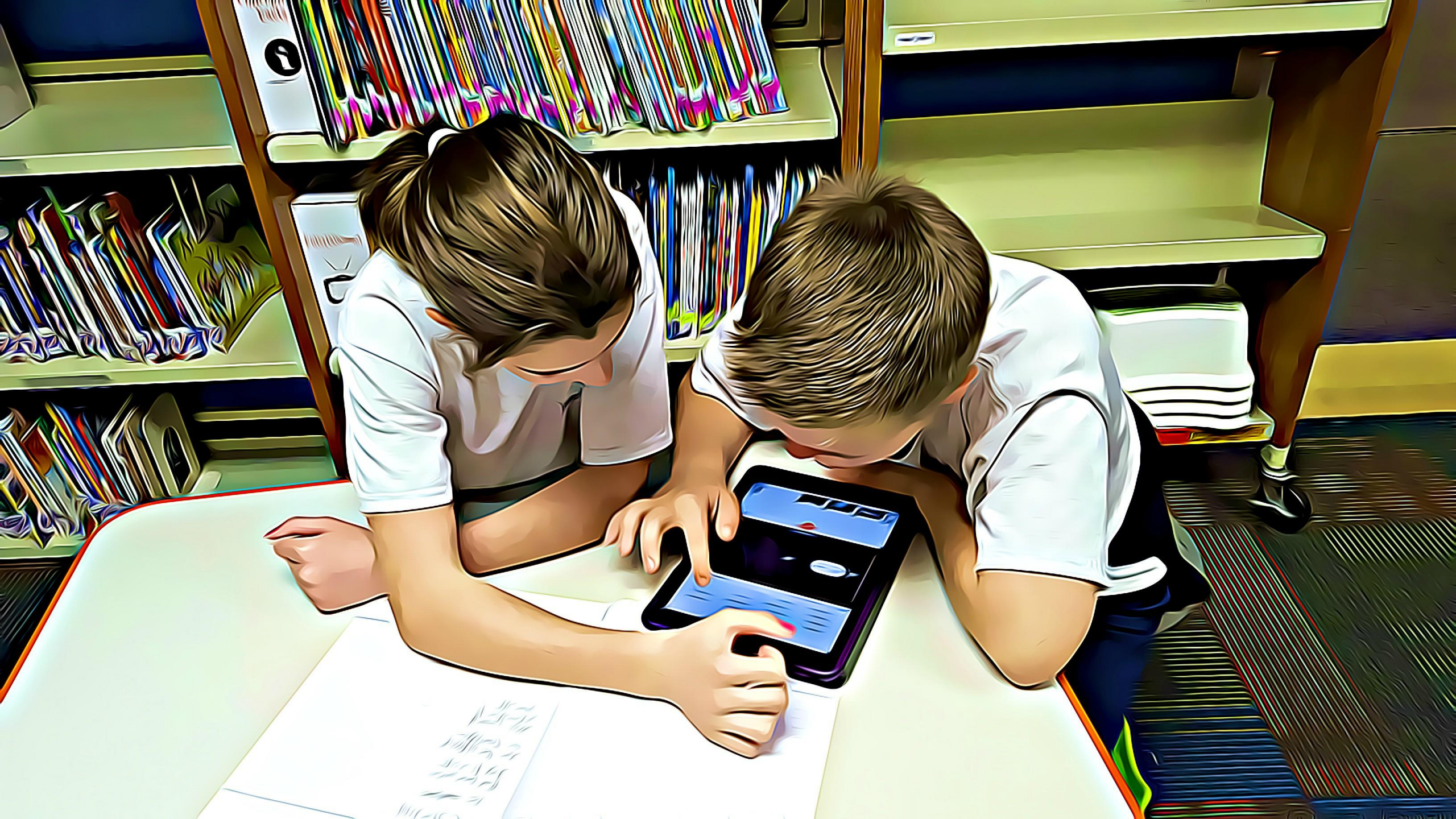
**VIDEO**  
*Wild About Safety*  
(Disney Educational Productions, 2014)

**REFERENCES**



Phase 3.









मिन्दा  
मैसरा



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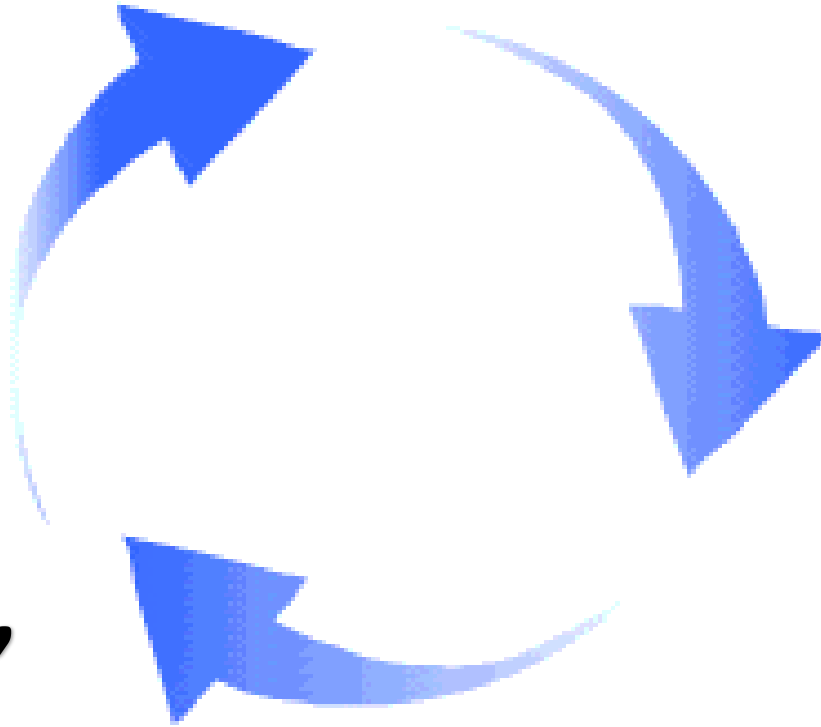
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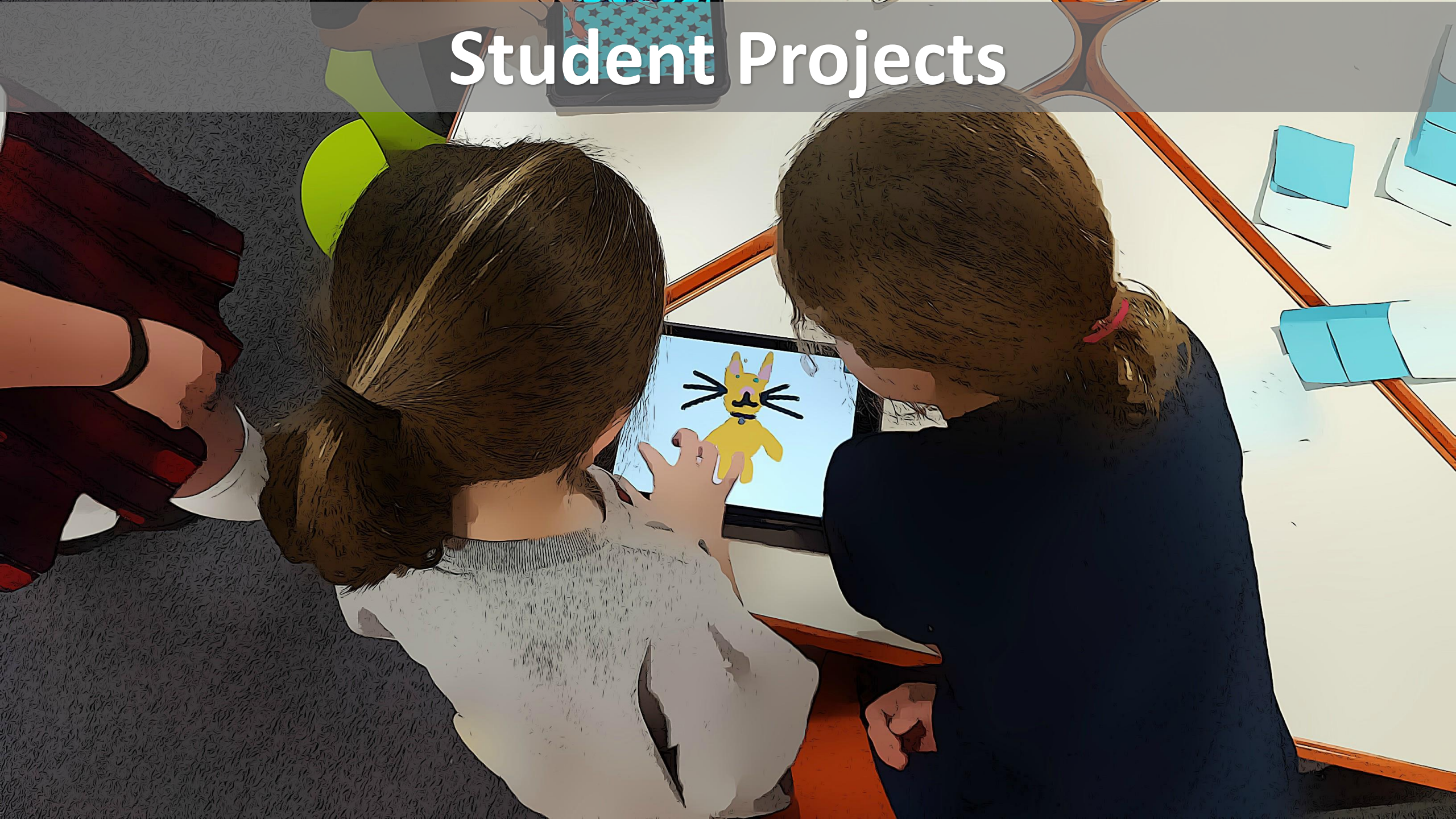
Phase 4.







# Student Projects









# Technology Tools

**Duck Duck Moose:**

**Draw and Tell**

**Princess Fairy Tale Maker**

**Superhero Comic Maker**

**ChatterPix Kids**

**Animoto**

**Adobe Spark Video**

**iMovie**

**Google Docs**



# Tools Used in This Presentation:

## Tools Used in This Presentation:

- <https://www.befunky.com/create/> -- Cartoonize the photos -- \$4.95 for one month (cheaper by the year)
- <http://pixabay.com> – photos that are usually free to use with no attribution necessary (green leaf background, “spark,” etc.)
- Powerpoint’s “Save as mp4” feature and using notes to create a narrative for it.



AASL, ISTE, &  
GA ELA Standards  
Used in Each Phase



Phase 1.



**AASL: Inquire, think critically, and gain knowledge.**

**1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.**

**1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context**

**ISTE: Knowledge Constructor.** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process

**ELAGSE5R17.**

**Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**



Phase 2.



**AASL: Draw conclusions, make informed decision, apply knowledge to new situations, and create new knowledge**

**2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.**

**ISTE: Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**1.b. With the oversight and support of an educator, students build a network of experts and peers within school policy and customize their environments to enhance their learning.**

**ELAGSE5R17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



Phase 3.



**AASL: Share knowledge and participate ethically and productively as members of our democratic society.**

**3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess**

**ISTE: Digital Citizen** - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

**2.c. Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.**

**ELAGSE5R17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



Phase 4.



**AASL: Pursue personal and aesthetic growth.**

**4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.**

**ISTE: Global Collaborator** - students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

**7.d. Students work with others using collaborative technologies to explore local and global issues.**

**ELAGSE5R17:** Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



## References

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