

# Design Learning Challenge Planner

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## Design Learning Process at a Glance | Jobs in the Year 2050

STEP 1   Explore	STEP 2   Describe	STEP 3   Explain	STEP 4   Demonstrate
<p><b>Sensory Exercise</b> Students engage in a Year 2050 playful learning experience to explore key terms and concepts, along with essential skills</p> <p><b>PRE-Assessment</b> Facilitator assesses learners' level of understanding of key terms and concepts—followed by guided inquiry and open dialogue (scored, not graded)</p> <p><b>Problem Statement</b> Teams discover and state real-world problem that is relevant, doable, with accessible resources—aimed to prepare learners for careers not yet invented and support balanced ecosystems of Kansas City's industrial and economic future</p>	<p><b>Define Challenge</b> Students transpose problem statement into a human-centered design project—intent with purpose, creative, innovation design solution</p> <p><b>Ask Critical Question</b> Teams craft guiding question embedded in divergent thinking within Job 2050 challenge</p> <p><b>Sort Habits of Mind</b> Students observe context along with needs and wants of high school students, employers, high school teachers, and college educators</p> <p><b>Select Perspective</b> Teams narrow project scope via career (art, design, the humanities, science, technology, engineering, math)</p> <p><b>Select Pathway</b> Students target area of interest (home, work, learning, health, community, mobility, play, agriculture, environment)</p> <p><b>Consider Upcycling Resource(s)</b> Teams select upcycle resources and materials (reused materials such as: food cans, plastic bags, paper envelopes, clothing, hangers, boxes, etc.)</p> <p><b>Engage Experts</b> Students prepare initial plan and roadmap, then engage in open dialogue with global design partners to gain greater understandings</p> <p><b>Check Assumptions</b> Teams consider next steps and adjustments needed to ensure that industry and economy in Kansas City will benefit</p>	<p><b>Make Sense of Findings, Consider Alternatives</b> Students sort through most important information gathered from open dialogue with global partners via brainstorming "how might we...?" questions -- teams consider alternatives using divergent thinking</p> <p><b>Identify Criteria, Embed Feedback Loops</b> Students set clear criteria as indicators of success as aligned with embedded checkpoints of design decisions (patterns &amp; trends of jobs today, future, past; entrepreneurship scenarios; balanced future ecosystem solutions)</p> <p><b>Conduct Formative Assessments</b> Facilitator assesses learners' level of readiness to apply and transfer key concepts and skills (scored, not graded)</p> <p><b>Create Plan of Action</b> Teams finalize roadmap into plan of action including final form of design, resources, timing, direction of Kansas City desired outcomes, and exhibition materials</p>	<p><b>Iterate Design Solutions</b> Students join March 1 event at 1pm to collaborate with entrepreneur professionals, teachers, designers and college students -- engage in speed dating, visualizations of top solutions, and develop final design concept prototype</p> <p><b>Forms of Design Solutions</b> <b>Art:</b> 2D or 3D Expression Design <b>Design :</b> Product, Communication, Experience, or Service Design <b>Humanities:</b> Human-Centered Design within Current, Trajectory, or Retrospective Context <b>Science:</b> Physical or Natural System Design <b>Technology :</b> Software System Design <b>Engineering :</b> Structural System Design <b>Math:</b> Mathematical Model Design</p> <p><b>Prepare Presentation</b> Teams prepare to deliver a presentation to entrepreneur jury panel -- produce storyboard or 3-minute video</p>

STEP 5   Evaluate		
<p><b>Final Presentations, Jury Process</b></p> <ul style="list-style-type: none"> <li>- Teams present to jury panel</li> <li>- Jury process takes place</li> <li>- Students prepare for open dialogue</li> </ul>	<p><b>Open Dialogue</b></p> <p>Moderated whole group discussion and makes sense of five prompts:</p> <ul style="list-style-type: none"> <li>- improvements</li> <li>- changes</li> <li>- new questions</li> <li>- next steps</li> <li>- impact</li> </ul>	<p><b>POST-Assessment, Jury Announcement</b></p> <ul style="list-style-type: none"> <li>- Students take POST-assessment</li> <li>- Jury panel announce final outcomes</li> </ul>