WELCOME!

SE Library Advisory Committee

Meeting # 1
July 24, 2014
DESIGN THINKING @ THE NUEVA SCHOOL

By asking 'What do we need next?' and using the stages on this chart, design thinkers craft a unique process for each particular project. As students become more mindful of the process they have used on previous projects, they build confidence in their ability to successfully navigate open-ended challenges.

**MONITOR TEAM DYNAMICS (SEL)**
Building upon Nueva's long history in teaching Social Emotional Learning (SEL), we have made team check-ins an explicit aspect of our Design Thinking process. Students have the opportunity to verbalize their concerns and brainstorm solutions collectively.

**MOTIVATE & INSPIRE**
Monitoring the motivation of a team and learning how to inspire a team are important qualities of an effective design thinker. If the various stages of the Design Thinking process are visited without an inherent enthusiasm or motivated motivation, the results are likely to be less than innovative. We help build the leadership skills and initiative of our students through emphasis on this step.

**PROJECT MANAGEMENT**
Using classic techniques of project planning and time management, students practice how to monitor their progress and meet deadlines.

**RESEARCH/“DEEP DIVE”**
Researching and deep diving are critical components of Design Thinking. Students take on a variety of roles in the research process, from identifying experts to finding out why something is the way it is. Through observation, much can be learned about how people work, and how, when a keen observer looks, they will find that actually the behavior is different.

**RESEARCH**
Active learning and curiosity are practiced and enhanced as a critical skill of Design Thinking. Through direct lessons and extensive practice, students become proficient interviewers who recognize the power of beginning questions with the word, “Why.”

**ASK & LISTEN**
Identifying experts, locating extreme users, and performing on-line research are all aspects of the Design Thinking process. Students use this step to stand up and learn new information as well as to answer questions or locate resources throughout the process.

**DEVELOP EMPATHY & “LOOK BENEATH THE SURFACE”**
After collecting information, students then strive to infer the underlying thoughts and feelings of a user by immersing themselves in the experiences of users and developing “deep empathy.” They are able to develop a deeper understanding that can lead to key insights.

**SYNTHESIZE & DEFINE**
Many design challenges are complex and multifaceted. Grappling with them can be daunting and cause some people to give up hope in solving them. By focusing on particular user types and their needs, along with the insights gathered during the “Deep Dive,” students define an area that is large enough to allow for innovation, yet bounded enough to allow for success. Solving even a small part of a large issue is worthy of effort. We foster an attitude of optimism that is supported by the tools of the Design Thinking process.

**WHAT NEXT**

**MAKE INFORMED DECISIONS**
The Prototype and Feedback stages are linked together in an interactive cycle that is done many times to converge on a better solution.

**COLLABORATE**

**GENERATE IDEAS**

**INTEGRATE FEEDBACK**
Students evaluate all the feedback they have obtained about their prototypes. Combining this information with additional research and brainstorming, they decide how best to proceed. Should we change our prototypes? Have we answered the key questions? Do we need more information? Do we need more ideas? Should we scrap this and start over?

**CREATE PROTOTYPES**
The Design Thinking process embodies a ‘bias towards action.’ By making representations of ideas, problems can be identified and resolved early in the design cycle. Tangible objects or simulated experiences allow students to obtain more informed feedback from users before committing the time and resources to a final version.

**ANALYZE & CHOOSE**

**LEARN FROM FEEDBACK**

**BRAINSTORM**

**SHARE IDEAS & FEEDBACK**

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I developed the plan of giving the East Side a library which would be suited to the needs of the whole people...

- John S. Pillsbury, 1901
The Southeast library gives both the neighborhoods and the University students a sense of community, a small town feel for those who want people to know them when they come to the big city

- NE Librarian, Laurie Simenson
Language Spoken at Home Other Than English, 2010

- Lake Nokomis: 43%
- Como: 15%
- Marcy Holmes: 18%
- Prospect Park: 22%
- All SE Nbhd: 25%
- Minneapolis: 19%
Si hortum in bibliotheca habes, deerit nihil. If you have a garden in your library, you will lack nothing.

Cicero, Epistulae ad Familiares IX, IV.
The purpose of the Library Farm is to provide a place for the community to grow, share and learn about food literacy, and organic, sustainable gardening.

- Northern Onondaga Public Library
Librarianship is not about artifacts, it is about knowledge and facilitating knowledge creation. So what should we be spending our precious resources on?

- R. David Lankes, Syracuse University
the idea behind this project is ... to use the space for workshops, book discussions, presentations and lectures, making it much more socially interactive than just a mobile library

- Inhabitat
Digital media is reshaping how young people think, learn, and play. Tapping into its power in creative and fresh ways, YOUmedia programs grab young people where they are and inspire them to stretch their talents and interests in new ways.

- YOUmedia Chicago
What ideas do these case-studies inspire for you?

Consider:

- a space for _______?
- ability to borrow _______?
- ______ literacy? (e.g. "food literacy")
- "extreme" population needs: elderly, children, new Americans, etc?
THANK YOU

share your questions, ideas, and feedback

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