This workbook is an accompaniment to the Design Thinking for Educators Toolkit, available for free at designthinkingforeducators.com.

Designer's Workbook

Design Thinking for Educators

MY DESIGN CHALLENGE:

Design Thinking for Educators

What is Design Thinking?

Design Thinking is about believing we can make a difference, and having an intentional process in order to get to new, relevant solutions that create positive impact.

Design Thinking gives you faith in your creative abilities and a process for transforming difficult challenges into opportunities for design.

Design Thinking is:
**human-centered
collaborative
optimistic
experimental**

Welcome to the Designer's Workbook.

This workbook includes step-by-step instructions for completing a design challenge using the design thinking process. this workbook is a quickstart guide to the design thinking process and is best used in combination with the Design Thinking for Educators Toolkit.

The Design Thinking for Educators Toolkit contains in-depth instructions and explanations as highlighted by each step in this workbook. The toolkit also provides you with examples from educators, like yourself, of how they've been using design thinking in their work.

THIS WORKBOOK CAN SUPPORT ANY DESIGN CHALLENGE YOU WANT TO TACKLE. THOUGH WE OFTEN SEE CHALLENGES THAT CENTER AROUND A FEW SPECIFIC TOPICS:

CURRICULUM
Every day you design ways to interact with your students around content. You can follow a design process to be more intentional about connecting this content to the interests and desires of today's learners by finding out more about the things that they do outside of school and connecting that to the content you are bringing to them.

SPACES
The physical environment of the classroom sends a big signal about how you want your students to behave. Right now we tend to think of our classroom spaces as standard… kids in rows, sitting in desks. By rethinking the design of our spaces, we can send new messages to our students about how they should feel and interact in the classroom.

PROCESSES & TOOLS
Your school has already designed a set of processes or tools that may or may not be setting up your school for success. This is typically outside of the classroom and specific interactions around learning, and more around how the system operates. Every process is already designed, and thus can be redesigned! Sometimes creating tools can be essential to supporting newly designed processes.
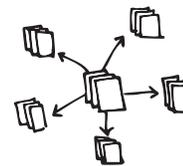
SYSTEMS
Not everyone can always make decisions for the system that they exist within, but everyone can contribute to the design of that system. Designing systems is about balancing the complexity of many different stakeholder needs with the needs of the operation. When designing systems, we're often setting high-level strategy such as stating visions, priorities, policies, and key communications around these ideas.

Hello Designer!

Whether this is your first design project or your fiftieth, you are taking a brave step to address challenges in your classroom, school or community by designing new solutions that build from people's needs and desires. Exciting!

This workbook is meant to help you structure your process and capture your thoughts. Use it how it best helps you… you can use some of the methods or all of the methods, it's up to you.

First step… define your challenge and create a project plan.

Getting Started

WHAT'S IN THIS SECTION

0–1 *Define a Challenge*

Dreams and Gripe Session

Finding opportunities for design often begins by noticing problems. Sometimes it comes out as wishes ("I really wish our school had _____.") Sometimes it comes out as complaints ("It annoys me that we're not _____.") Either starting point is fine. You might want to try this with a friend… share your dreams and gripes and ask them to reflect back design opportunities.

Next, flip these statements into possible design challenges. Begin your question with "How might we…" or HMW for short. This turns the problems you see into opportunities for design!

DREAMS/THINGS I WISH WOULD EXIST →

→ **HOW MIGHT WE…**

GRIPES/THINGS THAT COULD BE BETTER →

→ **HOW MIGHT WE…**

0-2 *Create a Project Plan*

Sketch out the End Goal(s)
What will I work to produce?

END GOAL(S)

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- ☐ ....
- ☐ ....

Define Indicators of Success
What measures and indicators will help me know my ideas are successful?

MEASURES

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Establish Constraints
What constraints will I need to manage?

CONSTRAINTS

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OTHER THINGS TO KEEP IN MIND

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Write a Brief

Write up a short "brief" that clarifies the challenge you'd like to address. Write it as if you were handing it to someone else to design with. Capture thoughts on why this is a problem, and what the opportunity for design will be.

BRIEF

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How Might We!

Capture the design challenge you've decided to work on...

CHALLENGE QUESTION

WHAT KIND OF CHALLENGE IS THIS? (CIRCLE ONE)

CURRICULUM   **SPACES**   **PROCESSES AND TOOLS**   **SYSTEMS**

!

TIP
Keep the challenge simple and optimistic. Make it broad enough to allow you to discover areas of unexpected value, and narrow enough to make the topic manageable.

0-3 *Create a Project Plan*

The Design Thinking process is flexible and can integrate into your school structure and timing. The process can be run in a day, a week, a year, or more. What you put into the challenge determines what you get out of it. The depth of insight, opportunity areas, and level of concept refinement and impact will vary depending on the length of your project. For now, choose the timeline you'd like to begin working with. After getting started on the project, you may find that you'll want to evolve this plan to meet the needs of your design solutions.

Circle your Design Plan

DAY		MON	TUE	WED	THU	FRI		SEPTEMBER	OCTOBER	NOVEMBER
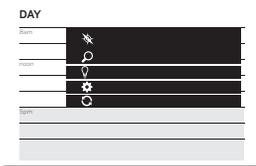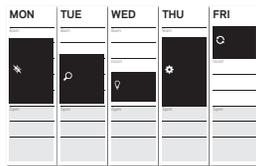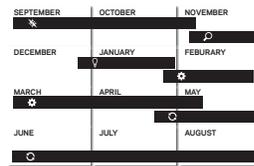
In a Day   In a Week or Two   Spread out over Months

Sketch your Timeline

Create a timeline for your project. What are major dates you'll be working toward? Do you need a prototype to be ready for use after summer break? Do you want to share learnings at parent-teacher night or pitch your concept to the school board? Consider deadlines, meetings, and interim check-in dates.

Project Checklist

What do you need to get in place to enable you to get started on this project? Do you need to align schedules to conduct a challenge on a professional development day? Do you need to book space or request materials? Who do you want help from?

CHECKLIST

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TO HELP ME WITH PLANNING, I WILL ENGAGE:

TIME →

I WANT TO COMPLETE THE FIRST ITERATION OF THIS PROJECT BY:

Great!

You have now defined a design challenge to create new solutions for, and have sketched a work plan for you and your team.

Now you are ready to move on to the first phase of the design process... Discovery.

1
DISCOVERY

WHAT'S IN THIS SECTION

1-1 *Understand the Challenge*
1-2 *Prepare Research*
1-3 *Gather Inspiration*

1-1 *Understand the Challenge*

Review the Challenge

What are some things your team identified about the current design challenge? Capture key thoughts, constraints, and barriers from the discussion.

THOUGHTS, CONSTRAINTS, BARRIERS

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Did your group rewrite the challenge after your discussion? If so, capture it here:

HOW MIGHT WE...

Share What you Know

What do you believe you already know about this challenge? What would you like to learn more about? Capture your assumptions, and your questions.

I ALREADY KNOW

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I WANT TO KNOW MORE ABOUT

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Build your Team

Who is on your team? Who are core members and who are extended members? Through your discussion, what did you determine about the roles that people will play and the unique goals that you each have?

CORE TEAM MEMBER(S)   **GOALS AND ROLES**

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EXTENDED TEAM MEMBER(S)   **GOALS AND ROLES**

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Define your Audience

Who will you be designing for? Consider the core audience and extended audience. Draw a visual reminder.

EXTENDED AUDIENCE(S)

CORE AUDIENCE(S)

EXTENDED AUDIENCE(S)
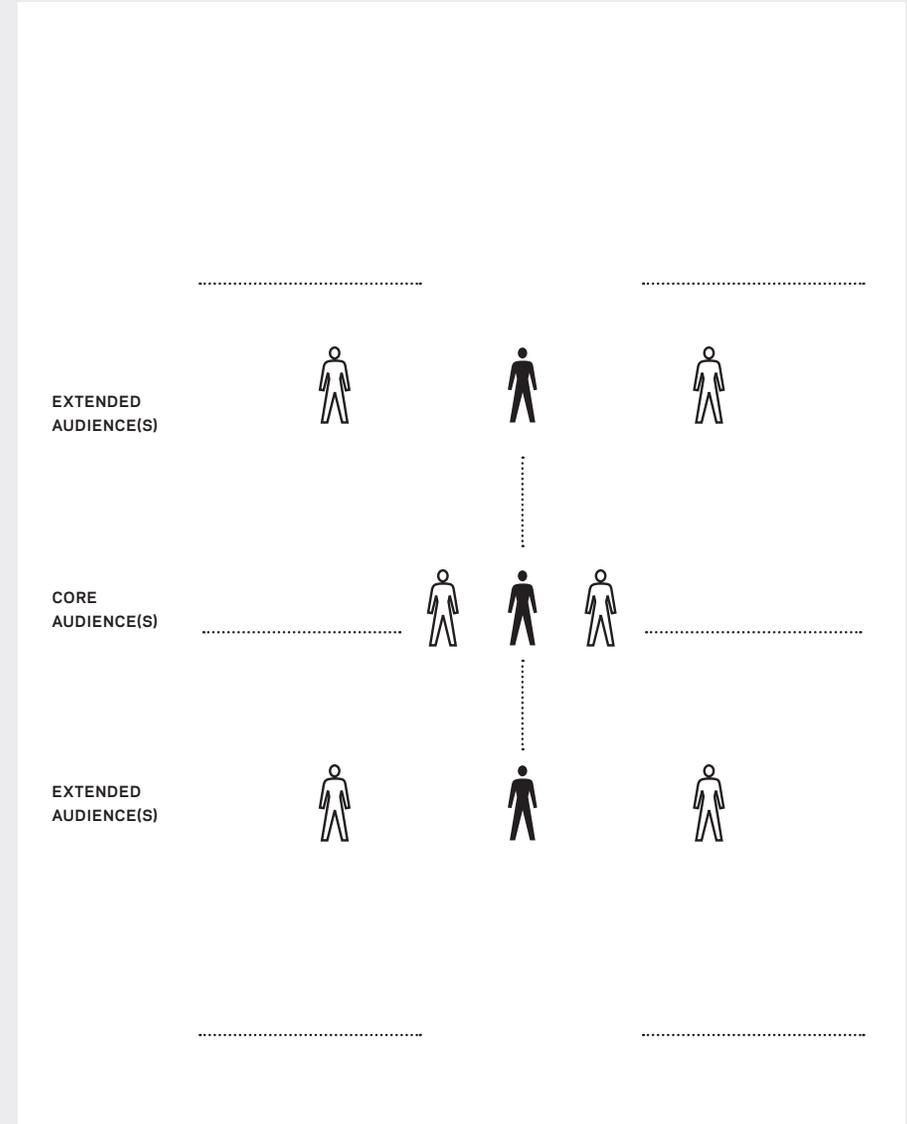
1-2 *Prepare Research*

Identify Sources of Inspiration

Who are all of the people involved in your topic? Who might represent extreme behaviors related to your topic? Which experts do you want to meet with to learn more about your topic? List the candidates that you think will provide the most inspiration and circle 3-5 that you want to engage with first.

USERS, EXPERTS, EXTREME USERS

Identify Places of Inspiration

Where can you go to have an inspiring experience related to your challenge? What are analogous settings or extreme experiences where you might witness similar or relevant behaviors and activities in a different context? List as many locations as you can and circle 3-5 that you are most excited to observe first.

INSPIRING LOCATIONS, ANALOGOUS SETTINGS

Select Research Participants

Who specifically do you want to talk to and learn from? Create detailed descriptions for at least 3 different users or sources of inspiration. Be sure to cover a variety of gender, experience, ethnicity, etc.

USER TYPE

USER DESCRIPTION

USER TYPE

USER DESCRIPTION

USER TYPE

USER DESCRIPTION

USER TYPE

USER DESCRIPTION

Build a Question Guide: Interview

What do you want to learn to better understand the challenge at hand? What are you hoping to understand about people's motivations and frustrations? What do you want to learn about their activities?

INTERVIEWEE NAME

START SPECIFIC
What are some specific questions you can ask to open the conversation?

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GO BROAD
What are some questions that can help you start to understand this person's hopes, fears and ambitions?

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PROBE DEEP
What are some ways you might be able to dig deeper in the conversation, to find even more of the perspective this person has?

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Build a Question Guide: Observation

What are you looking to learn in this observation? Capture themes and questions that you want to make sure you get to in the site visit! Fill in one of these worksheets for each observation, so that you can consider what you will ask for each place you are visiting.

OBSERVATION SITE

THINGS TO SEE
What are some things you want to make sure you observe while you are visiting this place?

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THINGS TO DO
What are some things you can do to gain inspiration in this place?

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Prepare For Fieldwork

Assign responsibilities before going into the field. Who is in charge of confirming date, time, and location of the research activities? Who is responsible for making sure you have all the necessary equipment? Who will take the lead in interviewing? In documenting?

TEAM MEMBER	ROLE

LOCATION OR INTERVIEWEE	ADDRESS, DATE AND TIME

CHECK LIST

- ☐ QUESTION GUIDE
- ☐ PARTICIPANTS CONTACT DETAILS
- ☐ TEAM MEMBERS' CONTACT DETAILS
- ☐ DIRECTIONS TO LOCATION
- ☐ NOTEPADS AND PENS
- ☐ CAMERA (CHECK BATTERIES!)
- ☐ MOBILE PHONES
- ☐ THANK YOU GIFTS FOR PARTICIPANTS (IF APPLICABLE)
- ☐ POST-IT NOTES, SHARPIE MARKERS
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1-3 *Gather Inspiration*

Inspiration Notes

NAME OF PERSON INTERVIEWED/LOCATION VISITED

> **!**
>
> **TIP**
> Fill this out of
> this for each
> interview.

AS YOU ARE INTERVIEWING,
capture what you see and hear during
a field visit. Capture direct quotes.
Separate your observations from your
interpretations so that you know what you
saw and what you thought it meant for

that person.
Look for work-arounds and adaptations
people have made to make a system to
serve their needs better such as books
stacked under a laptop to make the
screen a better height for viewing.

OBSERVATIONS AND QUOTES

INTERPRETATIONS

1-3 *Gather Inspiration*

Inspiration Notes

NAME OF PERSON INTERVIEWED/LOCATION VISITED

TIP
Fill this out of this for each observation..

AS YOU ARE INTERVIEWING, capture what you see and hear during a field visit. Capture direct quotes. Separate your observations from your interpretations so that you know what you saw and what you thought it meant for that person. Look for work-arounds and adaptations people have made to make a system to serve their needs better such as books stacked under a laptop to make the screen a better height for viewing.

OBSERVATIONS AND QUOTES

INTERPRETATIONS

Through the Discovery phase, you have gained deeper understanding, empathy, and inspiration for your design challenge.

Through Interpretation, the second phase of the design process, you will now make meaning and define insights from your Discovery observations and interviews.

2
INTERPRETATION

2-1 *Tell Stories*

Capture Your Learnings

Immediately after interviewing, be sure to capture your learnings. Capture one observation, story highlight or quote per post-it note. Use the prompts to guide you.

WHO DID YOU MEET? (PROFESSION, AGE, LOCATION, ETC)

What was the most memorable and surprising story?

What was interesting about the way he/she interacted with his/her environment?

What did this participant care about the most?
What motivates him/her?

What frustrated him/her?

What questions would you like to explore
in your next conversation?

Share Inspiring Stories

Take turns sharing stories of the people you talked to or the places you visited. While listening to your team, capture their stories and observations on post-it's, using a separate post-it per thought. Capture the most interesting learnings here.

Learnings from my partner/team:

Learnings from my partner/team:

Learnings from my partner/team:

Learnings from my partner/team:

Learnings from my partner/team:

Learnings from my partner/team:

2-2 *Search for Meaning*

Find Themes

Look for themes, patterns and connections across your wall of post-it notes. Cluster related post-it's around themes that you notice. It's like moving your thoughts around and seeing new patterns as a result. Create headlines for each category that capture these themes and patterns.

HEADLINES

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Make Sense of Findings

Take a closer look at your themes and find overlaps, patterns and tensions as they relate to each other. Can you group several related themes in larger categories?

WHAT ARE THE LARGER CATEGORIES?

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Did you find any contradictions? Did you have any unexpected learnings or find something that felt surprising? Why?

After having discussed with your team, and/or gotten feedback on the categories, what are you excited to dig deeper into?

UNEXPECTED LEARNINGS

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I AM EXCITED TO EXPLORE...

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2-3 *Frame Opportunities*

Define Insights

Insights are a concise expression of what you have learned from your research and inspiration. They are the "aha" moments and unexpected learnings.

Sometimes, it can be helpful to write an insight in the form of a Point-of-View (POV) statement which makes an insight specific to a user or user group. A simpler way to create a POV is through the POV equation.

user + need + interesting learning = POV

> **INSIGHT/POV**

> **INSIGHT/POV**

> **INSIGHT/POV**

> **INSIGHT/POV**

Make Insights Actionable

Actionable and successful ideas start with the right question, which identifies important opportunities through great INSIGHTS. Remember, each "How might we" (HMW) question will only address a portion of your challenge so you can create multiple HMW's and prioritize them for ideation.

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TIP
Avoid brainstorm questions that already imply a solution.

Is your question...

⟷
BROAD ENOUGH TO SPEAK NEW IDEAS?
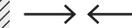
→ ←
NARROW ENOUGH TO FEEL MANAGEABLE?

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FOCUSED ON RESPONDING TO YOUR USER-DRIVEN INSIGHT?

> **HOW MIGHT WE...**
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Create a Visual Reminder

Frameworks, diagrams, and illustrations are great tools for communicating insights or complex information.

THINGS TO TRY

Map out the network of connections-people, actions, objects, interactions.

Illustrate activity or information flow.

Map the actual/figurative journey that people or things take.

Journey map

Venn diagram
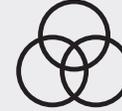
Two-by-two
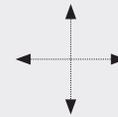
Relationship map

SKETCH OR CREATE A VISUAL THAT WILL HELP EXPRESS YOUR INSIGHTS.

Now that you've created a point-of-view and framed opportunities for your design challenge, you are ready to move to the third phase of the design process...Ideation!

Ideation will help you come up with many possible design solutions to address your challenge.

3
IDEATION

3-1 *Generate Ideas*

Prepare for Brainstorming

A successful brainstorm session requires planning. The small details matter. Invite a diverse group of people who can stay open-minded and can build on each other's ideas. 6-10 is ideal for a brainstorm. Who will you invite?

NAMES

Sufficient wall space is necessary to have room for everyone to get up and see each other's ideas, and will leave you with room to post plentiful ideas. Where will you conduct the brainstorm and how will you set-up the space to facilitate a brainstorm?

ROOM SET-UP

CHECK LIST

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POST-ITS

MARKERS

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SNACKS
(never underestimate the power of sugar in a brainstorm!)

PAPER

BRAINSTORM RULES

1. DEFER JUDGEMENT
2. ENCOURAGE WILD IDEAS
3. BUILD ON THE IDEAS OF OTHERS
4. STAY FOCUSED ON TOPIC
5. ONE CONVERSATION AT A TIME
6. BE VISUAL
7. GO FOR QUANTITY

POST THE BRAINSTORM RULES.

Facilitate Brainstorming

Create, or use some of the suggested warm-up brainstorm questions from the Facilitate Brainstorming method to get people in the right mood. Which questions will you use?

WARM-UP QUESTIONS

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Which topic will you focus your brainstorm on?

TOPIC

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Which HMW brainstorm questions will you use?

HOW MIGHT WE...

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Feeling stuck?
Here are a few other things to try:

Add constraints
Change the magnitude of the solution space, using size, price, time commitments, and count. Ask yourself, "What if... it was larger than this room? smaller than a peanut? took 5 years to implement? took 1 minute? was available for all? available for only a few?"

Use inspiring brands.
Ask yourself, "How would McDonald's, Nike, Apple, Urban Outfitters, or Disney do it?"

Make it time-specific
Ask yourself, "What if it were made for the morning? night?"

Hone in on a target audience
Ask yourself, "What if it were only for tweens? kids? athletes? parents?"

Select Promising Ideas

After you brainstorm, cluster any related ideas and have the team pick their 3 favorite ideas.

Collect the post-its of the favorite concepts from the brainstorm. Include the sketches if applicable. Which ideas received the most votes?

Sketch to Think

Pick one of the favorite ideas from the brainstorm, and flesh out the concept through a quick sketch or two.

Ask other group members for feedback about their favorite part of your sketch as well as aspects where they see room for improvement. What did they say?

NOTES

3-2 *Refine Ideas*

Do a Reality Check

What is at the core of your idea: what gets you excited about it? What is the most important value for your audience? What is the real need that this is addressing?

Make a list of all the challenges and barriers you are facing with your idea. What are you missing? Who would oppose the idea? What will be most difficult to overcome?

Starting from the list you created in step one of this worksheet page, describing the core values of your idea, what are other ways in which you could address the needs differently?

VALUE, NEEDS

CHALLENGES, BARRIERS

NEW CONCEPTS

Describe Your Idea

Create a concept description for the idea that you would like to prototype and repeat for each idea.

CONCEPT NAME:

SKETCH

HOW DOES IT WORK?

WHAT NEEDS OR OPPORTUNITIES DOES THE CONCEPT ADDRESS?

ONE-SENTENCE CONCEPT DESCRIPTION:

WHO DOES IT INVOLVE, BOTH IN BUILDING AND IN USING IT?

WHAT DO YOU HOPE TO LEARN MORE ABOUT THROUGH PROTOTYPING THIS IDEA?

You have now gener-
ated lots of ideas and
chosen a few concepts
to move forward.

In the fourth phase of
the design process–
Experimentation–you
will prototype in
order to bring your
concepts to life.
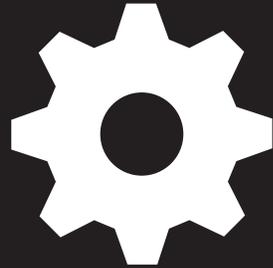
4
EXPERIMENTATION

WHAT'S IN THIS SECTION

4-1 *Make Prototypes*
4-2 *Get Feedback*

4–1 *Make Prototypes*

Take Photos

Since your prototype should be out in the world, take photos of it and place them here.

SOME THINGS TO TRY

CREATE SEPARATE SIMPLER PROTOTYPES
"Works like" (how the back end functions), "acts like" (how the "front-end" interaction works), and/or "looks like" (how it looks).

TRY "EXPERIENCE PROTOTYPES"
Have people roleplay or bodystorm using props and prompts.

SHRINK BIG THINGS DOWN
Use scale models and mockups.

GO 2D
Use storyboards or diagrams.

Place photo here

Place photo here

Place photo here

Place photo here

4-2 *Get Feedback*

Identify Sources for Feedback

How do you need to test your prototype in order to receive the most relevant feedback? Can you let people experience your prototype without further explanation by leaving it in various places? Do you need to walk people through the experience of your prototypes? What will your testing session look like?

I WILL TEST BY...

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What about your idea do you need to test? What kind of feedback do you need in order to iterate and refine your idea? What is the most important question you want to ask? Are you trying to learn whether people would participate in a new activity you designed? Are you wondering whether people will change behaviors over time because of your concept?

LIST FEEDBACK GOALS

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Select Feedback Participants

Who do you want to engage in the feedback process? Who will you learn the most from? Include people you have met during your field research as well as new participants.

FEEDBACK PARTICIPANTS

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Build a Question Guide

It is likely that as you have made your idea tangible, you have developed questions about how the prototype should work, what people are interested in, how to best engage participation, etc. List any questions that have been bubbling up about your concept. During your feedback session, you'll want to ask for specific feedback about your idea. What would you like to know more about?

INTERVIEWEE NAME

START SPECIFIC
What are some specific questions you can ask to open the conversation?

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GO BROAD
What are some questions that can help you start to understand this person's hopes, fears and ambitions?

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PROBE DEEP
What are some ways you might be able to dig deeper in the conversation,, to find even more of the perspective this person has?

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Facilitate Feedback Conversations: Capture Prompts

Use these prompts to help people give you constructive feedback, and to help you consider what parts of the experiment you should keep or change.

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INCREASE

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DECREASE/STOP

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KEEP

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INCREASE

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DECREASE/STOP

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Integrate Feedback

What was the original intent of your concept? Review the feedback from your testing sessions. Based on the feedback you have received, do your earlier learnings and ideas from your research and ideation phase hold true?

REFLECT

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According to your feedback, what do you think is most important to making your idea a success? How might you improve your prototype? How can you emphasize what was well received about your prototype?

FEATURES TO ITERATE

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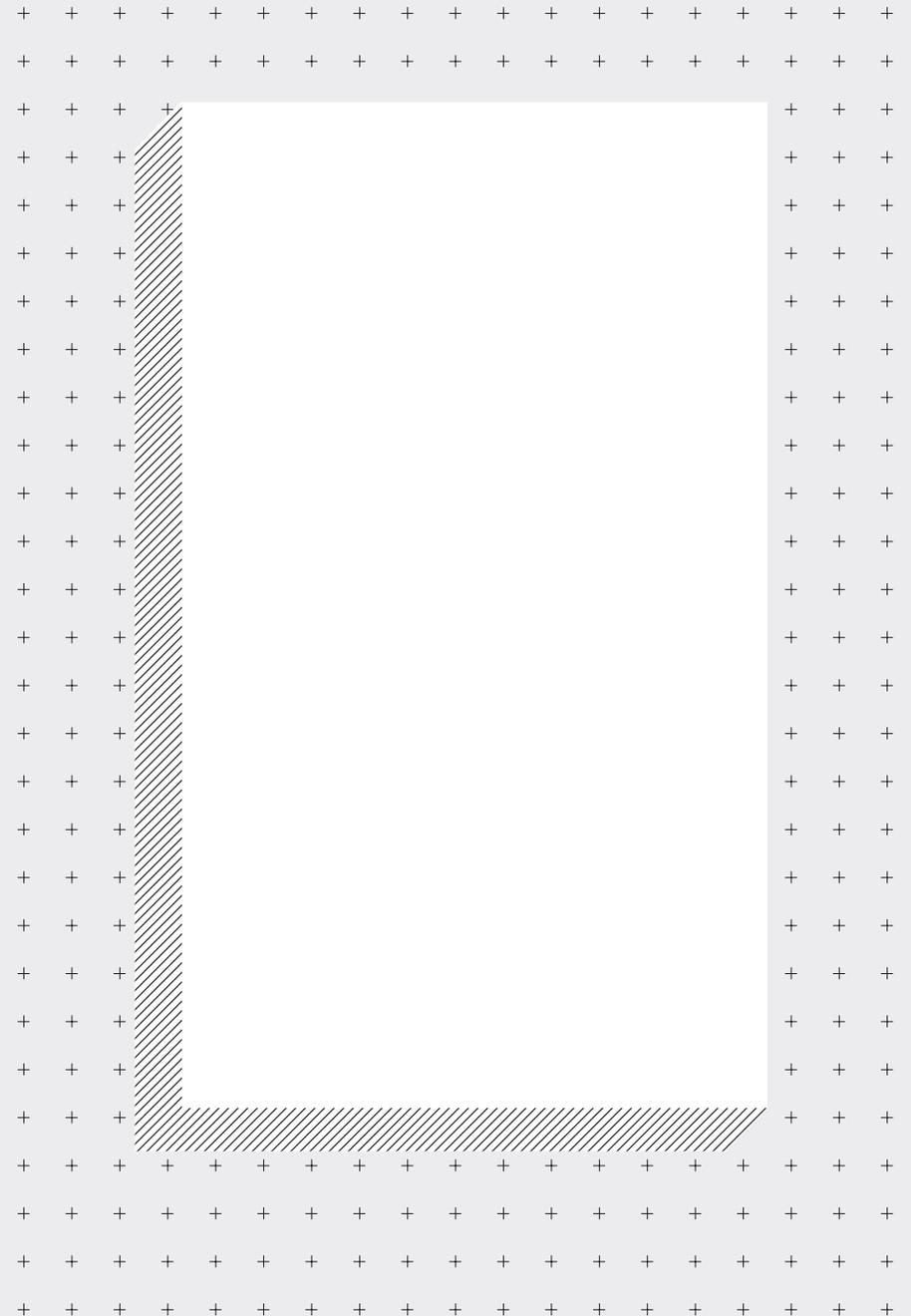
Identify What's Needed

List the materials you will need to build your refined concept. Are these supplies available at your school? Will you need to purchase any new assets?

How much do I need to make this concept a reality?

Who can help you realize your idea? What capabilities are you looking for? Who is invested in supporting the concept? Do you need to find someone to champion the idea?

AVAILABLE AT SCHOOL

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NEED TO BUY

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COST

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How can I get funding or materials support?

SOURCES

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PEOPLE

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How long will it take to bring this concept to life in a more refined way?
Do you need time for preparation? Does anyone need to be trained?
Do you want to use an existing meeting time differently?

TIME →

You now have a proto-type out in the world. Congratulations!

Now it's time for the Evolution step of the design process, where you'll collect learnings and consider how you can scale and engage others to further your design solution.

5

EVOLUTION

5-1 *Track Learnings*

Define Success
Review the goals you set out in the getting started section of this workbook. Reflect on how your vision maps to where you are today. How has your concept been used? Is the prototype being used by the people you intended it for? What do they appreciate about your concept?

CONCEPT USE

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What does success mean to you? What do you wish to see happen with this project? Are you hoping that a large number of colleagues attend an event? What would you tell the school's leadership in order to receive more funding? What would you like to hear a student say about your idea?

IMPACT I AM LOOKING FOR...

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How will you track and measure the success of your design solution? Will you ask people about the concept? Are you waiting for someone to approach you?

METHOD FOR TRACKING

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Document Progress

Document progress of your concept. What different behaviors have you noticed since implementing your concept? Have the relationships between people changed? What comments have your received from your students or peers?

NOTES

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What do you need to illustrate the "before/after" impact overview of the design solution? Do you need to gather images? Quotes?

ASSETS I NEED...

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5-2 *Engage Others*

Plan Next Steps

What are all the actions that need to be taken to build your concept? Capture any open questions. Who will be responsible for each task? Who will be responsible for finding answers to any open questions?

ACTIONS, QUESTIONS

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PERSON RESPONSIBLE FOR FOLLOW-UP

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Create a timeline which includes your deadline for evolving this concept along with any other major meetings or dates.

TIMELINE

Pitch Your Concept (optional)

Who are you pitching to? Create a provocative statement for your idea that will get your audience excited about the opportunities you see. Frame it as "What if…?"

WHAT IF…

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Tell a brief and engaging story, focusing on the most important aspects of your concept. What story will you tell? What inspired your idea and how does it respond to the needs you uncovered? Why is this idea valuable to the various people involved?

STORY, INSPIRATION, VALUE

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What are you asking for from your audience? Clarify your list of needs.

NEEDS

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Build Partnerships (optional)

Which organizations or individuals have capabilities you are missing in order to realize your idea? What is your relationship with them? How can you reach out to them?

TIP
Use this method when you need the resources or capabilities from others to realize your idea.

WHAT IF...

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NOTES

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What are you asking from them? Consider adapting your pitch to speak directly to this audience. Why would they be interested in helping? How do both parties hope to benefit from a partnership?

BENEFITS

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NOTES

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Share your Story

Outline the presentation you'd like to give to share your story. Consider these prompts...

TIP
Use this method when you want to share your design experience and solution with a broader audience.

What was the initial dream/gripe that kicked off this challenge?

Who was part of the team or contributed to the project?

What partners did you integrate?

What partners did you integrate?

What needs did you learn about?

What needs did you learn about?

What was the most surprising thing you learned while looking for inspiration?

Remember your process
Use photos to illustrate where possible.

What was the most absurd brainstorm idea?

Share a few of your initial concepts or prototypes.
What kind of feedback did you receive on these concepts?

Concept

Feedback

Concept

Feedback

Concept

Feedback

Show us where you've gotten
Use photos to illustrate where possible. Share your concept.

Place photo here

Place photo here

Place photo here

HOW HAS YOUR PROTOTYPE BEEN SUCCESSFUL?

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CAPTURE QUOTES YOU'VE HEARD RELATED TO THE DESIGN AND/OR IMPACT YOU'VE SEEN AROUND THE STUDENTS/SCHOOL/CLASSROOM.

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Build a Community

Advancing your understanding of Design Thinking is best done through repeatedly undergoing the process with new design challenges. Having a network of people you can bounce ideas off is essential to moving your thinking forward. Who will you invite to your design network?

DESIGN MEETING TIMES
How often will you meet? How long will your meetings last? Where will you meet? What dynamic do you want to establish? What will you discuss?

Who you will meet?

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When?

How often?

Now that you've completed one challenge, it's time to start the process over again. Define a new challenge and work your way through the process. Refer to the Design Thinking for Educators Toolkit to bring more depth to your work!
What design challenge will you tackle next?

CHALLENGE QUESTION

WHAT KIND OF CHALLENGE IS THIS? (CIRCLE ONE)

CURRICULUM   SPACES   PROCESSES AND TOOLS   SYSTEMS

Designer's Workbook

Design Thinking for Educators