

The process of working together to understand how two different design processes relate to our problem of practice was beneficial to see our problem in a different way. We began working with the Galileo Educational Network, and their double-diamond model of design planning. This was the initial process that I worked on for my presentation, so I felt that it would be a good process that would work well for me and my group. As we began trying to piece our topic and problem together, we realized that it wasn't as straightforward as we originally thought and may not be the best way to unravel our understanding of our problem and design process. We continued in our poster (artifact on the left) to look at another design process and compare the two. We looked at the IDEO way of laying out a problem and found as we started to draw the hexagons and spaces for discussion that we were really fond of this new way of looking at our problem! As we continued to make connections between the layout and the different aspects of our problem, we realized that this process was much less linear and much more flexible for our problem of practice, which was non-linear in nature. Our "Ah-Ha!" moment came when we could visually look at the way that the boxes and ideas lay out and how they were interchangeable and could be in any order, which we didn't have with Galileo's layout. We do understand the value of Galileo's way of planning for older grades or perhaps other content matter as well, but we felt that for Kindergarten, IDEO provided us with a really flexible and accessible way of planning our assessment and engaging with our problem of practice. This was also a really great way for our group to look at our problem of practice and understand it in a new way. We also had the opportunity to look at our problem of practice in a way that is dissected and related to each aspect of the IDEO process. We ended up moving our layout to be more of the IDEO concept, and felt that this gave us a much greater grasp on our problem.