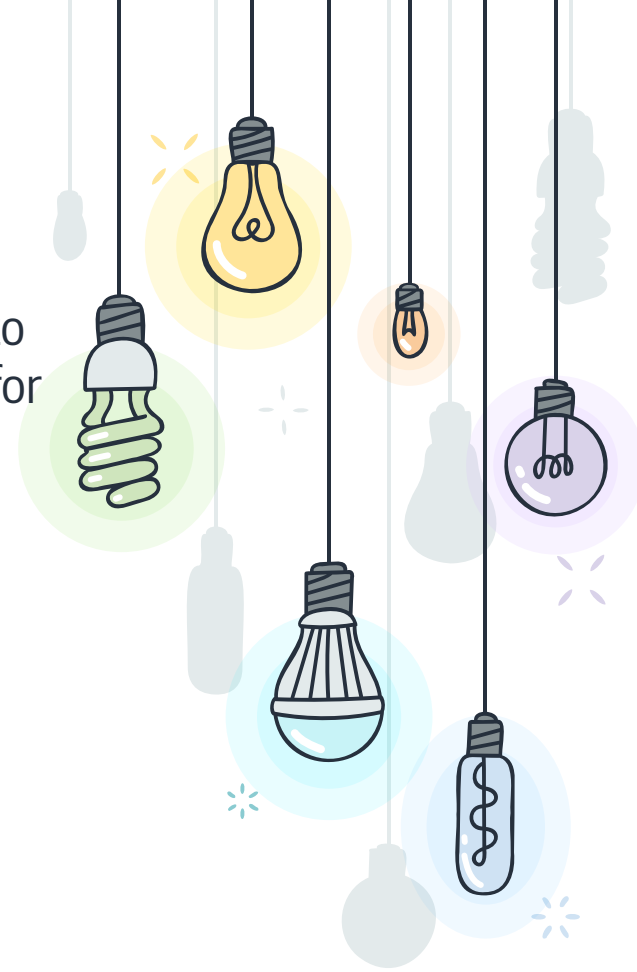




LIBERATORY DESIGN THINKING AND SPANISH SPECIAL EDUCATION
BY: CASEY DUBOIS

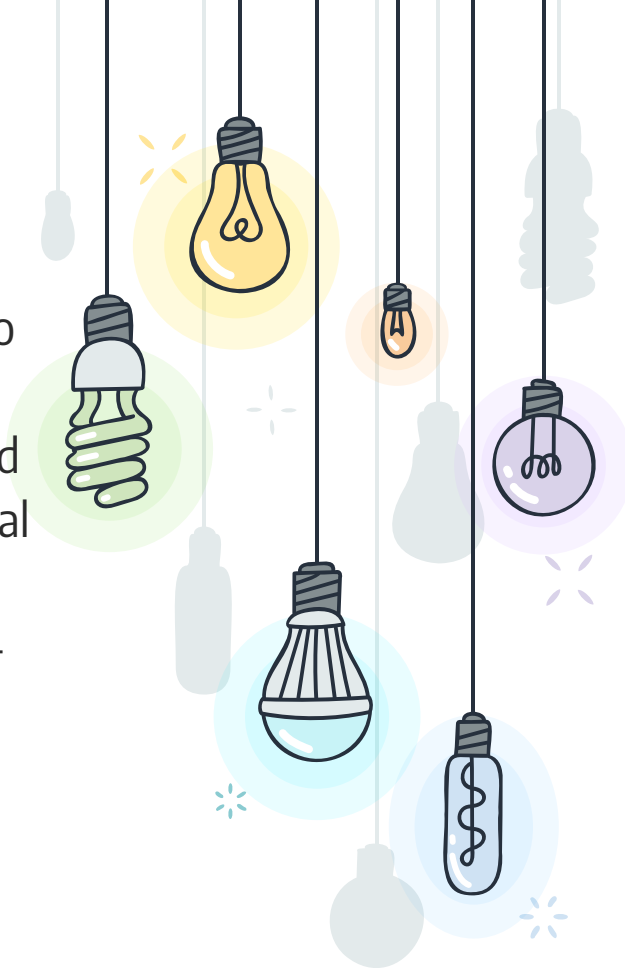
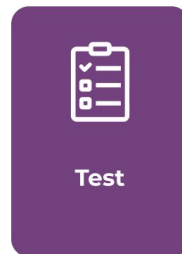
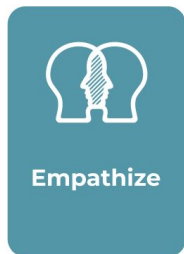
* HOW MIGHT WE STATEMENT

How might we provide the necessary materials needed to assist the special education population in Spain to create for a positive environment in the schools



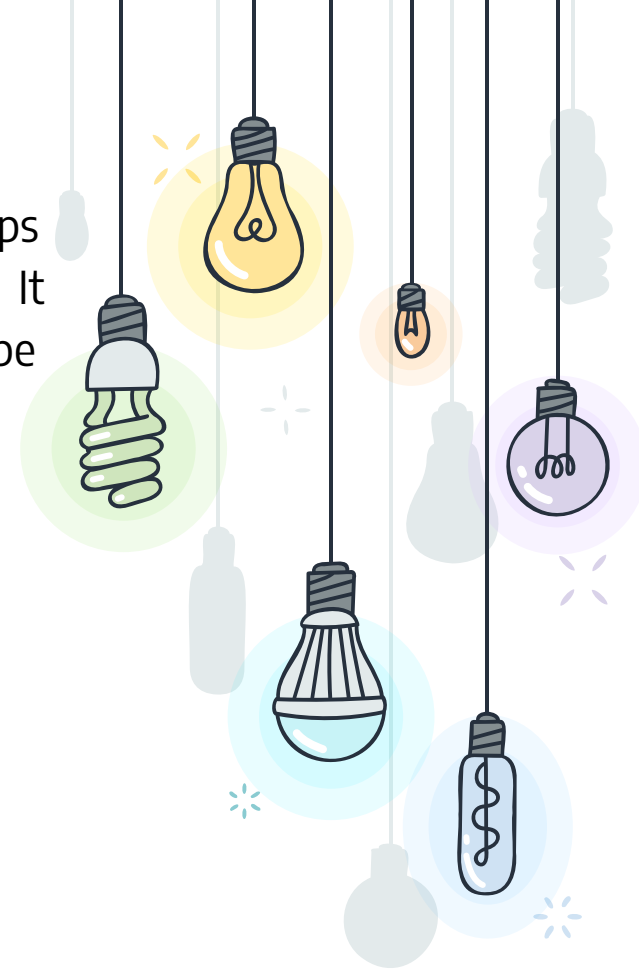
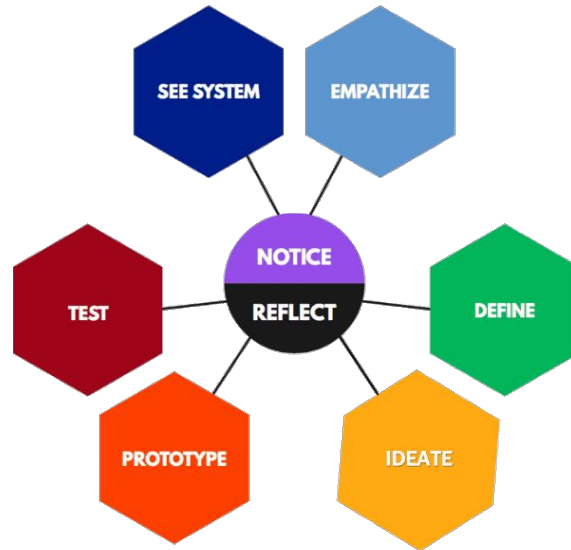
* DESIGN THINKING AND LIBERATORY DESIGN

“Design Thinking is an iterative process in which we seek to understand the user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding. At the same time, Design Thinking provides a solution-based approach to solving problems.” -
(UX Design, 2022)



DESIGN THINKING AND LIBERATORY DESIGN

✱ Liberatory design is an approach to Design Thinking that helps address equity challenges and attempts to disrupt inequities. It also adds in the “Notice” and “Reflect” stages to the prototype





WHAT DOES IT MEAN TO BE A CULTURALLY RESPONSIVE CITIZEN?

What it means to be culturally responsive is having the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. Throughout this course we had the opportunity to take a CQ assessment which is an assessment that assesses cultural intelligence. From this assessment I learned so much more about how I could be a more culturally responsive citizen. This helped me become more aware of my strengths and weaknesses as well as where to improve.





WHAT DOES IT MEAN TO BE A CULTURALLY RESPONSIVE CITIZEN?

Being culturally responsive requires individuals be culturally competent. This competency is having an awareness of one's own cultural identity and views about differences, and the ability to learn and build on the varying cultures and community norms of students and their families. It is important that people directly integrate diverse work and study practices. This helps inform the community about different cultures.





NOTICE

The notice stage helps learn how to empathize with users and become more intentional with our interactions and notice areas to improve on to become a more culturally diverse person. For example, our class took a CQ assessment to test all areas to become more culturally responsive. As I stated previously the CQ assessment helped me realize my strengths and weaknesses when it comes to being culturally responsive.

The CQ assessment

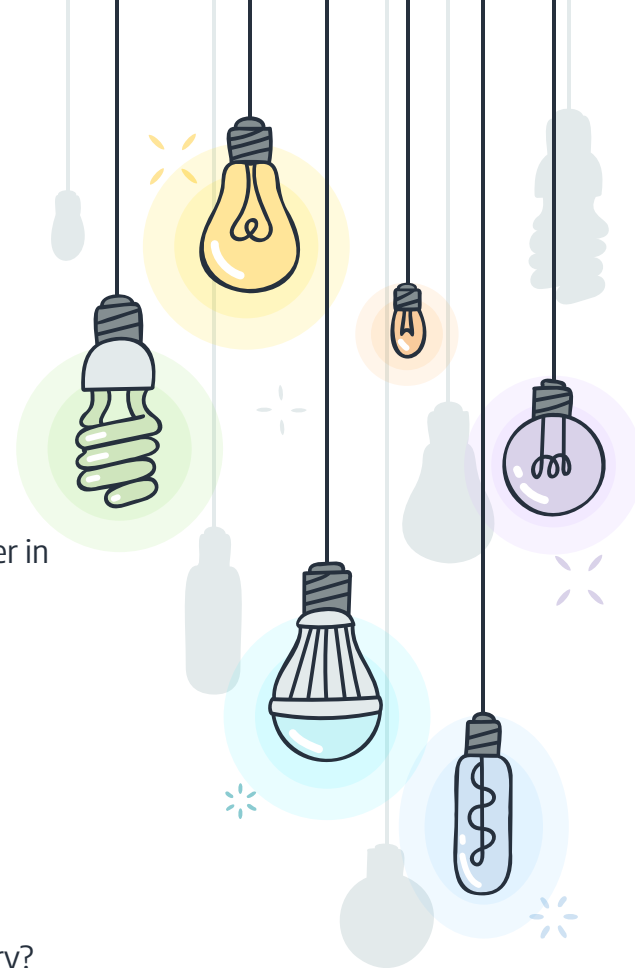
It is crucial to notice who you are, what biases and assumptions you might have in order to improve on becoming a more culturally responsive citizen.





EMPATHY WORK

- ✦ Empathy work is the first stage of the design thinking process. Design teams conduct research to get personal grasps of their users' needs.
- ✦ During this stage my group had the opportunity to interview Joseba, Pablo, and Eva.
- ✦ Joseba is a master student who teaches english and hopes to be a history teacher in a school in Spain
- ✦ Pablo is a third year business student and Eva is currently a professor at the university of Camilo José Cela
- ✦ Question examples:
 - × What has been the most academically challenging part of school in your country?
 - × What is the strength and weakness of your school system in your country?





SEE THE SYSTEM

See the system thinking is an approach that designers use to analyze problems in an appropriate context. During this stage my group and I focused on identifying the problem. In class we discussed the problems in our country's education system and who it effects. It is important that we as educators are being open minded ourselves and we have to include more types of people. Our main consequence is that we may exclude others without even realizing. After interviewing our friends in Spain about the problems in their education system, we learned that one of the biggest issues was that there was a new law passed that closed special education school and are now planning on integrating those students into a typical classroom. The laws in Spain are always changing and that is one of the downfalls they face especially when it comes to their education system. As a class we took sometime to do some research on this topic and found that the Spain education consists of many different components.



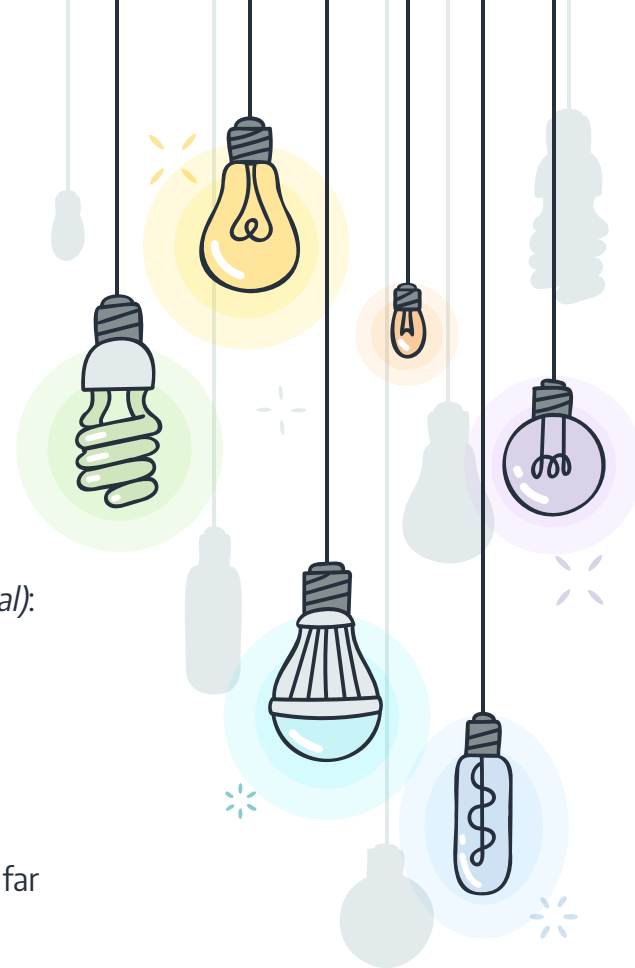


SEE THE SYSTEM

The education system in Spain comprises four stages:

- Infant school (*Escuela Infantil*): ages 0 to 6
- Primary education (*Educación Primaria*): ages 6 to 12
- Obligatory secondary education (*Educación Secundaria Obligatoria*): ages 12 to 16
- University preparation (*Bachillerato*) or vocational training (*formación profesional*): ages 15 to 18

Spain has many different types of school which are public, private, and even charter schools. For a long time they had separate school for children with disabilities. In recent events they passed a law to integrate students with disabilities in the classroom but so far do not have much of a plan.





DEFINE

The define phase is where we will establish a clear idea of exactly which problem we are trying to solve for the user. My group and I focused on this statement are we tried to find a solution, How might we provide the necessary materials needed to assist the special education population in Spain to create for a positive environment in the schools. We conducted multiple interviews to come to a conclusion on a problem we felt as though we could fix. All three of the interviews touch upon the integration of special education student in a typical classroom. This was something my group and I resonated with and was the problem we chose to find a solution for.



* IDEATE

Ideation is a creative process where designers generate ideas in sessions. This is when my group and I worked together to brainstorm different ideas for our prototype.



Ideation Space: Group 1
(Casey Dubois, Katherine MacDonald, Abigail Beaudoin, Madison Sullivan, Jacob Babson)



* IDEATE

Group 1 Voting!

Delight!

provide the necessary materials needed to assist the special edu population to create for a positive environment in the schools

Create an inviting and inclusive environment in the schools

provide resources for teacher to gain knowledge about different types of special education

Help teachers develop relationships with students

Feasible

Have classes provide special education training for future educators.

Have the students/ future teachers shadow classrooms

Provide remote meetings for the teachers to learn from experts

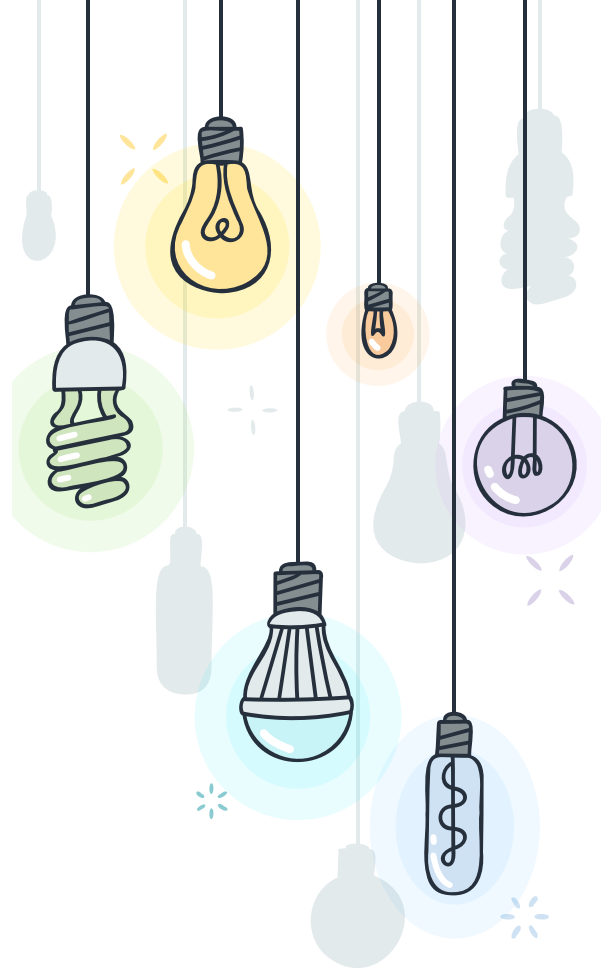
Have the teachers from the special ed schools come in and help the normal teachers integrate with the special needs students.

Radical

Have specially trained teachers follow the special needs student around through classes.

Have the teachers from the special ed schools continue to help the normal teachers integrate with the special needs students.

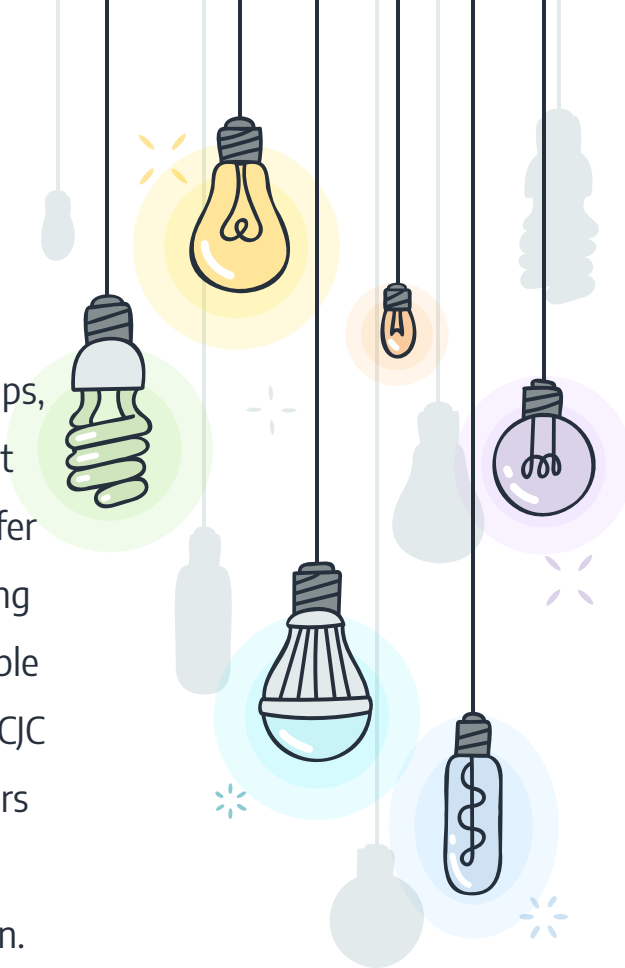
Inform the educators about the resources and tools that need to be used to better the education





PROTOTYPE

We decided that the best method for our problem was to create an informational video for teachers. This video would include many different tips, tricks, and tools. As a group we thought making a video would be the best option because this is creating a tool for teachers and other educators to refer back to and have all of the information in one place. Another benefit of using a video as an informational tool, is that we can add subtitles that are available in many different languages. We shared this idea with the students from UCJC in a virtual format to get their feedback on what we could change. Our users truly liked the idea of our prototype. They provided us with constructive feedback that included what we did well on and what we could improve on.





PROTOTYPE

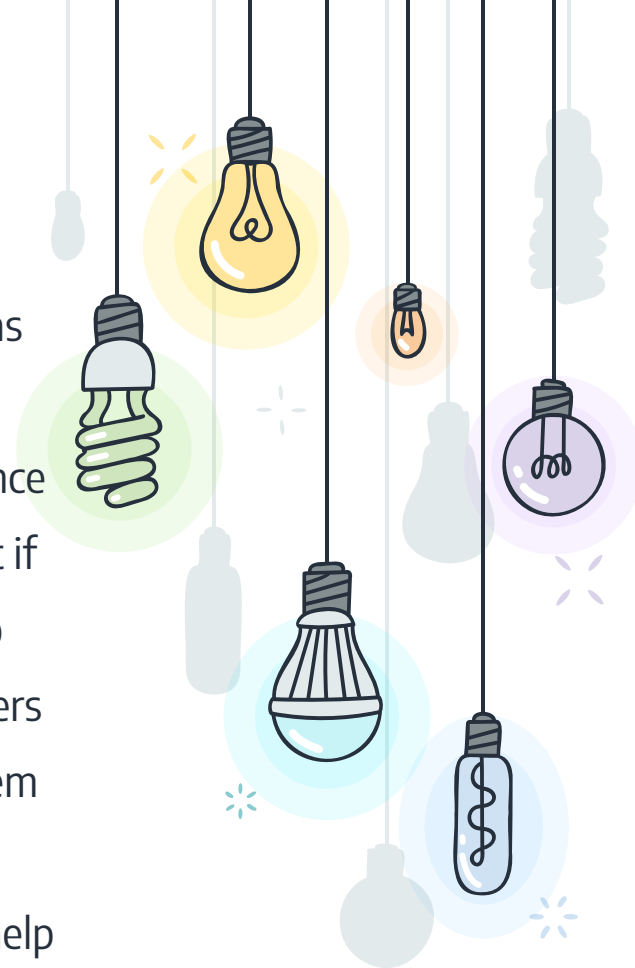
Based on the helpful feedback that we received, we decided to adjust our prototype to better meet the needs of the users. Our original idea consisted of a video that contained many different components. After hearing our feedback we decided to make a website that has modules that touch upon integrating different disabilities. For example, by clicking on the ADHD module there will be small video clips that touch upon tips and tricks, tools, and different resources that teachers can utilize within the classroom. There will also be a manual included that contains each component in the modules. This provides teachers with accessible tools on hand, that will allow teachers to understand through the use of text and diagrams rather than videos.





TEST

Testing, in Design Thinking, involves generating user feedback as related to the prototypes that has been developed, as well as gaining a deeper understanding of your users and their needs. Since we were unable to put our prototype to the test we decided that if that if we had the opportunity to test we would create a demo website that would lay out the crucial information to help teachers in Spain positively integrate students with disabilities and set them up for success in the classroom. My group and I generated our website by taking our feedback into consideration to ultimately help our user.





DISCUSSION

Overall, I feel as though through out our time in class I have learned so much about being more culturally diverse. This class showed me that even if you think you are being clear and concise there are always areas to improve on to make things more accessible for the user. This has helped me be able to interact with others and get a better understanding of different barriers we may face with different cultures. For example, when creating our prototype, we had the option for different languages. This can help make the content more accessible for the users from different countries who speak another language other than english. This has taught me to always go back into my work and see what areas I can improve on to make sure everyone's needs are being met.





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