Total time: *~9mins*

Hello, my name is Emma Bowie, I am a Mathematics major with a concentration of Middle school math, here at Southern New Hampshire university.

I am here today to inform you all on the design thinking and how I used this innovated process for Manuel on Spain's dropout rates.

I took a class this semester called Global Inquires Scholars where we collaborated with other educators across the globe to better understand oppression amongst our students.

For those who are unaware of the liberatory design thinking process let me explain:

This process is non-linearity path that thinkers and educators use to understand the individual, specify their needs and problem solve.
SLIDE CHANGE

The Design thinking process alone has 5 steps: Empathy

<div align="center">

Define

Ideate

Prototype

Test

</div>

The liberatory design process has two extra steps for the user before and after the process called:

Notice and Reflect.

Don't Worry, we will get into further detail about these steps but let us take a minute to discuss:
SLIDE CHANGE

What it means to be a Culturally responsive educator?

Body 1: Responsive educator and notice phase together *1Min*

To me a culturally responsive educator implements awareness in their classroom and creates a safe diverse environment for all.

Being a teacher also comes with the responsibility to educate themselves on the students and community background to be open on new prospectives.

This really introduces the 1st phase in liberatory design thinking:
*SLIDE CHANGE

NOTICE

The Notice phase helps designers like myself, develop awareness before entering <u>any</u> conclusions of a situation.

Speaking for myself, I came into this course with the open mind. I challenged my own values and bias by taking a step back to See the system:
<mark>*SLIDE CHANGE*</mark>

Who is impacted by oppression in your country?

Who are the people that can contribute to improvement?

What barriers are in the way of achieving equal opportunities?

And as a class we took time to answer these questions about our country and read each other's answers with an open perspective.

Body 2: Empathy and Define

And here we start at the 1st phase in the design thinking process:
<mark>*NEXT SLIDE*</mark>

Empathy

The empathy step focuses on understanding the needs of the user for who they are designing for.

And this is when I introduce Manuel. Manual grew up in Spain, is an educator himself and has been across Europe to teach.

For me to understand Manuals needs, I conducted an interview about Spain's education including questions like:
<mark>*NEXT SLIDE*</mark>

<mark>Why</mark> **is Spain's school system not working?**

Why are Spain's students drop out rate so high?

What's the subject Spain students seem to struggle in the most?

How early do students learn a different language?

How do Teachers in Spain support thier students?

With your background you have instructed many students around Europe, in your option, what ways does a student learn best?

Amongst others

In return, Manuel expressed the many issues Spain faced in education, but really one issue stood out.

Can you take a guess what that could be? Sit tight while I continue to explain.

Next Slide

Phase 2 is **DEFINE**: a process in which you search for patterns from the interview and develop a point of view for the needs of the community.

When talking to my teammates, I brought up issues Manuel expressed deeply about, and one stood out the most which was: **SPAINS DROP OUT RATES *Next Slide***

You see Spain's dropout rates are the highest in Europe at over 17% according to multiple resources while Germany is at 10%, Poland at 5% and the United states at a little over 5% as of 2019.

The issue Manuel expressed about Spain's dropout rates is that the cause was students not wanting to learn.

However, when discussing with my teams' mates like Gema and Beatriz that there was a bigger picture why students in Spain drop out.

And this helped us with our next phase

NEXT SLIDE

Body 3: Ideate and Prototype

Ideate is the phase when a team comes together to produce as many solutions to the problem as possible, from there the top ideas are move to the next step.
Next Slide

So as a team, Kati, Gema, Megan, Beatriz, and I had to compile all our ideas into a google Jam board seen here:

Manuels view on Spain's dropout rate was one sided, and we know there are more out there who also believe students simply just do not want to learn.

Our goal was to make something not only informative, but an idea that can open another person perspective and dig deeper into the root of the issue.

You see, students in Spain do not always have the finical resources, may have a learning disability, struggles at home, self-doubt and more.

So, our great idea was to create a documentary or short video that informs individuals like Manual, that Students in Spain are struggling in school at a deeper level.

This video would include real-life cases why a student may be thinking about dropping out to hopefully warm the hearts of the audience and think on a broader scale on Spain's higher dropout rates.

NEXT SLIDE

We work now as a team on the **PROTOTYPE** phase

We put together a story bord that gives a rundown of our video plan

NEXT SLIDE

We would start the opening with statistics on Spain's dropout rates.

We then introduce three cases:
1) student with an undiagnosed learning disability
2) a student who must look over her siblings for her family to work
3) a Student who has been told their whole life would not make it and feel unmotivated.

Then end on solutions for the audience on what ways they can improve their classroom to make it a better environment for the students to succeed

Plus add in the fact that Spain's dropout rates are decreasing!
In 2003 Spain was at a 30% range where Now we find Spain under 20%

Next Slide

We presented this work with our peers and got some feedback about our design : suggesting's like

the students name to be more Spanish,

Checking further into %% of Spain's dropout rates as the number does fluctuate,

and even adding USA dropout rates to compare.

Conclusion: Test and reflect

Now, we have come to the end of the Design thinking process: **TEST**

The feedback we gather form our peers are a gift to help prefect our prototype for an actual test in the real world.

This would be perfecting the storyboard, creating the video, and submitted it for public view.

But for our team, we simply do not have the resources currently and were really experimenting in the whole Design thinking process.

We reviewed a lot of steps today**: Notice, Define, empathy, ideate, prototype and test.**

Now we take the last step of the liberatory design thinking process and we **REFLECT** on our work.

This entire process brought me to a new mindset about innovated thinking.

 I got to work with an amazing team who had our own cultural perspectives brought to light.

This process for us took a lot of time and effort, working virtual online at a different time zones and languages.

But I would do this over again in a heartbeat.

Thank you all for your time and

Now let us have it open for discussion