



Integration of Special Education into Public Schools in Spain

Research Compiled Using Design Thinking and Liberatory Design

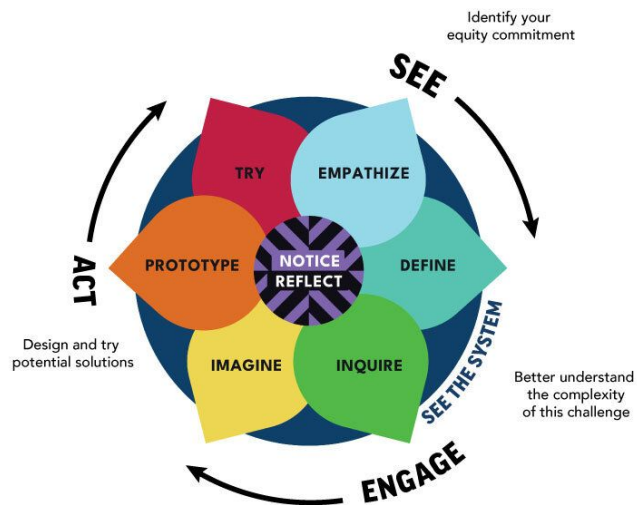
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Design Thinking and Liberatory Design

For this project, we were asked to use the Liberatory Design Thinking Process to find a problem in the Spanish Education system. After we pinpointed a problem, we used the Liberatory Design Thinking process to come up with a solution to the problem while addressing equity challenges. Throughout the process, we were noticing and reflecting on our work to redesign our product to make a better fit for the users. This process allowed us to practice self-awareness as we were creating a possible solution to a problem that we identified overseas.



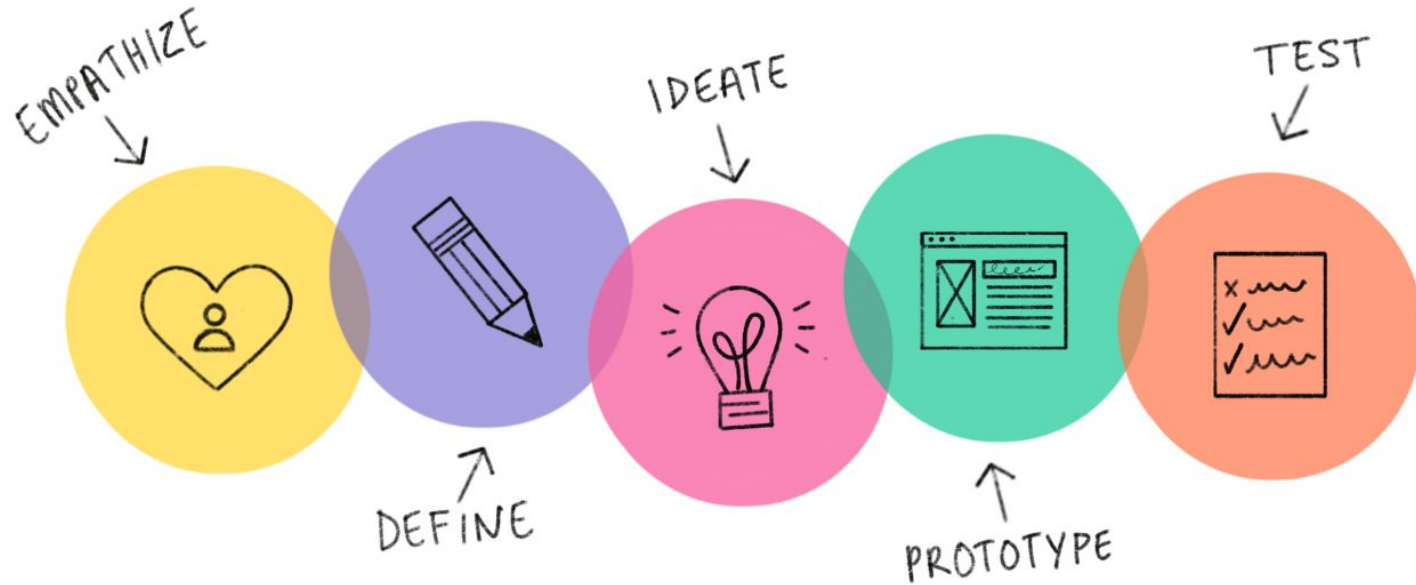
Liberatory Design for Equity Process



April 2021



Design Thinking Stages



The “Notice” and “Reflect” components are added during Liberatory Design.

What Does it Mean to Be A Culturally Responsive Educator?

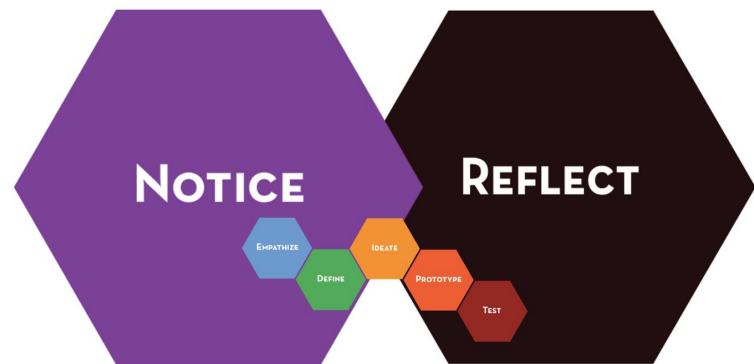


To be a culturally responsive educator means that you are constantly noticing and reflecting on your work based on your students needs and adjusting your work to better fit the users. When teaching, it is important to relate content back to the students cultural context for them to make a stronger connection. You also need to encourage the students to do this as well. Being a culturally responsive educator means that you are constantly going to be learning and expanding your knowledge about different cultures and experiences as well as making sure the users are making these connections.



Notice

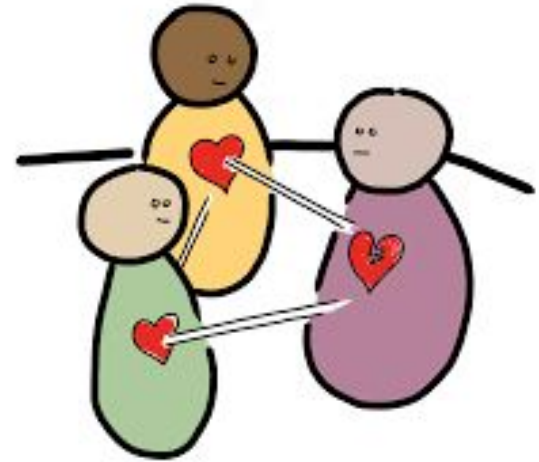
The notice phase is repeated constantly throughout Liberatory Design process. During this phase, we are constantly practicing self-awareness and redesigning ourselves to be a more culturally responsive educator. Practicing the skill of noticing helps us, as designers, to develop self-awareness and social-emotional awareness in order for us to practice empathy throughout the design process. This allows us to design an equity centered product.



Liberatory Design

Empathy Work

During the empathize phase, we took our interview questions and interviewed a few different students and educators at UCJC. This phase was a little tricky for us because we had 16 students from UCJC attending our class and only one of them was participating and giving us feedback. Due to this setback, we arranged time to interview with some other people to gain our information. While doing the interviews, we heard a lot of different things mentioned about problems in the Spanish Education System. These problems seemed to be consistent across the interviews that we completed.



See the System



This was another part of our empathy work. We were looking at who faces oppression in our country, and what people can contribute to make an improvement. We also had to look at what barriers are in the way of making an improvement. After we looked at these issues in our country, we compared it to the information from Spain. There seemed to be a lot of similarities and differences between the countries. This step of the process really opened my eyes as we looked at all of the many issues that take place all around the world. This activity helped us notice and recognize oppression as we were getting ready to work towards defining a problem. When working with this section, we were able to recognize the current state of the system from many different angles.

Define

The define phase is where we establish a clear idea as to what the problem is that we are trying to solve and who our users are that we are designing for. After our group decided on a problem that we noticed during the past phases, we created a problem statement/ “how might we” statement. We used this statement to guide the rest of our design thinking process.

We determined that our users needed resources to help with the integration process of special education into the public schools.

Statement:

“How might we design a resource for teachers to better help the integration of special education into the public schools?”



Ideate

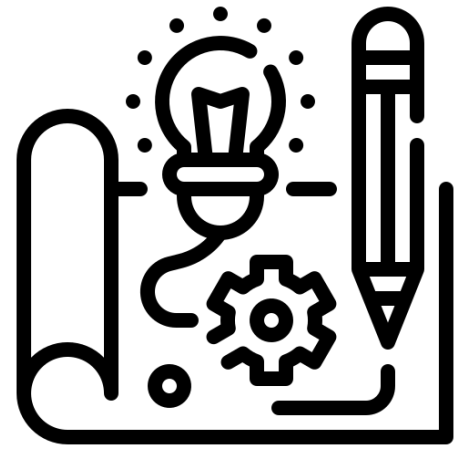
Ideation is a creative process where we were generating many ideas and challenging assumptions. My group and I came up with ideas for how we would solve the problem in the Spanish Education system that we listed in the “define” phase. We listed our statement and brainstormed ideas that could assist our users. After that, we organized our ideas into different categories: “delight the user”, “radical”, and “feasible”.



Prototype

A prototype is an early basic model and outline of a possible final product. The purpose of this phase is to fail early so we can go back to the drawing board before too much time or money is wasted. During the prototype phase, we came together as a group to reflect on the problem that we defined and created a prototype that would meet the needs of our users to answer the “How might we” statement that we came up with in the “define” stage.


The prototype that my team decided on was an informational video that included many different tips, tricks, and tools for educators to use to help with the integration process of special education into public schools.





How did the users respond to the prototype?

When we shared our prototype with our users, we met online on Microsoft Teams to share our prototype presentation. After we explained our prototype, and why we chose the video method, the users had the opportunity to provide us with feedback on a Google Slides link. They were asked to fill in three boxes: "I really liked...", "I might think about...", and "Does this solution seem like a way to meet the needs of the user?"



Based on our feedback, we got a lot of comments that the information we were going to provide was great but the way the information was going to be delivered may need to be adjusted to better meet the needs of the user and be more user friendly.





I really liked....

I really liked how the video would provide multiple different languages.

I also enjoyed the examples that would be provided for the use of manipulatives and resources.

The concept is like Khan Academy but for educating teachers about special education, I really enjoy it!



I might think about...

I might think about having the teachers find a more hands on way or approach for the teachers following alongside the video.

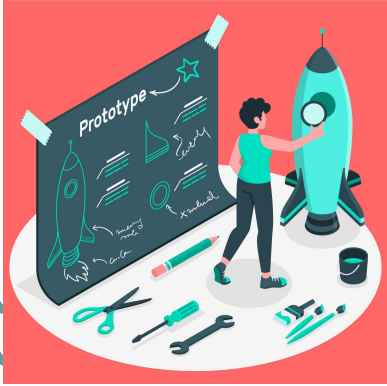
Maybe provide or add some activities for certain disabilities that they can try out or use. I think creating 'units' for certain disabilities kind of like subtopics would also be extremely beneficial.



Does this solution seem like a way to meet the need of the user?

I do think that this is a way to meet the user especially with the language options for the viewers. I also think that there is access in Spain for these educational videos so it is an appropriate solution.

What did we change about our prototype?



Based on the helpful feedback that we received about the prototype, we decided it was best if we changed our method of relaying the information. Instead of providing information in a video format, based on our users feedback and needs we thought it would be best to create a website that has modules that touch upon many different disabilities. Within each module you will find small video clips, tips, tricks, tools, and much more. We decided that a website format would work better because it is more classroom friendly. Teachers can easily take a look at the manual that explains each module and find exactly what they need. This makes the tool much more accessible and easier to navigate through.

Test

We were not able to test our product, but if we were given the opportunity to test it we would publish our website online and share the link/resource among the many school systems in Spain. We thought this would be the best option because it allows for the teachers to play around with the website to test if the format works for them. After they get the opportunity to use the prototype we would receive feedback and keep adjusting based on the needs of our users.



The background is white with various decorative elements. On the left, there is a large orange shape. In the top left, a cluster of teal dots is arranged in a roughly circular pattern. Below it, a teal leaf is partially visible. In the top center, a teal leafy branch extends from a pink circle. On the right, there are several horizontal pink wavy lines. Below them, a teal plant with many small leaves grows upwards. At the bottom center, there is a teal rounded rectangle with several small pink dots to its right. The text "Thank You!" is centered in a bold, black, handwritten-style font.

Thank You!