

## Part 1 – Generate Ideas

- Pre-brainstorming Activity – Warm Up
- Succinct well defined topic
- Brainstorming end goals clearly identified
- Brainstorming rules reviewed and adhered to
- Good space for the brainstorming process
- Protocols to ensure every voice is equally heard
- Facilitator for the brainstorming session(s) engages team and keeping on task
- Visuals used as part of the brainstorming process and/or to generate more ideas
- Brainstorming sessions and more brainstorming sessions and more brainstorming sessions

## REVISION OF DT CHALLENGE QUESTION

**DT Question: How might parents be involved and support their child at school and at home?**

**Possible DT Revisions:**

- **How might we improve communication, access, and entry points for underrepresented groups to increase parental involvement and support at school and at home? (slightly revised again since the Interpretation Phase)**
- **How might we better address issues of parental involvement and support at school and at home?**

**Directions: In your assigned groups, begin to think of solutions for the needs and problem statement generated from the Interpretation Phase.**

## Generate Ideas—100 Idea Challenge

### Brainstorming Norms

# ***Brain- storming Rules***

These seven rules will make your brainstorming session focused, effective and fun. Introduce them at the start of every brainstorm, even if they merely serve as a reminder for experienced participants.

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**Defer judgement.** There are no bad ideas at this point. There will be plenty of time to narrow them down later.

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**Encourage wild ideas.** Even if an idea doesn't seem realistic, it may spark a great idea for someone else.

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**Build on the ideas of others.**  
Think “and” rather than “but.”

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**Stay focused on topic.** To get more out of your session, keep your brainstorm question in sight.

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**One conversation at a time.** All ideas need to be heard, so that they may be built upon.

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**Be visual.** Draw your ideas, as opposed to just writing them down. Stick figures and simple sketches can say more than many words.

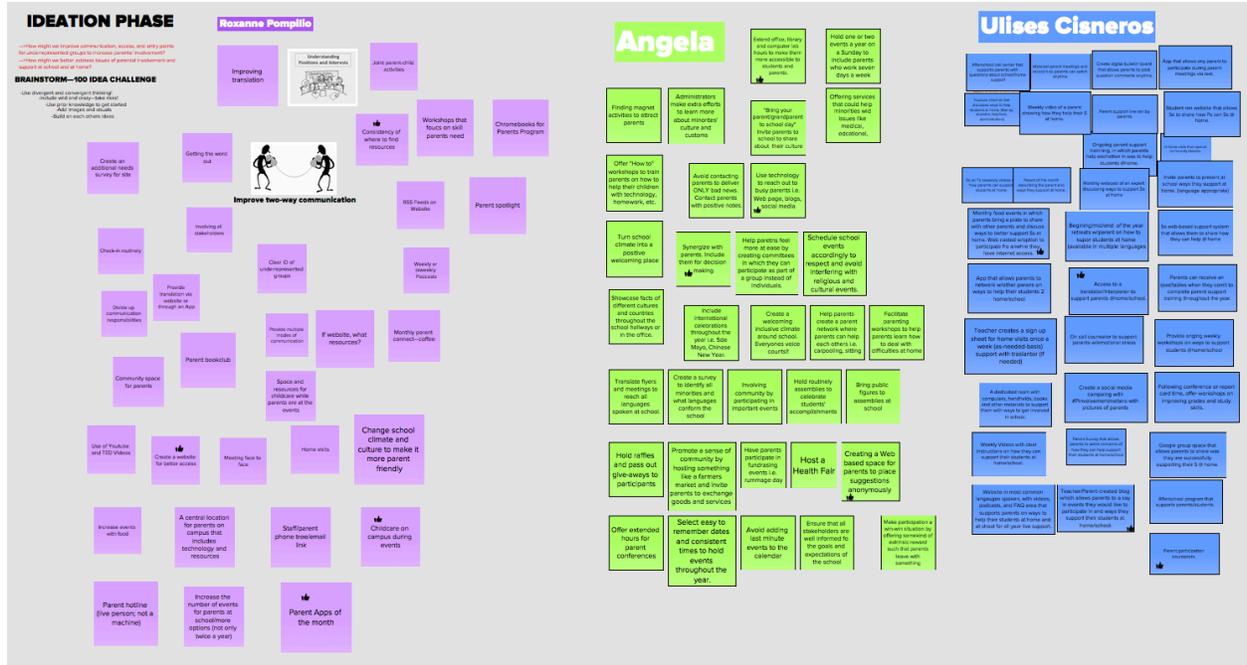
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**Go for quantity.** Set an outrageous goal—then surpass it. The best way to find one good idea is to come up with lots of ideas.

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### Brainstorm—100 Idea Challenge—Generating Ideas on Mural.ly

<https://app.mural.ly/t/edl655dtdesigners/m/edl655dtdesigners/1437375063469>



\*\*See Brainstorm Mural.ly link above for finalized version

## Part 2- Select Promising Ideas



Effective protocols used to select ideas  
 Evidence of having clustered or categorized ideas based on sound processes



Select specific ideas in an effective manner:

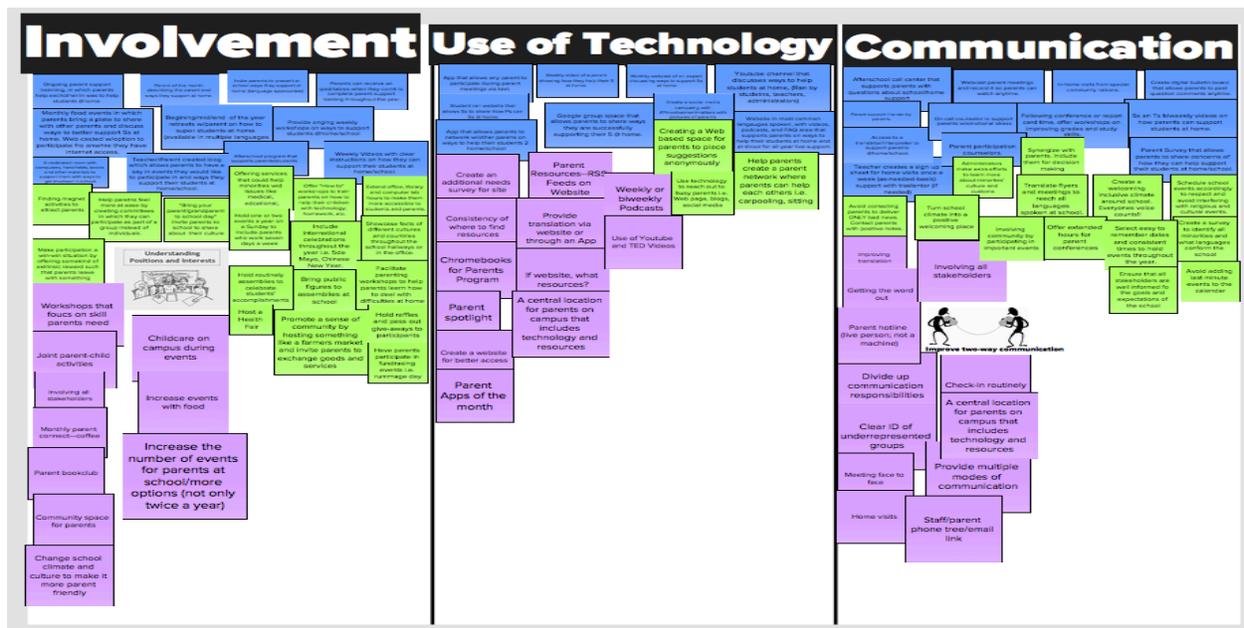
- Post –it voting
- Selecting inspiring ideas
- Selecting rational ideas
- Selecting *darling* ideas
- Selecting *long shot* ideas
- Selecting *most likely to delight* idea



Consider ideas that require a variety of form factors- physical, digital, experience prototype

## Part 2: Selecting Promising Ideas and Clustering Ideas Based on Similarities of What is Going to Meet the Needs of our End User

- **What is the protocol for selecting ideas?**
  - Discuss/review our brainstorm of ideas
  - Categorize and filter similar ideas into 3 or 4 overarching categories
  - Form categories based on our end users needs in response to our DT question
- **Select ideas in an effective manner (which were the most inspiring, rational, long shot, most likely to delight the end user?)**
  - Categories we came up with after discussion and considering a variety of factors: **Involvement, Use of Technology, and Communication**



\*\*See Mural.ly link for finalized formation of categories.

### Part 3 - Reality Check and Refining Ideas

- Most promising ideas identified with explanation
- Real value of final ideas to the end users clearly described
- Constraints for each idea clearly delineated. Examples:
  - Who would oppose
  - What's the cost
  - Where will we get the funding
  - What are the time constraints
- Evidence of having brainstormed ways to address the constraints
- Evidence of having done a second round of ideation
- Identification of who will be needed to build
- Evidence of further evaluation of ideas
- Final ideas described in single succinct sentences
- Experts needed for experimentation/prototype phase identified
- Multiple ideas selected to move forward to prototype/experimentation

\*\* See Mural.ly for finalized version of categories we came up and how we filtered our ideas.

### Part 3: Reality Check and Refining Activities

- **Select most promising ideas backed by an explanation for why these ideas would most benefit the end user**

**End Users:** Parents and Students—We have two end users and based on our earlier work (see Discovery and Interpretation Phases) there was

much overlap observed in our survey results and interviews with experts, as well as online research. Because our overarching DT question looks at improving parental involvement of targeted groups (underrepresented groups) through improved communication, access, and entry points, we are focusing primarily on the parent end user and a way of streamlining modes of communication so that resources are consistently updated, can be access in from a central location, and are more accessible. We want to design a Website that would better meet these needs. The Website can be linked to the school’s parent section of the school Website, but would not be depended upon the school Webmaster for updates and parental access.

- **Please address each category of possible constraints: opposing parties, cost, funding, time etc**
- **Evidence of a brainstorm for each possible constraint ([Google Hangout](#), [Google Chat box](#), and [Comments on Google Document](#))**
- **Second round of ideation to address constraints (Encourage divergent thinking)**

<b>Constraints</b>	<b>Possible Solutions</b>
<p>Opposing Parties—Opposed to idea? Opposed to its implementation?</p> <p><b>1.Many schools already have a website with a parent page and would oppose a separate site that caters to parents.</b></p> <p><b>2.Parents don’t have reliable internet access</b></p>	<p><b>1.</b>Provide a link to the school site, but enable control of the parent site to a few parental representatives and teachers. (may need revision)</p> <p><b>2a.</b>Extend computer lab hours and make it available for parents and students.</p> <p><b>2b.</b>Create mobile friendly site, so that they can access from any device.</p> <p><b>2c.</b>Provide mobile hotspots for parents to check out</p>

<p>3. Some parents may not have enough technology knowledge to participate.</p>	<p>3. Offer parent workshops to help parents learn how to use the Website.</p>
<p>Cost/Funding—Cost involved? Where to secure funds?</p> <p>1.The creation of a parent website might need approval from Governance or SSC prior to construction and implementation.</p> <p>2. Are there additional costs involved in terms of resources on the site (i.e., translation)?</p>	<p>1a. A request can be made in advance and it usually only takes one meeting for it to go through.</p> <p>1b. Create a proposal to present to the Board and gain support to move on from there</p> <p>2. Creating a volunteer committee to manage and update the Website.</p> <p>2a. Paper flyers are more costly and more time consuming than postings on a Website.</p> <p>2b. Free resources in all languages are available on-line.</p>
<p>Time</p> <p>1.Many teachers and administrators do not want to invest additional time in a parent website b/c they feel that if you “build it” they may not go there. Instead they rely on email as the only form of electronic communication and are resistant to change.</p>	<p>1.The advantage of having updates and notifications available immediately may actually save time.</p> <p>1a.Sharing a school website will prevent teachers from duplicating answers wasting time answering the same questions.</p> <p>1b.Creating a committee of parent volunteers to make and update an information tab on the Website.</p> <p>2. Perhaps a modification from gamification. Award incentives or “parent” points. (Think I got this from my iWatch. If I stand up every time it tells me to get up from the computer, I get points.. eventually a cool award button).</p> <p>2a.Raffles to win a tablet for parents who attend workshops</p>

2. Parents may not want to invest the time to learn the technology or attempt to navigate the site. Do we need to provide incentives? If so, what?

Ideas are thoroughly evaluated and critically questioned to form one or two final ideas that are clearly stated in a few succinct sentences

Radical Solutions  
were:



Free, mobile hotspots for every parent to gain access to the website.



Weekly raffles

[County Gives Computers to 200 Migrant Families](#)



Mobile techlabs

	 <p>Mobile techlabs</p>
<p><b>Selected Solutions is:</b></p>	<p><b><i>Creating a Website for Parents</i></b>          Creating an online website for parents, that can be linked to a school site, but is free, teacher-parent driven, and includes accessible to computer lab hours onsite, can be accessed from any device, includes free trainings/workshops, is multilingual, includes push notifications, parent board/padlet, and unlimited resources and parent supports.</p>
<p><b>We Selected this because:</b></p>	<p>This is a low cost, accessible, and easy to maintain option that encompasses many important ways to effectively communicate with parents, as well support them. Furthermore, it gives parents unlimited resources in any language without having to use funds nor time to translate. 24/7/365 accessibility. Parents can use any device that has access to internet. Immediate update capability</p>