

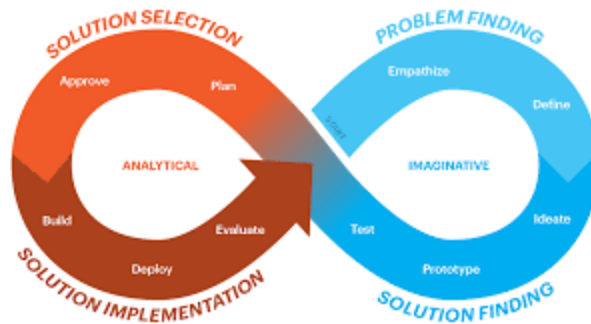
Design Thinking Models and Elevator Speeches

Links to current Design Thinking Models and comparison to library inquiry ideas.

Group 1: url:

https://www.google.com/search?q=design+thinking+models&source=lnms&tbn=isch&sa=X&ved=0ahUKEwj5uOHM95XcAhXM7YMKHZIzB0AQ_AUICigB&biw=1200&bih=608#imgrc=vkNmksKh1d3OrM:

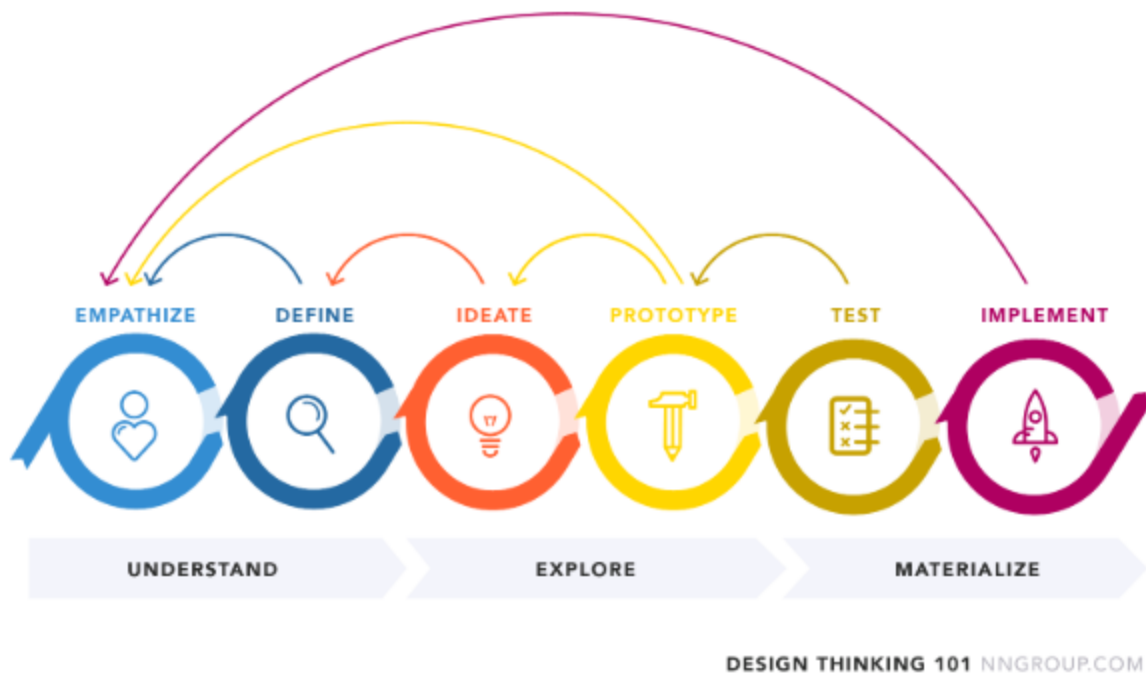
Design Thinking Graphic Screenshot: **The Loop**



Elevator speech: The graphic organizer focuses on teaching the skill of thinking. The process can be used for many topics. There is no clear ending; it is continuous. There is more than one solution and you continue to decide how to improve. It could be used for teachers and students.

Group 2: <https://www.nngroup.com/articles/design-thinking/>

Design Thinking Graphic Screenshot:

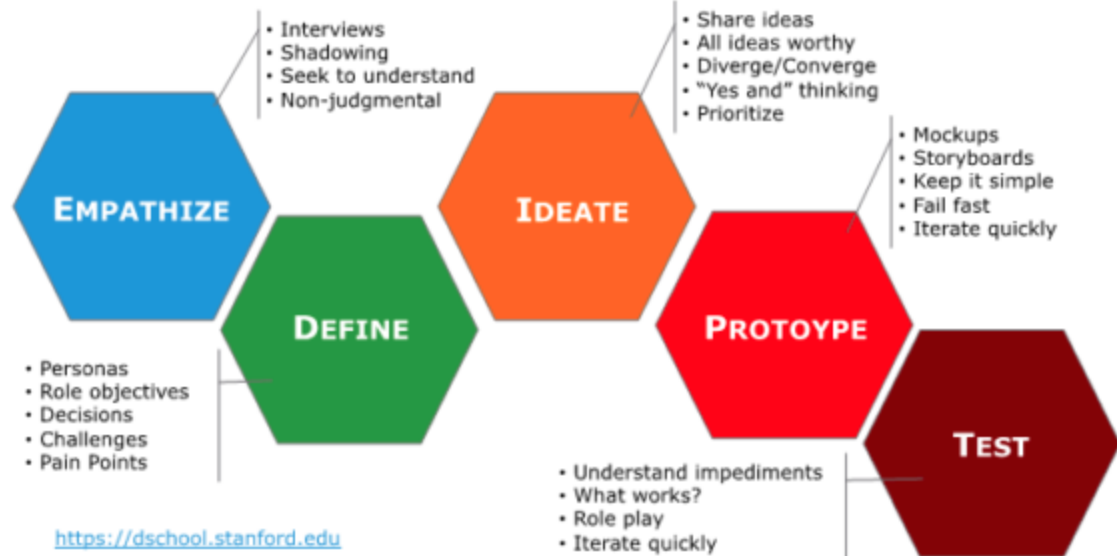


Elevator speech: Design thinking is a creative critical thinking exercise for problem solving which stresses communication and bravery in the face of failure. Students are encouraged to try and fail over and over, and to always revisit their empathetic connection to the core problem and stakeholders.

Group 3: url: <https://www.enterpriseirregulars.com/125085/what-is-design-thinking/>

Design Thinking Graphic Screenshot:

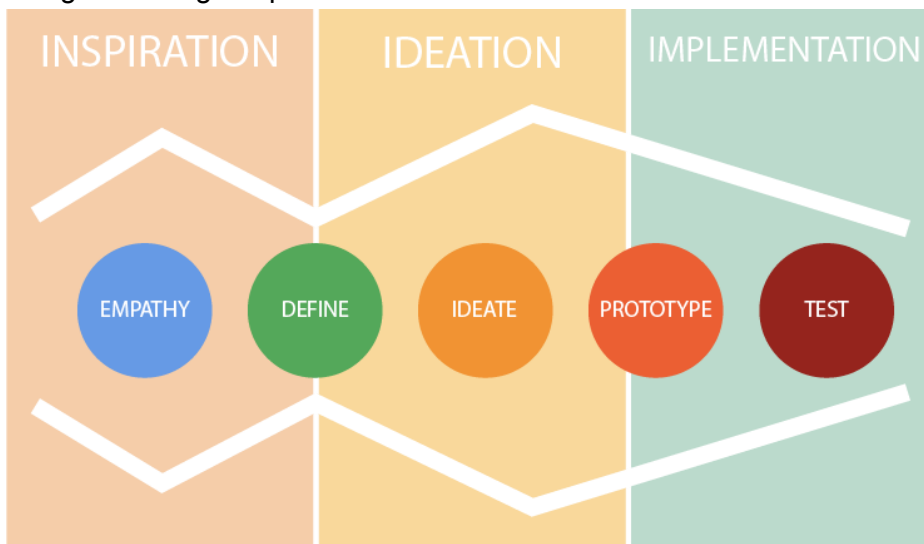
Stanford d.school Design Thinking Process



Elevator speech:.. This is student-centered and project-based; it is iterative and allows for multiple trials and errors without fear of failure as an individual and as a group. This is a collaborative learning experience, which is what the Learning Commons is all about!

Group 4: url: <https://stormz.me/en/designthinking>

Design Thinking Graphic Screenshot:



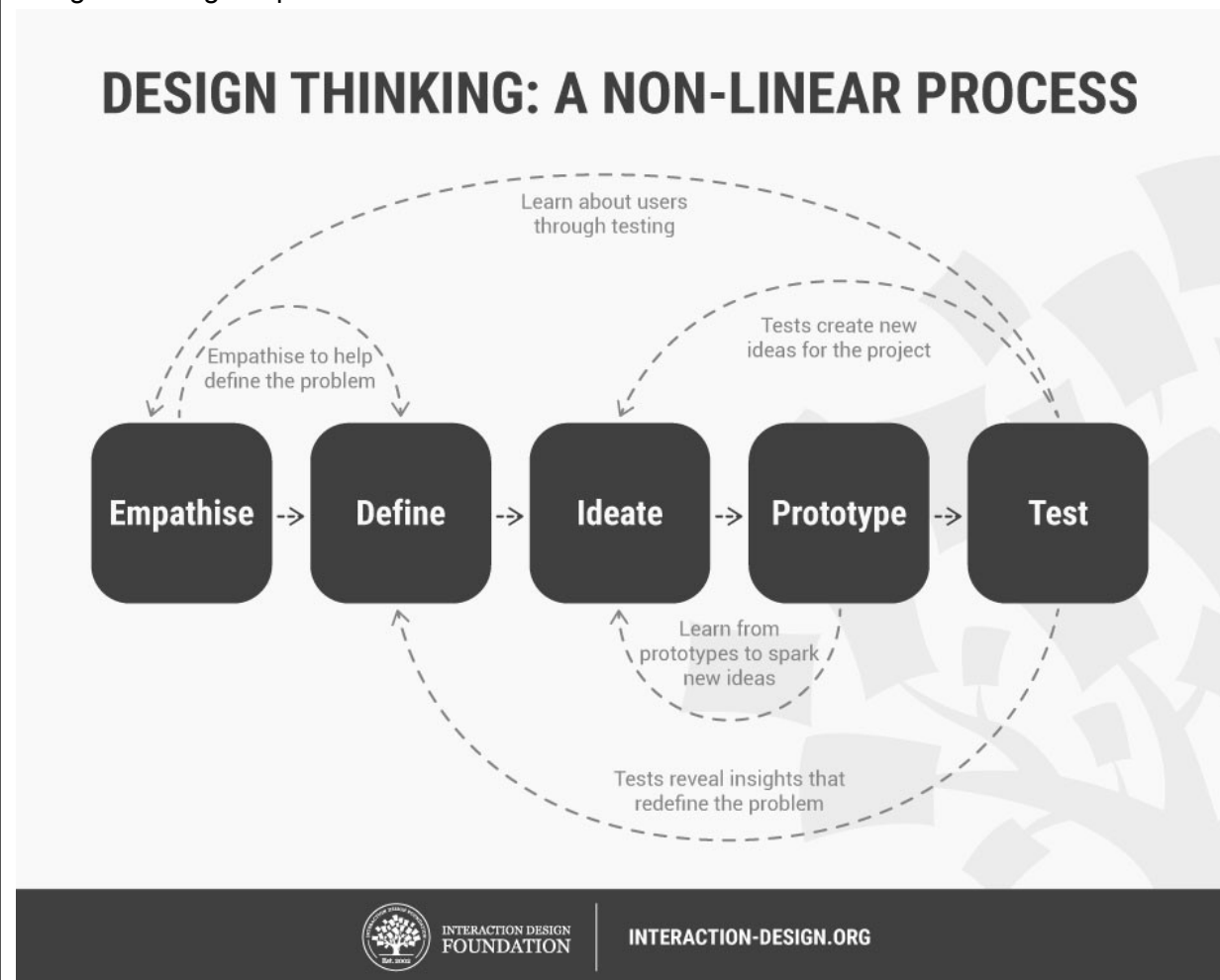
Elevator speech: Design thinking seems to parallel the inquiry process because they both

start with a wide goal of exploration, then narrow to creating a specific question or problem to investigate/research, then widen again to look at many different possibilities or sources, and then narrow to a specific product or conclusion. The design thinking process is not meant to be linear, you might have to go back and redefine the problem.

Group 5: url:

<https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

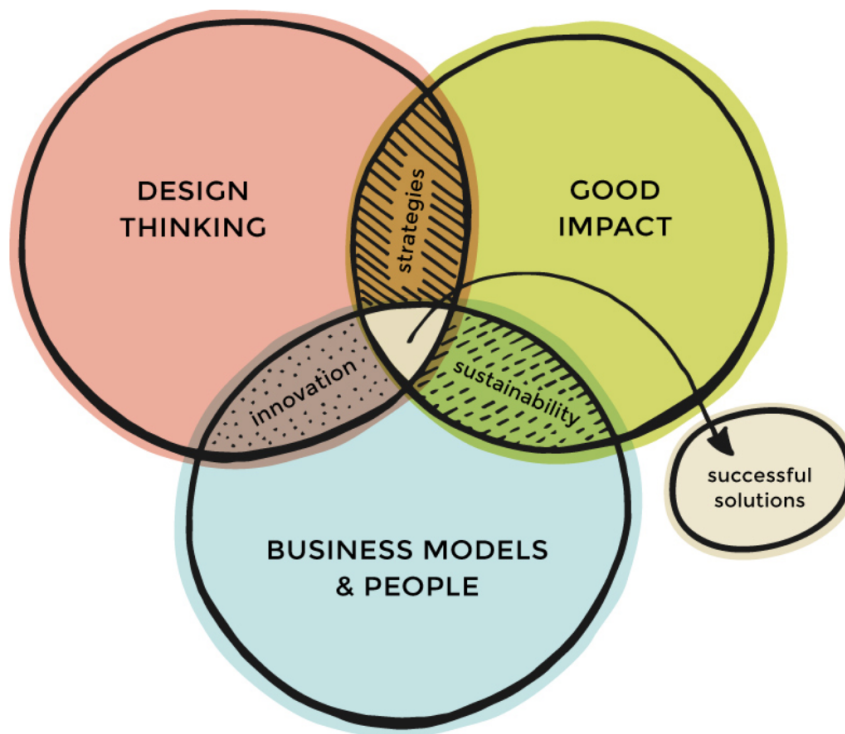
Design Thinking Graphic Screenshot:



Elevator speech: This model expands on traditional inquiry models in the way that this design thinking model identifies a need or acknowledges that there is a better way to solve a problem rather than just exploring a question or trying to learn more about a topic.

Group 6: <http://www.ecodesignthinking.com/>

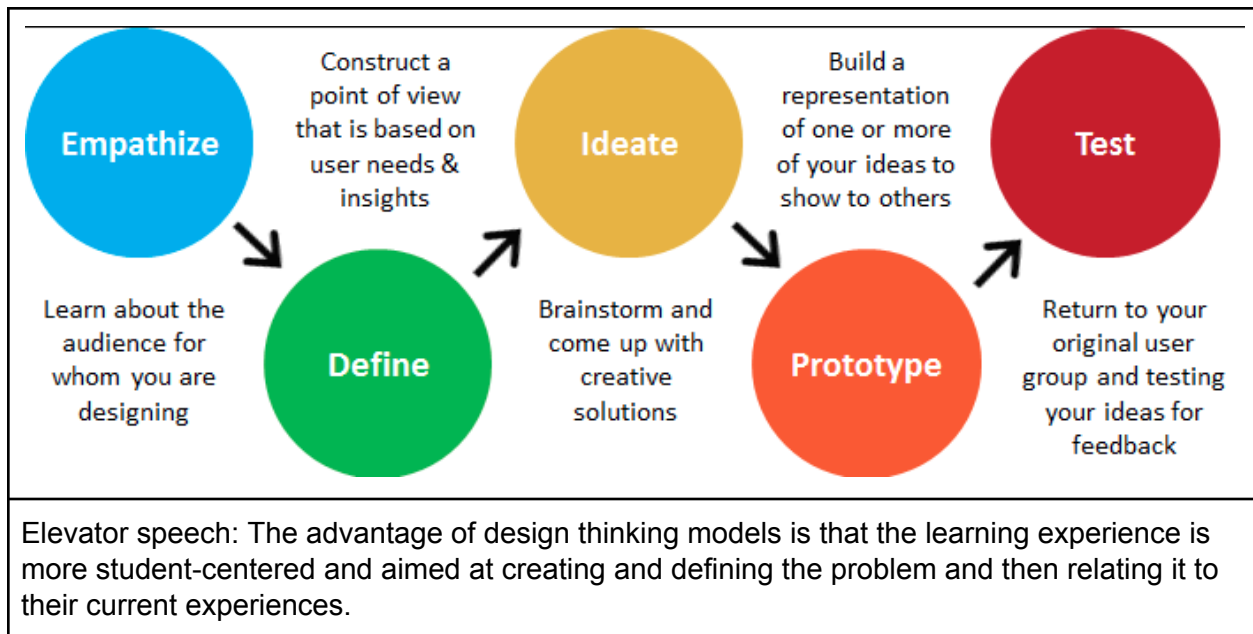
Design Thinking Graphic Screenshot:



Elevator speech: This model considers not just the design thinking model, but also brings in other business models and considerations of the impact of a design. We consider all the people involved and how we can use talents and resources for good. If the school is an ecosystem, this model will result in solutions that help all parts of the community thrive and also environmental health of the world.

Group 7: <https://www.plycode.com/wp-content/uploads/2017/04/Design-Thinking.png>

Design Thinking Graphic Screenshot:



Note: This research was done by graduate students in the School of Information during the summer term of 2018