

Integrating design thinking into instructional design

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Aims

Determine how to integrate a design thinking methodology into the development of the #OpenTeach course and the resultant effect on learner experiences

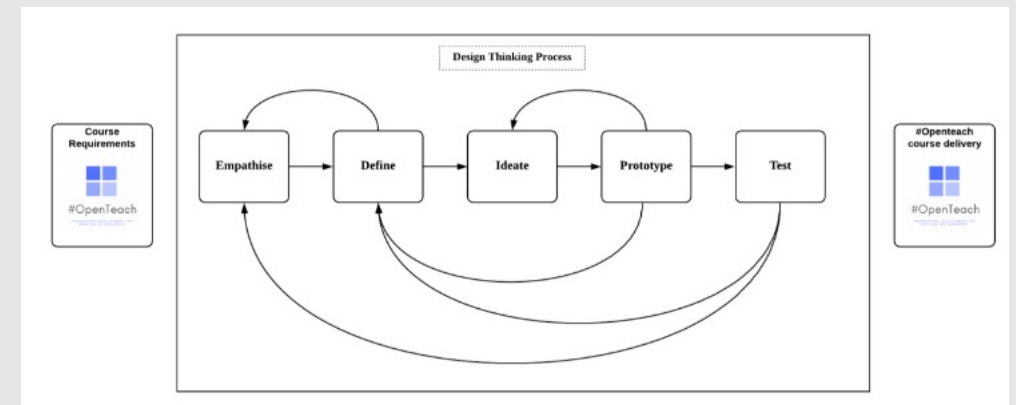
Findings

The use of a design thinking process enabled the instructional designers to empathise with learners, and to produce innovative and creative designs. The scenarios that were then developed, such as Eimear's dilemma, encouraged learners to engage with the course materials and achieve the desired learning outcomes.

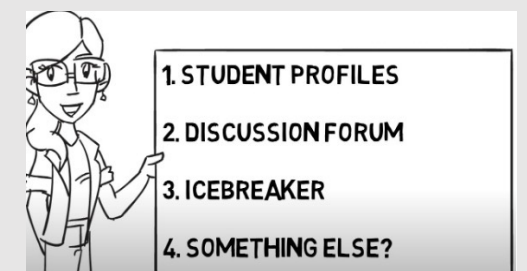
Impact

This research maps how the five stages of design thinking, a problem solving process put forward by the design company IDEO, can be effectively integrated into instructional design practice. By using this iterative and creative process instructional designers can focus on learner needs and produce engaging courses.

Design thinking in action



Eimear's Dilemma
What should Eimear do?



Student Comments - empathy

“Starting an online course would be the same for me as well (as for Eimear)”
“need to know your learners in advance”

References

Ní Shé, C., Farrell, O., Brunton, J., & Costello, E. (2021). Integrating design thinking into instructional design: The #OpenTeach case study. *Australasian Journal of Educational Technology*, 33-52. <https://doi.org/10.14742/ajet.6667>