



DESIGN FOR CHANGE

DESIGN THINKING GUIDE

EVALUATION

by

The **Good** Project

HARVARD

GRADUATE SCHOOL OF EDUCATION

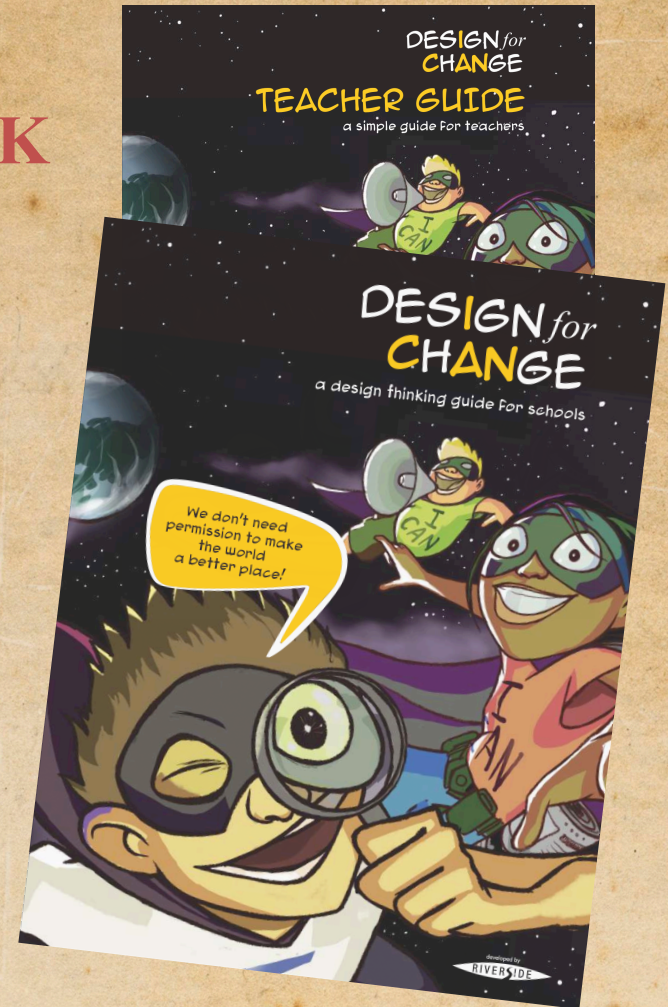
A FIRST DESIGN THINKING TEXTBOOK AND TEACHER GUIDE

Designed for Year 8 students
as a way to introduce the
design thinking process for
citizenship/value education

21st century skills mapped
to core content

Knowledge | Design Partners :

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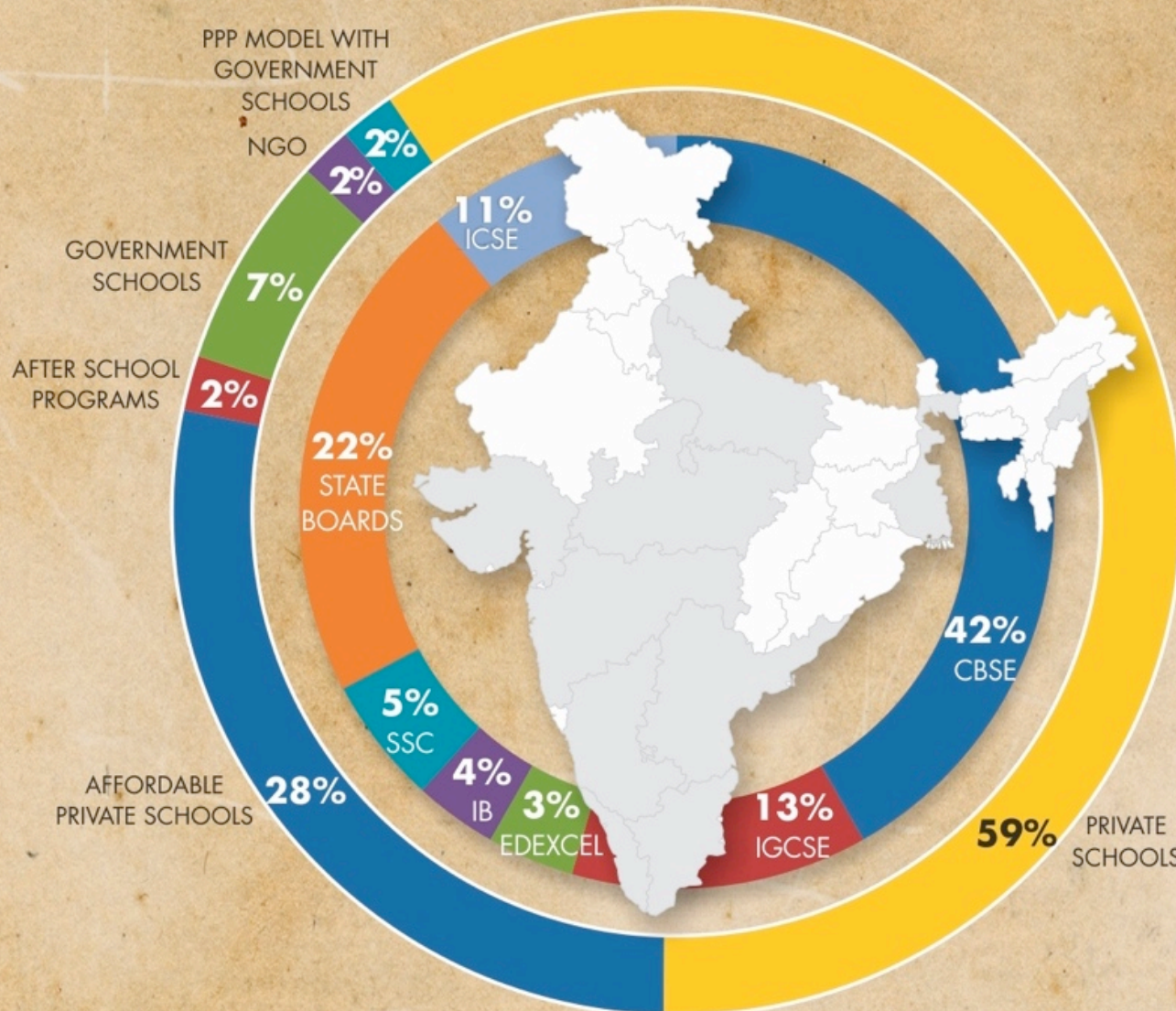
National Institute of Design



The Good Project

PARTICIPATION

64 SCHOOLS
6500 STUDENTS



The **Good** Project

HARVARD

GRADUATE SCHOOL OF EDUCATION

- Evaluate the impact of Design Thinking Guide on **Social Emotional Skills (SES)**
- Assess the building of **empathy** through the Design for Change thirty hour curriculum.

RESEARCH DESIGN

- The Good Project Team designed a **pre and post assessment tool** that connected specific **SES traits** to behaviors and measured those behaviors.
- To assess **empathetic thinking**, the students were observed for:
 1. Identifying problems that **Affect Others**,
 2. Thinking of situations through **Multiple Perspectives**,
 3. Designing interventions that keep the **Stakeholder in the centre**

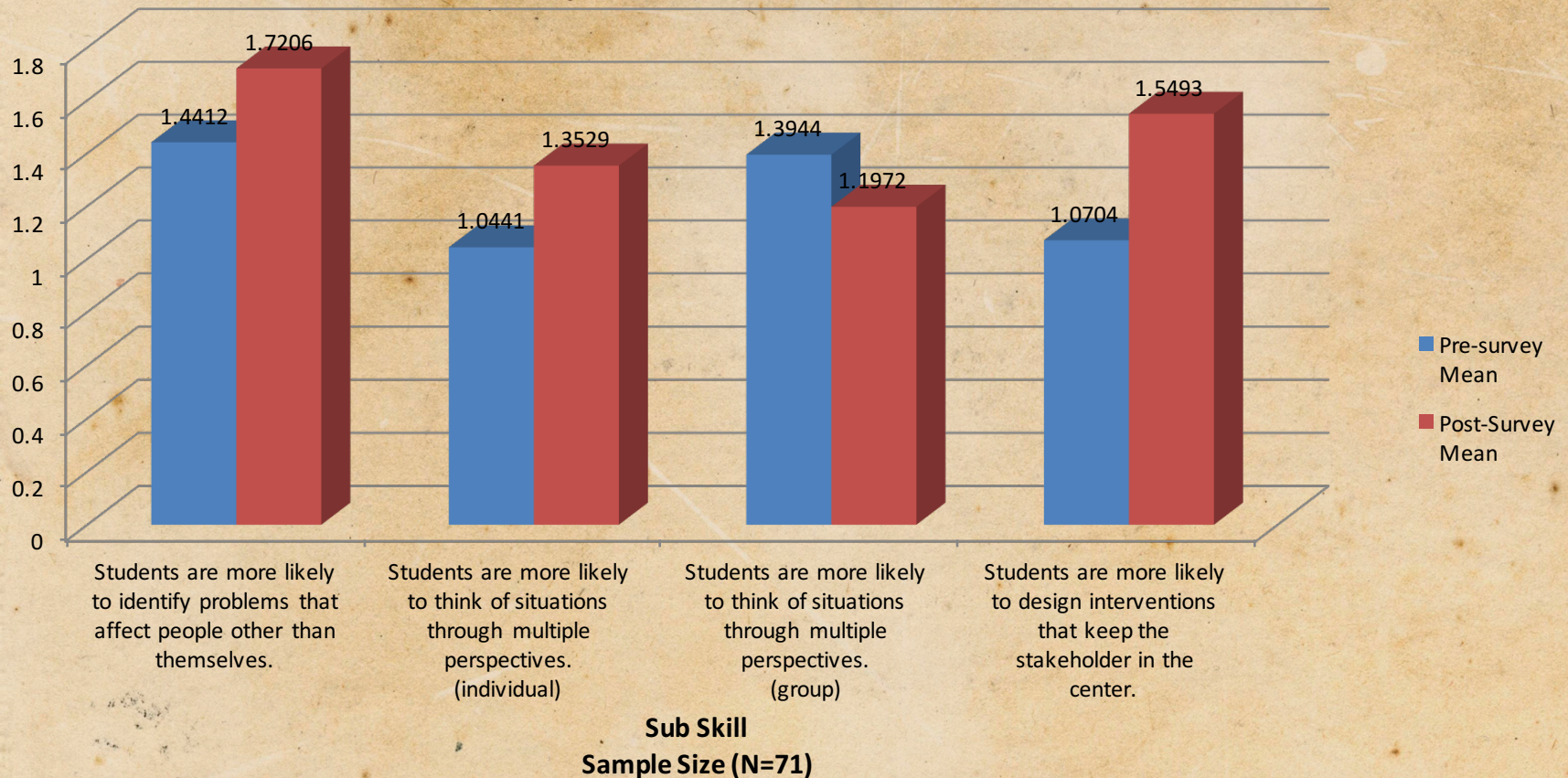
DATA COLLECTION

CHARACTERISTICS OF SCHOOLS THAT PARTICIPATED IN THE DTG PILOT

City	State	School Category (Elite/Affordable Private/Government School)	Education Board
Vadodara	Gujarat	Private School	CBSE
Aurangabad	Maharashtra	Affordable Private School	SSC
Alappuzha (Aleppey)	Kerala	Private School	Edexcel
Mumbai	Maharashtra	Private School	IB Board
Chennai	Tamil Nadu	Affordable Private School	Tamil Nadu State Education Board
Delhi	Delhi	NGO	NA
Kolkata	West Bengal	Private School	ICSE
Ahmedabad	Gujarat	Private School	State Board

DATA ANALYSIS

Data were analyzed through a **two-tailed, paired dependent T-test** which showed **statistically significant results** for empathy and the sub-skills under it



FINDINGS

- The curriculum has been able to **increase** average student **empathetic ability**
- Under **Empathy**, every single **sub skill** showed a **statistically significant change**.
- Students **improved** in their ability to **design interventions** that keep the **stakeholder in the center**.

THE GOOD PROJECT, HGSE RECOMMENDS

- **Design for Change** represents a significant **departure from a traditional classroom** where students compete instead of **cooperate** and there is always a right or wrong answer – and this departure is one students should practice frequently to be **equipped** to contribute to **21st century** society.

STUDENT FEEDBACK on DESIGN THINKING GUIDE

<https://www.youtube.com/watch?v=W8Z097iRqGA>