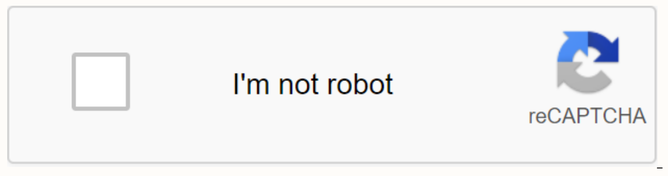

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When international Baccalaureate students are included in the Middle Years Program (MYP), design becomes a necessary part of the curriculum. Why? Design thinking keeps the function of any project constantly in mind while considering real applications. If the feature is forgotten, the result will be a subpar design. Although there are many tangible results of Design, design thinking can be used to solve problems within all aspects of life. By doing the same action of relating function to actual programs - whether it's becoming a better reader, improving in mathematics or something else. And in the field of design thinking lies the design cycle. Regardless of the scope, size or complexity of a design project, the MYP Design Cycle can always be used. In the simplest terms possible, Design Cycle is a way to make sure you don't let anything slip through the cracks when you're done with design... it especially helps middle school elders who can get ahead of themselves! What is MYP Design Cycle, anyway? The design cycle consists of four steps: querying and analyzing, developing ideas, creating a solution, and evaluating. The four steps don't necessarily need to be completed in order, and it's actually encouraged to backtrack and jump around when needed. Inquire and analyze During the first phase, designers must explain and justify the need for their project. In general, this is also when designers research, explore existing products, produce an introductory sketch and create a design card, which identifies what materials are needed and what will actually be designed. Develop ideas Next, concepts become more sophisticated. This is the stage when students create design specifications, determine how many materials are required, calculate the time needed and go over details such as color and scale. In addition, this is when the rudimentary sketch from the previous phase becomes a blueprint with accurate measurements. Creating the solution Here, technical skills are used to physically follow the plan to make the solution. At this point, designers should feel prepared to take their ideas off paper and make them with physical materials. But during this stage, designers should not feel handcuffed by their design and should be open to thinking about the place. Initial testing occurs during this stage, and if obstacles occur, changes can be made to optimize and improve the baseline. Evaluation This is when different testing methods are developed, the success of the solution is assessed and any improvements to make the solution identified. From here, the different stages can be repeated to further develop or promote the solution. In the following weeks, I'll be going through myp design cycle compared to a real in class project: Last year, I assigned my students to complete the Landmark Marble Roll. Their mission - if they to accept it (spoiler alert: they had to accept it) - was to choose a landmark like the Statue of Liberty and the Eiffel Tower, construct it out of toothpicks and popsicle sticks, and figure out a way to have a marble scroll from the top to the bottom ... WITHOUT falling off the track! Did they succeed? Check out my next blog post to find out! Design Cycle The following texts belong to their respective authors and we thank them for giving us the opportunity to share for free to students, teachers and users of the Web their texts will only be used for illustrative educational and scientific purposes only. All information on our website is for educational use. The information about medicine and health on the site is of a general nature and purpose that is purely informative, and for this reason can not replace in any case, the advice of a doctor or a qualified entity legally to the profession. Glossary of PLC terms Meaning and definition of design cycle : design cycle - steps in the design. The use of the word cycle means that it never ends, although at some point we have to decide to release a design. The meaning and definition specified above is not indicative not used for medical and legal purposes Source: jackh/books/plcs/chapters/plc_glossary.rtf Website link of source to visit: jackh/eod_redirect/index.html Author : not specified on the source document in the above text If you are the author of the text above and you do not agree to share your knowledge for teaching, research, scholarship (for fair use as specified in copy USArigh low) please send us an email and we will remove the text quickly. Google Keywords : Design Cycle Glossary for PLC Terms design Cycle If you want to quickly find the pages about a particular topic as the design cycle use the following search engine: Meaning and definition of design cycle Please visit our website Larapedia.com Terms of Use and Privacy page Meaning and definition of design cycle Directions: Read this article, and Write in Mathematics. At the end of this paper are instructions for writing a paper. The design cycle is the problem-solving method you've been using, subconsciously, for years. Previously, you most likely used the George Polya method of problem solving without knowing it. The Polya method is usually taught as: Read, Plan, Fix, and Check by primary school teachers. Below is Wikipedia take on Polya. George Pólya's 1945 book How to Solve It (ISBN 0-691-08097-6) is a small volume that describes methods of problem solving. It suggests the following steps when solving a mathematical problem: Measure the design cycle is a model, and it is intended to be the central tool to help students create and evaluate solutions in response to challenges. MYP technology The cycle consists of four major stages- note how the Polya method has four steps that are basically the same. The design cycle is more general in its approach and is standard methodology used by software stores, and industry. Below are the four steps adapted from the International Baccalaureate Organization. Examine Identify the issue to resolve. At the end of the course, students should be able to: Assess the importance of the problem for life, society and the environment Outline the design card. Formulate a design specification. At the end of the course, students should be able to: Provide the specific requirements that must be met by the product/solution. Design tests to evaluate the product/solution against the design specification. Schedule students to design the product/solution. At the end of the course, students should be able to: Generate several possible designs that meet the design specification Evaluate the designs against the design specification Choose one design and justify the choice. Students plan the product/solution. At the end of the course, students should be able to: Construct a plan to create the product/solution that has a series of logical steps (Learn how to write a heuristic/algorithm via Mathematics Writing.) Create a plan to create the product/solution that makes efficient use of resources and time evaluate the plan and justify any changes to the design. Create students using appropriate techniques and equipment. At the end of the course, students should be able to: Use a variety of appropriate techniques and equipment competently (Photoshop, Dreamweaver, Flash, Fireworks, MS Office, iMovie and Audacity.) Ensure a safe working environment for yourself and others. Students follow the plan. At the end of the course, students should be able to: Follow the plan to produce the product/solution Evaluate the plan and justify any changes to the plan (when necessary.) Students create the product/solution. At the end of the course, students should be able to: Create a product/solution of appropriate quality. Evaluate students to evaluate the product/solution. At the end of the course, they should be able to: Conduct tests to evaluate the product/solution against the design specification Evaluate the product/solution's success in an objective way based on testing, their own views and the views of the intended user Evaluate the effect of the product/solution on individuals and on society Explain how the product/solution can be improved. Students evaluate the use of the design cycle. At the end of the course, students should be able to: Evaluate their performance at each stage of the design cycle Suggest how their performance can be improved. Compare and contrast: Design cycle vs. Polya's method alert about how the design cycle has four steps: Investigate, plan, create, and evaluate. Nwo these four steps in Polya's method: Read, Plan, Fix, and Check. They're just synonyms. Moreover, when we actually delve into the meaning of each step, and the definitions used in Design Cycle and by Polya, it is clear that there really is no difference between the two problem-solving methods. The only difference is in the intended program that the problem-solving method is aimed at. The design cycle is a heuristic that makes it relevant to solve all kinds of problem: mathematics, science, automotive, relationships, etc. The Polya method targets only one set of problems: mathematically. The simple conclusion to be drawn is that Design Cycle is more relevant to solving everyday problems. Let's compare the two to get a better understanding of how both problem-solving methods work. Step I: Check vs. Read. Of course, Examining is the broader term. Read is a good term to use when solving mathematical problems, but problem solving doesn't stop there. Every challenge in life can be defined as a problem. Over time, some challenges simply become routine habits – like feeding yourself in the morning. One of the better definitions for Investigate comes from Wikipedia. In this definition, they use the term exploratory search – that's what you do when you first confront a problem and realize that something needs to be done. I give you, Wikipedia: Exploratory search is a specialization of information exploration - a broader class of activities where new information is sought in a defined conceptual area; exploratory data analysis is another example of information exploration activity. In exploratory searches, users generally combine query and browsing strategies to promote learning and investigation. Essentially, this is where you define your problem and acquire an understanding of it. When it comes to an algorithm, we define our first state. Understanding is a psychological process related to an abstract or physical object, such as person, situation and message where one is able to think about it and use concepts to handle sufficiently with this object. (ibid.) Step II: Plan versus plan. These two steps use the same word that only reinforces our hypothesis that both methods are primarily the same. Under the plan, define the process that allows you to generate a solution or target state. This is where you have to be creative. Learn to think outside the box. Remember: With creative thinking, nothing is taboo or wrong – it may not work. The Wikipedia definition of the plan is: The concept of planning involves work out of subcomponents to a certain degree of detail. Broader brush denunciations of targets may qualify as metaphorical roadmaps. Planning literally means just the creation of a plan; it can be as simple as creating List. However, it has been given a technical importance to cover the area of state legislation and regulations related to the use of resources. Planning can refer to the planned use of all resources, as in the series of five-year plans in

which the government of the Soviet Union attempted to develop the country. However, the term is most often used in relation to planning for the use of acreage and related resources, such as in urban planning, transport planning, and so on. Plans are nothing; planning is everything.-- Dwight D. Eisenhower Step III: Lag vs. Loose. This is where you actually generate a solution to your problem. When it comes to an algorithm, these are the steps that take you to get from your original state to your target state. During this phase, you actually take each of the steps you created above and run them. Mathematics is a great field to use as an example for this step – this is the step where you crunch the numbers, or plug-and-play. Again, this is the step that will take us to our target state, but we do not know if it is right or not, or if we have achieved the desired result that leads us to our last step. Step IV: Evaluate vs. check. This is where you decide whether the desired result has been achieved or not. This is where we actually determine whether the target state has been reached or not. If the target state is reached, we can pat ourselves on the back and continue with the next task at hand. If not, we need to go back to the planning phase and redesign the solution. This process is also called feedback, or in cybernetics lingo we refer to it as the feedback loop. The Wikipedia definition of feedback is: Feedback is (generally) information about actions. In cybernetics and control theory, feedback is a process in which a certain proportion or general, function, of the output signal of a system is sent (fed back) to the input. Often this is done deliberately, to control the dynamic behavior of the system. Feedback is observed or used in various areas working with complex systems, such as engineering, architecture, economics and biology. Continuous feedback in a system is a feedback loop. A feedback loop is a system where outputs are fed back into the system as inputs, increasing or decreasing effects. Often, feedback and self-correction lead to adjustments that vary with differences between actual output and desired output. Output.