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□ **Introduction:**

This learning platform allows its users to achieve -through the content it offers, its possibilities and its design- the fundamental objective of Design Thinking in the field of education, that is, to understand, practice and assimilate the methodology used for students to discover solutions to problems in their environment, using their creativity and applying it in interdisciplinary projects. Likewise, the analysis of the platform provides a glimpse of the work, effort and coordination between the different members of the team behind the platform, in order to pool their knowledge and contributions with a view to facilitating the learning of design thinking for teachers.

□ **Positive items:**

- - presents a web design that is easy to navigate, with intuitive access to all of its content
- - contains a concise and simple menu
- - shows a link to "Equipment" under "About", with a description of its components
- - offers under "Learning Resources" the possibility of guest access, without having to create an account, to some of the learning courses
- - the possibility to click on a word in the glossary and to scroll backwards
- - content in different languages (taking into account the member countries of this project)
- - allows subscription by entering the email address, as well as easy contact (with contact addresses, web address and social network addresses of this project)
- - there are "key" word sections to follow a common thread to facilitate the learning of the content
- - there is a comprehensive glossary with precise definitions of the basic terms that are recommended to be mastered for this methodology
- the different contents of the different modules are explained in presentation format, with the possibility to mark "as completed" and to perform a self-assessment
- the content can be viewed in full screen, with the possibility of using the options menu
- a selection of features can be filtered to narrow down the search for tools
- detailed information is provided for each tool, regarding aspects such as purposes, limitations, application mode (before, during and after the session), examples and testimonials, resources, links,...

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- the web design is correct. Without being too flashy, it does not fall into inexpressiveness or austerity either.
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* How to improve it:

- On the "Home" page, sort the members who are "behind this learning platform" (I don't know the sorting criteria): if there are none, you can sort them alphabetically.
- Correct some minor typing errors (check this aspect for correctness).
- Display a submenu from each title of the main menu to be able to go directly to what is of interest to each user, as it appears in "About"; that is, if we click on "home", sub-sections should be displayed that also give the option to click on them and lead us more quickly to what is being searched for.
- Put more news inside the home page (so that it is noticeable that it is constantly updated), or even put a "news" and a "calendar" drop-down in the menu.
- Try to be less repetitive or redundant with some aspects of information (some information is repeated in different sections of the main menu, such as "Home" and "About").
- Being only a formatting and/or typing error, the glossary should appear in alphabetical order (there is some misplacement in some terms).
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*To sum up:

I consider the DeThink platform to be the backbone of the project of the same name because it offers a real possibility for teachers to acquire complete learning about "design thinking", to apply it in the classroom and to achieve the acquisition of competences and skills specific to this methodology in their students, which will be very positive both in their training period and in their professional stage.

Although the content of the different learning modules is dense, teachers of all specialities, with the clarification of the terms in the glossary and the explanation of the different tools, will have no difficulty in understanding them in order to gradually implement this methodology.

Its use can open up a range of research and a way to continue increasing knowledge about the DeThink methodology, which can undoubtedly be a continuous enrichment and improvement for those who are committed to this way of understanding work in the classroom.