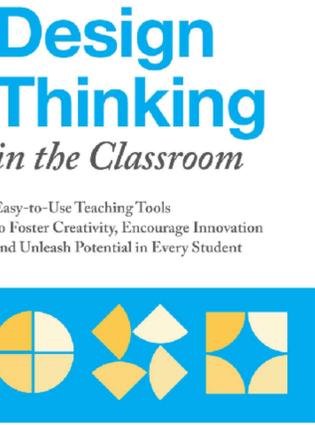


The Design and Technology Book Club : SCHEDULE

	Image	Amazon Rating	About (As listed on Amazon)	Author Information (As listed on Amazon)	Guide Price (Kindle)	Guide Price (Printed Book)										
December 2021	 <p>Edited by Alison Hardy and Eddie Norman</p>	<p>Customer reviews ★★★★★ 5 out of 5</p> <p>1 global rating</p> <table border="1"> <tr> <td>5 star</td> <td>100%</td> </tr> <tr> <td>4 star</td> <td>0%</td> </tr> <tr> <td>3 star</td> <td>0%</td> </tr> <tr> <td>2 star</td> <td>0%</td> </tr> <tr> <td>1 star</td> <td>0%</td> </tr> </table>	5 star	100%	4 star	0%	3 star	0%	2 star	0%	1 star	0%	<p>Technology changes and design contexts move on. Design areas that are central to children's experiences might need to be reconsidered to focus on new technologies and sustainable futures. This book is for those people who want to talk and think about what's next for design education in schools. It's set against a now familiar story that design and technology education no longer has the status it had in the mid-1990s, with student numbers in decline, fewer teachers and reduced budgets. The reasons for this need to be understood, and the book begins by reflecting on these issues. The increased emphasis on a knowledge-rich curriculum has caused outsiders to ask – 'What is design knowledge?' – and a start is made on giving some answers. There is a call from David Spendlove for a step-change to 'Design and/or Technology 2.0'. Should it be the same for all? Should curriculum development be devolved? There are many matters to resolve, and central to this book is the idea that the most appropriate way to resolve them is through designerly methods i.e. Design and Technology teachers using the methods with which they are familiar to develop practitioner theory. Can you help? The book ends with a call for your support.</p>	<p>Dr Alison Hardy is a senior lecturer in teacher education and specialises in design and technology education. She has contributed to several books about design and technology education and is the editor for the 4th edition of the book Learning to Teach Design and Technology in Secondary Education. Alison researches the values different people attribute to design and technology education, the influences, origins and consequences. You can find out more on Alison's website: www.dr.alisonhardy.com and hear ideas being shared on her Talking D&T podcast. Eddie Norman is Emeritus Professor of Design Education at Loughborough Design School (LDS), UK. He joined Loughborough University in 1984 after careers in secondary education and as a (welding) research engineer. He arrived in what was then the Department of Design and Technology with the role of teaching technology to future designers and design teachers. Establishing the knowledge content of both undergraduate design programmes and secondary design education are ill-defined tasks. The technological knowledge base is evolving, and remains the subject of on-going national and international debates. Successfully teaching and researching in these areas requires, therefore, constant participation in and contribution to these debates and consequential changes. Eddie Norman was the Co-Director of the IDATER Conferences from 1998-2001 and worked in partnership with the Design and Technology Association in helping these conferences develop into their Education and International Research Conferences for which he was the Editor from 2002-2009. In parallel he helped initiate the IDATER Online conferences that explored particular issues. He has been Editor of Design and Technology Education: an international journal since 2005, and worked to establish the online research hub for design education (www.dater.org.uk). He was leader of the Design Education Research Group at Loughborough Design School. All of these activities concern support for the development of the on-going conversations that are essential to research in this area. Establishing LDP is a further step along this road. He is well known for being one of the co-authors of Advanced Design and Technology (1990) which was written to support 16+ syllabuses and sold around 30000 copies in the UK and internationally. Eddie is a partner in the related musical instrument innovation project Cool Acoustics. This started as a case study exploring the experiential nature of design knowledge in Owain Pedgley's PhD (1999) through the design of polymer acoustic guitars, but took on a life of its own (developing into the University spin-out Cool Acoustics). He has since supervised a further 6 related PhDs and, once the work of establishing LDP is complete, Eddie intends to write a book based on his PhD research and with contributions from his research students.</p>	£2.99 (Loughborough Design Press)	£9.99 (Loughborough Design Press)
5 star	100%															
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January 2022	 <p>David Lee</p>	<p>★★★★☆ 4.7 out of 5</p> <p>42 global ratings</p> <table border="1"> <tr> <td>5 star</td> <td>78%</td> </tr> <tr> <td>4 star</td> <td>15%</td> </tr> <tr> <td>3 star</td> <td>4%</td> </tr> <tr> <td>2 star</td> <td>4%</td> </tr> <tr> <td>1 star</td> <td>0%</td> </tr> </table>	5 star	78%	4 star	15%	3 star	4%	2 star	4%	1 star	0%	<p>Harness the Power of Design Thinking to Inspire your Students!</p> <p>Whether your students are tackling project-based learning or developing solutions in the STEM maker lab, design thinking will help them be more innovative. The design-thinking process, practices and mindsets teach 21st-century skills such as adaptability, collaboration and critical thinking.</p> <p>The design thinking program described in this book helps develop students' mindsets in a way that is more conducive to producing innovative solutions. It allows students to apply their creativity to tackle real-world issues and achieve better results through the use of its five learning phases:</p> <ul style="list-style-type: none"> • Empathise • Define • Ideate • Prototype • Test 	<p>David Lee: I am currently the elementary STEM/EdTech Specialist at Singapore American School in Singapore. My responsibility at the school is to facilitate educators in integrating STEM subject areas, meaningfully and purposefully into their classroom to increase learner engagement and achievement, provide learners with real world experiences, develop their 21st century skills, promote creativity and innovation, and provide digital tools that are appropriate to each student's learning styles. I was also the former elementary STEM Coordinator at Korea International School (KIS) in Seongnam, Korea. As the STEM Coordinator, I contributed to the vision and execution of the school's STEM program, worked collaboratively with all stakeholders (administrators, teachers, students, parents, & community), assisted in the development and delivery of transdisciplinary STEM professional development, and attended grade-levels meetings to move all teachers towards independence in the delivery of transdisciplinary instruction and curriculum. I also created meaningful connections between disciplines, planned and executed opportunities for students to showcase their work within the school and community (i.e. fairs, exhibition, etc.). As the design teacher, I engaged learners & through open-ended inquiry-based activities in the KoLAB spaces & by modelling and teaching the design thinking process. I have been a conference presenter at the KORCOS conferences (2012 and 2014), the Google in Education South Korea Summits (2013 and 2014), Learning 2.0 (2014-2016), and 21CLHK (2018). I was the keynote speaker at a STEM conference called STEMpalooza (2018). I have a master's degree in education with an emphasis on EdTech. My research focused on a 1:1 program implementation model that incorporated essential 21st-century student outcomes and support systems.</p>	£9.99	£9.99
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February 2022	VOTE COMING SOON!!															