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Proposing the creative design process for the science gifted learners-focusing on Stanford D. School curriculum

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This study is intended to improve awareness towards value and necessity for design thinking through analysis on case of creative design process for the science gifted students. Rather than an organic growth between instructor and learner, many classrooms have grown more instructor-centered. Current design education in Korea tends to emphasize technical elements of expression, which diminishes opportunities for creative thoughts and genuine meaningful connection to the subject. Through the theoretical investigation into design thinking studies, this research would suggest a direction to develop the instructional model of creative design process. Design thinking is a concept widely known as a strong method to achieve innovation in business and education. (Ha, 2016) It represents a problem-solving process exploring creative and innovative solutions by taking multi-disciplinary approach to complex social issues. Particularly, it is analogous to the scientific method of hypotheses that build models or theories and continue to interact through feedback mechanism. Design thinking course created by D. School at Stanford University, made up of five stages: empathize, define, prototype, and test. The instructional model of creative design process includes, Inducing to participate in intellectual, emotional, and social activities for cultivating integrated thinking power; Developing communication skills and mindset through the team collaboration; Practicing of visual thinking, using design elements leads to the experience of practical production and expression processes.

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