

## **DESIGN THINKING IS A FUNDAMENTAL KEY TO SUCCESS IN HIGHER EDUCATION**

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### **ABSTRACT:**

Design thinking is an interaction for tackling issues by focusing on the people necessities regardless of anything else. It depends on noticing, with compassion, how individuals connect with their surroundings, and utilizes an iterative, involved way to deal with making creative arrangements. Numerous students battle to make associations with exemplary problems faced in higher education and difficulty in finding solutions. Educators can assist students with extending their chance to have a vivid involvement by creating problem solving path through the course of design thinking. Great educating and configuration believing are interrelated in light of the fact that both spotlight delicately on where transformations and changes are expected to arrive at the ideal objectives. In this manuscript researcher try to highlight the issues why design thinking necessary in higher education.

**KEYWORDS:** *Students, Design thinkers, Design issues, Thinking process and Design models.*

### **I. INTRODUCTION:**

Design Thinking is a human-focused, arrangement situated way to deal with pioneering advancement that focuses on better comprehension of how a client will experience a proposed arrangement. thinking can assist with tracking down arrangements through sympathy for grasping genuine issues, imagination for advancement prototyping, and testing with clients to guarantee that proposed administrations work. Design thinking centers around building configuration thinking abilities and experience which are fundamental for the understudies' future fruitful profession. configuration thinking abilities will cultivate students to apply a client driven approach during problem solving methods. Design thinking shows students how to sympathize with clients, to comprehend how they can more readily characterize an existent issue; to ideate to concoct however many arrangements as they can (without being decided), to model their best arrangement, lastly to test it with the client in

order to comprehend assuming it meets every one of the client's necessities or it needs improvement. Assuming there are changes that ought to be made, the cycle will rehash a portion of its stages. Students participation plays important part in involving the design thinking process. Design thinking targets presenting imaginative plan thinking contribution into pioneering advanced education towards planning understudies to enter developing economies by being versatile, tough, inventive, and innovative furthermore, by having the functional enterprising abilities that will permit them to make thoughts work out as expected in business as well as friendly prosperity settings.

## II. LITERATURE REVIEW:

There are by and large two methods for teaming up in designthinking courses. [7] By helping out the clients, understudies can acquire a really entering comprehension of clients' discernment and prerequisites. Brainstorming is one of the vital stages of creating configuration thinking in which process understudies are permitted to trade their bits of knowledge and stand on neutral ground. The choice post-tone is additionally an element of this stage. [8]. In the ongoing secondary school instruction where understudies gain the information through reiteration and oceans of the tests, most schools actually consider understudies' scores in the school selection test as the benchmark for their scholarly capacities. With regards to this test situated schooling, the twisted idea of additional training too influences by far most of guardians and understudies as they are leaned to accept that secondary school training is fundamentally intended to plan for the school entrance assessment and other worthwhile purposes. This state sanctioned test can gauge a restricted piece of understudies' capacities and abilities [10] and may demotivate understudies and influence them to lose imaginative reasoning later entering the college. Under this situation where the over the top accentuation is put on dominating the basic information and abilities, understudies' imagination also, creative mind can not acquire significant improvement, or even not be as expected created. At the same time, their general education capability may likewise be hampered, which is adverse for them to turn into experienced and adaptable information beneficiaries later on.

In society, schools ought to play an compelling job in developing understudies' characters, sense of obligation, etc. In this present circumstance, the schools ought to make and utilize the applicable courses and preparing to additionally foster understudies' capacity to manage complex issues and effectively get numerous data; in this way upgrading their creative mind and innovativeness simultaneously. All the more significantly, the previously mentioned abilities and capacities are in huge request in different fields including science, business, and social associations in the present years. [12]. educators have laid out significant position in class so understudies are not outfitted with

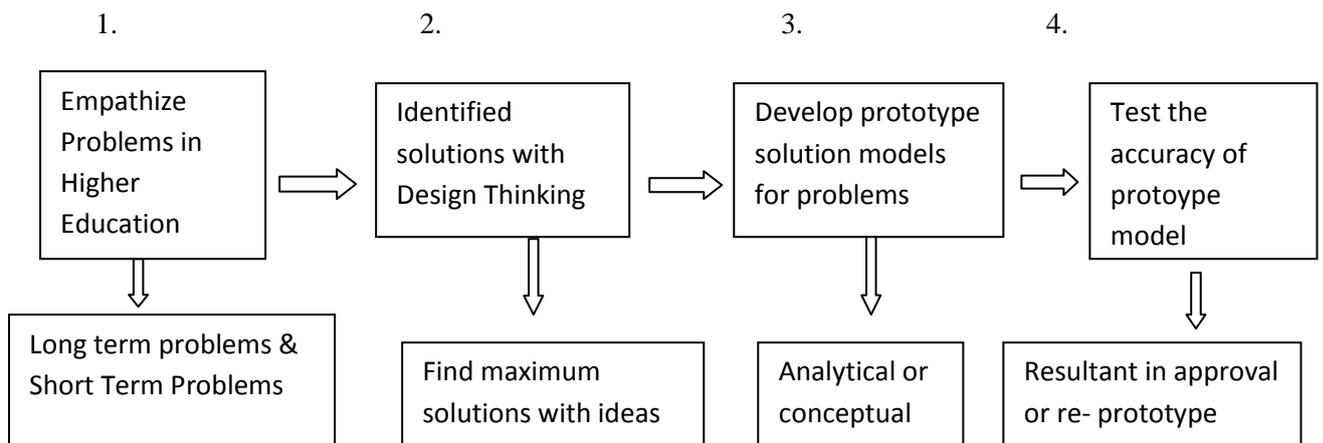
suitable and adequate talk power furthermore, the feeling of interest, subsequently demotivating understudies in craftsmanship learning. Also, most of craftsmanship training educational program actually needs creative informative ideas and sensible course plans. [13]. Empathy assumes a critical part in the upgrade of understudies' inventiveness and advancement, as indicated by Lim.[14]. In expansion, a task on intuitive plan thinking coordinated by Leila Aflatoony, Ron Wakkary, and Carman Neustaedter [15] observed that understudies paid more consideration regarding imparting and connecting with individuals in the later phases of the task than to start with, hence showing more prominent Empathy. The fact that creative reasoning makes workmanship educators worried courses will totally and completely supplant craftsmanship schooling. [18].

**III. PROBLEM OF THE STUDY:**

Find the appropriate model of solving higher education problems with design thinking.

**IV. METHODOLOGY:**

In this manuscript , following model has been developed in figure 1 by the researcher for finding solutions of higher education with design thinking.



**Fig 1: Model for solving problem in Higher Education with desing thinking**

**Empathise Problems in Higher Education**

This is the first stage in which the problems in Higher Education Empathise .In the empathize period of the higher education probelm, understanding the issue and deciphering the issue werekey. The group expected to decide the prompt curricular requirements of higher education students,and ensuing distant guidance that followed. An educational plan group was gatheredto remember prepared educators for analytical, conceptual, writing, quantitative, and scientific skills. This groupwould turn into the Subject Experts (SE) for the task and find the problems of students in above skills.

## **Identified Solutions with Design thinking**

This is the second stage, in this stage maximum solutions of problems can be find out by design thinking process like brain storming. This is basically an ideate phase of design thinking. Inside the ideation stage, the plan put together methodology centers with respect to the inquiry "What students and teachers make?" Although this question satisfactorily addresses a solitary based educational plan for a design thinking approach. "How would teachers make the opportunity for growth" was added. The ideation interaction unfurled in two iterative and interrelated stages as the undertaking group plan conversations and instrument accessibility arose. At first, the venture group examined facilitating all the educational plan on a site. Each page of the site would hold individual conceptual, analytical, writing, mathematical and scientific portions for the particular time slot in the curriculum.. The illustrations would be created on Google Slides with implanted video and hyperlinks for the students to explore, how they will solve the problems in different ways by using analytical and conceptual skills.

## **Develop prototype solution models for problems**

This is the third stage, in this stage the students and teacher together develop some prototypes with the help of materials which are available to them. If possible try to build some soft skills apps for problem solving. This is a repeated process as it keeps requiring customized changes until it is approved by the final user. In the prototype stage, a model is fabricated, tried, and input is acquired. Preferably, the trial and error stage fits testing a model and refining it in view of different input circles. Sadly, many projects, including the Ultimate Summer Adventure program, run on a sped up timetable where a multi-input circle model isn't possible. The informative architects had a one-week window to plan the substance that would be delivered during the primary seven day stretch of the program. In light of the time period, the teacher student built the model so the final user could draw in with different exercises for every one of the branches of knowledge. When the model was finished, one substance master, one financing accomplice and one locale head tried the learning exercises and changes were made by the educational planners. The model was then sent off on the site as learning experience. The focal inquiry of the trial and error stage was "how would I fabricate it?" Through preliminary and mistake and the venture group cooperating, we had the option to create a variety of learning modules that had different interactive reasonable for each student.

## **Test the accuracy of prototype model**

This is the fourth stage of design thinking model of problem solving in higher education. In this stage we will check the accuracy of the model. In the test execution stage, the group expected to recognize what endlessly was not working and reconsider on a case by case basis. After the principal task of

creation, the task group fostered a more smoothed out method for presenting the substance for configuration in order to smooth out the cycle, helping with distinguishing absent or dreary areas of improvement.

After the primary task, the venture group addressed and recognized the issue for more sound in every illustration to plainly well-spoken to the student how to continue.

## **Advancement Stage**

The advancement stage is an ideal opportunity to get outer criticism. In this task, the criticism came later on. In this stage we evaluated the model of our educational program accuracy and conveyance with the client partners.

## **V. CONCLUSION:**

Design thinking is an iterative interaction wherein people try to grasp the clients, challenge suspicions, reclassify issues and make creative arrangements which people can model and test. The general objective is to recognize elective procedures and arrangements that are not quickly clear with your underlying degree of understanding.

Hence, design thinking gives an answer based way to deal with taking care of issues which assists people with doing as such in an innovative and cooperative manner. Design thinking believing is something other than a cycle; it is a completely better approach to think, and it offers an assortment of involved strategies to assist people with applying this new approach for problem solving.

There are many approaches of design thinking for problem solving in higher education but finding the student teacher accurate design thinking approach is difficult task. As problems vary with the geographical area and type of institutions.

So it is always better student teacher sit together and think about the approach with the help of above design thinking model and customised changing according to their user requirements. When joint efforts are made then more ideas will be elevated in the brain. There are more chances of getting ways for finding solutions.

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